

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Office of Elementary and Secondary Education (OESE): Magnet Schools Assistance Program (MSAP)

CFDA # 84.165A

PR/Award # S165A220010

Grants.gov Tracking#: GRANT13602301

OMB No. , Expiration Date:

Closing Date: Apr 25, 2022

PR/Award # S165A220010

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. ED GEPA427 Form	e6
<i>Attachment - 1 (1238-Polk_MSAP2022_GEPA)</i>	e7
3. Grants.gov Lobbying Form	e10
4. Dept of Education Supplemental Information for SF-424	e11
5. ED Abstract Narrative Form	e13
<i>Attachment - 1 (1235-Polk_abstract)</i>	e14
6. Project Narrative Form	e15
<i>Attachment - 1 (1239-POLK_AMP_PROJECTNARRATIVE_MSAP)</i>	e16
<i>Attachment - 2 (1240-Polk_Appendix1_resumes)</i>	e167
<i>Attachment - 3 (1241-Polk_Appendix2_letters)</i>	e280
<i>Attachment - 4 (1242-Polk_APP3_LOGICMODEL)</i>	e311
7. Other Narrative Form	e315
<i>Attachment - 1 (1236-Polk Manadatory Attachments)</i>	e316
<i>Attachment - 2 (1237-Polk_AMP_attachments_other)</i>	e552
8. Budget Narrative Form	e1676
<i>Attachment - 1 (1234-Polk_budget_narrative)</i>	e1677
9. Form ED_524_Budget_1_4-V1.4.pdf	e1713
10. Form SFLLL_2_0-V2.0.pdf	e1716
11. Form ED_Evidence_2_0-V2.0.pdf	e1717

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-Application's 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
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/22/2022

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):

* c. UEI:

d. Address:

* Street1:

1915 S. Floral Avenue

Street2:

* City:

Bartow

County/Parish:

* State:

FL: Florida

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

33830-0391

e. Organizational Unit:

Department Name:

Office of Acceleration & Innov

Division Name:

Teaching & Learning

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Candy

Middle Name:

* Last Name:

Amato

Suffix:

Title:

Senior Director

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

PR/Award # S165A220010

Page e3

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:

84.165

CFDA Title:

Magnet Schools Assistance

* 12. Funding Opportunity Number:

ED-GRANTS-022222-001

* Title:

Office of Elementary and Secondary Education (OESE): School Choice and Improvement Programs:
Magnet Schools Assistance Program, Assistance Listing Number (ALN) 84.165A

13. Competition Identification Number:

84-165A2022-1

Title:

Office of Elementary and Secondary Education (OESE): School Choice and Improvement Programs
(SCIP): Magnet Schools Assistance Program (MSAP), 84.165A

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

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Amplifying Magnet Programs

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 * b. Program/Project

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

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

*** 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: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

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.

1238-Polk_MSAP2022_GEPA.pdf

Add Attachment

Delete Attachment

View Attachment



GEPA - Polk District Schools

BOARD MEMBERS

Sara Beth Wyatt
Board Chairman
District 4

Lisa Miller
Board Vice-Chairman
District 7

William Allen
District 1

Lori Cunningham
District 2

Sarah Fortney
District 3

Kay Fields
District 5

Lynn Wilson
District 6

C. Wesley Bridges, II
General Counsel

ADMINISTRATION

Frederick R. Heid
Superintendent

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. Contacts in schools are made aware of social services resources and are trained how to best direct students and families. In addition, Polk is a pilot district for a state Inclusion Model program. Two full- time inclusion trainers at the district office offer professional development to school faculties to accommodate students with various disabilities. The Florida Diagnostic and Learning Resource System office gives pedagogical and technology training to help accommodate disabled students. 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.

STUDENTS FIRST



1915 S. Floral Ave.
Bartow, FL 33830



P.O. Box 391
Bartow, FL 33831



863-534-0500



polkschoolsfl.com

PCPS continuously strives to ensure that each of the district's 150+ school sites provides our students of diverse social, economic, ethnic, and racial backgrounds an opportunity to interact, learn, and grow together. Therefore, PCPS seeks the MSAP 2022 funding to continue its successful track record of establishing and sustaining integrated, innovative magnet schools throughout our district.

The School Board of Polk County became the defendant in a desegregation lawsuit in 1963. Over the next four decades, the district attempted numerous methods to desegregate leading to implementing magnet schools in 1990s. Due to its geographic size, PCPS was divided into four magnet zones in the original desegregation order. The district's original eight magnet schools were created under the court order in 1992. In March of 2000, the federal court granted the unitary status to the district and put into place a Settlement Agreement by which the district maintains the progress made in diversified student assignments and equitable facilities. Since then, PCPS has created and sustained additional seven whole school magnets to encourage voluntary desegregation. PCPS is committed to protecting and sustaining desegregation of schools and ensuring schools are integrated environments where all students have an opportunity to interact as a part of a diverse student body reflecting the composition of our community.

PCPS determines a need to eliminate, reduce, or prevent minority isolation at the school site or a feeder pattern through ongoing monitoring of community, zone, and district population trends that may influence the composition of schools and potentially limit students' opportunity to interact and learn alongside diverse peers. To select the potential new magnet sites or the need to revise existing magnet schools, PCPS considers the social, economic, ethnic, and racial backgrounds of students at each school site.

Through the *Amplify Magnet Schools (AMP)* project, PCPS will add three new magnet schools and significantly revise three existing magnet schools to prevent and/or reduce minority isolation of African American and Hispanic students. At the same time, this effort will reduce the isolation of economically disadvantaged students at those school sites. Furthermore, the establishment or revision of these schools will increase parental choice, update the current enrollment system, add opportunities for voluntary desegregation, improve academic performance, and promote the capacity of staff to infuse innovative educational methods and practices that promote diversity, equity, and excellence.

Polk County Public Schools is the largest employer in our county. The district has an active recruitment program, offers one of the highest beginning teacher salaries in the state and a generous benefits package to attract highly qualified teachers. PCPS is highly diverse work environment that abides by all legally appropriate nondiscriminatory practices as summarized in the following statement “No employee, student, or applicant for admission or applicant for employment shall on the basis of race, color, national origin, sex, language spoken, homelessness, disability, genetic information, marital status, age, religion, or any other basis prohibited by law be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational programs, activities, services, or in any employment conditions, policies or practices, conducted by the Polk County Public School System” All staff members are bound by the professional Codes of Ethics, that include emphasis of valuing diversity and equity.

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: Mr. * First Name: Frederick Middle Name:
* Last Name: Heid Suffix:
* Title: Superintendent

* SIGNATURE: Andrew Baldwin

* DATE: 04/22/2022

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

OMB Number: 1894-0007
Expiration Date: 12/31/2023

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Mijana		Lockard	

Project Director Level of Effort (percentage of time devoted to grant): 100

Address:

* Street1:	1915 S. Floral Ave
Street2:	
* City:	Bartow
County:	
* State:	FL: Florida
* Zip Code:	33830-7124
Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

--	--

* Email Address:

--

Alternate Email Address:

--

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

☐ Yes ☒ No

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

4. 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) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☐ No Provide Assurance #(s), if available:

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

Add Attachment

Delete Attachment

View Attachment

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the 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, and dependent, independent, and control variables, as well as 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:

Add Attachment

Delete Attachment

View Attachment

POLK COUNTY PUBLIC SCHOOLS (PCPS)
AMPLIFY MAGNET PROGRAMS (AMP) MSAP 2022

PCPS plans an ambitious, comprehensive, and far-reaching project that will create three new whole school magnets and revise three existing whole school magnets. The project will schools directly impact 3,614 students. In addition, the project will have a widespread positive influence on desegregation objectives districtwide. The following schools will participate in the program:

- Stephens Elementary K-5 will become a ***new whole school magnet*** serving 428 students with an International Baccalaureate Primary Years Programme (IB/PYP) magnet theme and a goal to reduce MGI of Black students
- Garner Elementary K-5 will become a ***new whole school magnet*** serving 921 students with a STEM/ Polytech magnet and a goal to reduce MGI of Black students.
- Blake Academy (K-8) will become a ***new whole school magnet*** serving 784 students with a Primary and Lower Secondary Cambridge magnet theme and a goal to reduce MGI of Black students.
- Bethune Academy (K-5) will be ***revised*** as a ***whole school*** Primary Cambridge magnet with a goal to reduce MGI of Black students. The school will serve 432 students.
- D. Jenkins Academy (6-8) will be ***revised*** as a ***whole school*** Lower Secondary Cambridge magnet with a goal to reduce MGI of Black students. The school will serve 525 students.
- Combee Academy (K-5) will be ***revised*** as a ***whole school*** Primary Cambridge magnet with a goal to reduce MGI of Hispanic students. The school will serve 523 students.

Through this project, PCPS will address the following grant priorities:

Competitive Priority 1- Need for Services

Competitive Priority 2- New and Revised Magnets and Evidence of Promise

Competitive Priority 3- Selection of Students

Competitive Priority 4- Increasing Racial Integration and Socioeconomic Diversity

Competitive Priority 6- Supporting a Diverse Educator Workforce and Professional Growth

Invitational Priority 1- Whole School Magnets

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:**

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

AMPLIFY MAGNET PROGRAMS (AMP)
POLK COUNTY PUBLIC SCHOOLS

TABLE OF CONTENTS

Competitive Priority 1- Need for Services	1
Competitive Priority 2- New and Revised Magnets	12
Competitive Priority 3- Selection of Students	17
Competitive Priority 4 – Increasing Racial Integration and Socioeconomic Diversity	19
Competitive Priority 6 -Supporting a Diverse Educator Workforce and Professional Growth	24
Invitational Priority 1- Whole School Magnets	26
Desegregation	26
Quality of Project Design	60
Quality of Management Plan	106
Quality of Personnel	120
Quality of Project Evaluation	129

Competitive Priority 1- Need for Services

Polk County Public School District (PCPS), located in Central Florida, serves over 110,000 students in more than 150 schools. Polk County has a total area of 2,011 square miles making it geographically the 4th largest county in Florida.



According to the latest Census, Polk County's population grew faster than the state and the nation over the last decade, increasing in population by 20.4% from 2010. With a fast-growing population of changing demographics, PCPS is among the 30 largest in the nation and the 7th largest school district in Florida. PCPS continuously strives to ensure that each of the district's 150+ school sites provides our students of diverse social, economic, ethnic, and racial backgrounds an opportunity to interact, learn, and grow together. Therefore, PCPS seeks the MSAP 2022 funding to continue its successful track record of establishing and sustaining integrated, innovative magnet schools throughout our district.

The School Board of Polk County became the defendant in a desegregation lawsuit in 1963. Over the next four decades, the district attempted numerous methods to desegregate leading to implementing magnet schools in 1990s. Due to its geographic size, PCPS was divided into four magnet zones in the original desegregation order. The district's original eight magnet schools were created under the court order in 1992. In March of 2000, the federal court granted the unitary status to the district and put into place a Settlement Agreement by which the district maintains the progress made in diversified student assignments and equitable facilities. Since then, PCPS has created and sustained additional seven whole school magnets to encourage voluntary desegregation. PCPS is committed to protecting and sustaining desegregation of schools and ensuring schools are integrated environments where all students have an opportunity to interact as a part of a diverse student body reflecting the composition of our community.

Polk’s PreK-12 student body of over 110,000 became “majority-minority” in the past ten years, currently 36% white, 20% Black, and 39% Hispanic. However, each magnet zone is demographically unique, which is taken into consideration in selection of new magnet sites. Table below shows the current PCPS enrollment percentages by magnet zone for three largest population groups. Table below encompasses enrollment at all public school options in PCPS, including traditionally zoned (feeder), magnet, choice, and charter schools.

Table 1. Largest population group enrollment percentages by magnet zone

ZONE	White	Black	Hispanic
Lakeland (A)	44%	19%	31%
Winter Haven (B)	36%	23%	37%
Haines City/ Davenport (C)	18%	20%	57%
Bartow (D)	42%	16%	38%
District Wide	36%	20%	39

PCPS determines a need to eliminate, reduce, or prevent minority isolation at the school site or a feeder pattern through ongoing monitoring of community, zone, and district population trends that may influence the composition of schools and potentially limit students’ opportunity to interact and learn alongside diverse peers. To select the potential new magnet sites or the need to revise existing magnet schools, PCPS considers the social, economic, ethnic, and racial backgrounds of students at each school site.

Through the *Amplify Magnet Schools (AMP)* project, PCPS will add three new magnet schools and significantly revise three existing magnet schools to prevent and/or reduce minority isolation of African American and Hispanic students. At the same time, this effort will reduce the isolation of economically disadvantaged students at those school sites. Furthermore, the establishment or revision of these schools will increase parental choice, update the current enrollment system, add opportunities for voluntary desegregation, improve academic

performance, and promote the capacity of staff to infuse innovative educational methods and practices that promote diversity, equity, and excellence.

1.The cost of fully implementing the magnet schools project as proposed

PCPS plans an ambitious, comprehensive, and far-reaching project that will transform six schools and impact 3,614 students directly. In addition, the project will have a widespread impact on desegregation objectives and parental choice districtwide. The AMP project targets six school sites showing increased trends toward minority group isolation and at risk of diminishing opportunities for students to learn in a diverse environment reflecting the composition of their communities. The project will add 2,134 new magnet seats at three district schools experiencing minority and socioeconomic isolation and vulnerable to becoming further isolated. Furthermore, AMP will significantly revise three existing magnet schools resulting in increased attractiveness of the programs and higher school enrollment, as well as improved performance. The scope of transformation at each school site is summarized in Table 2.

Table 2- Scope of transformation at each school site

STEPHENS ELEMENTARY ACADEMY (K-5)	
Location	Bartow (Magnet Zone D)
Number of New Magnet Seats	Whole School Magnet- 429
Theme	International Baccalaureate Primary Years Programme (IB/PYP)
MGI Objectives	Reduce minority isolation of African American students
Other MSAP Objectives	<ul style="list-style-type: none">• Reduce isolation of economically disadvantaged students• Improve academic performance• Improve staff capacity to address the needs of diverse students• Transform school with systemic reforms and innovation• Increase community and parental engagement
Impact	Stephens Elementary school will be completely transformed from a low-performing, under-enrolled, minority isolated school to a vibrant, academically excellent, diverse IB school. Since the school is significantly under-enrolled,

	<p>the creation of an attractive magnet program will provide for better utilization of facilities and offer additional elementary school capacity in Zone D.</p> <p>Furthermore, the school will contribute to the increased access to middle school magnet IB programs by a direct feeder pattern with an existing magnet school Union Academy. 5th-grade students from Stephens will automatically matriculate to grade 6 at Union IB/MYP, along with 5th graders with Bartow Elementary Academy. This will contribute to the diversification of Union Academy by increasing minority participation. A newly established IB program will prepare students and increase interest in high school IB programming available to all students in this zone.</p>
GARNER ELEMENTARY ACADEMY (K-5)	
Location	Winter Haven (Magnet Zone B)
Number of New Magnet Seats	Whole school magnet-921
Theme	STEM/ Polytech
MGI Objectives	Reduce minority isolation of African American students
Other MSAP Objectives	<ul style="list-style-type: none"> • Reduce isolation of economically disadvantaged students • Improve academic performance • Improve staff capacity to address the needs of diverse students • Transform school through systemic reforms and innovative approaches • Increase community and parental engagement
Impact	<p>Garner Elementary school will be completely transformed from a low-performing, under-enrolled, minority isolated school to a vibrant, academically excellent, diverse STEM school. The school will almost double the magnet school capacity at the elementary level in zone B. Since the school is significantly under-enrolled, creating an attractive magnet program will provide better utilization of facilities and offer additional elementary school capacity in Zone B. Furthermore, the school will become a feeder to the already existing Lake Alfred Polytech Academy. Aligned in magnet theme, these two schools will complete a seamless K-8 STEM pattern in Zone B. 5th graders from Garner Academy will automatically roll up to Lake Alfred Polytech grade 6, thus contributing to desegregation efforts zone-wide.</p>
ROSABELLE W BLAKE ACADEMY (K-8)	
Location	Lakeland (Magnet Zone A)

Polk County Public Schools, MSAP 2022

Number of New Magnet Seats	Whole school magnet-748
Theme	Cambridge Primary and Lower Secondary Program
MGI Objectives	Reduce minority isolation of African American students
Other MSAP Objectives	<ul style="list-style-type: none"> • Reduce isolation of economically disadvantaged students • Improve academic performance • Improve staff capacity to address the needs of all students • Transform school through systemic reforms and innovative approaches • Increase community and parental engagement
Impact	RW Blake will be transformed from an under-enrolled, minority isolated school to a vibrant, academically excellent, diverse Cambridge magnet school. Since the school is significantly under-enrolled the creation of an attractive magnet program will provide for better utilization of facilities and offer additional elementary and middle school capacity in the Zone A. Newly established Cambridge program will prepare students and increase interest in high school Cambridge Programming available to all students in this zone.
BETHUNE ACADEMY (K-5)	
Location	Haines City (Magnet Zone C)
Number of Revised Magnet Seats	Whole school magnet-432
Theme	Primary Cambridge
MGI Objectives	Reduce minority isolation of African American students
Other MSAP Objectives	<ul style="list-style-type: none"> • Reduce isolation of economically disadvantaged students • Improve academic performance • Improve staff capacity to address the needs of diverse students • Transform school through systemic reforms and innovative approaches • Increase community and parental engagement
Impact	Bethune Academy will be transformed from an under-enrolled, minority isolated magnet school to a vibrant, academically excellent, diverse Cambridge school. Since the school is significantly under-enrolled revision to a more attractive magnet program will provide better utilization of facilities and offer additional elementary school capacity in Zone C. 5th grade students from Bethune will automatically matriculate to grade 6 at Daniel Jenkins Academy. Aligned in the magnet theme, these two schools will complete a seamless K-8

	Cambridge pattern in Zone C.
DANIEL JENKINS ACADEMY (6-8)	
Location	Haines City (Magnet Zone C)
Number of Revised Magnet Seats	Whole school magnet-525
Theme	Whole School – Lower Secondary Cambridge
MGI Objectives	Reduce minority isolation of African American students
Other MSAP Objectives	<ul style="list-style-type: none"> • Reduce isolation of economically disadvantaged • Improve academic performance • Improve staff capacity to address the needs of diverse students • Transform school through systemic reforms and innovative approaches • Increase community and parental engagement
Impact	<p>D. Jenkins Academy will be completely transformed from a minority isolated magnet school to a vibrant, academically excellent, diverse Cambridge school. The revision to a more attractive magnet program will better utilize facilities and offer additional middle school capacity in Zone C. 5th grade students from Bethune will automatically matriculate to grade 6 at Daniel Jenkins Academy. Aligned in the magnet theme, these two schools will complete a seamless K-8 Cambridge pattern. A newly established Cambridge program will prepare students and increase interest in high school Cambridge Programming available to all students in this zone.</p>
COMBEE ACADEMY (K-5)	
Location	Lakeland (Magnet Zone A)
Number of Revised Magnet Seats	Whole School Magnet – 523
Theme	Cambridge AICE Primary
MGI Objectives	Reduce/Prevent minority isolation of Hispanic students
Other MSAP Objectives	<ul style="list-style-type: none"> • Reduce isolation of economically disadvantaged students • Improve academic performance • Improve staff capacity to address the needs of diverse students • Transform school through systemic reforms and innovative approaches • Increase community and parental engagement
Impact	<p>Combee Academy will be completely transformed into a vibrant, academically excellent, diverse Primary Cambridge school that will attract a diverse</p>

	population to reduce and prevent minority isolation of Hispanic and economically disadvantaged students. Creating an attractive magnet program will provide for better utilization of facilities. In addition, the school will begin its feeder pattern to RW Blake 6th grade. This will positively affect desegregation efforts at RW Blake and create a seamless K-8 feeder pattern for students from one of the most impoverished neighborhoods in Lakeland.
--	---

In addition to addressing the needs of each school, PCPS will technologically upgrade the magnet enrollment system and align it to the most current Census data. The “Black and non-Black” racial quotas from the 1954 U.S. Supreme Court were replaced by the June 2007 ruling that schools may not determine student admissions by race alone. Polk’s replacement system of random student selection for magnets over the next two years proved inadequate to ensure continued balance in diversity over time. Membership trended toward having disadvantaged subgroups underrepresented in magnet schools. Meanwhile, Polk’s Hispanic membership has more than doubled, from 16% in 2004 to 39% in 2022, and the housing market further contributed to the concentration of various demographic groups in specific areas of the district. In response, PCPS developed an innovative, equitable enrollment lottery fashioned after the successful approach of the Berkley Unified School District. This innovative enrollment plan relies on lottery pools identified by key characteristics and weighted factors of socio-economics, race, SPED, and ELL, contributing to a more diverse student population. The system utilizes Census data to ensure currency and accuracy. Attachment 1 provides an overview of the enrollment system.

The total expenses of the AMP project will be [REDACTED] per student over the grant period. The budget narrative details all proposed expenses. Table 3 presents the overview of costs.

Table 3 – Budget projections and per student expenditures

Budget Categories	Acceleration& Innovation	Blake K-8	Bethune K-5	Combee K-5	D. Jenkins 6-8	Garner K-5	Stephens K-5	Total
Personnel	1446983.37	676708.37	601708.37	434533.42	434533.42	676152.37	621008.37	4891627.69
Benefits	555788.10	251756.32	236243.07	153590.58	153590.58	250819.59	244111.58	1845899.825
Travel / Training	316750.00	166625.00	142125.00	142725.00	141025.00	161000.00	286000.00	1356250
Equipment	26200.00	330100.00	247300.00	119850.00	99729.00	261400.00	259600.00	1344179
Supplies	439750.00	329500.00	282575.00	188500.00	223250.00	288800.00	272000.00	2024375
Contractual	578000.00	400300.00	363800.00	345500.00	344100.00	360000.00	255500.00	2647200
Other	113000.00	97500.00	59000.00	57100.00	57100.00	16000.00	62000.00	461700
Indirect Costs	115752.54	61340.21	53262.55	41350.89	40682.81	56128.71	59850.33	428368.0514
Total Costs	3592224.00	2313829.9	1986014.00	1481149.90	1481981.81	2070300.67	2060070.29	14,999,599.57

2. The resources available to the applicant to carry out the project if funds were not provided.

PCPS allocates funding to each of the 150+ schools, including but not limited to staffing, transportation, technology, and professional development. In addition, district has extensive human capital that will ensure that programs are well monitored and successful. District funding traditionally supports only the infrastructure of facilities, standard furniture, essential equipment, and the salaries and benefits of classroom teachers, administrative staff, and general support staff. PCPS allocates significant dollars for staffing at each school, including teachers, administrative teams, and support personnel. If funds under the MSAP program were not provided, PCPS would not be able to launch the magnet programs at the proposed schools. While the district general budget is adequate to maintain magnet school funding for sustaining the current magnet programs, the budget is insufficient to initiate new projects. PCPS lacks the funds to develop the highly specialized curricula, financially support Cambridge and IB accreditation processes, support specialized magnet theme and systemic reform teacher preparation, establish valuable partnerships with community stakeholders, engage in comprehensive and equitable

recruitment efforts for new programs, or purchase the sophisticated technology and equipment necessary. Therefore, without MSAP support, PCPS would not be able to initiate and implement this project successfully. Funding from the MSAP grant will be used to implement

- highly effective change management model that focuses on equity and uses programs with a proven track record such as STEM, Cambridge, and International Baccalaureate
- seamless K-8 feeder patterns that deliberately provide appropriate support for minority, economically disadvantaged, diverse students and lead to advanced college and career preparatory high school programs already available in our district
- equitable practices that promote intraschool integration and infuse positive behavior and restorative practices to provide success for all students
- innovative technology-based academic scaffolding solutions and highly engaging summer learning support model
- integration of STEM into all facets of each program to provide students with increased post- secondary opportunities as these career options continue to increase dramatically in Polk County and the I-4 tech corridor in Central Florida
- dynamic professional development, intensive coaching, peer modeling, and multi-dimensional support for teachers and administrators
- creative and dedicated business and community partners that will support the academic and social-emotional needs of our students
- aggressive marketing plan to attract students from diverse backgrounds and reduce minority group isolation
- updated, equitable enrollment system to promote access to quality magnet schools

3. The extent to which the costs of the project exceed the applicant's resources.

The AMP project requires significant initial funding to meet the performance measures (Attachment 2). Without MSAP funding, Polk cannot afford to successfully initiate or implement the AMP project. PCPS has been recognized for its sound fiscal management. Other districts in Florida have closed schools and/or laid off teachers to comply with Florida's costly Class Size Reduction amendment, as well a recent mental health and school safety legislation that impacted

the district budget. Polk has complied without closing schools or laying off teachers. Grades K-3 are limited to 18 student and grades 4-8 core courses to 22 students. The Florida DOE reports Polk is consistently among the best of Florida districts at directing dollars to the classroom. Polk ranks 65 out of the 67 districts in administrative costs. According to the FDOE Quality Link, Polk's pupil transportation efficiency ranks 9th highest in the state overall and highest in the state for districts with 400 or more buses. PCPS's current financial reality does not include local funds to initiate or significantly revise magnet programs. Since Florida has no income tax, schools depend heavily on property and sales tax revenues. Polk ranks 41st in Florida in per capita school district property tax levies. Although per-pupil spending in Florida (ranked 45th in the country) has been slowly increasing, the allocations are not enough to support innovative and extensive programs proposed. Polk ranks low in per-pupil funding compared to other counties in Florida. Polk's per-student funding increased to \$7,567.37 per student in the 2021/2022 school year, still ranking 61 out of 67 Florida counties in funding per student. Since Florida encourages the growth of charter schools, the outflux of per-pupil funding to the growing number of charter schools has placed an additional burden on districts' finance. This channels more than \$88,400,000 from the annual district budget to charter schools, though cost savings to district from having fewer students are much less. In the past few years, several voucher "scholarship" programs that allow public funding to follow the students to a private setting have also put a dent in the district finances. Table 4 shows considerable dollars available to these schools in many areas, but not sufficient to fund the scope of expansive reconfiguration of these schools.

Table 4- Annual PCPS allocations per proposed magnet site in key categories and AMP needs

School	Transportation	Staffing	Professional Development	Title II Training	Technology
Stephens Academy		\$2,591,118	\$1,674	\$30,757	\$3,696

Polk County Public Schools, MSAP 2022

Garner Academy	\$5,600,000 All Magnet/ Choice Transportation	\$3,834,112	\$1,674	\$30,757	\$5,117
Combee Academy		\$2,069,138	\$1,674	\$30,757	\$3,570
R.W. Blake K-8		\$3,225,641	\$1,674	\$30,757	\$3,850
Bethune Academy		\$2,818,298	\$1,674	\$30,757	\$5,782
D. Jenkins Academy		\$2,211,140	\$1,674	\$30,757	\$3,020
Annual District Cost	\$5,600,000	\$16,749,447	\$10,044	\$184,542	\$25,035
Annual Project Need (avg)	District In-Kind	\$17,725,131	\$3,925,646		\$2,268,835
Annual Project Shortfall	\$0	(\$975,684)	(\$3,763,491)		(\$2,243,800)

4. The difficulty of effectively carrying out the approved plan and the project....

MSAP funding will provide the capacity for change that the targeted schools cannot otherwise afford. The project will serve a total of 3,614 students, of which 2,134 are brand new magnet seats. Each of these programs is located in an extremely low socioeconomic neighborhood, in a county already struggling with low socioeconomic, rising housing prices and homelessness, low wage, and low skill jobs. Five of the six AMP magnets are located in urban neighborhoods comparable to large, metropolitan, inner cities in terms of minority predominance, poverty, rates of imprisonment, and crime victims. The sixth one (Combee Academy) is located in the area of deep, multigenerational poverty. The location of these schools has caused under-enrollment, as students use a variety of choice options to seek placement in schools located in more affluent neighborhoods.

According to a US News and World Report study, 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. Many large warehouses have attracted minimum wage jobs in the past few years. However, a lack of a highly educated workforce stands in the way of future economic potential. In addition, the county suffers from significantly higher than average teen

pregnancy and post-secondary completion rates in a state that performs below average in national studies. Therefore, the establishment of rigorous, innovative magnet programs will positively impact multiple aspects and needs of our school district.

According to the most recently available assessment data, Polk County is currently ranked 53 out of the 67 counties in terms of academic performance. While due to COVID testing has been suspended or not counted, the above ranking is a many-year trend. The six included schools experience low academic performance that includes substantial achievement gaps for minority students. Furthermore, schools are experiencing significant disciplinary challenges that interfere with academic learning. While these schools experience many challenges, MSAP funding will ensure support and resources to support all aspects of the program and transform these schools into sought-after, diverse, high-performing schools. PCPS has a long track record of utilizing magnet schools and voluntary desegregation to bring about such change. Through the past MSAP grants, PCPS has “turned around” schools that were pervasively low-performing, some even at the risk of state closure. Furthermore, our magnet schools have consistently risen above the assessment statistics. According to the most recently available testing data, two of our current magnets are among the top ten schools in the state, and all of our whole-school magnets performed at a grade of C or better, with 7 out of 15 rated as A schools.

Competitive Priority 2- New/Revised Magnets and Strength of Evidence

The extent to which the applicant proposes to carry out a (1) new, evidence-based magnet program ; (2) significantly revise an existing magnet or (3) replicate successful programs

PCPS seeks establish three new magnet schools and revise three existing magnet schools to

- reduce and prevent minority isolation;
- increase parental choice and equity for all families;
- improve academic performance for students;
- reduce inequities in discipline experienced by minority groups;

- train stakeholders to foster a culture of integration and equity at each diverse school;
- increase opportunities for advanced and innovative programs for minority and low-income students; and
- establish seamless K-8 magnet patterns providing a continuum of support for all students

Schools were selected based on the need for reducing minority isolation, thus continuing the successful role of magnet schools in the desegregation and equity of PCPS. Thematic approaches were guided by evidence, experience, and community input. The proposed program intentionally creates feeder patterns to provide stability, vertical program articulation, and higher parental involvement. Establishment or revision of these schools is well-timed and based on community input. The design of schools will build on prior success of our K-8 magnet school in increasing academic performance and access to quality education for minority and low-income students.

Table 5. Included whole school magnets

School	Location	Grades	Type	Capacity	Magnet Theme
Stephens Academy	Bartow Zone D	K-5	New	428	International Baccalaureate Primary Years Programme
Garner Academy	Winter Haven Zone B	K-5	New	921	STEM
RW Blake Academy	Lakeland Zone A	K-8	New	784	Primary and Lower Secondary Cambridge
Combee Academy	Lakeland Zone A	K-5	Revised	523	Primary Cambridge
Bethune Academy	Haines City Zone C	K-5	Revised	432	Primary Cambridge
D. Jenkins Academy	Haines City Zone C	6-8	Revised	525	Lower Secondary Cambridge

Each school is discussed in mandatory Table 5 attachment. Curriculum, programming, and theme details are further discussed in the Quality of Project Design section of this proposal. The program builds on studies that show moderate and strong evidence of promise. Studies are also referenced and explained in the Evidence Form for Competitive Priority 2. Copies of studies are available as Attachment 3 and Attachment 4, respectively.

STUDY 1. Meets WWC standards without reservations (strong evidence)

Allington, R. L., McGill-Franzen, A., Camilli, G., Williams, L., Graff, J., Zeig, J., et al. (2010). *Addressing summer reading setback among economically disadvantaged elementary students*. Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education, Grant # R305T010692-02.

Study Synopsis: This RCT study examined the impact of self-selected books provided to 1,300 economically disadvantaged elementary students over three years on performance in reading.

Citation Outcomes: The study found that students who received three consecutive years of free, self-selected summer reading books had statistically significantly higher reading test scores, as assessed by state standardized tests than students who did not receive summer reading books

- The reported effect size of was 0.14 (per WWC - roughly an equivalent to moving a student from the 50th percentile to the 56th percentile of reading achievement)
- The highest size effects (0.21) were for most economically disadvantaged students

Relevance to the project:

- The study sample included students in the region where PCPS is located and had demographic characteristics similar to the PCPS (especially when it comes to SES)
- This strategy will address the retention and success of diverse student groups, including minority and low socioeconomic students. Many of these students experience a “summer slide,” a loss of learning competencies during the lengthy period with no school. Most of our economically disadvantaged students do not have the means to participate in quality summer educational experiences available to their middle and upper-class peers. In addition, their parents often lack access to quality educational materials. This promotes the increase in the achievement gap among the demographic groups. Research indicates that students experience a “summer learning loss” that compounds over the years and adversely affects academic achievement.

- The AMP program will develop a mandatory summer learning program for all students. The program will include self-study, interest-based, academically warranted, and teacher monitored components. The strategy will directly affect all 3,164 participating students.
- The AMP program will consist of several elements in common with the study
 - Self-selected reading materials and activities that are at the students' interest and reading level
 - Availability of materials throughout the summer

Attachment 5 provides information and examples of proposed summer programming. Attachment 3 provides a copy of this study.

STUDY 2. Meets WWC standards with reservations (moderate evidence)

Augustine, C. H., Engberg, J., Grimm, G., Lee, E., Wang, E., Christianson, K. & Joseph, A (2018). *Can restorative practices improve school climate and curb suspensions? An evaluation of the impact of restorative practices in a mid-sized urban school district.* RAND Corporation. Santa Monica.RR-2840-DOJ.

Study Synopsis: This study was a randomized controlled trial of the effects of restorative practices on classroom and school climates and suspension rates. The authors examined a specific restorative practices program — the International Institute for Restorative Practices' SaferSanerSchools™ Whole-School Change program —implemented over two years in 44 low-income schools in Philadelphia. The study looked into impact on discipline and school climate.

Citation Outcomes: The study found that students participating in the restorative practice schools showed significant reduction in exclusionary discipline referrals and decreased instructional days loss due to exclusionary discipline (moderate effect size). The study further found strong evidence that program implementation had positive impacts on teachers' perceptions of teaching and learning conditions. The intervention further reduced disparities in

suspension rates by race and income. Fewer African American and low-income students were suspended in the implementation schools than in control schools.

Relevance to the project:

- The study took place in majority/minority district that includes significant number of low income students. Most study settings were urban. Five out of six schools included in the AMP project are located in predominantly minority, low income urban setting. Therefore, there is a significant population overlap with the presented study sample.
- Disciplinary inequity is well documented for many of our diverse students, impacting the school culture, self-esteem, and, ultimately, academic performance and postsecondary outcomes. The AMP project will deliberately address behavior and discipline equity to increase intraschool desegregation and retention of minority and economically disadvantaged students in our rigorous programs, while simultaneously building social and emotional competencies and improving academic outcomes. As a part of the program, all schools will implement positive behavior and restorative practices that will lead to a reduction of disciplinary referrals and equitable discipline protocols and implementation. The strategy will directly affect all 3,614 magnet students.
- The AMP program will include several elements in common with the study, including:
 - Intensive professional development for school staff in equity, strategies for engagement of diverse students, positive behavior and restorative practices
 - Monitoring of implementation of these practices through observation, walkthroughs, as well as discipline records
 - Focus on positive and culturally relevant practices

- Implementation of equitable discipline practices will be a part of the impact study.

The study design is described in the Quality of Evaluation Plan. The outcomes will be measured by the available discipline data, as well as by a perception of equity surveys for students, staff, and families

Attachment 6 presents a toolkit that will be used in planning for implementation of restorative practices. Attachment 4 provides a copy of this study.

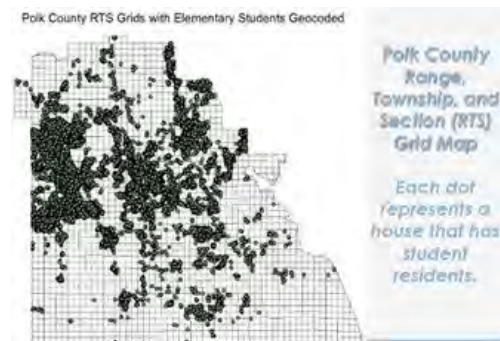
Competitive Priority 3 – Selection of Students

The extent to which the applicant proposes to select students to attend magnet schools by methods such as lottery, rather than through academic examination.

Mandatory Table 6 is attached in support of this competitive priority.

One hundred percent of the students who are enrolled in a magnet school in PCPS, including new and revised magnet schools proposed by this project, are selected by random lottery. No students are admitted into a magnet school via audition, academic examination, or any other process other than a random lottery. Polk County has developed an innovative magnet school weighted lottery process in response to the

2007 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. Since most schools in Polk County qualify for the Community Eligibility Provision, Polk County relies on SNAP (Supplemental Nutrition Assistance Program) and TANF (Temporary Assistance for Needy Families) as direct

certification of poverty, even though some of our neediest families, including many who are of Hispanic origin, choose not to participate in these programs. Each grid was given a grid designation determined by all of the students in the grid, depending on where they fell in each of these four categories. Once the designation for each student within a grid was determined, that the entire grid was assigned a grid designation, and all students residing within a shared grid are assigned to the same applicant pool. While individual students within this grid may not exhibit the same category values as the grid in which they reside, there is a significantly increased likelihood that a student selected from an applicant pool will reflect the select demographic categories of the identified grid. As seats become available in a magnet school, staff review the demographic category values for that particular grade level and the magnet school. They then determine which applicant pool is needed for that grade level based on the magnet school's student population compared to the community demographics. Once that determination is made, a computer-generated lottery selects student from one of the three applicant pools. One applicant pool coincides with students who fall within the low range of the grid within this magnet zone. The second applicant pool coincides with the average range for the grid within this magnet zone. The final applicant pool reflects the high range for the grid in this magnet zone.

To ensure that our schools represent the makeup of the communities the schools serve, the district will continue to consult with Maree Sneed, Senior Counsel at Hogan and Lovells, and other districts both within the state of Florida and around the nation. This enrollment process, which currently includes weighting factors of socioeconomic status, racial diversity, special needs students, and ELL students, requires revisions based on the 2020 Census. As part of this proposal, the district will continue to work with community members, SAC committees, focus

groups, and business partners to design a stronger and more equitable enrollment process that addresses changing trends that may be evidenced in the 2020 Census data.

Similar to Berkley Unified School District model, the enrollment system is based on neighborhood priorities. Neighborhoods are identified as priority one, two, or three based on that neighborhood's similarity to the overall population of the magnet school zone.

Once each neighborhood priority is determined and assigned a value, students from those neighborhoods are chosen by random lottery. During this grant, the district will create a technology-based methodology by which to reevaluate the neighborhood priorities utilizing this new 2020 Census data. Diversity at the school site will be significantly increased because, although individual students will not be selected by these factors, specific priority neighborhoods that have a preponderance of students underrepresented at the magnet school will have more students drawn from those priority neighborhoods. Figure on the right provides an example of priority determinations that will be adjusted based on the Census 2020. The example in the figure is based on the 2010 Census.

Existing Magnet Data Based on AYP Demographic Factors					
Magnet Area	Average Lunch %	Race %		Average SWD* %	Average ELL** %
Lakeland	66	W 53	B 22	14	11
		H 18	O 7		
Winter Haven	74	W 50	B 21	11	16
		H 22	O 7		
Haines City	83	W 27	B 20	10	31
		H 47	O 6		
Bartow	73	W 51	B 17	12	17
		H 27	O 5		

*SWD: Students with Disabilities **ELL: English Language Learners
W: White B: Black H: Hispanic O: Other

Competitive Priority 4 – Increasing Racial Integration and Socioeconomic Diversity

The extent to which the applicant proposes to increase racial integration by taking into account socioeconomic diversity in designing and implementing magnet school programs.

Polk County has always been an area with significant sections of generational poverty. Still, in recent years that trend has resulted in greater isolation of pockets of poverty within regions with more affordable housing and higher opportunities for agriculture or manual work. A

study by the Brookings Institution, identified the greater Lakeland-Winter Haven Urban areas as one of the areas in the country experiencing the greatest rise in concentrated poverty. Brookings Institution identifies the trend of poverty becoming more concentrated in high-poverty and disadvantaged neighborhoods, including those "distressed" with more than 40% and "high poverty" where more than 20% of residents live in 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 AMP schools will address both isolation of minority groups and economically disadvantaged students. Currently, the economic status is reported by the Florida Department of Education which identifies students as eligible for free meals based upon the Direct Certification determination of through SNAP; TANF; or the extension of eligibility to children experiencing homelessness who have been identified on the local liaison's list; Head Start participants; identified migrant youth; identified runaways; non-applicants approved by local officials; foster children who are certified through means other than a household application; and those eligible for Medicaid (FLDOE, 2020). This placement is much more rigorous, with significantly lower poverty thresholds than previously used the free/reduced lunch eligibility. The schools that reach 60% or more economically disadvantaged with a multiplier 1.6 are given a "community status" where all students receive free meals. The 1.6 multiplier adjusts for students whose parents choose not to or do not know how to access services and those temporarily distressed. Therefore, the multiplier provides a more accurate numbers of the economically disadvantaged student at each school site.

Table 6 - Percent of economically disadvantages students and effects of the MSAP grant

School	% Directly Certified Students (low SES) / % with 1.6 multiplier	MGI goal effect on economically disadvantaged students (PM1)
Stephens Academy	87%/100%*	The goal for the schools is a reduction of

R.W. Blake Academy K-8	65%/100%*	minority isolation of African American or Hispanic (Combee Academy) students at each school site. Reduction of MGI will simultaneously reduce the isolation of economically disadvantaged students
Bethune Academy	83%/100%*	
Garner Academy	80%/ 100%*	
D. Jenkins Academy	59%/ 94%	
Combee Academy K-5	78%/100%*	

100 - 1.6 multiplier results in above 100%*

All activities in this project will be viewed and guided through the lens of equity. PCPS has long recognized that percentage of minority students in a school is often correlated with the percentage of students from an impoverished background. Housing and economic inequities often lead to a lack of educational access and opportunity. Therefore, this program is designed to address pervasive achievement gaps and provide access to high-quality education to all students, including those from poverty. Furthermore, activities planned directly address intraschool equity and strategies to increase academic achievement for all students. The following strategies address the plans to increase racial integration by taking into account socioeconomic diversity

- **Stabilizing school enrollment by expanding school zone and providing transportation services.** One of the detrimental educational characteristics of low-income neighborhoods is mobility. Most of the residents in economically disadvantaged communities are renters who move as the housing situation changes. Unfortunately, with a zoned school model, that means frequent school changes, which result in higher absenteeism and behavior problems, as well as a lack of educational continuity. By creating a magnet zone, the enrollment area will be expanded so that students can stay in a school even when they move within the area. PCPS is committed to providing transportation to all magnet students during and after the grant period, therefore providing access to low-income students whose parents frequently cannot afford or arrange for their own transportation. Stability will allow students to develop

positive relationships with peers and adults, work on a continuum of curriculum and interventions, and access advanced programming to provide better options for the future.

- **Enrollment lottery that takes into account economic diversity.** Our current magnet and choice enrollment system takes into account the socioeconomics of the neighborhood in which each applicant resides (Attachment 1 and Priority 3-Selection of Students). Through the MSAP 2022, we will be able to adjust and revise the enrollment system according to the Census 2020 data. This will further enhance access to low socioeconomic students to magnet schools since neighborhoods have changed since the last Census under which the enrollment system was initially developed. PCPS developed an innovative magnet school weighted lottery process in response to the Supreme Court Ruling, which no longer permitted districts to use individual student data to determine weighting for enrollment processes. During this round of MSAP grant, the enrollment system will be revised to correspond to the Census 2020 data, further assuring equitable access to magnet schools for low-income students.

- **Magnet themes that provide advanced academic development and support.**

One of the main concerns in the selection of the themes was finding the ways to promote equal participation of underrepresented students, including minority and economically disadvantaged, in rigorous, advanced academics. Current performance gaps often interfere with these students benefiting from advanced coursework that sets a path to postsecondary education, opens doors for needed and well-paid careers such as STEM, and awards college credits while still in high school. Selection of IB, Cambridge and STEM themes, and creation of seamless K-12 feeder patterns will provide supports and attract underrepresented students to rigorous academic programs, thus increasing performance and participation in college and career preparatory tracks.

- **Instructional strategies that address differentiated needs of students.** Intensive professional development for administrators and teachers is planned to address the academic and social-emotional needs of diverse students. Specific strategies to scaffold instruction to address the academic gaps, as well as understand the detrimental, long-term effects of poverty on social, emotional, and cognitive development are carefully planned throughout the grant. This will result in instruction that addresses students' needs and a school culture that embraces families from diverse backgrounds and circumstances.
- **Community partnerships and active parental involvement.** Resource inequity and lack of involvement of parents as equal educational partners are often characteristic of low-income schools. PCPS plans integration of strategies to actively involve parents and community in the education of their students. This is planned as a reciprocal relationship in which schools will become community hubs with resources for parents and contributors to the overall welfare of the community. For example, schools will include uniform closets for students needing assistance, host a variety of community workshops to improve employability skills, provide extracurricular and summer programming, and partner with the community to address food insecurity.
- **Leadership for Equity Coaching sequence for schools' leadership teams.** Based on experience in addressing the needs of low income, diverse magnet schools, the AMP leadership teams will engage in an intensive sequence of professional development to directly address needs and strategies for equity. This training will enable school leaders to communicate with families effectively, engage all stakeholders, provide an equitable learning environment for all students, and set up programming to address the needs of diverse students, including those from poverty (Attachment 7)

- **Positive behavior and restorative discipline practices.** The AMP will address inequities in discipline practices that often result in exclusionary discipline, escalation of disruptive behaviors, and lack of social and emotional supports. Through such practices, our schools will be safe environments that respect and take into consideration students' life situations to help them develop coping strategies. Social, emotional development strategies, focus on mental health, and understanding of the effects of poverty will transform school cultures and lead to greater equity and success for diverse students.

- **Summer learning programming.** Summer slide is one of the well-recognized negative forces in education. Students from poverty lack access to quality programming and supports during the long summer break. This promotes in loss of academic skills, which results in a compounding of learning loss over the years. To alleviate this barrier, the AMP schools will engage students in summer learning programming to provide access to quality materials and opportunities that will ensure all students return to school in fall ready to tackle the grade level challenges. Samples of summer learning materials are available as Attachment 5.



Competitive Priority 6 -Supporting a Diverse Educator Workforce and Professional Growth
(a) Adopting or expanding comprehensive, strategic career and compensation systems that provide competitive compensation and include opportunities for educators


PCPS is committed to increasing educators' career growth opportunities, preparing them for opportunities to serve our diverse student population. Our large, minority-majority school system serves large numbers of students from poverty. Therefore, we recognize a need to develop and grow a cadre of educator leaders who can address the needs of diverse students. Educator attrition is a severe issue at PCPS and a nationwide trend. Hanover Research (2019)

identifies lack of support and opportunities for career growth as drivers of teacher attrition. Therefore, of utmost importance is developing systems that encourage growth and provide incentives for educators at various stages of their careers to lead, innovate, and increase their capacity to serve, focusing on underserved students in our high-poverty schools.

PCPS currently has several activities fostering growth from teaching to administrative positions and professional development that increases the capacity to grow from classroom teaching positions to instructional coaching positions. Through activities of the AMP grant, PCPS will create new and expand existing opportunities for career growth and include additional compensation for educators taking on leadership roles within their schools. Experiences from these activities will inform PCPS's direction in developing and expanding compensated opportunities for educators to serve as mentors and instructional coaches or prepare for administrative and leadership roles and responsibilities. Under the AMP project, PCPS will establish, monitor and incentivize the specific pathways for educator growth.

Table 7. *AMP Pathways to Educator Growth*

<div><div>Classroom Teachers</div><div>➔</div><div>Instructional Coaches & Mentors</div></div>	
EXISTING PROGRAMS	ADDITIONAL AMP ACTIVITIES
Aspiring Coaches 6 session training (not compensated) Stipend for grade level leaders (\$ 450/year)	<ul style="list-style-type: none">• Access to high quality training in MSAP systemic reforms and magnet themes• Access to professional conferences and networking outside the district• Access to Leadership for Equity Series• Mentorship of experienced demo site magnet teachers• Matching with district and administrative staff for additional learning about district processes and leadership skills• Train the trainer opportunities leading to development and leading of training at their school site• Opportunities to develop, participate and lead community and family events

	Compensation at hourly rate of pay for MSAP activities outside contractual hours
<div style="border: 1px solid black; padding: 5px; text-align: center;"> Teachers in leadership positions, coaches & mentors </div>	<div style="border: 1px solid black; padding: 5px; text-align: center;">  School site administrative roles or leadership roles in the district </div>
Aspiring Leaders Program- an uncompensated series onboarding courses for those aspiring to become Assistant Principals (not compensated)	<ul style="list-style-type: none"> • Access to high quality training in MSAP systemic reforms and magnet themes • Access to professional conferences and networking outside the district • Access to Leadership for Equity Series and role in site leadership of MSAP implementation • Matching with district and administrative staff for additional learning about district processes and leadership skills • Train the trainer opportunities leading to development and leading of training at their school site • Mentorship across magnet school administrative teams (to ensure rich experiences in diverse school settings and themes) • Opportunities to develop, participate and lead community and family events • Monthly mentorship meetings with interdistrict to learn about various roles and responsibilities of various departments • Special project opportunities that will enhance their skillset and resume • Compensation at hourly rate of pay for MSAP activities outside contractual hours

Participation in the leadership pathways will be available to all educators at AMP schools. The program will be promoted by the MSAP and school leaders, encouraging participation of diverse school staff in this career growth opportunity.

Invitational Priority 1 – Whole School Magnets

All six included schools will be whole school magnets, where all enrolled students participate fully in the magnet programming.

a. Desegregation

1.The effectiveness of the applicant’s proposed desegregation strategies for the elimination, reduction, or prevention of MGI in elementary schools and secondary schools with substantial proportions of minority students. (ESEA section 4401(b)(1))

PCPS opened its first magnet schools under the court order in 1992. Since then, the district has made significant and continuous progress in ensuring desegregation. These efforts led to the unitary status in 2000 and a commitment to continue the efforts to provide our students an opportunity to learn in a diverse, equitable environment. Therefore, desegregation strategies are an integral part of the planning and implementing programming in our large district that currently serves over 110,000+ students. Desegregation goals are in full alignment with the district's strategic plan as described in the table below

Table 8- Diversity Management Goals in the District Strategic Plan.

District Strategic Plan Goals	Related Diversity Management Objectives
SP Strategy 1: We will ensure each student meets his/her academic and personal goals	Ensure that proactive strategies are implemented to detect and eliminate any systemic barriers to minority students reaching his/her academic and personal goals.
SP Strategy 2: We will ensure that our instruction and curriculum meet the educational needs of each student.	Initiate and implement innovative activities that make a difference in learning, diversity, multicultural education, and the unique contributions of minority history.
SP Strategy 3: We will establish a learning environment that ensures the academic and personal success of all students	Promote initiatives that increase multicultural cooperation within the schools and community.

The county has been experiencing significant growth in the past ten years, and that trend is expected to continue. Located between the metropolitan areas of Orlando and Tampa, Polk County has long been a “bedroom” community for workers in those cities. However, since the property taxes, land, and housing prices tend to be lower than in the metropolitan areas, many families with children find Polk more affordable. World Population Review reports Polk population of around 780,000, 2.39% higher than in 2021 and over 20% higher than in 2010.

Polk has always struggled with generational poverty. Recent Census data estimate an average per capita income around 25% lower than the Florida average. The data source estimates the

poverty rate at 14.4%, approximately 10% higher than Florida and the national average. At the same time, SAIPE Census reports that 21.5% of school-age children in Polk county live in poverty, which is 20% higher than Florida and the national average. Due to the fluidity of the rental housing market, population migration rates are higher than in other areas of Florida. This frequently results in school zone changes and disruption in the educational process.

According to the 2020 Census data, the largest Polk County racial/ethnic groups are White (54.1%), followed by Hispanic (25.8%) and Black (13.9%). Rapid growth has also resulted in demographic changes, including areas of concentrated poverty, increase in rental over homeownership, and continuous housing segregation. In Polk County, as is the case for many communities in the United States, housing patterns still promote segregation, both by race and socioeconomic status. In urban and suburban Polk areas, magnet zones feature pockets of deep poverty, minority dominant neighborhoods, and affluent suburban areas. Housing inequities have resulted in a zoned school model reflecting the immediate neighborhood and isolation of minority and low-income students within their neighborhood schools. Therefore, the pool of potential students in the zones is diverse and can be desegregated using the magnet model.

A new construction trend in Polk has replaced traditionally prevalent single house dwellings with increased numbers of rental apartment complexes. With the influx of new families, residential housing construction has exploded in the last few years. This has resulted in increases in the student body and the construction of several new schools. In the past three years, Polk has opened three new elementary and one high school, with plans for a new middle and elementary school in the next few years.

In addition to demographic trends, Polk has experienced educational option growth. Florida's education policies are favorable for the development of charter schools. As a result, Polk has 31

charter schools, with additional three opening in the next two years. In addition, Florida has passed several laws that provide “scholarships” to public school students who opt to attend private schools. However, charter and private school demographics frequently do not mirror the overall county or the district demographic characteristics, further threatening the desegregation efforts.

The confluence of these factors requires the creation or revision of magnet themes and schools to increase interest and, thus, demographic diversity at PCPS schools. To address prevention, reduction, and elimination of minority isolation district-wide, the Office of Acceleration & Innovation continuously monitors demographic changes and trends. In addition, considerable effort and resources are directed toward maintaining the success of existing magnet schools and recruitment and access to our magnet schools for minority and economically disadvantaged students. Specific strategies summarized below are in place to offset the challenges described.

Voluntary Desegregation Plan. Since PCPS achieved the Unitary Status, the district has reviewed existing magnet schools’ effectiveness in utilizing magnet schools to promote voluntary desegregation. As a result, several original magnet schools were significantly revised. In addition, PCPS has added seven new magnet schools since 2010. Currently, 15 PCPS whole school magnets serve more than 8,300 diverse students. Through this proposal, additional three magnet schools will be created, adding 2,134 magnet seats by the end of the grant. Furthermore, the School Board approved revision of three existing schools in an effort to reduce or prevent minority isolation. The Board has further approved creation of K-8 seamless feeder patterns to increase access to underrepresented students and increase diversity of schools. The School Board

approved submission of this MSAP application to the U.S. Department of Education (documentation attached with the Voluntary Desegregation Plan).

Commitment to provide transportation to magnet schools. Polk County is geographically vast and many communities are not walker friendly. Ability to provide transportation provides a significant help with desegregation efforts. Many of our low-income families cannot afford or fit into their daily and work schedule transportation to magnet schools that may be located miles away from their residence. Therefore, providing transportation services at no cost to parent is an equity issue for our schools. This provision ensures that all students have equitable access and opportunity to attend a magnet school of their interest.

Strategic selection of magnet school sites. PCPS determines a need to reduce or prevent minority isolation at the school site or a feeder pattern through ongoing monitoring of community, zone, and district population trends that may influence the composition of schools and potentially limit students' opportunity to interact and learn alongside diverse peers. To select the potential new magnet sites or the need to revise existing magnet schools, PCPS considers the social, economic, ethnic, and racial backgrounds of students at each school site. Furthermore, PCPS looks into school site capacity and the effect that transformation would have to the feeder schools. Since the district is experiencing an unprecedented growth, many district schools are operating over capacity. Therefore, increasing the number and the attractiveness of magnet programs could help balance the growth among the schools and draw students from high growth areas that are experiencing overcrowding to reduce MGI. Finally, PCPS consults with a variety of community stakeholders to ensure support. This lengthy process is data driven and anchored in the tenets of the original desegregation agreement.

In selecting the potential sites for new magnet schools, we reviewed data from all district's zoned schools. Schools were assessed with regard to whether they have minority student populations exceeding the zoned average or are trending toward such growth based on community situation. Another criteria was a school's potential to reduce, prevent, or eliminate MGI without negatively impacting the demographic composition of feeder schools. Furthermore, the potential magnet schools were reviewed against the district's objectives to reduce high concentrations of poverty, improve performance, promote equity, and maximize the use of school facilities. Finally, we narrowed down to schools that are located in economically disadvantaged areas that are predominately populated by minority families. Locating the schools in such area is an equity issue that provides access to underrepresented students. At the same time, such schools have potential to draw diverse students from the overcrowded suburban areas, thus aiding in reduction or prevention of minority group isolation. Selected sites for new magnet schools include Stephens Elementary K-5 (Bartow, Zone D), Garner Elementary K-5 (Winter Haven, Zone B), and RW Blake Academy K-8 (Lakeland, Zone A). In addition, revised magnet sites will include Combee Academy (Lakeland, Zone A), Bethune Academy (Haines City, Zone C) and D. Jenkins Academy (Haines City, Zone C)

New Magnet Schools

Stephens Elementary School is located in Bartow, a county seat of Polk County. Situated in a low income, minority prevalent neighborhood, Stephens Elementary has become increasingly minority isolated compared to the other schools in Zone D. African American students currently make up 47.2% of school's population, the highest percentage in entire Polk County. In comparison, Zone D overall percentage of African American students is 16%. In addition, the school is operating at around 60% capacity. The school's high poverty rates (87% directly

certified students) qualify it as a Community (all students receive free meals) Title 1 school. School's low performance (21.8% proficiency in ELA and 26.5 % proficiency in math) has affected its reputation and, as a result, significant number of zoned students have opted to attend other charter, public, and private options. Most of the feeder schools to Stephens elementary are not socioeconomically or racially isolated, and therefore will not be adversely affected by the loss of students choosing to attend this new magnet school. In addition, the school is centrally located with easy access to main roads and diverse neighborhoods in suburban Zone D. School's location and new magnet theme will attract students who have elected to seek educational opportunities elsewhere and bring new students to Stephens. This will result in increased diversity at the school site, as well as better utilization of available facilities. By infusing resources from the MSAP grant and introducing the International Baccalaureate Primary Years Programme (IB/PYP), the new Stephens Academy will increase instructional rigor, add innovative curriculum, and attract additional students to create a more diverse environment. This will result in reduction of minority isolation of African American students, as well as economically disadvantaged students. In addition, 5th graders at Stephens Academy will directly feed into an existing magnet school Union Academy. Union Academy was established by the original desegregation court order and was revised in 2010 as an IB/ Middle Years Programme. Since then, participation of minority and economically disadvantaged students has not increased proportional to demographic changes in the area. Therefore, adding Stephens will positively affect diversity of the entire magnet feeder pattern.

Garner Elementary School is located in Winter Haven, Zone B. Over the years, Garner Elementary's lack of resources, deteriorating facility and low academic performance (31.4% proficiency in ELA and 30.6% proficiency in math) have resulted in outflux of some students to

other choice options. The surrounding neighborhood experienced the rise in poverty due to its location and availability of older, cheaper housing options. Since most of the neighborhood housing options are rentals, there is a significant turnover of students who move schools whenever they move to another rental property. The school serves a largely minority population and is experiencing trend toward even higher minority isolation of African American. Currently, 36% of Garner's students identify as African American, compared to the Zone B average of 23%. At the same time, the school is severely isolated for low socioeconomic students. The school's high poverty rates qualify it as a Community (all students receive free meals) Title 1 school. With increased minority isolation of black students and 80% students from poverty, Garner's students' opportunities for interaction with diverse students representing the Winter Haven community are diminishing. Recently, PCPS has decided to invest over \$40 million dollars to completely rebuild and expand the Garner campus. This will not only attract diverse students, but also significantly increase the school capacity. School's location and new magnet theme will attract students who have elected to seek educational opportunities elsewhere and bring new students to Garner. This will result in increased diversity at the school site, as well as better utilization of available new facilities. By infusing resources from the MSAP grant and introducing the innovative STEM magnet theme, the new Garner Academy will increase instructional rigor, add innovative curriculum, and attract additional students to create a more diverse environment. In addition, 5th graders at Garner Academy will directly feed into an existing STEM magnet school, Lake Alfred Polytech Academy for grades 6-8. This will result in reduction of minority isolation of African American students, as well as economically disadvantaged students. It is important to note that several other schools in the feeder pattern were considered due to their demographics. However, those schools did not have capacity or

location that could better address the community needs. Since the Winter Haven area is slated to open a new, large elementary school in the next couple of years to address its rapid growth, opening of the Garner Academy will provide an opportunity to address the other needs within the zone at this time. Therefore, we project no adverse impact on schools in the feeder pattern.

RW Blake Academy K-8 is located in Lakeland's urban center, in a predominantly African American community where the school initially served as a zoned elementary school serving mostly low-income and minority students. Lakeland is the largest city in Polk County.

Lakeland's center is very much alike any other large city urban area and is experiencing heightened crime rates and urban poverty. RW Blake's African American students are experiencing minority group isolation. Currently, the school serves 45.3% African American students, in comparison with 19 % zone-wide. Furthermore, the trends in early elementary grades indicate that the percentage will rise. The school's high poverty rates (65%) qualify it as a Community (all students receive free meals) Title 1 school. In addition, the school is significantly under enrolled. Recently, the school has experienced significant issues with discipline, that have further decreased enrollment and skewed the demographic composition. Coupled with dwindling performance (39.9 % proficiency in ELA and 42.8% proficiency in math), the school's programming is not attractive to the community. At the same time, the school is ideally and centrally located, with easy access to main Lakeland roads and both North and South parts of the city. Furthermore, the school is close to the newly established Cambridge AICE high school program at Tenoroc High School. By infusing resources from the MSAP grant and introducing the Cambridge Primary and Lower Secondary magnet theme, the new RW Blake Academy magnet school will increase instructional rigor, add innovative curriculum, and attract additional students to create a more diverse environment. To assist RW Blake in achieving

diversity goals, PCPS will add a K-5 program at Combee Academy as a feeder. Combee Academy K-5 is currently a STEM magnet, but will be revised through this MSAP grant into Cambridge Primary program to align to the RW Blake's magnet theme.

Revised Magnet Schools

Combee Academy is currently a STEM magnet, but will be revised through this MSAP grant into Cambridge Primary program. In addition to the significant revision of the magnet theme, changes will include creating a feeder pattern with RW Blake Academy, a new magnet school. Combee Academy grade 5 students will automatically feed into the grade 6 at RW Blake. Combee is located within 7 miles from RW Blake and its demographic composition will infuse diversity into RW Blake. Theme alignment in the feeder pattern will attract diverse population.

Combee Academy is located at the northeast corner of Lakeland, surrounded by low-income and Section 8 housing. The school is located in the Qualified Opportunity Zone (Census tract 12105011501). This elementary school earned three grades of F in the past eight years and has struggled to serve students in an extreme, multi-generational poverty community with an abundance of unemployed and underemployed, struggling families. While the performance has slightly increased, the school is still identified for state support due to low performance (42.1% proficiency in ELA and 39.5% proficiency in math). 78% of Combee's students are directly certified as students from poverty. The school is located at the boundary of urban and rural, farming areas of the county. Current construction and population trends, indicate a sharp rise in Hispanic population in the next few years. Currently, the school already serves 37.9% Hispanic population, compared to the Zone A average of 31%. In 2015, Combee Elementary ranked in bottom 1% of state and was the lowest-performing school in Polk County. Creating a magnet school option for this community addressed a need to stabilize mobility of transient, high

poverty, mostly renter community. The school is located in the outskirts of the city, therefore for many students the ride to this school is longer than to other magnets. However, parent interest in attractive magnet schools located in similar locations in other zones indicate that parents are willing to make that trip for academic excellence. However, most parents considering Combee Academy indicate that the current magnet theme is not attractive. Therefore, the addition of Cambridge Primary program will further enhance a student-centered learning environment, supporting an academically challenging curriculum that will attract diverse students, reduce and prevent isolation of Hispanic students and reduce isolation of low socioeconomic students.

Bethune Academy is one of the Polk County original magnet schools created by the 1992 court order. Located in the historically African American neighborhood, the school is located across from the Oakland Neighborhood Center. The site of the center was previously Oakland High School, a segregated high school that served black students from the entire east Polk County from 1930s to its closure in 1968. In the past five years, Haines City/Davenport area has expanded to the east with brand new public schools, rise of charter schools, and expanded private options. This has resulted in decline in enrollment, especially for diverse students, leaving the school economically and minority isolated. The school's high poverty rates (83%) qualify it as a Community (all students receive free meals) Title 1 school. The school has seen an attrition of over 120 students in the past two years, mostly to numerous charter schools in the area. At the same time the percentage of African American students has increased to 46.6% percent, in comparison to the Zone C's overall 20%. Decline in enrollment and demographic shift also threatens to increase minority isolation of low income and African American students in its feeder middle school, Daniel Jenkins Academy. Curriculum direction plays a significant role in this enrollment decline. The school is currently a STEM school. In the past three years, this area

has established three charter schools with STEM focus. Therefore, a revision to a highly desirable Cambridge Primary program will positively affect enrollment and demographic trends.

Daniel Jenkins Academy is located on the outskirts of the historic African American Oakland neighborhood in the urban center of Haines City. When the school became a magnet in 2016, Bethune Academy was added as a feeder. Therefore, demographic shifts at Bethune Academy directly affect demographic direction of D. Jenkins Academy. Like Bethune, the school struggles to serve students in an extreme, multi-generational poverty community with an abundance of families struggling to meet basic housing and food needs. The school's high poverty rates (59%) qualify it as a Community (all students receive free meals) Title 1 school. During the desegregation shift, Black and low SES students became increasingly isolated. The school has lost its appeal due to curriculum that is in direct competition with a slew of brand-new STEM charter schools burgeoning in this area. Addition of a highly desirable Cambridge program will create a K-8 magnet continuum. Furthermore, students will be well prepared to apply to Winter Haven High School Cambridge AICE program that includes college preparatory pathways. Through this MSAP grant, D. Jenkins magnet theme will be aligned to its feeder, Bethune Academy, and the schools will work together to reduce minority isolation, while increasing academic performance and innovation at each school site.

The magnitude and importance of the desegregation outcomes of this project are discussed in the part 4 of the desegregation section of this proposal.

Strategic selection of magnet themes. Magnet themes were selected through research, community input, analysis of enrollment data, features of each magnet site, and potential to attract diverse student population. Magnet themes play a key role in attracting and retaining diverse population, as well as increasing enrollment in our under-utilized sites. Themes selected

have high motivational value for all students, and students attending these schools are bound by a common interest in the magnet theme. The theme's diversity focus will include community projects that bring the student population together. Strategies to develop inter-group relations that foster the climate of acceptance and promote active participation and engagement of students regardless of their background will be implemented in all areas of school functioning. For this project we have selected Cambridge, International Baccalaureate, and STEM magnet themes. This choice of themes gears students toward college and sought-after careers

Both Cambridge AICE and IB programs include rigorous coursework that leads to high school programs that allow students to earn college credits while in high school. The programs offer coveted, internationally recognized credentials that posit graduates for scholarships and acceptance into higher education. Finally, a continuum of services promote stability, support for learners and families, and high expectations. The AMP project will add the IB K-12 continuum in Zone D, the only magnet zone that currently does not have an IB/PYP programme. In the past several years, PCPS has created two high school level Cambridge AICE programs that serve the entire district. However, to date, there are no K-8 programs with the same focus and theme. Therefore, creation of K-8 Cambridge continua in two of the zones will begin such alignment.

Located in Central Florida's I-4 corridor, our district is home to many industries looking for STEM qualified workers and college graduates with STEM acumen. In the recent meeting of the Lakeland Economic Development Council, the complaint of the 15 largest employers in the area was that "the difficulty of doing business in Lakeland is getting access to an educated workforce." This collaboration and planning also focused on keeping students on the cutting edge of Science, Technology, Engineering, and Mathematics while capitalizing on school, community and post-secondary resources, services, and programming. Furthermore, the the

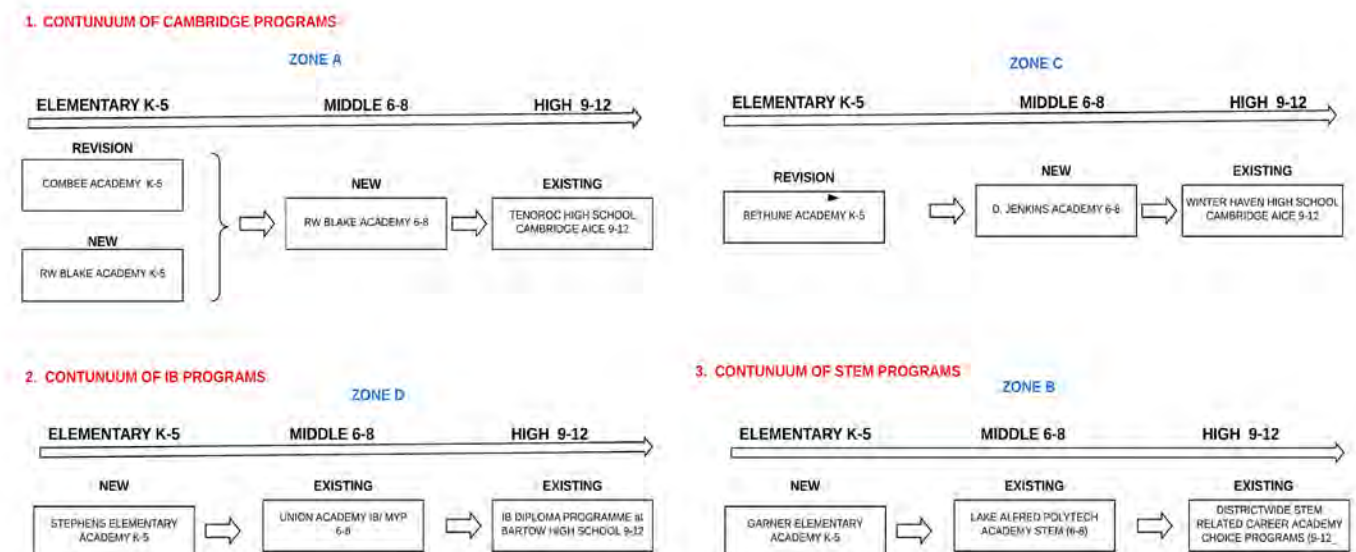
Council notes the need to develop leadership, college-educated cadre that will increase the attractiveness of the county to investors. Florida's newest university, Florida Polytech, is located in the Zone B vicinity. This connection and collaboration will encourage more underrepresented students to consider higher education or careers in the STEM field.

Detailed description of selected themes is provided in the Quality of Program Design.

Creation of seamless feeder patterns to encourage participation of diverse students.

Research shows that creating continuum of K-12 programming can improve student achievement, reduce the need for costly special education services, and produce a more educated, skilled and competitive workforce (Graves, 2006). The effective learning continuum provides continuity in student's experiences. Programs included in the AMP project all create a seamless feeder pattern from K through 8, with an opportunity of matriculation into similar high school programs. Proposed programs align thematically, but also in other critical aspects including discipline practices, instructional approaches, supports, and expectations.

Figure 1. *Planned Continua of K-12 schools in Polk*



In planning of the continua, the AMP team adhered to the research-based strategies that have resulted in positive school culture, higher achievement, reduction of disciplinary disparities, and greater student and parental satisfaction. These include:

- Vertical alignment: curriculum and instruction progress in an orderly and logical manner across developmental levels and grades. This includes annual articulation between transition grades to ensure curriculum is fully aligned. In addition, ongoing articulation among leadership teams in the feeder pattern will ensure alignment of school based practices including discipline, homework, and parental engagement.
- Horizontal alignment: schools coordinate learning experiences within grades and subjects. This includes ongoing professional learning communities (PLC) that ensure consistency of implementation of thematic, systemic, and other grant initiatives across each school site.
- Communication and coordination among schools, educators, community partners and families to support student learning.

Specific focus on retention of minority and economically disadvantaged students enrolled

in magnet schools. Equally crucial as recruitment is the retention of underrepresented students in the AMP programs. Research has repeatedly found that the effects of quality educational programs are cumulative, meaning that the longer the student stays in a program, the more likely the student is to show significant academic gains. A study “Are High-Quality Programs Enough to Close the Achievement Gap?” found that substantial gains in performance are related to the length of participation (Fryer & Dobbie, 2009). Furthermore, several studies show significant attrition of students from choice charter programs is related to “lack of feelings of belonging and success” (Flay & Allred, 2003). Therefore, AMP has embedded safeguards to assure retention and support for underrepresented students. PCPS magnet schools have relatively low attrition rates for all students, including underrepresented ones. However, we anticipate that many of our new magnet students will be significantly behind academically. In addition, active parental

involvement will need to be increased by welcoming diverse parents and understanding their needs and cultural characteristics. To assure retention of students, we will focus on:

- providing academic supports through differentiation, and multiple ways of learning and demonstrating knowledge
- implementation of positive behavior supports and restorative practices
- increasing interest in academics through engaging, hands-on, relevant magnet themes
- community partnership for mentorship, guidance and support services
- fostering parental involvement through strategies outlined in the Hanover study (Attachment 8)
- providing culturally responsive, nurturing environment with high expectation and respect for all students and families
- enrollment system that reflects the diversity of the community and is based on the most current data available.
- integrated strategies to assure retention of students who voluntarily apply and are selected, such as attractive magnet themes, quality teachers, rigorous yet supportive learning environments.
- summer learning support and attention to differentiated learning strategies that promote interaction and collaboration among diverse student and parent groups.
- site-specific targeted recruitment and outreach efforts that induce diverse student groups to apply and accept enrollment at our schools
- Leadership for Equity training component designed to model and advance equity-based leadership skills within a magnet school setting.

2. The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools. (34 CFR 280.31)

The AMP project's priority goal is to reduce and prevent minority group isolation, and in process, the isolation of economically disadvantaged students. The AMP has set ambitious goals that will contribute to increased diversity within our schools, as noted in the Performance Measures (attachment 2) and further discussed in the section 4 of Desegregation.

Schools were selected based on their demographics, as well as demographics of their wider zone. In Polk County, as is the case for many communities in the United States, housing patterns still promote segregation, both by race and socioeconomic status. In Lakeland, Winter Haven, Haines City and Bartow, magnet zones feature pockets of deep poverty, minority dominant neighborhoods, and affluent suburban areas. Housing inequities have resulted in a zoned school model reflecting the immediate neighborhood and isolation of minority and low-income students within their neighborhood schools. Therefore, the pool of potential students in the zones is diverse and can be desegregated using the magnet model.

Magnet schools in PCPS are open to all students, regardless of race, disability, national, linguistic, or ethnic origin or socioeconomic status. The magnet school system in PCPS was organized in 1992 and has since become a highly selected and popular choice for our diverse population. The Office of Acceleration and Innovation coordinates a plethora of recruitment activities to reach all potential students. Before and during the open enrollment period, representatives from magnet schools visit local schools to market their magnet programs with recruiting materials for parents and students. The Office of Acceleration and Innovation ensures that recruitment materials are clear to all students' parents, including those with disabilities or non-English speakers and outlining a full range of available choices and application procedures. All magnet promotional materials are available in Spanish and Haitian Creole. Additional translations are available upon request in cooperation with our English as a Second Language Department. PCPS actively recruits students to guarantee that every magnet school is serving the broadest population of these students possible. Before the application dates, the Office of Acceleration & Innovation targets recruitment by identifying underrepresented groups in the applicant pool or magnet school using strategies such as:

- Magnet School Regional Fairs open to the community and include hands-on activities and school information. Schools provide translators and materials in multiple languages. Our fairs are held in the evening or weekend, so all parents can attend.
- Work with businesses and community groups to provide information via presentations, handouts, and referrals; position the materials with the businesses such as dentist and medical offices, realtors, daycares, churches, and small retail and restaurants; position the materials in community centers and social service offices.
- Publication of print media in multiple languages to hand out at presentations or to leave for parents to pick up in public places, markets, community centers, and churches
- Outreach through the district's ESOL Department including home visits with translators
- Individual phone calls to parents to discuss magnet options and application opportunities
- Feeder school visits utilizing students in presentations. For example, middle school bands play a mini-concerts in local elementary feeders and discuss experiences at their schools.

RW Blake Academy (K-8), Garner Academy and Stephens Academy will recruit students to 2,134 new magnet seats. In addition, our revised magnet schools Bethune Academy, D. Jenkins Academy, and Combee Academy will serve a total of 1,480 students. Several of these schools are significantly under capacity and under selected. To fill the seats and accomplish the MGI performance measures, the schools will engage in systemic and targeted recruitment. The schools' priority will be to recruit students from different social, economic, ethnic, and racial backgrounds, thus reducing the minority group isolation and increasing diversity at each school site. All schools will host events, open houses, and parent nights to provide families with tours and look into their facilities. Families will meet with staff and administrators, tour the classes, and experience programming. All schools will host school tours throughout the year to

familiarize the community and families with the offerings. Finally, the feeder pattern students will enjoy a “shadow day” with their future school.

Media. PCPS advertises magnet application information through local papers, news programs, cable TV public service channels, and web pages. The Internet address is printed on all publications. The local cable Polk Government Television (PGTV), plays the recruitment videos during varying hours of the day over several months before and during application periods. Staff will use Facebook , Twitter, Instagram, and other social media networks to market magnet schools and answer questions. Due to increased choice option, the Office of Acceleration and Innovation plans positioning ads with local TV and radio stations during the open enrollment and placing billboards with application information across the district.

Printed Marketing Materials. Every student enrolled in a PCPS school receives a detailed information sheet about school choices sent home via report cards. More than 90,000 flyers are distributed this way. The flyers provide an overview of magnet programs and information on how to apply in English, Spanish, and Haitian Creole. The magnet schools print 16,000 brochures annually. Brochures are placed at schools in predominantly minority neighborhoods to encourage diverse students to apply. The comprehensive Parent Resource Guide provides an in-depth description of parental choices and application processes. The Parent Resource Guide is distributed in the community and available to parents in multiple locations such as community centers, social security offices, local government sites, and many businesses.

School Marketing Videos. Each magnet school will create 10-15 minutes long marketing video that provides an insight into the focus and culture of each school. Students may view them on the local cable network or online at the district web site. Due to increased choice options, the Office of Acceleration and Innovation plans to position magnet application and promotional video in

local movie theaters, during the community events and as a part of Magnet Regional Fairs, Open House and Family Events. Each magnet will publicize and host open house events. The marketing options listed above provide a macro and micro approach to informing parents. Through the use of local newspapers, news media, and cable networks, macro-marketing provides recruitment information to the entire district. The micro-marketing, individual school open houses and school tours, provide a more individualized and personal approach to informing parents of school program. Examples of recruitment event marketing are in Attachment 9.

Recruitment for Diversity. With the assistance of the Office of Acceleration and Innovation, each magnet school will market beyond the traditional strategies of brochures and videos for informing parents about educational programs and enrollment procedures for each magnet site. We will have Spanish translators available at each event and Haitian Creole translators available upon request. This project will provide parent access to computer labs within magnet zones whose residents may apply to the MSAP magnet schools. These labs will be the epicenter for family-friendly outreach for events that bring the families to the campus such as

- homework help workshops, books and math manipulatives for families,
- parent conferences in “neutral” or neighborhood settings,
- engineering demonstrations and exhibits of student work
- workplace volunteer recruitment with cooperation from local employers, and
- the Internet access to complete application with assistance on-site

The AMP will expand existing magnet schools’ practice of inviting Head Start and local daycare children from the neighborhood to attend sessions of “Bridge to Kindergarten” activities at the local magnets. Besides offering a service to the community, this practice has proven an effective recruitment tool, as an increasing number of Head Start and neighborhood daycare parents are applying to have their children attend these magnet schools. Another example is

“Welcome to Our World” Visitors Day, modeled after EPCOT exhibits at Walt Disney World. Publicity will include distribution at churches, Health Department clinics, laundromats, adult education centers, through employers, and via the district’s Farmworkers Program. The day may feature student presentations on biodiversity, business partners from the Mosaic Company with soil testing mobile lab, Florida Fish and Game Department officials with live animals, and observation learning activities. Potential students and parents will leave with an understanding of the program as well as animal tracks molded in plaster, a plant collection, and a color photo of the student at their new school site.

Each of the new and revised magnets in this proposal will develop a marketing and recruitment plan (Attachment 10) in collaboration with staff from the Office of Acceleration and Innovation. Recognizing that this may be a new and challenging experience, the office will provide support matching each of these schools with a highly successful demonstration school site with extensive knowledge and success in marketing their magnet schools. The project director will hold monthly Magnet meetings with administrators and MSAP on-site staff. During these meetings, MSAP schools will meet with their demonstration schools for specific grant planning. In addition, demonstration school sites will provide resources and support throughout each enrollment period to assist these schools in marketing and recruiting.

3. How it will foster interaction among students of different social, economic, ethnic, and racial backgrounds in classroom, extracurricular, or other activities in the magnet schools

To foster interaction within each magnet program during the school day, each magnet school will provide all students with high-quality, inclusive educational opportunities. Each magnet school will be free from behaviors that may present barriers to active participation and engaging learning environments, such as stereotypes and different levels of expectations. The

AMP will use Leadership for Equity sequence (Attachment 7) and the expertise of Dr. Connie Kamm to address implicit bias and provide strategies to create an equitable learning environment (Attachment 11) The office of Acceleration & Innovation, will further collaborate with the Office of Equity & Diversity Management to infuse cultures of equity in the AMP schools and ensure that teachers and administrators have the tools to magnify diverse student voices and contributions. The Office of Equity & Diversity Management works to implement and sustain efforts to advance diversity, equity, and inclusion within our district. This collaboration will ensure that all activities in the grant are implemented through the lens of equity. The AMP will deliberately embed strategies to increase interest, access, and success of diverse populations, especially underrepresented groups, in all of our programs. Such approaches will contribute to interest in programs, as well as the academic achievement of diverse students. Specifically, at each school or feeder pattern, the isolation of minority students will gradually decrease as specified by our performance measures. Critical factors in increasing interactions include strong, challenging academic programs attractive to a diverse population, activities structured to promote interaction during the day, and effective teacher training in addressing the needs of diverse students. Activities and strategies to promote an inclusive and equitable educational setting will include stakeholders such as school staff, parents, students, and community members to further promote inclusivity, belonging, and integration. Some strategies we will use to ensure interaction among diverse students during all activities at our magnet sites are described below.

Heterogeneous Classrooms and Grouping. All AMP classes will feature heterogeneous, diverse, inclusionary classes. In all programs, teachers will use sound practices for linguistically diverse students. These include modeling, nonlinguistic representation, use of multiple modalities, visual and graphic organizers, audio representation, and use of technology for

translation and aid expression. Furthermore, heterogeneously grouped classes will utilize a variety of differentiated strategies to reach all learners, regardless of their learning style or level of academic performance. Magnet teachers will use differentiated instruction to reach all students, regardless of their background, interests, abilities, or learning needs. With differentiation, the curricular concepts will be the same for all students, but the learning paths, products, and assessments may differ from challenging each student to providing adequate scaffolds and supports when needed. Building on the 21st-century skills, all classes will include small, collaborative group work that will bring students from diverse backgrounds together to learn from, communicate with, and support each other. Students may be grouped by a common interest or project topic. Teachers will help students develop trust, understand and accept differences, and cooperate. When students learn to work cooperatively, they will be able to participate actively, express and justify their point of view, explore multiple ideas, and learn within a supportive group environment. Heterogeneous grouping will teach students how to learn in a democratic, fair, respectful, and equitable environment.

Multidisciplinary Common-Interest Projects/Topics. Themes chosen emphasize an interdisciplinary approach to the curriculum. This multidisciplinary approach will be structured to allow students choices of learning projects such as performances, presentations, or showcases. This teaches students they share certain interests with others different from themselves, foster positive attitudes, and promote respectful learning environments.

Collaborative Problem Solving. In addition, the project will utilize a variety of research based strategies that engage students in collaborative problem solving. These approaches cooperative, project- based and inquiry-based learning. Kurt (2020) noted that these approaches go beyond strengthening teamwork and communication and further foster critical thinking and problem

solving capacity essential for higher education and the workplace of the 21st century.

Furthermore, cooperative learning and problem-based learning demonstrated effectiveness and are recommended as research-supported strategies that promote integration and interaction among diverse students (The Century Foundation, 2019). While problem solving and collaboration are inherent to cooperative learning, PBL and IBL, the AMP will infuse strategies that will deliberately include, promote and ensure integration among students from different social, racial, ethnic, and economic backgrounds. Such strategies will include

- planning and implementing equitable and culturally sensitive lessons free of implicit bias
- utilizing evidence-based grouping strategies that promote interaction among students from different backgrounds, experiences, abilities, and strengths
- implementing strategic scaffolding in response to students' needs, abilities, prior knowledge, and experiences, providing all students an equitable opportunity for interaction and success
- building supportive schoolwide and classroom norms that are anchored in empathy, collaboration, equity and collective values

Professional development for all stakeholders. Intensive focus will include a dedicated professional development (PD) for all school staff (instructional and non-instructional) and School Advisory Committees on equity issues and practices that promote schoolwide and interpersonal climate of cultural appreciation, integration, and inclusivity to build effective, interactive teamwork. Furthermore, the AMP leadership teams will engage in an intensive sequence of professional development to directly address needs and strategies for equity. Leadership for Equity will enable school leaders to communicate with families effectively, engage all stakeholders, provide an equitable learning environment for all students, and set up programming to address the needs of diverse students, including those from poverty (Attachment

7). Additional professional development will include strategies to reduce implicit bias in all aspects of school functioning, including lesson planning and curriculum implementation.

Inclusive classroom setting. To reach diverse learners, teachers will create a classroom environment where students engage in learning in a variety of ways and demonstrate their understanding through multiple assessment methods. Furthermore, teachers will use strategies that challenge students to look for various solutions or perspectives to a problem or an issue and create personal links to knowledge, events, and ideas.

Extracurricular opportunities for students and family events will be organized at all school sites to foster interaction of diverse students. Extracurricular offerings, such as middle school robotics clubs, will be organized to ensure that all students have access. For example, meetings before school or during lunch will be offered to students who have transportation issues. Extracurricular offerings at each campus will tie into students' interest and magnet themes to further increase the attractiveness of the program to diverse students.

Addressing diverse needs of all students. The AMP will address the specific needs of diverse groups to ensure equitable access and success in our programs. Students attending these schools will connect through a common interest in the magnet theme. Focus will be on differentiation strategies necessary to meet the needs of the diverse population, assuring access to and success in quality programs by diverse students. Tomlinson (2001), in her discussion of differentiated instruction for diverse learners, notes that "learning takes place most effectively in classrooms where knowledge is clearly and powerfully organized, students are highly active in the learning process, assessments are rich and varied, and students feel a sense of safety and connection" (Tomlinson, 2001, p.8). All programs will feature heterogeneous, diverse inclusion classes. Bush (2006) remarks that differentiation of instruction is "difference between proaction and reaction"

(Bush, 2006, p. 44). Magnet teachers will use differentiated instruction to reach all students, regardless of their background, interests, abilities, or learning needs. With differentiation, the curricular concepts will be the same for all students, but the learning paths, products, and assessments may differ to challenge each student and provide adequate scaffolds and supports when needed.

Involving Community in the life of a school. AMP will partner with the community to enhance educational experiences, provide mentorships and role models and familiarize students with opportunities for the future. Partnerships with industry will include mentoring and providing feedback for student projects and one to one mentoring for students based on their interests. We will engage diverse entrepreneurs and professionals as speakers and mentors, allowing our students to envision themselves in the future. At each site, we will implement the “View of the Future” career sequence in which students will explore careers. This will be embedded in units of study at K-5, in which particular focus on careers will be included, emphasizing bringing community and business partners to schools for guidance and support. For our middle schoolers, we will actively seek job- shadowing experiences with local industry and higher education. In addition, we will work with community organizations such as Boys and Girls club, local universities, local libraries, and community centers to provide mentorship, academic support, and guidance for our students. As noted in our letters of support Appendix 2 many of our business and community partners have already committed to supporting the project.

In addition, our schools will engage in constant outreach with its surrounding community to foster an environment in which diverse students are better understood and can see positive examples of cross-racial and cross-cultural adult communication and relationships. For example, our schools will actively participate in community events such as Martin Luther King Day of

Service, assistance to elderly, or Bridge to Kindergarten activities. Furthermore, schools will seek participation of community members in the governing bodies such as School Advisory Committee and as volunteers and mentors.

4. The importance or magnitude of results or outcomes likely to be attained

The AMP project's priority goal is to reduce or prevent the minority group isolation, and in process, the isolation of economically disadvantaged students. The AMP has set ambitious goals that will contribute to increased diversity within our schools. Performance measure 1 addresses minority group isolation, as well as socioeconomic isolation.

Performance Measure 1 (GPRA): Eliminate, reduce or prevent minority group isolation in the targeted schools without negatively impacting feeder schools.

Table 9 presents the outcome targeted by the Performance Measure 1. In addition to reaching the target MGI goals at the school site, the Performance Measure 1 includes monitoring of the feeder pattern. Targeted objective in the Performance Measure 1 is that the establishment or revision of the MSAP funded school will not adversely affect the feeder pattern schools as evidenced by stable enrollments with no more than 2% fluctuation in minority group enrollment.

Table 9. Targeted MGI goals (PM1)

School	2021/22 MGI	Goal	2026/27 Enrollment Goals	2021/22 Low SES*	2026/27 Enrollment Goals
Stephens Academy	Black: 47.2%	Reduce MGI	Black: 43.2%	87%	82%
Garner Academy	Black: 37.1%	Reduce MGI	Black: 33.1%	81%	76%
Blake Academy	Black: 45.3%	Reduce MGI	Black: 38.4%	65%	63%
Combee Academy	Hispanic: 37.9%	Reduce/Prevent MGI	Hispanic: 35%	78%	75%
Bethune Academy	Black: 46.6%	Reduce MGI	Black: 42.6%	83%	78%
D. Jenkins Academy	Black: 35.2%	Reduce MGI	Black: 33.1%	59%	56%

* PCPS establishes poverty levels through Community School provision that uses direct certified status

(students who receive other local, state, or federal supports). This is a much more rigorous measure requiring lower income threshold than for free/reduced lunch

In addition to positive demographic outcome at each site, the AMP will contribute to further desegregation efforts district wide through creation of feeder patterns that increase diversity and promote positive interaction among diverse students. Furthermore, the AMP has set performance measures that will directly impact alleviation of the achievement gap, as well as inequities in access to advanced and rigorous academic programming for underrepresented students. Quality of Project Design further elaborates on the extent and impact of these goals. Quality of Project Evaluation specifies how progress toward these goals will be monitored, and proposed research studies that will meet the WWC standards.

Table 10.AMP Performance Measures/ Goals Overview

Goal 1 (GPRA): Eliminate, reduce or prevent minority group isolation in the targeted schools without negatively impacting feeder schools.
Goal 2 (GPRA). Increase percentages of all magnet students, including those from major demographic subgroups and economically disadvantaged, who score at proficient or above level on the statewide assessment in language arts and mathematics
Goal 3 (GPRA). Increase percentages of students, including those from major demographic subgroups, who meet high school graduation requirements
Goal 4. Implement innovative, differentiated, research-based curriculum and magnet themes
Goal 5. Build capacity of magnet school leadership teams to implement high quality, equitable educational practices to improve student outcomes and sustain programs
Goal 6. Provide professional development for magnet school teachers related to implementing high-quality educational programs, increasing achievement for all students, improving instructional practices and ensuring program sustainability.
Goal 7. Ensure parents and community members are actively involved in project planning, implementation, and decision-making.

5. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

The proposed AMP MSAP programs are necessary to maintain the Polk school district's voluntary desegregation. The AMP will address the needs of some of our district's lowest performing schools and schools that are currently experiencing an academic decline. As described by our attached logic model (Appendix 3), activities planned are anchored in research-based strong theory that will lead to significant academic improvement and alleviate the achievement gap among our minority and economically disadvantaged student groups. In addition, research evidence that such strategies promote equity and will aid desegregation efforts. The AMP is anchored in research and strong theory of action. Throughout this proposal we have provided research-based evidence, strategies, and citation that build a framework of best practices and innovative approaches. Studies that demonstrate moderate and strong evidence of promise and are integrated in our proposal are included in the Competitive Preference 2.

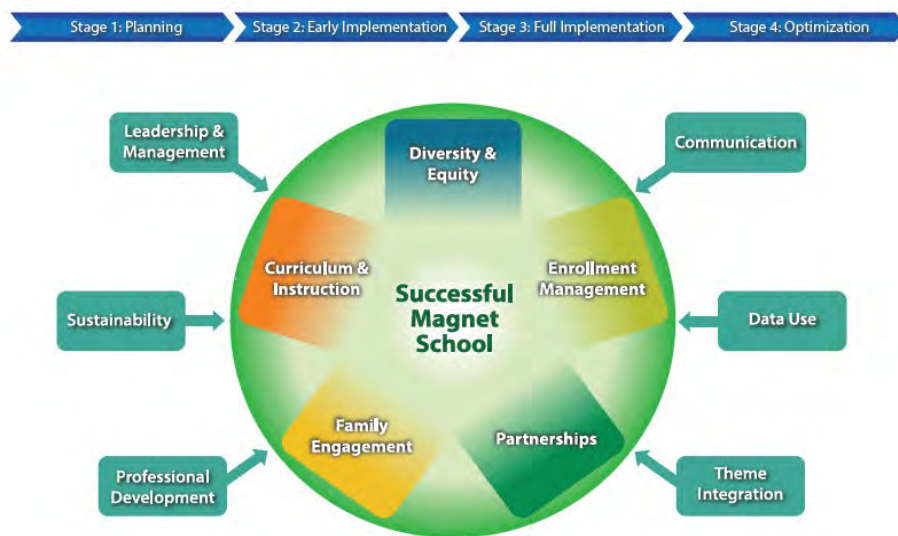
The AMP will embed research evidenced strategies that

- reduce minority isolation
- foster positive interaction among diverse student body
- increase access to excellent academics and rigorous college or career preparatory courses
- improve student performance and alleviate achievement gaps
- raise the of staff to implement innovative, culturally responsive instruction
- provide differentiated and personalized supports for each student
- involve parents and community in education
- ensure equitable discipline and intraschool desegregation

Our planning and development framework is guided by the Magnet School Development Framework (Magnet Schools Assistance Program Technical Assistance Center, 2018). This

framework (illustrated below) assisted us in planning for establishing new and revision of existing magnet schools. PCPS has successfully used similar frameworks in the past to establish, revise and sustain magnet programs. This is evidenced in a fact that PCPS has never closed or repurposed any magnet programs. In addition, community interest in magnet programs remains high as demonstrated by the annual application numbers that exceed the district magnet school capacity. Finally, attention to integral parts of the below framework will ensure that schools focus reaches beyond academics and addresses key equity issues that are the backbone of magnet philosophy and purpose.

Figure 3. MSAP magnet development framework (2018)



Source: MSAP, 2018

These research anchored strategies and framework will significantly improve academic achievement, alleviate the achievement gap, and provide respectful, equitable, and just learning environment to all of our students. The conceptual logic model is provided in a figure below. The detailed logic model follows as Table 11. Both are available as Appendix 3.

Figure 4. AMP Theory of Action (Logic Model)

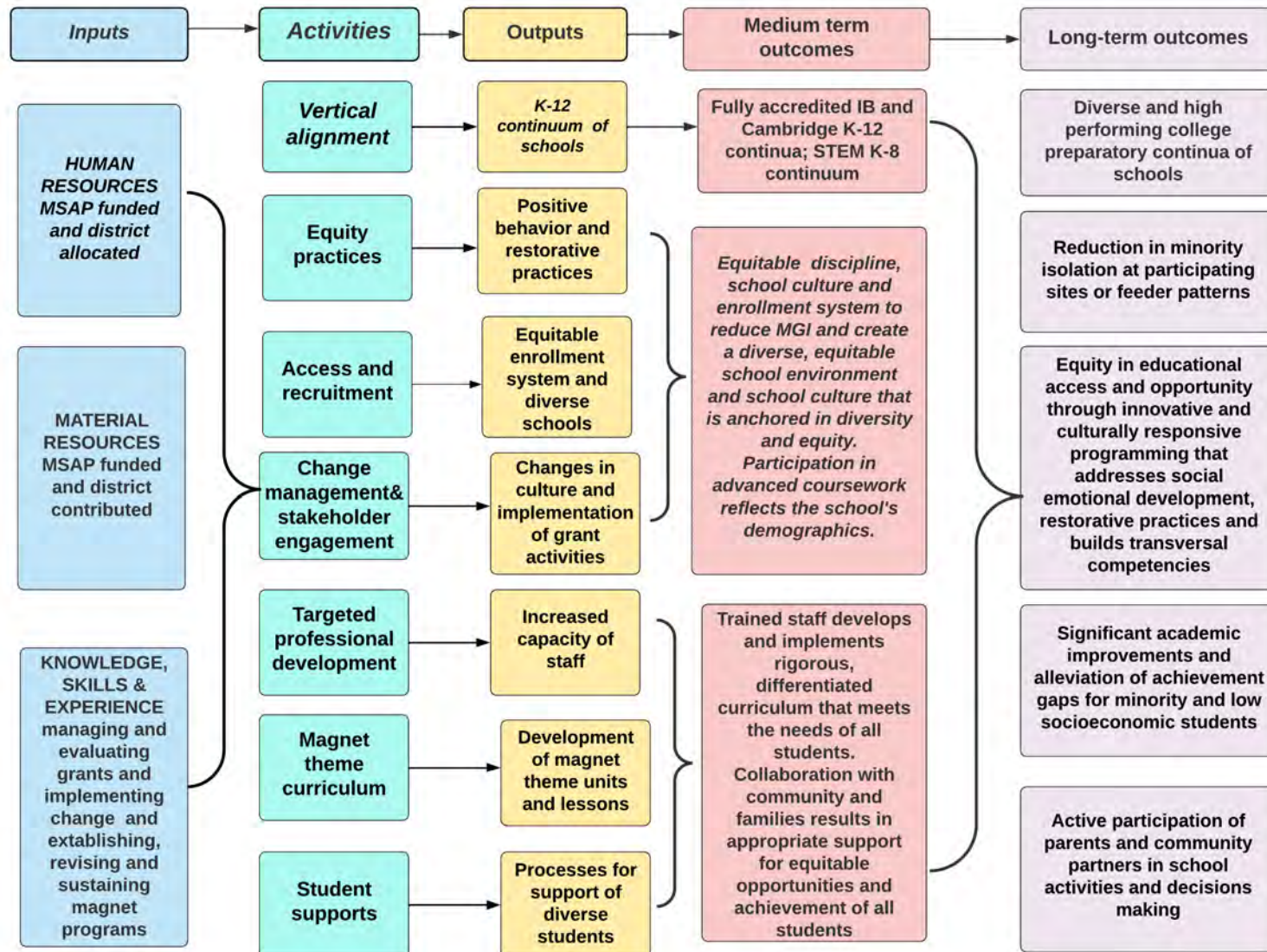


Table 11. Detailed conceptual theory of action (logic model)				
<p style="text-align: center;">NEEDS</p> <ul style="list-style-type: none"> • Reduce minority isolation in selected schools and address unequal participation of low SES and minority students in advanced academic courses • Develop seamless K-12 continua to attract students and stabilize population, and create vertically aligned pipeline to college and careers • “Turnaround” pervasively low performing schools’ thorough innovative approaches, authentic engagement, increased teacher capacity, and creating a positive perception of s schools in a community • Improve academic performance of all students with focus on diverse students experiencing achievement gap through • Increase capacity of teachers to address the needs of diverse students • Increase access to magnet school programing for diverse students through revisions of enrollment lottery and active recruitment • Actively engage diverse parents and community in decision making and support for our schools • Increase equity in access to quality educational programming and resources beyond school hours 				
INPUTS	ACTIVITIES	OUTPUTS	MID TERM OUTCOMES	LONG TERM OUTCOMES
<p style="text-align: center;">HUMAN RESOURCES</p> <ul style="list-style-type: none"> • Experienced MSAPproject director • experienced MSAPdistrict support staff • MSAP resource staff at each site • Contracted and in- house PD providers • External Evaluator • Research studysupport • Non-MSAP district coaches and supports • Key community and business partners • Interdepartmental collaboration with Office 	<p style="text-align: center;">VERTICAL ALIGNMENT</p> <ul style="list-style-type: none"> • Establishment of vertical cross school leadership team • Articulation among feeder pattern leadership and teachers • Collective recruitment implementation <p style="text-align: center;">EQUITY PRACTICES</p> <ul style="list-style-type: none"> • Intensive PD with focus on desegregation and equity • Restorative and positive behavior practices • Collective efficacy training and implementation <p style="text-align: center;">ACCESS & RECRUITMENT</p> <ul style="list-style-type: none"> • Alignment of Census grid basedon demographics of the Census 2020 	<ul style="list-style-type: none"> • K- 8 STEM ,Cambridge and IB Continua of schools • Vertical alignment with theme alike high school, programs • Vertical articulation amongfeeder pattern schools • Recruitment and stakeholderevents by the continuum schools • Revision of lottery system tocorrespond to the 2020 Census • School and feeder patternannual recruitment plans addressing reduction 	<ul style="list-style-type: none"> • Implementation of magnet themes at eachsite including appropriate Cambridge and IB accreditation • Alignment of lottery to 2020 Census data to assure equity in access and enrollment leading to reduction ofMGI • Improved academic performance in core subjects <ul style="list-style-type: none"> • Increased access of minority and low socioeconomic students to programming beyond 	<ul style="list-style-type: none"> • Seamless K-12 and K-8 feeder patterns with clearly articulated pipeline to college or career success • Reduction in minority isolation at participating sites or feeder patterns • Equitable enrollment lottery and recruitment that affords equitable access to diverse population • Significant academic improvements and alleviation of

<p>of Equity & Diversity Management, Teaching and Learning, Student Support Services, and Assessment, Accountability & Evaluation</p> <ul style="list-style-type: none"> • Certified teachers and administrators at all sites <p>MATERIAL RESOURCES</p> <ul style="list-style-type: none"> • MSAP grant funding • Facilities and transportation district support • District technology and infrastructure supports • Demonstration magnet site to provide assistance to new schools • District funding for adequate magnet staffing • District commitment to support sustainability past grant years • Complete rebuild of Garner Elementary to increase capacity and attractiveness and make school ready for a new magnet theme (STEM) <p>KNOWLEDGE & SKILLS</p> <ul style="list-style-type: none"> • Evaluation of magnet 	<ul style="list-style-type: none"> • Programming of the lottery based on the above • Revisions to application process and content to assure equity and access • Annual feeder pattern shadow days • Implementation of comprehensive recruitment efforts to reduce minority isolation <p>CHANGE MANAGEMENT</p> <ul style="list-style-type: none"> • Site readiness for change assessment • Developing mission and vision and communicating it to all stakeholders • Development of a site based annual strategic plans • External and internal formative evaluation with feedback on progress <p>STAKEHOLDER ENGAGEMENT</p> <ul style="list-style-type: none"> • Community and business partnerships • Mentorship programs • Active parental involvement and decision making • School advisory committees at all sites • Student led conferences • Flow of information • Outreach and recruitment activities <p>TARGETED PD</p> <ul style="list-style-type: none"> • Annual PD needs assessment • Establishment of PLC structures • Ongoing coaching and modeling • Engage in authentic PD experiences 	<p>of minority isolation</p> <ul style="list-style-type: none"> • Lottery application accessible to diverse population • Mission and vision developed at each site • Strategic implementation plan developed and revised annually • School leadership team meets monthly with district personnel to review progress and revise plan • Rigorous magnet themed curriculum fully aligned to state standards • Implementation of Cambridge, IB and/or STEM themes across the school • Development and implementation of peer review process for courses or units • Monitoring of implementation in the classroom through walkthrough rubrics • Demonstration site peer mentorship plans and implementation • Plans for implementation and monitoring of beyond school programming (such as summer 	<p>school and advanced/enrichment options while in school</p> <ul style="list-style-type: none"> • Change in school culture and high expectations for all students • Increased staff capacity to deliver instruction and implement magnet theme and cocurricular strategies • Parent and community events planned and implemented increasing the active participation and voice in decision making • Key partnerships established to ensure sustainability of programs 	<p>achievement gaps for minority and low socioeconomic students</p> <ul style="list-style-type: none"> • Innovative magnet curriculum aligned to Florida Academic Standards (BEST) • Equity in educational access and opportunity through innovative and culturally responsive programming that addresses social emotional development, restorative practices and builds transversal competencies • Increased capacity of teachers to engage students through innovative and culturally responsive programming • Active participation of parents and community partners in school activities and decisions making
---	---	---	--	---

<p>programs and grants</p> <ul style="list-style-type: none"> • Curriculum and instructional strategies expertise • Implementation of new programs and establishment of new schools • Development of equitable enrollment systems • Building staff capacity • Managing change • Equity and diversity issues • Working with outside PD and contractual providers • Theme specific expertise • Experience sustaining magnet programs • Recruitment and marketing of magnet programs • Working with diverse students, communities and families • Research and data analysis • Forging partnerships with community and parents • Grant management and reporting • Fiscal responsibility and accountability 	<p>that address</p> <ul style="list-style-type: none"> a) magnet theme; b) instructional strategies; c) research based instructional strategies; d) innovative learning approaches (including integration of technology) e) equity and diversity <p>MAGNET CURRICULUM</p> <ul style="list-style-type: none"> • Develop an annual magnet theme roll out plan with evaluation/feedback rubric • Acquire appropriate materials to implement magnet curriculum • Develop courses and/or units of study that embed magnet theme • Engage in weekly magnet theme planning activities • Articulate curriculum horizontally and vertically <p>LEARNER SUPPORTS</p> <ul style="list-style-type: none"> • Development of summer and out of school learning opportunities • Student led conferences • Differentiation of instruction • Robust site based academic and social-emotional supports • Restorative discipline practices • Peer and adult mentorships • Parental involvement in decision making 	<p>learning)</p> <ul style="list-style-type: none"> • Implementation of co-curricular strategies including culturally relevant approaches, restorative practices, and transversal skill building • Differentiation of content, process, product evident in all classrooms • Student led conferences implemented at all sites • Site based school advisory committee reflects the demographics of the student body • Active Parent- teacher organizations at all sites • Annual plan for outreach to community and business partners at each site • Community/business partners actively supporting the school • Annual event plan that involves parents in school and provides opportunities for decision making 		
---	---	--	--	--

b. Quality of Project Design

1. The manner and extent to which the magnet school program will improve student academic achievement in the instructional area or areas offered by the school.

The extent of academic improvement. The AMP will address the needs of some of our district's low performing schools and schools that are currently experiencing an academic decline. As described by our attached logic model, activities planned are anchored in research-based strong theory that will lead to significant academic improvement and alleviate the achievement gap among our minority and economically disadvantaged student groups. The schools will complete K-8 seamless feeder patterns providing for vertical alignment of thematic approaches. These K-8 magnet feeder patterns will align to theme alike high school programs, encouraging equitable participation in rigorous college and career preparatory programs. Scaffolds and equity strategies will be vertically aligned, promoting participation of underrepresented students in such programs, thus increasing graduation rates and positive postsecondary outcomes. The AMP has set ambitious and achievable goals based on research and prior experiences in raising achievement at low-performing schools, as detailed in the Quality of Management Plan and Quality of Evaluation Plan sections of this narrative. While all the program components are geared toward academic achievement, the following objectives provide metrics to determine the extent of academic achievement at each of the sites:

- PM 2 (GPRA). Increase percentages of all magnet students, including those from major demographic subgroups and economically disadvantaged, who score at proficient or above level on the statewide assessment in language arts and mathematics
- PM3 (GPRA). Increase percentages of students, including those from major demographic subgroups, who meet high school graduation requirements

- PM4. Implement innovative, differentiated, research-based curriculum and magnet themes
- PM 5. Build capacity of magnet school leadership teams to implement high quality, equitable educational practices to improve student outcomes and sustain programs
- PM 6. Provide professional development for magnet staff related to implementing high-quality educational programs, increasing achievement for all students, improving instructional practices and ensuring program sustainability.

In addition, performance measures will address the reduction of minority isolation and active community and parental involvement. Both of these strategies have been successful in increasing academic performance. Performance Measures are available in Attachment 2.

The manner in which the AMP will improve academic achievement. The AMP will guide schools in the transformation to innovative, rigorous, equitable magnet schools to achieve the above objectives. The program will include common elements and systemic reforms, based on evidence and research, along with support for customizing and personalizing approaches to meet the needs of all students, including those from minority and economically disadvantaged groups. Participating magnet schools will extend the standard-based curriculum beyond minimum standard requirements through innovative, challenging, highly motivating activities not available in traditional schools. To prepare students to be college, career, and citizenship ready for the 21st century, the AMP created a challenging and innovative framework that extends learning beyond academic achievement guided by the state standards. Through this alignment, each student will be guaranteed a quality curriculum that prepares him/her for career choices of the future.

Innovative themes and approaches will strengthen academic knowledge and skills and reinforce the learning through the integration of technology, global and community projects, and multiple learning paths. The thematic focus will be enriched through 21st-century transversal

skills, design thinking, and a variety of creative and exciting electives to develop lifelong transversal skills. Each school will carefully plan a standards-based curriculum related to the magnet theme and guided by each school's academic goals and objectives shaped through in-depth data analysis. According to the district's Collective Bargaining Agreement, teachers in each school will be provided curriculum development time during the day. In addition, schools will give the teachers substitutes for planning time during outside contractual hours. Key elements of design are summarized below.

Figure 5. Elements of the AMP Design



Key elements of the AMP design.

Common Systemic Reforms. At each magnet site, schools will transform practices through the implementation of systemic reforms that will lead schools toward academic success, equity, and sustainability. Strategies have been selected to blend with selected magnet themes seamlessly, address performance objectives, and create a network of schools for peer support. The common systemic reforms allow for the consolidation of professional development and the creation of train the trainer networks for increased sustainability. Systemic reforms will be implemented at all schoolsites and represent transformational changes to the way curriculum and instruction are

planned, designed, implemented, and assessed. Systemic reforms are anchored in research and evidence, an integral part of our strong theory and supported through professional development.

Table 12. Summarizes the systemic reforms.

Reform	Effects on student achievement
Standard Aligned Learning	By focusing on the learning outcomes, teachers will choose activities and assessments that lead toward desired results, align learning to the state & magnet standards, and develop cohesive school-wide curriculum
Quality Assessment Design & Data Driven Instruction	The assessment process will frame the units, focusing teaching on differentiated needs of students and ensuring all students are mastering state and magnet standards. Ongoing monitoring of student learning and planning of instruction to meet learner's needs will improve academic performance and alleviate the achievement gap between racial and socioeconomic subgroups
21st century transversal skills	The inclusion of 21st-century skills will develop creativity, problem-solving, multidisciplinary thinking, critical thinking, cross-cultural communication, technology skills, and self-direction. It will further motivate students to learn, increase technology proficiency necessary in the 21st-century workplace.
Strong STEM+ C focus	STEM will be a magnet theme at Garner Academy. In addition, within Cambridge and IB themes, we will maintain and enhance a strong focus on STEM subjects and integration of computational thinking and computer science. This choice is driven by a workforce need in our community and goal of increasing participation on minority and economically disadvantaged students in STEM. STEM will be infused through the integration of the design process in learning activities, makerspaces and digital fabrication labs, and a variety of STEM electives and advanced courses.
Emphasis on Effective Literacy Strategies	Literacy strategies will be used across the curriculum and be tightly aligned to the rigor and demands of the state ELA standards. This will ensure that students are improving both literacy and content area skills. Literacy instruction will encompass reading, writing, speaking & listening.
Project & Inquiry Based Learning	Students will actively make observations, collect, analyze, synthesize information, and draw conclusions to develop deep conceptual understanding and problem-solving skills. These approaches will provide opportunities to tie to students' interests and alleviate the adverse effects of the lack of background knowledge. The

	hands-on and collaborative nature of these approaches will increase engagement and equity in each classroom.
Concept based learning (IB school)	Focused on a deep understanding of concepts and reaching beyond factual knowledge, CBL will help students improve academics through inquiry and higher-level thinking.
Differentiated Instruction	Instruction is designed for multiple learning styles and, in response to the individual student needs increasing the performance of all students. Differentiation will provide students with need-based pathways and progressions of learning to ensure all students master the desired outcomes. In addition, differentiation will take into consideration students' interests and thinking preferences.
Gradual Release Model (Scaffolded instruction)	This model, also known as "I do, we do, you do," gradually allows students to increase independence and choice. It consists of three tiers that gradually decrease teacher support from teacher-driven to student-led, leading to mastery of concepts and standards of learning.
Positive Behavior and Restorative Practice	Schoolwide equity-focused approaches to classroom management and student discipline will shift traditional into the restorative approach. These strategies will help schools address the current disparities in discipline, create a positive and culturally sensitive school climate, promote social and emotional growth, and provide supports for all students.
Responsive, diverse learning environment	The heterogeneous, inclusive learning environment, conscious of student diversity, with high expectations of all students, and focus on cooperative learning will increase interaction among all students, boosting self-esteem, achievement, and positive cross-cultural relations.
Summer Learning	Our summer learning program will include rich resources and personalized learning pathways that will help alleviate the negative effects of summer learning loss, especially pronounced for our low socioeconomic skills.

Standards Aligned Learning. In February 2020, the state of Florida approved a new set of English language Arts and mathematics standards called Benchmarks for Excellent Student Thinking (B.E.S.T). These standards are gradually replacing the existing Florida Academic Standards, with all grade level shifting to B.E.S.T by 2022/2023 school year. Significant professional development is already provided statewide in understanding these standards. In

addition, the AMP teachers will be equipped with additional skills in understanding the cognitive complexity of standards and how to align standards to instructional and assessment practices. Teachers will develop challenging, innovative units of study at each site using the backward design process (Wiggins and McTighe, 2000). By beginning with the end in mind, teachers can avoid the common problem of planning forward from unit to another, only to find that in the end, some students are prepared for the final assessment, and others are not. Focusing on the end, from the beginning, also helps teachers to better structure lessons, choosing activities and assessments that accomplish the outcomes. The process of backward design begins by identifying standard-based outcomes, including those tied into state standards. Teachers will develop standards-aligned units of study or learning experiences that will include differentiated approaches leading toward mastery and developing a cohesive magnet theme curriculum at each school site. Each school will implement high-level outcomes based on the B.E.S.T standards, which are required items all students must learn. AMP staff will work with teachers to increase the rigor, building outcomes that require higher-level thinking and enduring conceptual ideas, enabling students to transfer knowledge and generate new questions for action or research.

Quality Assessment Design. Burke (2010) notes that “teachers who draw upon a rich repertoire of both formative and summative assessment strategies capture the strengths, weaknesses, interests, styles and motivation levels of their learners.” AMP teachers will engage in significant professional development in assessment strategies leading to better utilization of the assessment process to determine and address students’ differentiated needs. At all sites, assessment design will include effective formative assessment embedded in daily instruction and use of common formative assessments to determine students’ progress and needs and guide instructional decision-making. Black and Wiliam (2010) analyzed the impact of formative assessment on

student learning and concluded that that “the gains in achievement appear to be quite considerable and among the largest ever reported for educational interventions” (Black & Wiliam, 2010, p.91) Frequent in-class formative assessments and multiple opportunities for improvement with feedback will guide students in reaching outcomes. Examples of daily formative evaluations are journals, exit tickets, response systems, whiteboards, or student self-assessment. Intentional and ongoing, formative assessments in the classrooms will help teachers provide descriptive, targeted feedback to guide each student. Furthermore, all teachers will be trained in the development and implementation of common assessments to assess and monitor mastery of prioritized standards. The standardized formative process will include weekly data-team meetings, development of common formative assessments during collaborative scoring, data analysis, and instructional decision-making.

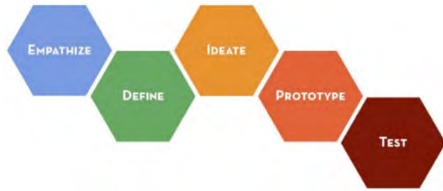
Data Driven Instruction. To maintain a laser focus on achievement, all instructional decisions will be guided by data on student progression toward mastery of standards and concrete evidence of student learning. Professional Learning Communities (PLCs) will follow protocols that make the formative process free of subjectivity and bias, such as collaborative scoring and team development of assessments. Teams will chart and analyze data to determine student progress, assure that instruction is aligned to standards, and plan differentiation strategies to meet students’ needs. Teachers will be trained and supported in implementation, with train the trainer model used to develop a capacity for ongoing support.

21st Century Transversal Skills. All sites will emphasize 21st century transversal skills throughout the curriculum. These skills will be embedded in each standard aligned unit. Specific emphasis will be on integration off up-to-date technologies as a tool of learning, communication, and demonstration of knowledge. In addition to alignment with the state standards and increased

complexity, units of study will include 4Cs aimed at preparing all students for the workplace of the 21st century. Critical Thinking, Collaboration, Communication, and Creativity are the 4Cs. Established by the Partnership for 21st Century Skills, these skills are considered by education experts to be the most important attributes or “super skills” that students will need to compete and succeed in the global economy. The 21st Century Skills represent the expertise required to succeed in the real world. In the past, when the focus of the industry was on the assembly line, American educators successfully prepared students for their futures through memorization and regurgitation of information. Now companies want more. Researchers have found that when students utilize higher levels of thinking, including analyzing, evaluating, and creating, they can better retain their learned skills. This provides students the ability to lead their learning, while teachers act as guides, ensuring mastery of important skills, standards, and content.

The integration of technology will be fostered at all sites. The recent COVID-19 experience has underlined the need for technology-driven learning and underscored the pervasive digital divide for our economically disadvantaged, predominantly minority students. Through a variety of training on the integration of technology in learning, such as blended learning and management, we will enable our schools to respond to potential disruption. At the same time, we will allow our students to navigate the digital world independently and proficiently, thus alleviating the digital divide. The technology integration component will focus on students’ ability to select and use a variety of devices and programs to research, plan, organize, and create. It will be integrated throughout the curriculum and interdisciplinary units of study.

Focus on STEM/ Design Thinking. At all school sites, STEM will be emphasized through the integration of design thinking. There are many models of design thinking utilized in STEM practices. Our STEM school will adapt the design process based on the Stanford Design



Thinking Model, selected because it applies to all areas of creative thinking. While it mirrors the engineering design process, it is not limited to engineering. Both IB and Cambridge include their version of design thinking applied to their globally focused curricula. All schools will offer enrichment and elective option that include advanced STEM activities. For example, elementary students may engage in weekly STEM lab activities, outdoor classes, or gardens. Middle school students will be able to choose from a variety of electives such as Digital Fabrication, Environmental Science, Aerospace Science, Digital Design, or advanced Computer Sciences. In 2016, Florida approved the addition of Computer Science Standards (Attachment 13). At this time, schools are not required to implement or assess these standards. The AMP schools will integrate CS standards through electives and design process.

Computational Thinking. Researchers note that computing education needs to start early in educational career, and it is no longer enough to wait for college or high school to begin introducing computational concepts such as algorithmic problem solving and computational methods. (Barr & Stevenson, 2011). Cuny, Snyder & Wing (2010) view computational thinking as a thinking process people involve in when formulating problems and seeking solutions that may use informational technology (Cuny, Snyder & Wing, 2010). Building on these findings, AMP will embed the coding and computational thinking within our units of study, as well as provide more structured instruction through math and computer science classes and electives. For example, elementary students will utilize pathways such as Code.org to understand the

basics of computer programming. In intermediate elementary grades, students will begin more structured instruction using programs such as Alice to visually program and animate. Finally, in middle school Computer Application and Design electives will lead students toward high school/college level advanced computer programming classes. In addition, computational thinking will be fostered and applied in our Fabrication makerspaces by providing students creative challenges tied to real- world issues and students' interest.

Digital Fabrication Labs and Makerspaces. Fabrication makerspaces will enhance the design, global problem solving, and STEM opportunities at all sites, as hubs of innovation and service- learning providing students with an opportunity to build and create. Makerspace will encourage students to use tools and materials to tinker, innovate, and collaborate, applying hands-on learning to solve an authentic global problem.. Digital modeling in these spaces may be a vector for raising interest in science and engineering careers, improving the ability to apply math, science, and engineering in real life, and providing opportunities for the students to enhance computational thinking, problem-solving, and creativity (Bull & Garafolo, 2009). Fab Labs were initially developed by MIT's Center for Bits and Atoms as a venue for prototyping, building, and digitally fabricating virtually anything. These "maker" spaces, allow creativity to flourish as real- world problems are solved through design thinking and natural application of science and math (Blickstein, 2013). "Maker" culture and constructionism movement evolved with the work of S. Papert, and build on the developmental psychology ideas of Piaget and constructivist views of Dewey. Papert stipulated that knowledge is constructed when students can create, make and share their products (Blikstein, 2013). Papert further suggests that technology is not meant to make traditional education better but rather to disrupt it by putting construction materials in students' hands (Papert, 1993). Fab Lab maker spaces allow students to

use technology to "design, manufacture, operate, and repair technological artifacts" (Pearson & Young, 2002). As students engage in authentic design challenges, often connected to current world issues, their engineering endeavors are driven by interest and purpose, and the selection of technology tools and approaches is driven by a specific task. A digital fabrication (Fab) Lab merges computation, tinkering, and engineering and has the potential to promote computational thinking through high-interest engagement. For example, Kafai et al. (2010) discussed the benefits of applying "maker culture" to computing education, noting that today's children are less interested in coding for the sake of the code than in conjunction with tangible products. Within the Fab Lab, many dimensions of computational thinking can be practiced and applied. Therefore, Fab Labs offer a space in which STEM exists as an integrated discipline to promote both academic and "soft skills" our society seeks of the workforce of the future. Furthermore, Fab Labs bridge gaps between "vocational" and "college-bound", offering all students STEM literacy and knowledge they will need, regardless of the career paths they will choose in the future. Our demonstration sites Winston Academy of Engineering, Rochelle School of the Arts and Dundee Ridge Middle Academy will provide professional development, peer networking, curriculum supports and technical assistance to all new Fab Labs established in this grant.

Quality Literacy Instruction In compliance with the state-required K-12 Comprehensive Reading Plan, magnet sites will implement a reading program that addresses critical elements of reading tied to the B.E.S.T. Standards, with literacy integrated into all areas of the curriculum. Strategies utilized to teach the above skills to the diverse population effectively will include direct instruction, modeling, guided practice, independent practice, and opportunity for application and generalization of skills. Students will engage in discussions of wide variety of literature and have access to texts that provide multiple perspectives and experiences of diverse

people. Nonfiction text will be utilized across the curriculum, as students integrate knowledge from multiple sources and engage in research projects. In addition, students will engage in technology-rich experiences and thematic research projects to generalize reading skills across genres and subjects. Enriching the magnet curriculum, literacy skills will be integrated throughout the day, for students to generalize and apply literacy skills for a variety of purposes. Challenging cross-curricular projects, in-depth studies, and student-led projects will give students a chance to practice and extend literacy skills by application to real-world situations.

Project-Based Learning (PBL) is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and reflect the types of learning and work people do in the everyday world outside the classroom. PBL strategies will utilize hands-on, interactive approach to learning infused with up to date technology, allowing students to become skilled in technology and selecting appropriate technology tools to create and share knowledge with local or global audiences. PBL shows a potential to engage diverse students to expose their academic potential, foster "soft skills," improve attitude toward math and science, and decrease math anxiety for participating students, thus alleviating critical achievement gaps for underrepresented students. (Almendar et al., 2013; Cetin-Dindar, 2016; Curry, 2017; Fields et al., 2018) Finally, PBL learning approach shows positive effects on engagement in STEM (Alemdar et al., 2018), long-term retention and application of academic learning (Wirkala & Kuhn, 2011), and reveals the academic potential of low-income students (Gallagher & Gallagher, 2013). *Inquiry-Based Learning (IBL)* supports the development of critical thinking, concept understanding, problem-solving, and content learning. It encourages students to develop questions about the world, make connections between self, school, and society, and apply integrated thinking to solve real

problems. Bando et al. (2019) found that in the classes that used inquiry-based instruction students improved significantly more in math and science than students in the regular classes. Furthermore, research credits inquiry learning approaches with increased student interaction, engagement, and interest in academic content (Bando et al., 2019; Benson, 2014). IBL helps students' awareness of multiple paths to solutions to problems. Teachers will incorporate IBL in their units to help students develop creativity and critical thinking skills and improve their understanding of critical concepts at the highest levels of cognitive complexity. Concept-based learning (CBL) learning plays a prominent role in the International Baccalaureate curriculum. CBL raises the bar for curriculum and instruction by shifting the design focus to the conceptual level of understanding. In a CBL model, teachers use facts in concert with concepts and generalizations to improve higher-order, synergistic thinking. Facts provide the foundation and support for deeper, conceptual thinking and understanding. CBL supports student inquiry and constructivist learning to support personal meaning-making (Erickson, 2012).

Differentiation of Instruction. Particular focus will be on differentiation strategies to meet the needs of the diverse population, assuring access to and success in quality programs by diverse students. Tomlinson (2001), in her discussion of differentiated instruction for diverse learners, notes that "learning takes place most effectively in classrooms where knowledge is clearly and powerfully organized, students are highly active in the learning process, assessments are rich and varied, and students feel a sense of safety and connection" (Tomlinson, 2001, p.8). All programs will feature heterogeneous, diverse inclusion classes. In all programs, teachers will use sound practices for linguistically diverse students such as modeling, nonlinguistic representation, use of multiple modalities, visual and graphic organizers, audio representation, and use of technology

for translation and to aid expression. AMP will address the specific needs of various groups to ensure equitable access and success in our programs.

Table 13. Examples of strategies to address diverse needs of specific student groups

FOCUS AREA	STRATEGIES	EXAMPLES
<i>Success for Linguistically Diverse Students</i>	All teachers of ELL students will receive training leading to ESOL endorsement to improve instruction; Involve parents of linguistically diverse students; Utilize research based ESOL strategies in classroom; Provide ELL students with respectful, safe environment with multiple opportunities to practice language	Provide materials and translation during school meetings in native language to assure successful school-home collaboration with linguistically diverse families
<i>Bridging the digital divide (particularly relevant for low socioeconomic students)</i>	Create a technology checkout program for students without access; During parent information night, provide parents with technology checkout policies and list of libraries, centers and other places for Internet access; Begin intensive technology integration across curriculum from kindergarten; Provide access to computer labs before and after school; Develop enrichment programs to hone technology skills.	Schools will collaborate with local businesses and provide students with an incentive program to earn coupons toward free meals at places that offer free Internet services
<i>Increased Participation of minority and low SES</i>	Actively recruit diverse population; strive to recruit diverse faculty; include contributions of diverse individuals within curriculum; provide diverse students opportunities to participate in academic and STEM competitions and teams provide tiers of support systems; match students with mentors with whom they can identify; hold high expectations of all students; provide teachers with training and support for reaching diverse students.	During the “View of the Future” school-to-career program, schools will recruit diverse speakers with whom all students can identify.

<i>Success for Students with Disabilities</i>	Train staff in implementation of exceptional students' accommodations and individualized education plans; Provide services in the least restrictive environment, full inclusion, with assistance of special education teacher; provide students and teachers education on tolerance and diversity by the district ESE department; differentiate instruction that meets needs of SWD.	Special education teacher will participate in curriculum development and PLCs to assure use of up to date, research based strategies for individual students with disabilities.
---	--	---

Addressing Differentiated Needs of English Language Learners. Special attention will be placed on support for English Language Learners (ELL). As the Hispanic population is growing in Polk County, a need for addressing specific challenges of ELL is at the forefront of achieving equity and increasing the success of our students. Under the Florida Consent Decree, all primary teachers (core subject teachers) of ELL students must complete a prescribed sequence of courses leading to ESOL Endorsement. This consists of 300 hours of content that includes cultural competency, methodology, assessment, and linguistics. For teachers of support subjects (such as electives), this requirement is 100 hours. At our sites, all teachers will either have a state ESOL endorsement or will be in the process of acquiring this credential.

Multi-tiered Support System (MTSS) In addition to ongoing differentiation learning, we will provide support for students striving to meet standards through the Multi-Tiered System of Support (MTSS). MTSS is a three-tiered approach to meet individual academic needs. Faculty teams, typically including the guidance counselor and specialists, will help teachers figure out why a student is struggling, brainstorm solutions, and monitor how well interventions work. Their goal is to resolve the root of any problem, often involving the family as well as to emphasize consistent reinforcements at school. AMP will revise the typical MTSS process by adding an intermediate step as a preventative measure for students at risk.

Table 14. Supported MTSS Tiers

TIER 1	Students who are successful in meeting standards within regular, core instruction. The school goal is to reach 80% of students, or recognize system problems interfering with this level of school performance.
SUPPORTED TIER 1	Students who are successful in meeting standards within regular, core instruction. The school goal is to reach 80% of students, or recognize system problems interfering with this level of school performance.
TIER 2	Students who are currently not meeting standards within core, regular instruction and need different ways to learn with specific supports.
TIER 3	Students who need intensive remediation and are currently at least a year behind in meeting standards. This should not exceed 5% of students.

Tier 1. Tier 1 strategies are data-driven and include differentiation of instruction based on students' entry point in the curriculum, progress, learning style, interest, or achievement. Weekly teacher PLCs continuously monitor progress and adjust activities to assure mastery.

Supported Tier 1. This Tier will be added as prevention, proactive step to address any student's needs. The goal of Supported Tier 1 strategies is to prevent student attrition from magnet programs and help them be successful in Tier 1 instruction. This intermediary step will decrease the number of students needing more intensive interventions by proactively addressing student needs. Support may include academics, behavior, social and emotional functioning, or attendance (Attachment 14) . The program will include

a) ongoing monitoring of student progress toward mastery of standards

- during weekly teams meeting, teachers will analyze data for students in Tier 1 to determine progress and adjust instruction.
- data will be shared with others involved in Tier 1 student success (this may involve special education teachers, support staff, resource teachers, etc.)
- ongoing communication with home using student agendas or digital tools will continuously inform parents of students' progress
- student data will be discussed with parents during the monthly meeting

b) differentiated learning

- teacher created differentiated learning pathways and ongoing monitoring
- modification of homework assignments based on data and student needs
- additional assistance during the school day by resource and support staff

c) assistance to families in helping in meeting standards

- connect families to community resources needed for success
- work with community mentors and programs that offer supports
- materials and tools for family assistance (books, technology, etc.)
- scheduling of meetings at a convenient time to assure parent can attend

d) team monitoring of interventions

- each month, the MTSS support team that includes parents, teachers, and support staff appropriate to students' individualized needs will analyze and discuss student progress and determine interventions needed

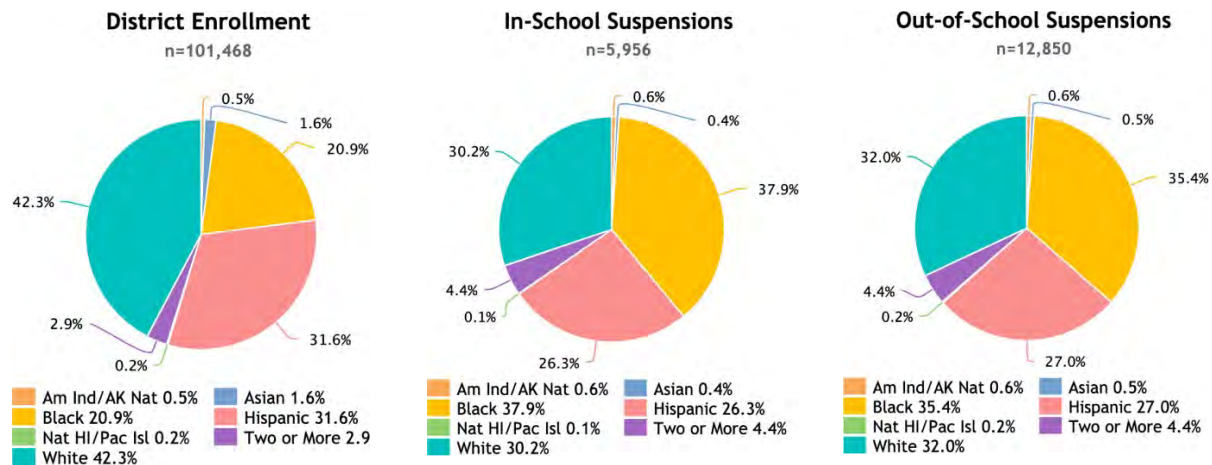
Tier 2 . Interventions will target subjects or other areas unique to the student and include additional one-on-one or small group time. Tier 2 interventions will be available during the school day to assure that all students can attend, as well as before or after school as needed.

Tier 3. Students in Tier 3 need intensive interventions to succeed. For these students, additional individualized one-on-one interventions will be embedded in all subjects in which students struggle. They will have extra time for instruction as needed in small-group tutoring and other interventions. School teams may seek outside support and testing as required.

Gradual Release Model is the best practice instructional model where teachers strategically transfer the responsibility in the learning process from the teacher to the students (Fisher & Frey, 2012). Typically, the model of teaching has four phases: I DO- where the teacher models the lesson objective in a focus lesson, WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners and YOU DO ALONE- independent practice. Teachers will utilize this process in unit planning as well as daily instruction. The gradual release of responsibility model ensures that

students are supported in their acquisition of the skills and strategies necessary for success. During the “I do” phase, when new material is introduced, the teacher has a prominent role in delivering the content. But as the student acquires the new information and skills, the responsibility of learning shifts from teacher-directed instruction to student processing activities. In the “We do” phase of learning, the teacher continues to model, question, prompt, and cue students; as students move into the “You do” phases, they rely more on themselves and less on the teacher to complete the learning task. In a way, the entire AMP project is structured as a gradual release model. Program wide this model will be implemented as schools become increasingly independent in the successful implementation of the grant’s objectives. In year one, supports from district and demonstration sites will present the “I do” phase, leading the process of change toward an increase in independence and initiative.

Positive Behavior and Restorative Practices. Equity in all aspects of school functioning is an overarching goal of the AMP. This includes the development of school culture that values diversity and engages in culturally appropriate, equity-driven practices in the discipline. In 2014, the US Department of Education and the US Department of Justice concluded that “racial discrimination in school discipline is a real problem.” Disciplinary records for schools in Florida and PCPS mirror the trend. The graphic below illustrates the disparities in exclusionary discipline in our district based on the most recent Civil Rights Data Collection.



Source: USDOE, 2020

These disparities in discipline affect minority, low income, and students with disabilities. For example, students of color, particularly males, are significantly more likely to be subject to exclusionary discipline practices, including being sent out of classrooms during instruction and suspensions (Lamont, 2013). Many educators cite increased disciplinary disruptions as a serious issue in education. At the same time, reactive disciplinary policies are causing more harm than good. A study by West (2013) found that students suspended during the first marking period of 6th grade had more than three times the odds of dropping out as students who were not suspended! To offset the negative impacts of inequities in discipline, the AMP schools will implement proactive strategies to create school cultures in which all students thrive in a safe environment that promotes the development of social and emotional skills and competencies, shifting traditional into the restorative approach. Table 15 compares the approaches.

Table 15. Comparison of traditional and restorative discipline approaches

TRADITIONAL DISCIPLINE APPROACH	RESTORATIVE DISCIPLINE APPROACH
Schools rules are broken.	People and relationships are harmed.
Justice focused on establishing guilt.	Justice identifies needs and responsibility.
Accountability = punishment.	Accountability = understanding impact and repairing harm

Justice is directed to offender; the victim is ignored	Offender, victim, and school all have direct roles in the justice process
Rules and intent outweigh whether outcome is positive or negative	Offender is responsible for harmful behavior, repairing harm, and working toward positive outcomes
Limited opportunity for expressing remorse or making amends	Opportunity given to make amends and express remorse.

Source: Public Counsel, 2019

Some of the strategies to accomplish this paradigm shift will include:

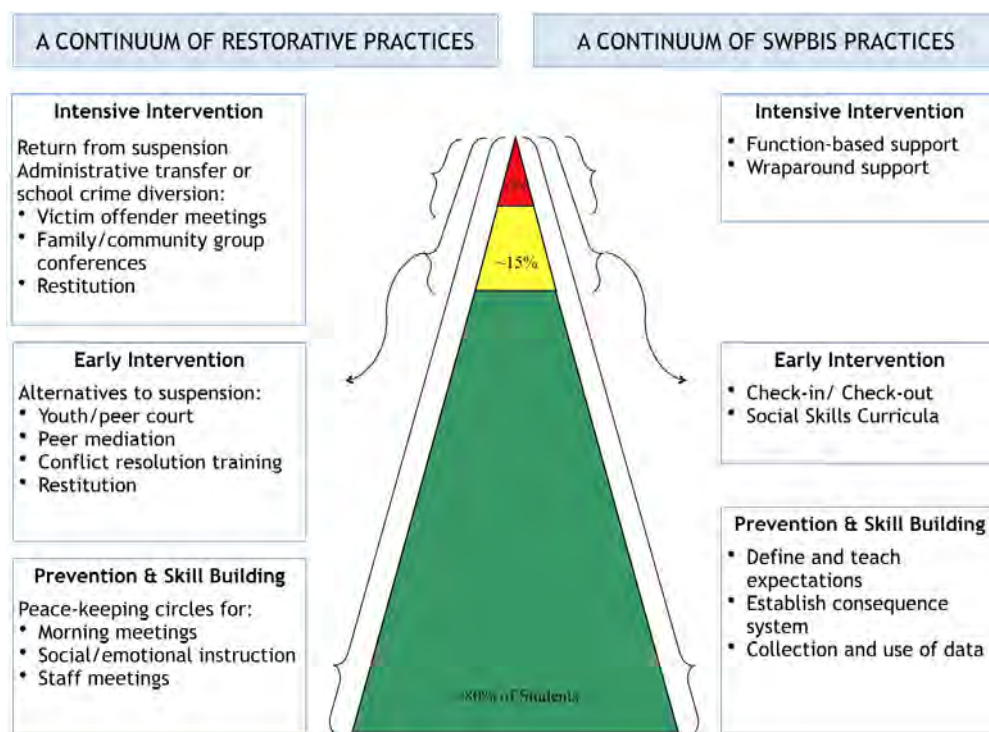
- *Leadership for Equity Coaching* sequence of train the trainer and leadership trainings focused on equity and implementation of positive and restorative behavior practices (Fully described in Attachment 7)
- *Focus on alleviation of implicit bias.* “Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner” (Payne, Niemi, & Doris, 2018). We are all affected, in one way or another, by the society in which we exist. These attitudes or stereotypes can affect a person’s thoughts, actions, and decisions about the subjects of their biases. Mainly, bias resides in the gap between “what we think and what we think we think” (Interlandi, 2015). When such bias goes unchecked, it can be detrimental in the classroom as it directly affects the following mindsets and behaviors
 - teachers’ expectations of their students,
 - how students are disciplined, and
 - the level of trust between students and teachers.
- Identifying implicit biases is the first step to interrupting them and enabling us to make better decisions when interacting with students and families. To successfully eliminate bias, school positive behavior and restorative practices will be anchored in social justice and equity principles. Some of the practices will include:
 - utilize expertise of Dr. Kamm in regards to implicit bias (Attachment 11)

- curriculum that focuses on the needs and experiences of the students
- relevance of what students are learning in the context of the larger world.
- learning experiences that encourage students to “talk back” to the world and consider such questions as “Who makes decisions and who is left out?; Who benefits and who suffers?; Why is a given practice fair or unfair? What are its origins?; What alternatives can we imagine?; What is required to make change?” (Au, Bigelow, & Karp, 2007)
- incorporate literature that includes experiences and voices of all in our society, especially those “marginalized and dominated” (Au, Bigelow, & Karp, 2007)
- engage students in learning tasks and assignments that are participatory and experiential where students are challenged to be mentally active.
- arrange the room and establish routines that help the students feel cared about by the teacher and by one another. In these classrooms, students feel safe to discuss freely their ideas without ridicule or dismissal.
- expect academic rigor in which students are appropriately challenged to master the concepts being taught.
- use curriculum that is culturally sensitive (Au, Bigelow, & Karp, 2007)
- Development and implementation of *a schoolwide positive behavior (SWPBIS) and restorative practices protocols*
- *Desegregation strategies* as described in Desegregation section

The development of the school-wide approach will begin though Leadership for Equity sequence and will continue through facilitated professional learning communities. Schools will use the Fix the Discipline toolkit to guide in planning (Attachment 6

). This approach guides schools in establishing school discipline practices that are proven to help create environments for students to be successful both behaviorally and social/emotionally while maintaining consistent and equitable accountability for their actions. By combining the best practices of SWPBIS and Restorative practices, schools will develop an equitable blueprint for student management and discipline that addresses the needs of all students. This approach is discussed, and a moderate evidence of promise article submitted as Competitive Priority 2.

Figure 6. Convergence of SWPBIS and restorative practices.



Responsive, Diverse Learning Environment with focus on non-cognitive skills development. Magnet schools will serve a diverse student body. The critical factors in increasing interaction include a strong, challenging academic program attractive to a diverse population, activities structured to promote interaction during the day, effective teacher training in addressing the needs of diverse students, and a school-wide behavior support system developed at each site. Key strategies are discussed in the (a) Desegregation section. Research continuously

points to need to address non-cognitive skills to address the school culture and social and emotional growth of students. For example, Walton and Cohen (2011) and Cohen et.al (2009) note that interventions to develop non-cognitive skills are particularly effective for minority students. Payton et. al (2008) concluded that inclusion of social emotional components in K-8 classrooms increases academic achievement.

Summer Learning. To offset the detrimental effects of the summer learning slide, especially those from underprivileged backgrounds, we will design and implement a summer learning program at all AMP sites. The summer learning program will include high-quality and offline resources to develop a personalized summer pathway for each student. Significance and implementation strategies are further detailed in the Priority 2-Evidence of Promise and Desegregation.

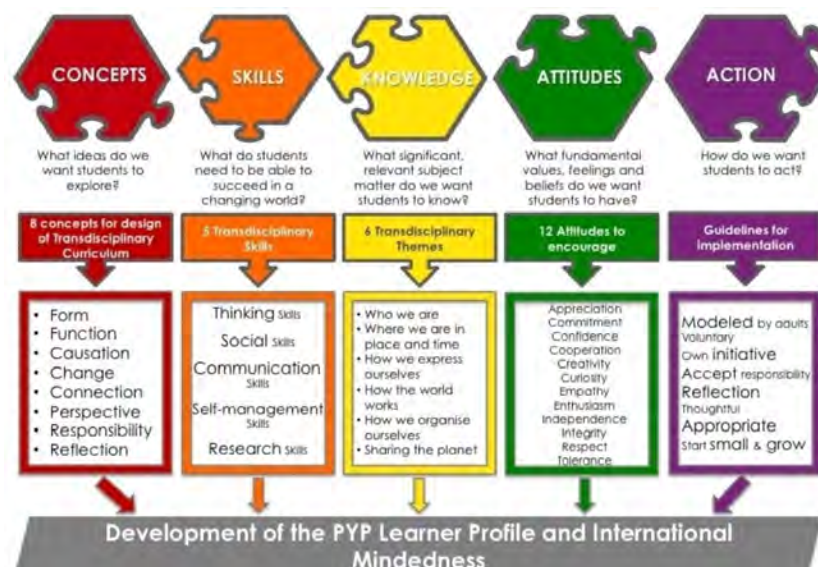
Magnet Themes. Community interest, research evidence, and features of each school site guided the selection of magnet themes. The chosen themes establish and complete seamless rigorous academic feeder patterns of STEM, International Baccalaureate and Cambridge Advanced International Certificate of Education (AICE) programs that will attract diverse students and promote equity.

Magnet Theme 1- International Baccalaureate at Stephens Elementary Academy IB/PYP (K-5)
IB/PYP theme will create a continuity of programming and a seamless K-12 International Baccalaureate Programme continuum in Zone B. Stephens Academy will become IB/PYP school, completing the IB K-8 feeder pattern in the district. This will increase interest and preparation of these magnet students to continue to available IB/DP high school program offered at Bartow High School. The Florida Legislature has identified AICE (Advanced International Certificate of Education) as a graduation option (in high school) and an acceleration mechanism through which students can be awarded up to 45 hours of college credit at all public universities

and colleges in Florida. Students who earn the IB Diploma qualify for the maximum Bright Futures Scholarship (with the completion of the required number of community service hours) and are not required to meet the minimum grade point average (GPA) and the Scholastic Aptitude Test (SAT) and/or American College Testing (ACT) testing scores. This provides an incredible opportunity to engage minority and economically disadvantaged students in college preparatory pathways, with ample academic and socioemotional supports. Stephens Academy will replicate many successful IB program features at Brigham Academy, an existing IB/PYP magnet school in PCPS, to ensure a successful and smooth transition to the IB program. Support may include site visits, assistance with curriculum planning, and guidance through the accreditation process.

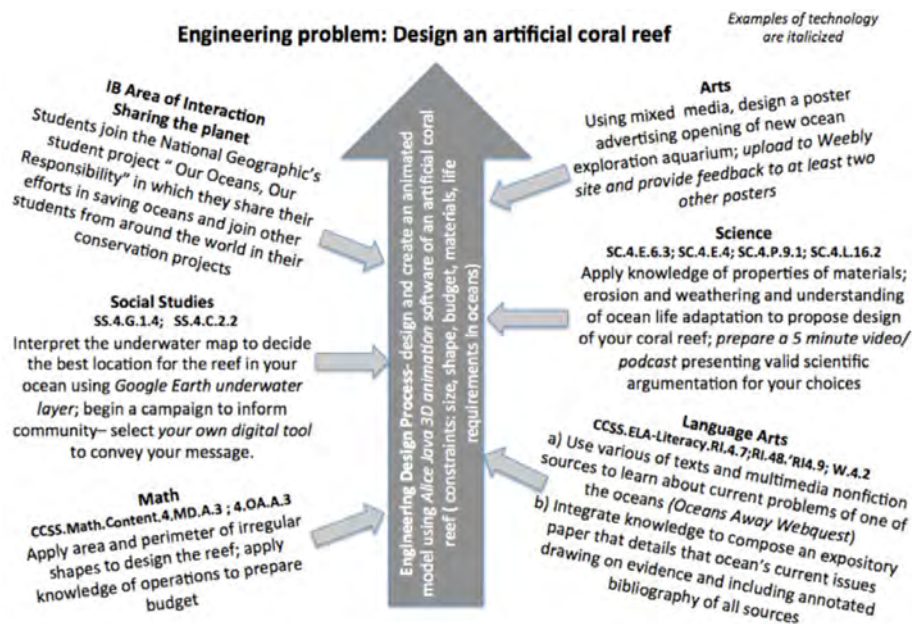
The IB program features the opportunity to incorporate local and global issues into the curriculum and effectively allow students to “step up” beyond the confines of learning within subject areas. The addition of the IB program is especially relevant to our community because of its global focus that will appeal to the diverse population by further enhancing the district’s dual-language offering and multicultural heritage in our community. Currently, Stephens Elementary is a traditionally zoned school. As it transitions to magnet schools, IB curriculum will be enhanced with a strong backbone of STEM learning. This focus will be fully integrated into the IB approach to increase rigor in mathematics and science. IB’s focus on inquiry accommodates the demands of a rigorous STEM curriculum. STEM and IB work well together, as both approaches emphasize inquiry, 21st-century skills, and interdisciplinary nature of core subjects. Using concept-based learning and other research-based strategies, IB offers students an opportunity to develop a deep understanding and apply academic skills. The transdisciplinary nature of the program lends itself to STEM integration, in which we will use the design process

to solve authentic problems. The International Baccalaureate (IB) Primary Years Programme is a curriculum framework designed for students aged 3 to 12 that focuses on the development of the whole child as an inquirer, both at school and beyond. The program features six transdisciplinary themes (Who we are; Where we are in place and time; How we express ourselves; How the world works; Sharing the planet; How we organize ourselves). The essential elements of the PYP framework are illustrated below and provided in Attachment 15.



Source. IBO.com

The IB curriculum also provides PYP students the opportunity to learn more than one language during their elementary years. The transdisciplinary themes help teachers to develop a program of inquiry/ investigations into important ideas, identified by the schools and require a high level of involvement on the part of the students. These inquiries are substantial, in-depth, and usually last for several weeks. This creates a learning environment where students make connections between what they are learning in the classroom and the world around them, creating global citizens and leaders. The graphic below shows the synergy of IB & STEM approaches applied to the unit of study we envision for Stephens Academy.

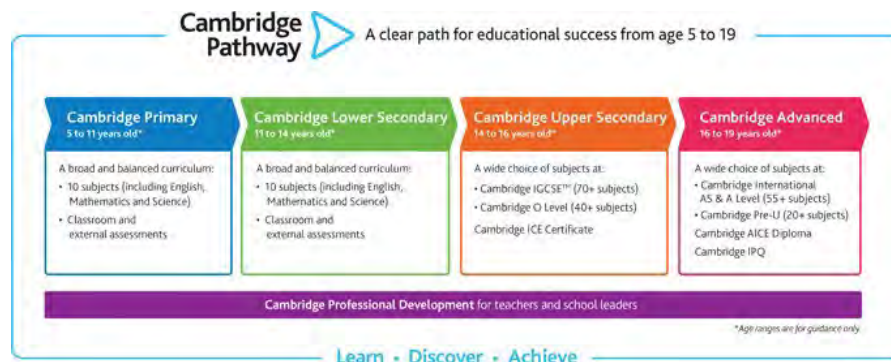


Examples of unit's authentic performance tasks integrated with engineering design process: STEM/PYP

Magnet Theme 2- Cambridge AICE (multiple schools)

Four AMPschools (R.W. Blake Academy K-8, Combee Academy K-5, Bethune Academy K-5 and D. Jenkins Academy 6-8) will become Cambridge AICE school, completing the first two Cambridge K-8 feeder pattern in the district. This will increase interest and preparation of these magnet students to continue to available Cambridge AICE high school programs. The Florida Legislature has identified AICE (Advanced International Certificate of Education) as a graduation option (in high school) and an acceleration mechanism through which students can be awarded up to 45 hours of college credit at all public universities and colleges in Florida. Students who earn the AICE Diploma qualify for the maximum Bright Futures Scholarship (with the completion of the required number of community service hours) and are not required to meet the minimum grade point average (GPA) and the Scholastic Aptitude Test (SAT) and/or American College Testing (ACT) testing scores. This provides an incredible opportunity to engage minority and economically disadvantaged students in college preparatory

pathways, with ample academic and socioemotional supports. Cambridge AICE is a college preparatory pathway offered on a continuum from K to 12, as illustrated below.



Source: Cambridge AICE

Primary Cambridge AICE will be offered at the R.W. Blake Academy K-5, Combee Academy and Bethune Academy. Cambridge Primary develops skills in ten subjects, including English, Mathematics, and Science. The program develops young learners who are confident, responsible, reflective, innovative, and engaged and includes an assessment that proves and improves learning. The curriculum is flexible, with clear learning objectives for each subject. The curriculum is flexible so that schools can offer any combination of the subjects available. The curriculum is well-aligned to Florida's standards as described in Attachment 16. We are currently developing a crosswalk to the new B.E.S.T. standards. Schools will implement interdisciplinary units of study that will focus on Cambridge Global Perspectives (Attachment 17). Teachers help students to look at a variety of global issues or topics that give a range of contexts, as noted in below

Cambridge Primary topics

Keeping healthy	Moving to a new country	Understanding belief
Keeping the peace	People - young and old	Reduce, reuse, recycle
Rich and poor	The world of work	Looking after planet Earth
Obedying the law	The right to learn	Sport and leisure
Values and beliefs	Using energy	Families
Water, food and farming	Worldwide companies	Living and working together
Working with other countries	Moving goods and people	Sharing planet Earth
Keeping safe	Improving communication	Computers and technology

The Cambridge theme will be infused in academic offerings from Kindergarten. The theme will seamlessly integrate STEM-rich activities, to encourage more underrepresented students to take an interest in STEM and provide the needed infusion of STEM graduates to our community. Students will have access to Makerspace , coding, and a variety of enrichment opportunities in addition to units of study. Using programs, such as Code.org, as online support to the engineering and coding curriculum, all students, including ELL and ESE students, can participate in this innovative and enjoyable Code Studio learning platform. Academic subjects will be studied as integrated, interconnected areas of study, rather than in isolation as in traditional education settings. This will facilitate students' understanding of the high cognitive complexity concepts and algorithms and promote application and generalization of the skills. Classrooms will be designed to encourage collaborative learning, provide access to all students, and make current technology and equipment available to all students. A variety of instructional strategies will be utilized in each classroom to assure the differentiation of instruction to meet the needs of a diverse student population

Lower Secondary Cambridge AICE will be implemented at Blake Academy 6-8. Cambridge Lower Secondary is typically for learners aged 11 to 14 years. Schools can shape the program around how they want their students to learn, developing young learners who are confident, responsible, reflective, innovative, and engaged. The program provides a natural progression for children from primary education and prepares them for a post-14 education program that leads to formal qualifications. Cambridge Lower Secondary develops skills in ten subjects, including English, Mathematics, and Science. The curriculum is flexible with clear learning objectives well aligned to Florida Academic Standards, as described in the example in Attachment 18. The Cambridge International curriculum affords the student the opportunity for

enrichment and acceleration that develops skills and understanding in English, Math, Science, and Cambridge Global Perspectives for the first three years of secondary education (grades 6-8). These skills help prepare students for college-level coursework to which they will be exposed as they progress into high school. Students have the flexibility to choose a course of study that best meets their abilities and interests while earning some high school credit courses in middle school. All middle school students will take the Global Perspectives course as a requirement of the program. The program develops the skills of research, analysis, evaluation, reflection, collaboration, and communication. It strengthens the links across English as a first or second language, mathematics, science, and ICT Starters. A variety of global issues or topics give a range of contexts, as noted in the below

Cambridge Lower Secondary topics

Disease and health	Migration	Belief systems
Conflict and peace	Demographic change	Sustainability
Poverty and inequality	Employment	Biodiversity and ecosystem loss
Law and criminality	Education for all	Sport and recreation
Tradition, culture and identity	Fuel and energy	Family
Water, food and agriculture	Globalisation	Changing communities
Trade and aid	Transport and infrastructure	Humans and other species
Human rights	Language and communication	Digital world

Source: Cambridge AICE

A sample of the Global Perspectives challenge is attached as Attachment 19. Instructional strategies will include digital learning, interest-based projects, small and large group direct instruction, and collaborative learning. Intensive professional development and support will be provided to all teachers, enabling them to engage students in the state-of-the-art technologies and innovative academic experiences. Pedagogy will emphasize inquiry, problem- solving, and collaborative engagement in authentic, real-life learning experiences. Accelerated paths will be

available for all students in areas of their strengths, offering them an acceleration to high school courses in middle school and preparing students for early college credit courses.

Students will be able to choose from a variety of electives within the magnet theme, many tying into STEM. Such opportunities include including Fabrication Lab, Graphic Design, TV and Film Production, and Aerospace. Math acceleration will be available with a goal of significant number of students ready for Algebra I in grade 7 and majority taking Geometry while in middle school.

Magnet Theme 3- STEM (Garner Academy)

Garner Academy (K-5) will be transformed into a STEM-focused polytech school.

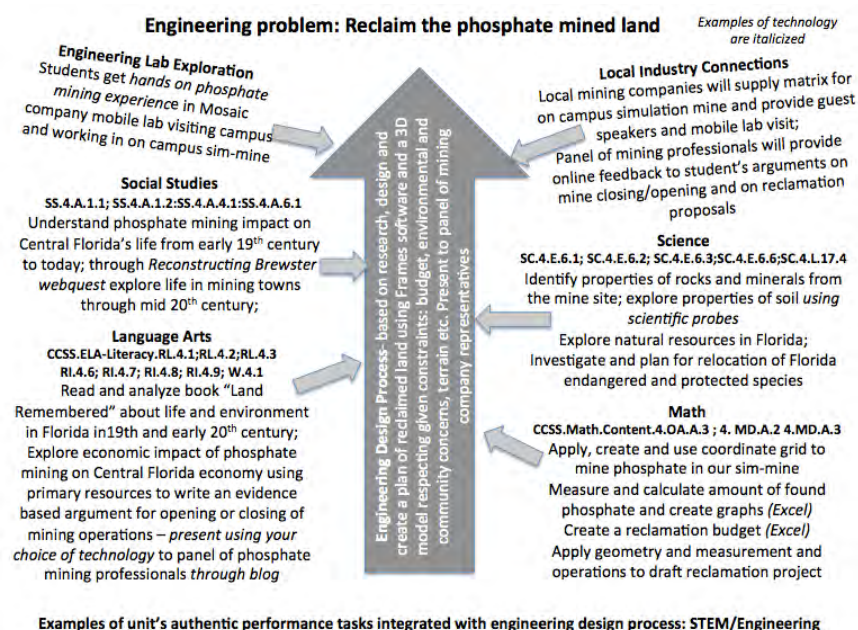
School's theme will align with its feeder, Lake Alfred Polytech Academy, where the Garner 5th graders will matriculate. This seamless STEM school K-8 pattern aims to prepare students for the STEM-focused advanced academies in community high schools. Career Academies are small, personalized learning communities centered on a career theme. These exciting programs, which include a college-prep curriculum and a path to industry certifications, challenge students and assist them in finding an engaging career path. Career Academies align with local industry needs and ensure that students are prepared to become skilled employees in high-demand occupations. In addition, students are prepared for future educational and career success through the dynamic curriculum, support from a local advisory committee, and partnerships with employers, the community, and higher education. Some of those 9-12 academies include Agrotechnology, Medical & Health, Architectural Design & Engineering, Digital Graphics, Construction Management, Aerospace, Robotics and Automation, and Agribusiness and Science Academies. These academies are further aligned with the innovative, hands-on approach of Florida's newest university, the Florida Polytechnic, located in the community.

The goal of the Garner Academy will be to provide personalized access to rigorous academics with an emphasis on STEM. The magnet program offers opportunities for hands-on

experiments and activities focused on real-world applications. Units of study and electives will be focused on integrating cross-curricular content using digital tools to solve problems and engineer innovative products. This theme will be infused in academic offerings from Kindergarten through interdisciplinary STEM units of study and magnet attractor discrete Engineering Studio class. This class will be available as a weekly rotation for all students and feature advanced engineering projects, coding, and digital fabrication for students in grades K-5. STEM subjects will be studied as integrated, interconnected areas of study, rather than in isolation as in traditional education settings. This will facilitate students' understanding the high cognitive complexity concepts and algorithms and promoting the application and generalization of the skills. The proposed coding curriculum at Garner Academy will allow even the youngest student to begin to explore the exciting world of coding. Using programs, such as Code.org, as online support to the engineering and coding curriculum, all students, including ELL and ESE students, will be exposed to coding and computational thinking fundamentals. The school is envisioned as an immersive learning experience where all areas of the schools provoke learning and provide students an opportunity to engage with STEM. Walls of the hallways will include unique hands-on STEM experiences such as gears, pulleys, and simple machines. Reading nooks will be available throughout the buildings. Outdoor classrooms will provide an opportunity for engaging in environmental and construction topics. Gardens will feature examples of Florida's biodiversity such as xeriscapes and scrubs, encouraging interest in local agriculture and environmental advocacy. The media center will include a unique Science on the Sphere immersive experience room-sized, global display system that projects visualizations of planetary data onto a six-foot diameter sphere to help illustrate Earth System science. The Engineering Studio will be designed as a digital fabrication lab makerspace, complete with 3D printers, laser

cutters, mills, vinyl plotters and a variety of making tools. Students will have an opportunities to engage in robotics in the classroom, Engineering studio and as a part of extracurricular offering.

Classrooms will be designed to encourage collaborative learning, provide access to all students and make current technology and equipment available to all students. A variety of instructional strategies will be utilized in each classroom to assure differentiation of instruction to meet the needs of a diverse student population. Integrated STEM units will use an engineering design process to allow students to learn and apply science and math as an inquiry-based discipline. Units of study will connect to industries in the community, addressing the relevant challenges and collaborating with community partners. The unit plan graphic below shows the STEM integrated unit model:



2.The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration

Professional development activities planned are comprehensive and ensure fidelity of implementation and long-term sustainability of successful programs. All staff, including

administration, teachers, and non-classroom support staff, will be trained in systemic reforms and magnet themes, with each participant engaging in a minimum of 60 hours of targeted training for teachers and 40 hours for leadership teams annually. While it is our goal to personalize professional development, experiences based on individual needs, all staff will be required to participate in training that directly relate to the project performance measures. Objectives and evaluation criteria for measuring both quantity and quality of professional development are described in detail in the Quality of Management Plan and Evaluation sections and Performance Measures (Attachment 2).

Leadership for Equity Coaching Sequence. Research has found that improving school culture and reducing discipline issues is a significant predictor of academic achievement in schools (Ross & Lauerenzano, 2012; Spainhower, 2008). Low academic achievement and limited college or career readiness is persistent across our MSAP schools, as well as district wide. To address these limitations and improve academic achievement, the overarching training for leadership teams will enable the school leaders to transform their schools. Our five AMP schools are charged with transforming their culture through practices that address curriculum, as well as all aspects of school functioning and are deeply rooted in equity. From research and experience, we know that the success of implementation and sustainability are related to the quality of school leadership. Transformational leadership development including non-cognitive factors such as academic mindset and behaviors, social and emotional skills, approaches to learning, and self-regulation (Nagaoka, Farrington, Ehrlich, & Heath, 2015) have demonstrated a variety of benefits that impact student academic, career, and life outcomes (Farrington, et al., 2012). Leadership for Equity Coaching Model (Attachment 7) is a five-year cycle of a continuous improvement coaching model developed specifically for Polk County Schools magnet grant and

demonstration site administrators and their leadership teams for the successful implementation of the 2020 MSAP Grant. All meetings will be held at the school site, or in light of COVID-19, via Zoom or Microsoft Teams. Consultants will collaborate with the Office of Acceleration and Innovation and the Office of Equity and Diversity Management to provide a robust coaching cycle tied directly to program goals, recruitment and retention of students, equity and minority group isolation goals. Each school principal will schedule the monthly meetings with the consultant(s) at the school's convenience. A week prior to the meeting, the handouts and documentation for the meeting will be emailed to the school for the staff's review. In preparation for the meeting, the consultant(s) will prepare an individualized implementation plan based on the previous meeting's content, questions and feedback. Activities and interaction will be the hallmarks of these meetings, with specific outcomes and plans noted by the consultants and provided to the schools via email within 10 days of the meeting. The primary consultant for this coaching model, Carolyn Bridges, has served as the Senior Director of the Office of Acceleration and Innovation for Polk County Schools for the past 21 years. In that time, she has supervised the expansion of the magnet program to grow from 7 to 15 schools, authored and successfully implemented 3 MSAP grants and developed an innovative and successful random lottery system in conjunction with Maree Sneed, nationally recognized desegregation attorney with Logan and Lovells. In reflecting with her team regarding past successes in magnet programs, the team identified the need to provide support and coaching to the Instructional Leaders of each school as they do lead this transformative work. Mrs. Bridges advantage in leading this reformation project is her vast knowledge and experience in moving previous MSAP projects forward within the Polk County Schools dynamic. Mrs. Bridges retired from her position as Senior Director May 2020, allowing her to work directly with these principals to assure increased success in

implementation of these programs. Focusing on equity issues will provide Leadership Teams with ability to manage transformational change implement new practices such as positive discipline and restorative approaches, guide innovation and high expectation, and sustain the programs past the grant cycle.

Official Magnet Theme Training. For the site seeking ***IB accreditation***, teachers will participate in IBO's three tier approach to professional development to become an authorized IBO school through in-service trainings, workshops, and attendance of regional and training conferences sponsored by the IBO. To become an accredited IB school, all teachers and administrators must complete Level I training, with a prescribed number completing additional Level I and II training. IBO training is comprehensive and addresses numerous aspects of the program. As part of the authorization process for becoming an IB World School, the IB requires all schools to ensure that teachers and administrators take part in IB-recognized professional development. Some of the topic covered include Delivering the PYP curriculum, Understanding the PYP, Managing assessment in the PYP, Global contexts for teaching and learning, and Creating inclusive classrooms. Trainings are offered nationwide and online. In addition, staff will be trained in implementation of various pedagogies that support inquiry and interdisciplinary nature of IB. Teachers will also attend trainings that address diversity, equity, and strategies to increase success of diverse students. Finally, intensive training in up-to-date technologies will enable teachers to integrate technology in all areas of the curriculum.

At ***Cambridge*** schools, staff will attend numerous pedagogy and content area trainings grouped under three different categories illustrated in the graphic. *Introductory Training* is for teachers who are new to Cambridge program and qualifications. It introduces teachers to Cambridge program, syllabuses and curriculum frameworks. Staff will learn competencies needed to teach

and assess the Cambridge subjects including the Aims and structure of Cambridge program, syllabuses and curriculum frameworks; Assessment aims and objectives, Question papers, marking exercises and examiner feedback, Progression tests, Cambridge Checkpoint tests, Teaching ideas and approaches, and Endorsed resources to support teaching.

Extension Training is for teachers who have completed the introductory training. The training enables teachers to engage with syllabuses and curriculum frameworks in greater depth and build confidence in their delivery. Topic include Review syllabus and curriculum framework design and the assessment aims, Major updates to our syllabuses or curriculum frameworks, Extend understanding of the assessment process through reviewing past question papers, marking exercises, examiner feedback , Developing practice questions for Cambridge O Level, Cambridge IGCSE, Cambridge International AS & A Level and Cambridge Pre-U, Explore progression tests, Cambridge Primary Checkpoint and Cambridge Lower Secondary Checkpoint, Create schemes of work and curriculum resources, and Range of approaches to teaching and learning. Enrichment Trainings enables teachers to engage with syllabuses and curriculum in greater depth and build confidence in their delivery. This training is for those teaching Cambridge program for at least one year. The training augments topics in extension training with greater depth and include sharing of experiences. Cambridge trainings are offered nationwide and online. Staff will also be trained in various pedagogies that support inquiry and global perspectives in the program. Teachers will also attend trainings that address diversity, equity, and strategies to increase success of diverse students. Finally, intensive training in up to date technologies will enable teachers to integrate technology in all areas of the curriculum.

Project-based learning will be a significant component of our STEM program and available to IB and Cambridge staff. Effective PBL should be interdisciplinary and contain diverse content objectives within the context of engaged hands-on activities that produce a meaningful artifact (Capraro & Slough, 2008). Because students develop deep understanding when provided scaffolds and formative assessment within social structures, PBL has been found to increase academic performance and student's attitude and interest in learning (Han, et al., 2014). This training will create a cohesive, relevant, schoolwide infusion model of instruction. All teachers at the sites will engage in Project-Based Learning (PBL) training delivered by the Buck Institute for Education



(BIE) also known as PBLworks, a long-time leader in the project-based learning approach. The professional development will provide MSAP teachers with the tools to design, assess, and manage projects that engage and motivate students. The BIE training helps bring coherence to PBL practices across grade levels and subject areas and supports the creation of schoolwide processes and structures to support PBL. All subject and special areas will be included in the training assuring that student exposure to the magnet theme is truly schoolwide. The implementation of PBL will help teachers address standards and emphasize real-world application of knowledge and skills. This will lead to the development of success skills such as critical thinking/problem solving, collaboration, communication, thus fostering academic excellence across a broad range of content and skills. Through this comprehensive, research-informed training, teachers will be able to successfully implement the Gold Standard PBL learning in their classrooms.

Table 16. Key PBL teaching practices

Design & Plan	Teachers create or adapt a project for their context and students, and plan its implementation from launch to culmination while allowing for some degree of student voice and choice.
Align to Standards	Teachers use standards to plan the project and make sure it addresses key knowledge and understanding from subject areas to be included.
Build the Culture	Teachers explicitly and implicitly promote student independence and growth, open-ended inquiry, team spirit, and attention to quality.
Manage Activities	Teachers work with students to organize tasks and schedules, set checkpoints and deadlines, find and use resources, create products and make them public.
Scaffold Student Learning	Teachers employ a variety of lessons, tools, and instructional strategies to support all students in reaching project goals.
Assess Student Learning	Teachers use formative and summative assessments of knowledge, understanding, and success skills, and include self and peer assessment of team and individual work.
Engage & Coach	Teachers engage in learning and creating alongside students, and identify when they need skill-building, redirection, encouragement, and celebration.

Source: PBLworks.org

Summer Learning Summits are unique events that bring our MSAP staff together for dynamic, learning packed, conference like gathering right after the end of the school year. This time is great for reflection for improvement and reenergizing the staff, reinforcing commitment to implementation of the program. The Office of Acceleration & Innovation began this practice during the last awarded MSAP cycle to offset to extend the time for professional development, provide support to all schools, and create peer networks for sustainability. The Summit model was a response to feedback from staff on need for extended time to engage in professional learning activities. During school year, such time is limited and often requires teachers to be out of class or take place in small increments after school or during Professional Learning Community time. This year, our district has collectively bargained with the teacher union to decrease the amount of time that teachers can spend in organized professional development during the planning time. Therefore, a three-day summit provides an opportunity for all staff to devote their attention to professional learning. Prior to the Summit, the MSAP staff at the Office

of Acceleration & Innovation, works with schools and evaluators to identify professional development needs and schedule relevant sessions. Each of these three-day workshops provides teachers, coaches and administrators access to enriched and interactive sessions addressing the current needs of the schools and tied to the systemic reforms and magnet themes. Events are organized as a learning conference which provides all staff opportunity to peer network, explore new ideas, and engage in relevant content. The event leads into facilitated unit and learning activity development during the summer months. Facilitated curriculum development provides teachers time and support dedicated to creation of learning experiences for students. These half-day or day long sessions during summer break are facilitated by MSAP staff, demonstration site peer teachers or PD consultants. In the past, the staff has overwhelmingly expressed satisfaction with this approach, evident from surveys and individual staff testimonial quotes.

Programs from previous Summits are provided as Attachment 20.

Systemic Reform Training. The AMP training will go well beyond district and state requirements and equip educators with pedagogy and content area skills needed to develop and implement proposed rigorous curriculum activities. Intensive, ongoing training and onsite support will provide students with quality instruction needed to increase achievement. Many of the systemic reform trainings are embedded in IB and Cambridge official workshops. In addition, we will utilize a number of renowned educational researches and leaders. For example, staff will be provided targeted training in areas of assessment, pedagogical practices, differentiation, classroom and schoolwide discipline practices, restorative approaches and 21st century skills. Additional systemic reform training will be provided throughout the year through coaching model, demonstration sites and district MSAP leaders. In addition, educators will have an opportunity to attend relevant conferences to update their knowledge, for example FETC

technology conference for integration of technology in instruction, NSTA STEM EXPO, a conference dedicated to STEM pedagogies and tools in K-12 education , Buck Institute Workshops for PBL and various workshops for advanced topics in literacy.

Use of In-District Demonstration Sites. Use of schools within the district who have successfully implemented transitions to magnet themes or implemented any of the successful common systemic reforms has been a highly successful practice for our schools. The sites were also selected because of their proximity to the MSAP schools which provides easy access and efficient time. In the past MSAP grants, we have utilized this model to turnaround some of the most distressed and minority isolated schools in the district. The practice has also ensured sustainability through creation of peer support networks both for administrators and for teachers. The demonstration sites provide opportunity for MSAP schools to see implementation of themes or systemic reforms in action through site visits and sharing of practices with their peers. The following demonstration site professional learning activities will help transition and implementation of our new program

Table 17. Demonstration Site Supports

Demo Site	Purpose	Types of Support	Support Schools
Brigham Academy IB/PYP	Replicate the successful IB/PYP STEM enriched program to improve academic achievement and reduce MGI	<ul style="list-style-type: none">▪ opportunities for school visits▪ collaborative planning▪ administrative and IB coordination support▪ support for accreditation process▪ assist with development of sustainability and recruitment plans	Stephens Academy
Lake Alfred Polytech Academy	-articulation and alignment of feeder pattern STEM theme -implementation of Fab Labs	<ul style="list-style-type: none">▪ vertical planning▪ opportunities for school visits▪ collaborative planning▪ implementation of Fab Labs▪ STEM processes	Garner Elementary D. Jenkins and Blake Fab Labs

Rochelle School of the Arts	Assistance with implementation of strong systemic reforms	<ul style="list-style-type: none"> opportunities for school visits collaborative planning implementation of systemic reforms 	All schools
-----------------------------	---	---	-------------

To assure sustainability of the program, we will build teacher leadership, enabling staff at schools to continue needed professional training and support. Lead teachers and coordinators attending a variety of certification and train the trainer activities that will enable them to continually provide training and support for teachers. At each site district and school support personnel will support teachers in development and implementation of curriculum to assure rigor, quality, student achievement, and sustainability of all programs beyond the grant years. Tentative professional development charts with major trainings offered are in Attachment 21.

3. Encourage greater parental decision making and involvement

Parental involvement and decision-making. We will further engage and support our underrepresented students by increasing parental involvement. We believe that active parental involvement will increase participation of students in STEM and advanced academics, and allow us to provide support holistically, taking in consideration the needs and values of each family. To implement innovative programs proposed, AMP will actively engage parents and community in decision-making through building the capacity and a culture of partnership and collaboration. The goal of the parental 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. We framed our parental involvement in research by Hanover (Attachment 8)

Table 18. Implementation of key Hanover research findings

Hanover Key Findings	AMP Implementation
Effective engagement of diverse families begins with understanding	At each site we will collect and analyze information about times for meetings and barriers to attendances so that we can address

the local structural, attitudinal, and cultural barriers to their participation.	issues that prevent involvement (such as child care, transportation, language proficiency etc.). Our goal is to create opportunities and supports for each parent to be actively involved.
Educators must build cultural competency at both systemic and individual levels, so that all families feel welcome in all events and engagement opportunities.	Training for cultural and socioeconomic diversity to build competencies needed to create a welcoming environment for all parents. For example, school teams will attend Eric Jensen's "Teaching and Engaging with Poverty in Mind" workshop that includes family involvement strategies.
Effective schools seek to encourage diverse families' participation in general as well as in targeted involvement opportunities.	Parents will be provided a variety of ways to become involved, that will take into consideration their cultural backgrounds, needs, time, transportation and work schedules. By providing different types 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 teachers (such as helping with organizing materials or bulletin boards), 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.
Families often need basic information about the education system.	We will provide parent information sessions on various aspects of our school system and planning for their child's future. This includes targeted recruiting and assistance with application to our magnet schools, sessions on accessing community resources, high school and post high school planning and various sessions on helping their child with school and homework.

Implementation of parental 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. 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.
 - Regular schedule of useful notices, memos, web sites, emails, phone calls, newsletters, and other communications.
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 and materials for summer learning opportunities
 - Family participation in setting student goals each year and in planning for next educational step (Attachment 22 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
 - EdCamps and parental workshops on important topics and issues
 - 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.

To afford parents, teachers, and the community more opportunities for decision-making and involvement, each AMP site will offer workshops and informational sessions on a variety of topics of interest to families of enrolled students and topics specific to the community. Some will be aligned to the school magnet theme and some related to the ways parents can help their child at home. Parent advocacy workshops will be offered by the Parent Teacher Organization to discuss important issues affecting schools such as legislation or school funding. MSAP schools teachers will collaborate with parents and community in development of multicultural programs, outreach and activities. Parent-Teacher Organizations (PTO) will offer a means to develop strong family-school-community partnerships. School Advisory Councils (SAC) are charged by the Florida DOE with writing annual School Improvement priorities. They publicize and evaluate the School Improvement Plan, support implementation, and review the School Budget. By state policy, the councils reflect the demographic makeup of each school, and membership is reviewed annually by the School Board. Information about these opportunities will be provided to all parents in their language.

Performance Measure 7 specifically evaluates this goal, this ensuring expansion of partnerships throughout the grant and beyond. Such partnership will also provide increased agency and decision making for parents and family members actively involved in these schools. This is especially important, as some of our minority isolated schools currently have minimal parental involvement, especially from diverse families.

Performance Measure 7. Ensure parents and community members are actively involved in project planning, implementation, and decision-making.
7.1 The number of parents at each AMP school attending magnet theme-related parent events will increase from the baseline by 10% each year
7.2 The percentage of parents at each AMP school indicating satisfaction with school's program, communication and equal access to parental involvement will increase by 20% from the baseline or remain above 90%

4. Involve the collaboration of appropriate partners for maximizing the effectiveness of project

Performance Measure 7 specifically evaluates this goal, this ensuring expansion of partnerships throughout the grant and beyond. Such partnership will also provide increased involvement of community members.

Performance Measure 7. Ensure parents and community members are actively involved in project planning, implementation, and decision-making.
7.3 Annually, each site will develop two community or business partnerships that support the magnet theme or diversity initiatives

The AMP project is a product of community collaboration and will actively involve multiple partners to maximize the effectiveness of project services. The aims of the project include both equity and improvement of academics, therefore we have already sought partnership that address multiple project needs. Such collaboration will ensure magnet program implementation is supported with a variety of resources and expertise that will lead to program's success and sustainability. Figure below summarizes the partnership categories that will help us implement and sustain the program, with examples of partnerships. Letters of support are provided in Appendix 2.

NEED: Provide a variety of resources and mentorships to address social, emotional, academic and other needs of students and families.	NEED: Provide a variety of resources and mentorships to support curriculum, provide content area expertise, material and event resources	NEED: Provide a variety of resources and mentorships to increase interest and access to higher education, especially for underrepresented students	NEED: Provide a variety of resources and mentorships to guide transition to magnet programs and assist in meeting performance measures
SOURCE: COMMUNITY ORGANIZATIONS & MUNICIPAL RESOURCES	SOURCE: BUSINESS PARTNERSHIPS	SOURCE: HIGHER EDUCATION	SOURCE: IN DISTRICT COLLABORATION
EXAMPLES OF CURRENT PARTNERSHIPS <ul style="list-style-type: none"> • Central Florida Behavioral Health Network • Junior League • First Friday Kids Support Group • City of Lakeland • Boys & Girls Club • Girls, Inc • United Way of Central Florida 	EXAMPLES OF CURRENT PARTNERSHIPS <ul style="list-style-type: none"> • Fed Ex • Mosaic, Inc • Midstate Insurance • Terrie Lobb Catering • Publix 	EXAMPLES OF CURRENT PARTNERSHIPS <ul style="list-style-type: none"> • Florida Southern College • Florida Polytechnic University • Polk State College • Southeastern University 	EXAMPLES OF CURRENT PARTNERSHIPS <ul style="list-style-type: none"> • Demonsration sites for IB and Cambridge • Model sites for research based instructional strategies • Model sites for digital fabrication & makerspaces

5. Improve capacity of LEA to continue operating magnet schools after the MSAP

PCPS has a proven record of establishing and sustaining magnet schools. The district currently operates 15 successful whole school magnets in four district zones. Since the establishment of the first magnet schools by court order in 1992, PCPS has strived to sustain the quality of each magnet school, allocating adequate resources and evaluating performance and enrollment. PCPS has never closed or repurposed any of our magnet schools. Magnet school choice programs are a popular option for parents, with a number of applicants districtwide currently exceeding available capacity. Therefore, opening an additional 2,134 magnet seats and revising 1,480 will provide an attractive option for families. Since schools are funded through per-pupil allocations, this will increase the district's capacity to continue support for magnet schools. The PCPS School Board has unanimously approved the submission of this proposal. Letters of support and commitment by the board chair and the school superintendent are enclosed. Quality of Management Plan, section 2 details fiscal commitments and resources available to these schools as they become integrated into the PCPS magnet network. Further commitments include appropriate personnel to continue carrying out the magnet theme and its attractors, funds for professional development required by the magnet theme, transportation to schools, and appropriate technology and instructional materials. In addition to financial support, activities in this grant will enable the LEA to support schools past the duration of the grant using deliberate strategies, including

- Revision of the enrollment system (discussed in Competitive Priority 3)
- Intensive professional development to build the capacity of staff to implement and lead sustainability of the programs (discussed in Quality of Project Design part 2)
- Train-the-Trainer professional development model -In this model, a small group of staff members will attend train-the-trainer workshops and trainings. Trainers will then be responsible for training the rest of the faculty. Trainers will also be available for an

ongoing support on site, assuring that professional development knowledge is applied effectively. Each school will develop a network of trainers in key thematic, curricular and pedagogy areas that can train others, research further and provide assistance as needed. Through cross-school collaboration among MSAP sites, trainers will be shared among schools. This method will ensure that ongoing training is provided to new teachers and teachers and continue intensive professional development past the duration of the grant to sustain the quality of programs and instruction

- Intensive recruitment and marketing efforts (Discussed in Desegregation part 3)
- Development of quality curriculum (discussed in Quality of Project Design part 1)
- Leadership for Equity administrative training geared toward building capacity of school leaders and leadership teams to establish, lead, and sustain equitable magnet programs (discussed in Quality of Project Design (discussed in Competitive Priority 4, Quality of Project Design part 2, and Attachment 7)
- Development of family and community relationship that will continue to provide resources past the duration of this grant (discussed in Quality of Project Design 3 and 4)

c) Quality of Management Plan

1.The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget

The *budget narrative* details the expenses. PCPS and Office of Acceleration and Innovation have an extensive expertise and proven record of fiscal responsibility and budgeting for implementation and sustainability of magnet projects, including those created or revised with previous MSAP awards. The budget is carefully crafted and aligned performance objectives to gradually enable schools to sustain the program by building capacity of staff and forging critical partnerships with community and businesses to continue the MSAP work past the grant years. The vision of the AMP is to create excellent and equitable schools that reduce minority and socioeconomic isolation and improve academic outcomes for all students. To do so, PCPS has developed performance measures designed to document the project effectiveness with formative

and summative rigorous evaluation that includes quasi-experimental research design. Table 17 summarizes the performance measures. Attachment 2 provides detailed descriptions of measures., timeline of evaluation, and personnel responsible for collecting evidence.

To achieve the objectives of the project, as illustrated by the logic models in Appendix 3, the AMP has identified the management structure, roles, responsibilities, and a timeline for implementation during the grant term. Operational timeline corresponding to the main milestones in the logic model is illustrated in Table 19.

Table 19. Operational Milestone Timeline

Initial Administrative Tasks					
Milestone Activity	YR 1 Fall (F)	YR 1 Spring (S)	YR 1 Summer (SM)		
Present the grant to the Board and begin creating internal fiscal structure	x				
Officially hire district personnel	x				
Meet with school administrative teams to review the process	x				
Meet with school staff	x				
Meet with teacher union to establish memorandum of understanding for special activity and transfer		X			
Issues the RFP for evaluator and select evaluator team	x				
Schedule and carry out initial evaluation visits	x	X			
Input 1: Vertical alignment of magnet programs					
Milestone Activity	YR 1	YR 2	YR3	YR 4	YR 5
Establishment of vertical cross school leadership team	F				
Articulation among feeder pattern leadership and teachers	SM	F-S- SM	F-S- SM	F-S- SM	F-S- SM
Apply for Cambridge or IB candidacy	S				
Implement activities leading to accreditation		F-S- SM	F-S- SM	F-S- SM	F-S- SM
Apply for accreditation				S	
Receive Accreditation					S
Input 2: Equity Practices					
Milestone Activity	YR 1	YR 2	YR3	YR 4	YR 5
Administrative Coaching for Equity Workshops	F-S- SM	SM	SM	SM	SM
Administrative Coaching for Equity Coaching cycle	S	F-S	F-S	F-S	F-S

Teacher Coaching for Equity Workshops	SM	SM	SM	SM	
Teacher Coaching for Equity coaching cycle		F-S	F-S	F-S	F-S
PBIS and Restorative Practice Initial Training	SM				
PBIS and Restorative Practices ongoing training and support		F-S	F-S	F-S	F-S
PBIS and Restorative Practices refresher & advanced		F-SM	F-SM	F-SM	F-SM
Input 3: Access and Recruitment					
Milestone Activity	YR 1	YR 2	YR3	YR 4	YR 5
Alignment of Census grid based on demographics of the Census 2020		F-S-SM	F-S-SM		
Programming of the lottery based on the above			F-S	F	
Revisions to application to assure equity and access	S	F			
Lottery Open Enrollment	F	F	F	F	F
Annual feeder pattern shadow days		S	S	S	S
Regional and districtwide recruitment fairs	F	F	F	F	F
School site recruitment events	F-S	F-S	F-S	F-S	F-S
Development of marketing materials	SM	F			F
Input 4: Change Management					
Milestone Activity	YR 1	YR 2	YR 3	YR 4	YR 5
Assessment of site readiness and development of implementation plan	F				
Development of a site based annual strategic plans		F	F	F	F
Developing mission and vision and communicating it to all stakeholders	SM	F-S			
External and internal formative evaluation with feedback	S	F-S	F-S	F-S	F-S
Input 5: Stakeholder Engagement					
Milestone Activity	YR 1	YR 2	YR3	YR 4	YR 5
Outreach and recruitment activities to forge community partnerships	F-S	F-S	F-S	F-S	F-S
Site Based Community and Partner Network Event		F	F	F	F
Establishing Active SAC and PTO	S				
Annual Parent Event Planning	SM	SM	SM	SM	SM
Decision making surveys and outreach to parents		S	F-S	F-S	F-S
Revisions to web sites and social media platforms		SM			
Establish mentorship programs			F-S		
Input 6: Targeted Professional Development					
Milestone Activity	YR 1	YR 2	YR 3	YR 4	YR 5
Annual PD needs assessment	SM	SM	SM	SM	SM
Establishment of PLC structures	S	F			
Engage in authentic PD experiences that address a) magnet theme; b) co-curricular strategies; c) research based instructional strategies; d) innovative learning approaches (including integration of technology)	S-SM	F-S-SM	F-S-SM	F-S-SM	F-S-SM
MSAP Summer PD Summits	SM	SM	SM	SM	SM
Establish collaborative relationship with demonstration sites	S	F			

Input 7: Magnet Curriculum					
Milestone Activity	YR 1	YR 2	YR3	YR 4	YR 5
Develop a magnet theme roll out plan with evaluation/feedback rubric	S-SM	F			
Curriculum planning and development activities	SM	F-S-SM	F-S-SM	F-S-SM	F-S-SM
Targeted Cambridge and IB Training	S-SM	F-S-SM	F-S-SM	F-S-SM	F-S-SM
Acquire appropriate materials to implement magnet curriculum	S-SM	F-S-SM	F-S-SM	F-S-SM	F-S-SM
Develop courses and/or units of study that embed magnet theme	SM	F-S-SM	F-S-SM	F-S-SM	F-S-SM
Engage in weekly magnet theme planning activities		F-S	F-S	F-S	F-S
Articulate curriculum horizontally and vertically			SM	SM	SM
Input 8: Learner Supports					
Milestone Activity	YR 1	YR 2	YR3	YR 4	YR 5
Development and implementation of summer learning	S	S	S	S	S
Development and implementation of theme based extracurricular activities		S	F-S	F-S	F-S
Establishment of student led portfolio conferences			F		
Implementation of student led portfolio conferences			F-S	F-S	F-S
Establishment of supported MTSS process		F			

*S-spring; F-fall; SM-summer

The project will be supported by multiple district departments to ensure quality or services, fiscal responsibility, implementation, and unbiased evaluation. In preparation for this proposal, the Office of Acceleration and Innovation worked closely with district departments to ensure that this project is successful and will be supported during the grant terms and beyond. interdepartmental collaboration is described in the table below and Quality of Personnel.

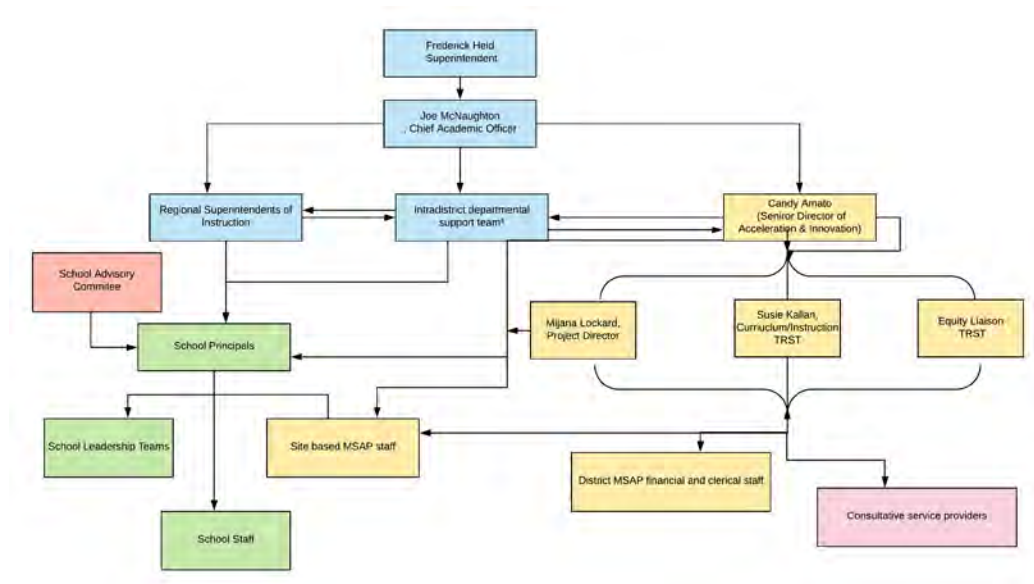
Table 20. Interdepartmental collaboration

Department	Supports for MSAP grant
Assessment, Accountability & Evaluation	Ongoing assistance with safe and private data collection for evaluation and annual reporting.
Human Resources	Assistance with recruitment of qualified teacher and administrative staff
Diversity & Equity	Assistance with community outreach, translation into multiple languages and equity strategies
Student Support Services	Assistance with supports for differently abled students

Federal Programs	Assistance with Title I and Title II services
Multiple Pathways (Workforce Education)	Assistance with industry certification courses and middle and high school level
Finance	Multiple levels of assistance in all aspects of fund management, requisitions, purchasing and audit preparations- processing of all financial needs
Legal	Assistance with enrollment and OCR compliances
IT and Information services	Programming and implementation of enrollment lottery
Teaching and Learning	Support for academic programming, systemic reforms and sustainability of implemented magnet initiatives
Transportation	Development of new transportation routes for new magnet schools and ongoing support for magnet transportation services

The AMP will be managed by personnel experienced in the implementation and the administration of magnet schools and programs, as described in the Quality of Personnel. A comprehensive support system is designed to ensure timely achievement of the project objectives and performance measures within the proposed budget. Key personnel is further discussed in Quality of Personnel. Resume of the below mentioned staff and others who will support and contribute to implementation is presented in Appendix 1. The organizational chart in below delineates the management structure for the AMP grant.

Figure 7. Organizational Chart



** interdepartmental team is described in Table 20.*

PCPS Core MSAP team

Candy Amato, Senior Director of Acceleration and Innovation will oversee the AMP project to ensure timely implementation within the projected budget. Ms. Amato will work with the project director, interdepartmental team, and stakeholders to monitor progress, fidelity of implementation, and \ program sustainability. Furthermore, Ms. Amato will keep the School Board and the Superintendent abreast of the progress. *Ms. Amato will be 100% funded from local PCPS funds and will dedicate 25% of her time to MSAP as a district in-kind contribution.*

Mijana Lockard, Project Director will work closely with other district departments, district-level MSAP staff, and school administrators to coordinate grant activities and provide appropriate reports to PCPS and the grantor. Project director will hold monthly meetings with district MSAP staff and school leadership teams to review progress toward meeting project objectives and quarterly meetings with evaluators to ensure appropriate benchmarks are met. In addition, the district staff will meet monthly to review budget and ensure fiscal responsibility. Furthermore, Mrs. Lockard will work with each school's magnet staff and school leadership teams to ensure timely implementation of proposed program. Mrs. Lockard will work closely with external evaluators to ensuring quality evaluation and coordinating the research efforts for the impact evaluation as described in Quality of Project Evaluation. In addition, she will lead the completion and submission of all Annual Performance and Ad Hoc reporting, collaborating with each school to gather the necessary information. *Project Director will dedicate 100% of time to the project and will be 100% compensated by MSAP funds.*

Susie Kallan, Curriculum /Instruction TRST, will assist the school MSAP staff with organizing Professional Learning Communities and guiding schools in accreditation processed with Cambridge AICE and International Baccalaureate. In addition, Mrs. Kallan will plan and

coordinate MSAP professional development. She will continuously assess school-level and teacher-level needs, such as coaching, mentoring, curriculum development, support program needs and purchases necessary to carry out the magnet theme implementation. Furthermore, she will work directly with on-site magnet staff to increase their capacity to coach teachers in implementation of the magnet theme. Professional development plans will be revised annually based on an inventory of school and teacher-level professional development assessments. Finally, Mrs. Kallan will lead the sustainability planning beginning in year 1 of the project. *Ms. Kallan will dedicate 100% of time to the project and will be 100% compensated by MSAP funds.*

TBA, *Equity Liaison TRST* will collaborate with the Office of Equity and Diversity management to provide diversity and equity professional development, reach out to diverse community, and monitor the progress of positive behavior and restorative practices. In addition, this position will lead development and implementation of recruitment and marketing plans to assure schools are meeting performance measures impacting MGI. The equity liaison will work with schools and communities to ensure that all families have equitable access to application process and are informed about the programs.

TBA, **MSAP Project Manager**, will use business acumen to manage fiscal and inventory component of the grant. The project manager will meet with site based MSAP staff to review financial rules and regulations, individual MSAP budgets and audit compliance preparation. In addition the project manager will process all MSAP orders and inventories that are handled by the Office of Acceleration and Innovation. Furthermore, the project manager will oversee and the MSAP project budget, monitor school expenses, and collaborate with the finance department on ensuring that expenditures follow the grant outlines. This person will also handle all contractual processes for external professional development, consultant, and evaluation

contractors. In addition, the project manager will maintain an organized inventory of grant purchases, work with school site MSAP staff in ensuring that inventory and purchasing procedures are implemented with fidelity, and prepare monthly budget reports for the project director. Finally, the project manager will work with finance department on providing fiscal information for federal reporting.

School-Site MSAP teams

The PCPS has ensured that each school is led by an exceptionally qualified administrator as described in the Quality of Personnel. To support the administrative teams and teachers, the AMP will provide MSAP funded personnel to lead the effort, assist with implementation and ensure appropriate documentation and fiscal responsibility. Personnel in these positions will work with school administration to review expected project outcomes, including increasing student academic achievement, reducing minority group isolation, assessing professional development, developing Professional Learning Community (PLC) meetings and planning sustainability of the project once MSAP funds are gone via district funding, grant writing and parent and community partnerships. Furthermore, site based MSAP staff will work with teachers to assess their individual needs, arrange specific trainings, provide coaching and mentoring, assist in unit development aligned with the standards and the school's magnet theme, and coordinate horizontal and vertical planning among teachers. They will also work closely with parents, community, and business partners to build relationships that last beyond the MSAP project. MSAP site-based team will be responsible for implementing and monitoring school's MSAP project budget, complete purchase orders for MSAP aligned purchases, arrange professional development, monitor school diversity to adjust the Marketing and Recruitment plan annually, complete the school site visit template for external evaluator visits and develop school

Annual Performance and Ad Hoc Reports. MSAP site-based team will meet regularly with district team to ensure progress toward grant objectives.

External Consultative Supports.

Evaluation. As soon as the grant is awarded, PCPS will issue an RFP for an external evaluator that meets the needs of evaluation and research process as detailed in Quality of Research evaluation. We have identified several potential, well-qualified evaluators and plan to compose the team that includes some or all of these individuals whose qualifications are described in the Quality of Evaluation and resumes in Appendix 1.

Enrollment, equity, and desegregation supports. Carolyn Bridges will be involved in alignment of the enrollment system to the 2020 Census and Equity Coaching to ensure successful implementation of the grant. Mrs. Bridges has retired as the Senior Director of Office of Acceleration & Innovation, a title she held for the past 11 years, in 2020. Mrs. Bridges has served as the Project Director for the past three MSAP cycles. In her role as Senior Director, Mrs. Bridges also oversaw all magnet and choice schools, as well as all accelerated programs in the district. Mrs. Bridges was a part of the original biracial community desegregation committee that crafted our first magnet schools in 1991 leading to Polk's unitary status. Mrs. Bridges has extensive experience in opening new magnet programs and providing professional development and coaching to administration and lead staff in areas of desegregation, equity, and leadership of magnet schools. In addition, Mrs. Bridges is an expert on legal aspects of magnet programming, including enrollment. She was instrumental in development of the district's lottery process fashioned after the Berkley Unified successful system and will provide invaluable assistance in adapting the system to new data. Marie Sneed is a partner at Hogan and Lovells with an extensive background in representing school districts in desegregation legal issues. Maree has

also represented school districts in Office for Civil Rights (OCR) and Department of Justice (DOJ) investigations and negotiated voluntary resolution agreements. Ms. Sneed may be contracted as an advisor in adjustments and upgrade to the student selection lottery process.

Magnet Program Implementation (in addition to official Cambridge and IBO training)

Dr. Connie Kamm has over thirty years of experience as a educational leader and brings a unique blend of real-world experience and international research. Dr. Kamm specializes in professional development and curriculum that integrates formative learning cycles, project., based learning and global perspectives. In addition, Dr. Kamm is an expert in equity-based practices, dealing with implicit bias, and trauma informed practices. In her role, Dr. Kamm will guide development of dynamic interdisciplinary, future focused curriculum. With an expertise in formative and summative assessment, *Karen Bailey* has worked extensively with educators and instructional leaders across North America Karen's experience with curriculum and assessment design, educational best practice, and professional learning communities comes from her work as a successful classroom teacher, professional development specialist, and strategic advisor. In her role with the AMP project, Mrs. Bailey will help educators and administrators improve their assessment literacy and better understand the role it plays in improving student-centered, standards-based teaching and learning. She will lead the development of site based balanced assessment plan that will specifically address the needs of diverse population and provide multiple ways to demonstrate mastery to ensure all students are successful in our programs.

Dr. Jeanne Tribuzzi is an expert in implementation of literacy approaches to meet the need of diverse students and has worked with various magnet schools in Polk County for the past 12 years. She will support transition of elementary programs to this dynamic and successful literacy approach to alleviate the pervasive achievement gaps currently evident at our elementary sites.

Dr. Tribuzzi will help schools implement research-based literacy strategies to articulate an aligned curriculum to create a modern balanced literacy program.

In addition to direct MSAP management team and external consultants, PCPS has assembled a strong and experienced team that will lead our interdepartmental efforts in implementation. Description of these team members is in the Quality of Personnel. Further support for the AMP schools will be provided by successful magnet schools in the district, who will serve as demonstration sites and provide guidance to teachers and administrators of project schools. Schools and their scope of assistance is in Quality of Project Design section 2.

2. The extent of commitment and resources

Broad Support and Commitment of Stakeholders. The AMP has a broad support, including that of our elected representatives. initiative is a collaborative effort of the school district, community, business partners, schools, and families. Quality of Project Design further elaborates on roles of community and business partners with letters of support provided in Appendix 2. Performance objectives and management structure of the grant are focused on development of further meaningful partnerships that will contribute to program sustainability in the future. We fully anticipate that during the course of the grant, each school will develop numerous partnerships that will meaningfully support activities in the future. Magnet schools are a popular choice for diverse families and our annual open enrollment applicant number far exceeds the available seats. Therefore, new magnet programs are a welcome addition to the portfolio of choice options in our district. Furthermore, this project enjoys the strong support and was officially approved by the School Board and the Superintendent with commitments to sustain it beyond the grant years. PCPS has honored such commitments in the past resulting in continuation of all magnet programs, including those funded through MSAP grant, since 1992.

Fiscal Commitments and Planning The budget reflects financial needs for program implementation and is conservatively constructed to assure that all aspects can be sustained once the programs are implemented as proposed. Through implementation of MSAP, PCPS will fund those aspects of programs that exceed our financial ability at this time. However, PCPS is fully committed to continuation of program and has planned practical approaches to sustainability

- **Personnel sustainability is fully planned.** At the end of the grant, the MSAP district personnel specific to implementation of the grant. positions will no longer be needed. The district has committed to maintain two “attractor” units at each magnet site. These positions will be used in magnet theme coordination or magnet specific electives. These positions are unique to magnet schools and not allocated at traditional schools, confirming the district’s commitment and support for these programs.
- **Magnet theme implementation capacity** will be further ensured by intensive training during the grant that will result in building leadership capacity of teachers. We will utilize a train the trainer model to ensure ongoing training and rigor of instruction. Furthermore, district resources will be used to maintain, repair, service or replace technologies purchased during grant years to sustain the magnet themes and reforms.
- **Transportation services will be maintained by the district.** This commitment is same as for the entire magnet system. The district will provide during and following the grant to ensure that our magnet schools are accessible to all students.
- **Cambridge and International Baccalaureate program costs** will be self-sustaining.

Revenues generated by their high school feeder patterns will pay for annual fees, future reauthorization processes, required professional development for new teachers and advanced training for existing teachers. This revenue is enabled by the Florida Statute (1011.62 Funds for

operation of schools) provided in Attachment 23. The statute financially incentivizes successful completion of high school level Cambridge AICE or IB examination or receipt of AICE and IB diplomas. The statute specifically allows use of these revenues for fees, materials, resources, and activities that support implementation of these programs and their K-8 feeders. PCPS has successfully used revenue from this model to offset the cost of annual fees, reaccreditation, and professional development for K-8 IB programs in other magnet zones. Establishment of K-8 continua will promote interest and preparation in Cambridge and IB, therefore increasing enrollment and revenue at the high school level. Sustainability planning for each school will begin in year one of the AMP project and will include training in support in grant writing and identifying community partners. Draft template of sustainability plan is in Attachment 24.

3.The extent to which the costs are reasonable

MSAP funding will provide the capacity for change that the targeted schools cannot otherwise afford. The total expenses of the AMP project will be \$ [REDACTED] averaging [REDACTED] per student over the grant period. The budget narrative details all proposed expenses.

Table 21 – Budget projections and per student expenditures

Budget Categories	Acceleration& Innovation	Blake K-8	Bethune K-5	Combee K-5	D. Jenkins 6-8	Garner K-5	Stephens K-5	Total
Personnel								
Benefits								
Travel / Training								
Equipment								
Supplies								
Contractual								
Other								
Indirect Costs								
Total Costs								

The AMP project will include an extensive focus on generating evidence of promise and creating replicable models of academic improvement and implementation of equitable practices to raise academic achievement and reduce MGI at each school site.

Costs are reasonable for the scope, design, and objectives of the program. Through this grant, PCPS will add three new magnet schools and significantly revise three existing magnet schools to prevent and/or reduce minority isolation of African American and Hispanic students. At the same time, this effort will reduce the isolation of economically disadvantaged students at those school sites. As described throughout this proposal, the AMP is an extensive and intensive program that will use rigorous examination of implementation and impact. Throughout the program, we will be monitoring and studying multiple objectives within the seven main performance measures. The AMP has developed far reaching performance measures (Attachment 2) that will guide implementation and evaluation.

Table 22. Summary of Performance Measures

Performance Measure 1 (GPRA): Eliminate, reduce or prevent minority group isolation in the targeted schools without negatively impacting feeder schools.
Performance Measure 2 (GPRA). Increase percentages of all magnet students, including those from major demographic subgroups and economically disadvantaged, who score at proficient or above level on the statewide assessment in language arts and mathematics
Performance Measure 3 (GPRA). Increase percentages of students, including those from major demographic subgroups, who meet high school graduation requirements
Performance Measure 4. Implement innovative, differentiated, research-based curriculum and magnet Themes
Performance Measure 5. Build capacity of magnet school leadership teams to implement high quality, equitable educational practices to improve student outcomes and sustain programs
Performance Measure 6. To provide professional development for magnet school teachers related to implementing high-quality educational programs, increasing achievement for all students, improving instructional practices and ensuring program sustainability.
Performance Measure 7. Ensure parents and community members are actively involved in project planning, implementation, and decision-making.

As described in a budget narrative, as well as throughout this project narrative, PCPS will maximize the funding by creating targeted, sustainable changes thorough investment in

- Intensive professional development that increases capacity and builds teacher leadership
- Collaboration with experts in the field to implement systemic reforms and magnet themes
- Qualified district and on-site MSAP teams to lead the change and plan sustainability
- Access to instructional materials, technology, and equipment to successfully implement and sustained the changes and impact student performance
- Integration of equity practices that will have a long-lasting impact on education for some of our most vulnerable student groups
- Updates to the current enrollment system to ensure equity and access and promote desegregation district wide

d. Quality of Personnel

1 and 2. Quality of Project Personnel/Experience Related to Objectives

a) Project Director is qualified to manage the project **Mijana Lockard** has worked for the Polk County Public Schools for over 27 years and significant experience in the development and coordination of desegregation policies for Magnet and Innovative programs. She has worked as a magnet school resource at the district level for the past ten years, working closely with school sites to implement magnet themes and sustain programming. She played a prominent role in three cycles of MSAP funding that has resulted in establishment of seven new and revision of six existing magnet schools. She served as a site based magnet lead teacher and as district support for implementation of grant. Her experiences further include management and reporting of grant funds, purchasing and inventory, and sustainability planning. Mrs. Lockard has developed and implemented an integrated STEM, STEAM and International Baccalaureate curriculum in accordance to MSAP proposals. In addition, Mrs. Lockard He has years of experience facilitating and expanding business/industry partnerships to assist school choice initiatives, as well as marketing promotions for open enrollment for Magnet and Choice programs. Her curricular expertise includes technology integration, curriculum development, Fabrication lab curriculum. and support for teachers and resource teachers implementing programs. In addition, Mrs.

Lockard has experience with research design was an integral part of the Quasi Experimental research in the prior rounds of MSAP grant. Finally, Mrs. Lockard is well versed in critical equity issues and strategies including enrollment and recruitment of diverse students, English As a Second Language, strategies for students with disability, and positive behavior and restorative practices. Mrs. Lockard is an ABD working toward the doctoral degree in education and a National Board Certified Teacher. She served as a member of the NSTA steering committee for the NSTA STEM K-12 Expo, was a chair position with NSTA's Technology Integration Committee, and a part of the event committee for the Learning Forward. She has extensive experience in setting up and conducting professional development and mentoring site based resource personnel. She instructed teachers throughout the state for the Florida Center for Instructional Technology at the University of South Florida in its Master Digital Educator Program, nationwide as the Microsoft Innovative Teachers Trainer and Oracle Education Foundation's Project-Based Learning facilitator, and is an adjunct professor of education at the Florida Southern College. She has garnered national and state awards from Siemens "We Can Change the World," Toshiba Exploravision, Disney Planet Challenge, Microsoft Innovative Teacher, Inspiration Software, Best Buy, and the Disney Teacheriffic Award. Mrs. Lockard frequently presents at state and national conferences such as IB Conference of Americas, Florida Educational Research Association, and National Science Teacher Association (NSTA). Mrs. Lockard will be 100% paid out of MSAP funds and devote 100% of her time to the grant.

b. Other Key Personnel are Qualified to Manage the Grant **Candy Amato**, Senior Director of Acceleration & Innovation, has worked with the Polk County School system for 27 years. Her current role includes management of all Magnet & Choice schools, open enrollment processes, and charter schools in the district. This role includes a significant personnel and fiscal

management, as well as working with other departments in the district to ensure concurrency and alignment of programming. Mrs. Amato will devote 25% of her time to the MSAP grant, an in-kind contribution by PCPS as her 100% of her salary will be covered through the local funds. Ms. Amato will oversee all aspects of the grant, ensuring fidelity and responsibility of implementation and coordinate across departments to ensure service continuity. During her career Ms. Amato began her career as a middle school classroom teacher where she served as an active member of the school's leadership team, yearbook advisor, and middle grades team department chair. Upon completion of her Master's degree from Nova Southeastern University, she became a member of Polk County's Assessment Department. She has served as a school site assessment coordinator and spent seven years as the direct contact for Polk County Schools for all state and district mandated assessments. In this role Ms. Amato was the liaison between the state and the district and had the daunting task of communicating state policies to schools for implementation. In addition, Ms. Amato worked in two cycles of MSAP grant coordinating consultative and professional development services, collaborating with on site magnet staff on budgetary and curricular matters, and actively engaging in recruitment and equity activities. Finally, Ms. Amato was a Director of Charter Schools, and is well versed in developing, monitoring, and evaluating large, multimillion budgets against the program proposals and implementation.

Susie Kallan, TRST curriculum/instruction will support school's magnet theme and work directly with site based magnet personnel and teachers to implement MSAP initiatives. She has over three decades of experience as a teacher, trainer, and International Baccalaureate (IB) coordinator. Her current duties as IB MYP and PYP coordinator and district IB contact include a collaborative approach to using IB to build capacity and increase student learning. Mrs. Kallan

coordinates and leads district-wide IB meetings for the nine IB elementary, middle and high schools in Polk County, as well as provides leadership for IB coordinators in Orange and Osceola Counties. Her expansive skillset includes leading successful professional learning communities, co-teaching and modeling instruction, utilizing a continuous improvement model to guide teachers in an understanding of standards-based instruction by analyzing data, and providing effective feedback and coaching. She has successfully led her school through the initial IB authorization process as well as evaluation site visits. She works with IB at the state level, serving as a Florida League of International Baccalaureate Schools (FLIBS) board member since 2009. Her extensive IB experience will not only provide invaluable support to our new IB school, but also will translate easily to the implementation and teacher support in the Cambridge model. Finally, Mrs. Kallan has worked as a part of MSAP grant school site leadership, implementing STEM initiatives and turning around some of our pervasively low performing schools into vibrant, high performing magnets. Mrs. Kallan will be 100% paid from MSAP and will devote 100% of her time to the grant.

TBA, MSAP Project Manager, will bring years of financial experience and business acumen to manage budgetary and inventory part of the grant, and train and supervise on-site grant personnel in fiscal and material grant management. This position will be advertised as soon as the grant is awarded. The position will be a part of the Office of Acceleration & Innovation team, but will be trained by J.D. Fout, **Director of Finance** and monitored by **Heather Jenkins, PCPS Chief Financial Officer** ensuring fidelity, accountability, and alignment with district policy.

Jenna Stanley, Supervisor Student Assignment, has worked on enrollment and equity issues at the Office of Acceleration and Innovation for the past five years. In her role Ms. Stanley supervises the implementation of the enrollment lottery, communicates with parents and schools

regarding the open enrollment procedures, and ensures that the enrollment lottery is performed with fidelity, in timely manner, and according to the established procedures. Ms. Stanley's experience will be critical for updates to the enrollment system. Therefore, she will dedicate 20% amount of time to the grant, a portion compensated by the grant funds, This will ensure that Ms. Stanley's time and expertise is dedicated to working with school based staff on enrolment issues, communicating with parents and communities of our new magnets about the enrollment and application procedures, and working closely with programmers and the district IT department to ensure that the updated system meets the OCR approved standards.

Chandra Hall, Senior Director Equity & Diversity Manager, has extensive administrative and education background. She has been a principal of a high need school and has led school improvement initiatives. Mrs. Hall will support equity initiatives in the schools and work with the TRST equity Liaison to ensure that staff has appropriate training to implement equity grant initiatives. In addition, she will communicate and work with the community to ensure equitable access to magnet schools through recruitment, outreach and update to enrollment lottery.

TBA, TRST Equity Liaison, will serve as a liaison between the Office of Acceleration & Innovation and the Office of Equity & Diversity Management. This role will be responsible for organization and management of recruitment activities and building community relationships and partnerships. In addition, the Equity Liaison, will take an active role in equity initiatives of the grant, assessing the needs for professional development and implementation support. The Equity Liaison will work closely with the Office of Equity & Diversity Management and "Leadership for Equity" consultants to set up, implement, and follow up on equity training. Finally, this position will coordinate vertical articulation of the feeder pattern schools, to ensure that equity

practices are aligned and implemented with consistency.

Sandra Riley-Hawkins is a senior director of Assessment, Accountability, and Evaluation. She is an experienced administrator who oversees all research and data analysis at the district level.

In her capacity, Dr. Riley-Hawkins will support the evaluation team and the implementation and impact study proposed. Furthermore, she will ensure that research adheres to all ethical principles and protects the privacy of students and staff involved in this project. **David Bustos**, Senior Coordinator, will devote 18 % of his time to the grant. He will work closely with the external evaluator and the Office of Acceleration & Innovation on the impact study component of the project. **Andre Powder**, Senior Coordinator, will devote 18 % of his time to the grant. He will work closely with the external evaluator and the Office of Acceleration & Innovation on the implementation study component of the project and the federal reporting.

John Miller, Curriculum Specialist Accelerated Programs, manages all secondary acceleration programs for the district, including advanced placement, dual enrollment, IB and Cambridge programs. Mr. Miller will support vertical articulation of middle and high school Cambridge programs to ensure that best practices are aligned. In addition, Mr. Miller will provide magnet parents with information on Cambridge high school enrollment and key features.

Exceptional School Site Administrative Teams



Tammy Farrens has been a principal of Combee Academy for the past eight years. She has been a dedicated educator for over 28 years. Mrs. Farrens is a dynamic, out of the box leader skilled at communicating and developing relationships with all stakeholders.

Her knowledge in curriculum design, data analysis and creating systemic change to improve student achievement have helped create and foster numerous successful schools and teacher

careers. She has extensive experience working in Title 1 schools with significant populations of students in ESE and ELL programs, and addressing the needs of students from poverty.



Myra Richardson was appointed a principal of R.W.Blake Academy May 2020. Mrs. Richardson has an extensive experience implementing programs that promote equity and desegregation, and has been a principal for 6 years. She is experienced in engaging community and parents, leading the change management, building the positive school culture, and

gaining consensus and supports. She has extensive experience working in Title 1 schools, schools with significant populations of students in ESE and ELL programs, and addressing the needs of students from poverty. In addition, Mrs. Richardson brings an extensive expertise in curriculum and instruction and positive discipline practices to transform the school ethos.



James Bracey has been a principal of Stephens Elementary since July 2019. He previously served as an Assistant Principal for Curriculum, Coordinator of the 21st Century Learning Centers, Science Coach and elementary school teacher. Mr. Bracey's experience includes management of large budgets, including budgeting and reporting of federal and state

grant. He is a dedicated curriculum leader with experience working in high poverty schools.



Qvanda Birdsong- Blackman is a current principal of Garner elementary and has deep ties to Garner neighborhood and community where she was raised. She is a lifelong resident of Winter Haven and a graduate of Winter Haven High School, Polk Community College, and Magna Cum Laude graduate of Florida A & M University. She holds Master's Degrees in

Educational Leadership and Organizational Leadership. She started her career with Polk County

Schools in 2004 and became an administrator in 2009. She has been a principal for 12 years.

Mrs. Blackmon is a servant leader committed to student achievement, through her motto “If I can help just one person on my life’s journey then my living is not in vain.”



Dr. Katherine Blackburn has been an educator for almost 40 years, and an administrator for over 20 years. She has been a principal of D. Jenkins Academy since 2019. Mrs. Blackburn’s rich experiences include principalship in turnaround, high poverty middle schools where she led the process of change management to increase student performance and build a culture of high expectations for all students.

Dr. Blackburn is an adjunct professor of educational leadership at Florida Southern College and often serves as mentor to other principals.



Mrs. Robin Hewitt has been a principal of Bethune Academy since 2020. Mrs. Hewitt has previously served as a principal of IB/ PYP magnet school and is deeply familiar with the accreditation processes, as well as magnet school environments. Mrs. Hewitt bring dynamic leadership, strong curricular and

instructional knowledge, and focus on equity in education. Resumes of key personnel are included in the Appendix 1. Job descriptions are in Attachment 27.

c) Teachers who will provide instruction in participating magnet schools are qualified...

Polk County Public Schools is the largest employer in our county. The district has an active recruitment program, offers one of the highest beginning teacher salaries in the state and a generous benefits package to attract highly qualified teachers. PCPS is highly diverse work environment that abides by all legally appropriate nondiscriminatory practices as summarized in the following statement “No employee, student, or applicant for admission or applicant for

employment shall on the basis of race, color, national origin, sex, language spoken, homelessness, disability, genetic information, marital status, age, religion, or any other basis prohibited by law be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational programs, activities, services, or in any employment conditions, policies or practices, conducted by the Polk County Public School System”

All staff members are bound by the professional codes of Ethics, that include emphasis of valuing diversity and equity.

Because of the rigor of their assignments, magnet school teachers in Polk are not assigned to these schools. Teacher voluntarily apply to schools that fit their philosophy of education and undergo a rigorous interview process. According to the district Certification Office Handbook, “All teachers must hold or be deemed eligible (by a Florida Statement of Status of Eligibility) to hold a valid Florida certificate for full-time teaching. Teachers must hold certificates covering subject/s required by Florida Course Code Directory for their teaching assignments.” In-field certification includes a state-mandated endorsement in teaching English Language Learners (ELL). From year to year the Polk district has had a success rate as high as 97% placing teachers in the fields for which they are certified and meet the state definition of highly qualified. The AMP will strive to recruit teachers who hold advanced degrees, dedicated years of experience, and a strong commitment and vision of the grant. An internal program evaluation found that teachers who applied at Polk’s magnets were looking for opportunities for creativity, and that they were inspired by curriculum development challenges to seek graduate degrees at about three times the rate of teacher’s districtwide. All teachers will be provided extensive professional development in all aspects of the AMP program. The AMP teachers will agree to complete a total of 60 hours annually in professional development that supports the

objectives of the grant. In addition, key mentor teachers at demonstration magnet schools will work closely with each of the AMP magnet schools throughout implementation of the project. Samples of resumes of resource and classroom teachers are attached in Appendix 1. Job descriptions are in Attachment 27.

e. Quality of Project Evaluation

1) How the applicant will assess, monitor, and evaluate the impact of activities

The rigorous evaluation of the AMP project will include a formative and summative evaluation of project's implementation, as well as analysis of the impact of the project's facets on student performance, desegregation efforts, and equity that will result in evidence of promise as defined in 34 CFR 77.1(c). PCPS will contract with independent, external evaluators with substantive experience in education evaluation, conducting educational studies, and desegregation issues selected through an RFP process. PCPS has lined up a cadre of well experienced candidates for this role. Victoria Giordano, Ed.D., Dean of School of Education at Florida Southern College, Melanie Fowler, Ed.D. and Dr. Hope Holley, assistant professor of education, will lead an independent evaluation team for the AMP program over the project years. The evaluation will involve other professors from this institution that have expertise in evaluation, qualitative and quantitative research, magnet schools, diversity and equity issues, and/or content area. Both lead evaluators have extensive experience in program evaluation and/or quantitative and qualitative research. Florida Southern College (FSC) is a local college that provides programs from undergraduate through doctoral level studies in education. FSC was selected as the lead evaluating team due to their extensive knowledge of local and state education policies and challenges. In addition, these evaluators have a capacity to personalize evaluation approach to yield the most comprehensive data that will lead to replicability and scalability of the project.

MSAP team will work with the FSC evaluators at least monthly to ensure progress monitoring and continuous feedback for improvement. Finally, district personnel is well versed in the evaluation and research processes needed to support rigorous evaluation that will lead to evidence of promise.

The external evaluation reduces the bias and confirms fidelity of implementation of proposed initiatives, which is critical in designing a study that will result in evidence of promise. The external evaluation will be conducted through the lens of equity as a tool for promoting desegregation, increasing opportunities for all students, and improving academic achievement. It will be guided by following broad guiding questions:

- 1.To which extent have the project activities been implemented as proposed? (implementation)
What are the significant barriers of implementation, and how have schools addressed those?
What are the significant learnings and successes? (implementation)
2. What is the impact of student participation in AMP schools on academic performance?
(implementation & impact)
- 3.What is the impact of the AMP program on reducing minority and SES group isolation within the district? (implementation & impact)
- 4.What is the AMP program's impact on perceptions of equity by students, staff, and families?
(implementation & impact)]

Implementation Evaluation. To ensure that a magnet program model is significantly impacting student achievement, the study must confirm the fidelity of implementation. The implementation components focus on analyzing and assuring that the activities are implemented as intended and proposed. Fidelity of implementation will be monitored for method, frequency, and support. Annually, evaluators will make two site visits to each school site to engage in data collection. In

preparation for the visit, the site-based team will complete templates developed by the evaluator and aligned with the project's performance measures. PCPS and evaluators have planned for contingencies such as the inability to conduct coaching, PD, and evaluation face to face. PCPS has resources to use evaluative documentation collection via digital means. At site visits, evaluators, the project director, and site-based staff will discuss the current implementation progress. Activities conducted during site visits might include, but are not limited to: attending training sessions; collecting a variety of data on professional development (attendance records, topics covered and alignment with grant objectives, follow-up support, frequency of use of new strategies) conducting school walkthroughs; visiting classrooms; holding focus groups with teachers, students, administrators, or parents; interviewing stakeholders; monitoring the development of theme-related AMP curriculum, and conducting classroom observations to document the implementation of new instructional strategies and the use of magnet curriculum units. Protocols and/or rubrics will be used for all data collection activities. At the end of each visit, the evaluators will informally discuss findings with administrators and/or supervisors directly involved with the magnet program. Within two weeks, formative evaluation reports will be generated based on data collected and observations made during site visits. These reports will provide feedback on areas of strength as well as suggestions for further improvement. The AMP project director will share the reports with school's leadership teams and discuss how they will respond to the recommendations.

Methodology. A mixed-method approach using a combination of quantitative and qualitative methods from multiple data sources, will be used to conduct the evaluation. Since these methods complement each other and provide essential cross-checks on the evaluation findings through triangulation, this method assures dependable feedback. Consequently, the evaluation will be

able to comprehensively determine the value of the target magnet programs, providing direction for improvement.

Sampling. Participants for the focus groups and implementation team interviews will be selected using purposeful sampling with maximum variation. This type of sampling allows evaluators to intentionally select individuals from different races/ethnicities who can provide the necessary information from different perspectives. This process promotes diversity through the inclusion of participants from minority groups represented in each school's population. Parent and student focus groups will include approximately seven people, representing a school's demographics, socioeconomic status, and zoned/out-of-zone (enrolled through the application) students.

Participants for the questionnaires will be selected according to the following guidelines. All instructional staff in the target schools and grades are asked to participate in the questionnaires.

A stratified sample of parents and students (grades Kindergarten & above) will be selected to participate in questionnaires. This sampling method ensures representation from different strata, such as racial groups, grade levels, and socioeconomic levels, from the participating schools.

Classroom observations at each AMP school will be scheduled at each site beginning in the year 1 of program implementation. When focus groups are not scheduled during a visit, the evaluators will conduct a minimum of three classroom observations per school per site visit. When conducting parent or student focus groups, the evaluators will observe a minimum of two classrooms. To be observed, a teacher must be implementing a magnet lesson that is theme-related and part of a curricular unit developed for the school as part of its MSAP funding.

The evaluator, in collaboration with the AMP staff, will develop an observation rubric and a protocol. Observations will last between 10 and 20 minutes. Classrooms will be randomly

selected from a list of available possibilities. Throughout the grant, evaluators will observe in as many magnet classrooms as possible.

Data Collection and Analysis Method. Several methods of data collection will address the information requirements of an MSAP grant. Those include: (a) questionnaires, (b) focus groups, (c) interviews, (d) classrooms observations, (e) review of school records (e.g., enrollment, applications) and (f) review of district data (e.g., tests scores). Data will be collected directly from participants and existing records at the participating schools and/or the school district. Data collection instruments will be aligned with project objectives and performance measures. These data collection instruments will be designed by the external evaluator and will be revised and edited in collaboration with MSAP project management. The evaluator will develop standardized sets of questions and observation rubrics in collaboration with district project staff. The evaluator will use online tools for the administration of questionnaires in collaboration with the district team. The following data collection instruments will be developed: student, parent, and staff questionnaire; protocols for interviews and focus groups; classroom/ site observation rubrics; templates for implementation and staff development plans; staff development spreadsheets; and site visitation templates (aligned with project objectives). The evaluator will design these instruments with input and feedback from school and district personnel. The student, parent, and staff questionnaires will include items that relate to specific objectives and performance measures. After the first year of the project, questionnaire items will be reviewed to determine whether items need to be modified. To compare results from year to year, only minor modifications that do not change the meaning of the item but rather clarify it would be appropriate. Using standard sets of questions, as part of interviews and focus group protocols, allow evaluation team members to collect data from different sources and keep consistency

across these measures. These questions also will be reviewed annually to determine usefulness and applicability. Rubrics will be created for use in assessing the classroom environment and magnet curriculum/instruction. Finally, a site visitation template will serve as a data collection tool for the assessment team when conducting site visits. Templates will also serve as outlines for the formative evaluation reports. Instruments will contain multiple-choice items, including Likert-type scale response options, among others, and open-response items. The evaluator will train assessment team members on the proper use of all instruments. The purpose of this training is to reduce variability in interpretation to limit errors in data collection.

Quantitative Data. A wide range of quantitative data will be collected for the MSAP evaluation. These include, but are not limited to, the following data elements that will be obtained from the participating schools and school district. The data will include (a) demographic information about the schools, students, and staff, (b) enrollment by grade gender, SWD, ELL, SES and race/ethnicity, (c) impact of magnet enrollees on feeder schools, and (d) scores of students on Florida assessments in reading/language arts and mathematics. The quantitative analysis will be addressed both descriptively and inferentially. Descriptive statistics (e.g., means, median, mode, standard deviations, and frequency distributions/percentages, percentage change) will be computed for the total group of participants as well as disaggregated by relevant characteristics/schools, as needed. Inferential statistics (e.g., t-test), if required, will be estimated as well. The data will be analyzed using SPSS, a software package used for statistical analysis. Outcomes from these analyzes will be included in the MSAP Annual Performance and Ad Hoc Reports and used for program improvements.

Qualitative Data. Data will be gathered through focus groups, interviews, open-ended items on questionnaires, and classroom observations. Results will be transcribed, organized, and checked

for accuracy and may be entered into a qualitative software package. The analytic procedures will comprise the exploration and codification of this data to generate themes representing the findings and the interpretation of these findings as to the final step. The qualitative input collected from members of a school's magnet implementation team will be used to validate and expand the quantitative results.

Quantitative and qualitative evaluation results will be combined to cross-check inferences on the effectiveness of an MSAP-funded model, and its approaches. Information collected provides program accountability data, which may suggest the success of the magnet program model at each participating site. These outcomes may indicate the advisability of replicating these programs in other settings. Site visits allow for the identification of leading indicators and serve as the primary monitoring mechanism. Annual reports provide monitoring opportunities and additional data that are used for continuous project improvement.

Quantifiable Results. Each performance measure has a quantifiable target and annual benchmarks for each year of the project as detailed in Attachment 2. As appropriate for the ED 524B used in both the Annual Performance and Ad Hoc Reports, annual targets are either numbers or ratios and corresponding percentages. Quantitative data will be reported in the ED 524B tables, and supporting qualitative data will be included in the explanation of progress. Outcomes will include calculations and statistical analyzes for the following data elements: staff, parent, student questionnaires; focus group/interview feedback; frequencies and percentages of parent involvement, community involvement, and theme-related instruction; participation of magnet staff in professional development, classroom observation rubric measures; district and magnet school enrollment/percentages by grade and race; feeder school enrollment/percentages

by race; the impact of magnet enrollees on feeder schools; percentages of students by subgroup who are proficient or above on Florida assessments in Reading/Language Arts and mathematics. A continuous improvement process will be used to draw inferences on the success or need for improvement of MSAP strategies and structures. Data on long-term indicators, such as increases in student achievement, are more challenging to interpret – particularly in the early years of program implementation. These outcomes require a “build-up” of improvements and reforms over several years of teacher behavior changes before the full effects can be seen. At the end of each school year, the evaluation team and evaluators will use a process such as the continuous improvement process to look at leading indicators, long-term indicators, and program implementation results to draw conclusions based on the totality of the information collected. While single data points are important, it is essential to look at the big picture – all student outcomes and implementation results in total – to assess program progress.

Deliverables. Within two weeks of each site visit, project management will receive a written report. These written, formative evaluation reports document the project's implementation and compare actual progress to expected progress as described in the original grant application. Areas of strength and areas needing improvement, as well as recommendations are summarized. At subsequent visits, the project director and school representatives provide updates on recommendations included in the previous site visit report. Annual Performance (May) and Ad Hoc (October) reports are sent to the project manager at least two weeks before the U.S Department of Education due dates. After submission of annual and ad hoc reports, project management and the evaluation team will review results, compare them to expected benchmarks, and identify changes that might be needed to improve future results. When all data is available, the Final Performance Report is submitted to the district – always well within the deadline of

three months after the end of the project. As needed, the evaluators will make oral presentations of findings to other district administrators and supervisors interested in project outcomes.

2) The extent to which the methods of evaluation include the use of objective performance measures and will produce quantitative and qualitative data

The AMP evaluation plan will include performance measures, each measure, including annual quantitative benchmarks supported by quantitative and qualitative data. Data will be collected directly by the District and/or by the evaluators and will be analyzed off-site by trained evaluators, further contributing to objectivity. Multiple data sources (e.g., interviews, questionnaires, focus groups, walkthroughs, & classroom observations) will be used to assess the same objective, providing cross-checks on the evaluation findings and further increasing validity. The external evaluator will conduct formative evaluations reported in the Annual Performance Report through observations, interviews, and analysis of both quantitative and qualitative data. Data analysis will result in feedback for improvement of implementation at each school site and a continuous improvement loop. Additionally, the external evaluator will analyze the data to provide summative reports of implementation fidelity at each location which will be summarized through Ad Hoc reporting. The summative aspect of evaluation is especially impactful for increasing the validity of the impact study proposed through this grant.

Complete Performance Measures is in Attachment 2. This plan, based on the project's desired outcomes and performance measures, includes formative and summative evaluation. The plan will determine how effective each magnet program is at meeting its primary goals (reducing minority group isolation, increasing equity and opportunity, building capacity, and increasing student achievement). Evaluator and District identified project goals, directly aligned with major purposes of the MSAP Program. Each objective has aligned project performance measures and

an annual benchmark. Annually, actual data will be compared to the appropriate benchmarks; the outcomes of these comparisons determine the extent to which the magnet schools meet their objectives. In Annual and Final Performance Reports, data for the GPRA Program Performance Measures will be reported in appropriate MSAP charts and tables, and Project Performance Measures will be addressed in the ED 524B template provided by the USDOE. Reporting for each Project Performance Measure will include four steps 1) Document and Monitor Activities, 2) Determine Targets for the Current Performance Period, 3) Assess Progress, and 4) Explain Progress. As described in the Scope of Work (Attachment 25) evaluators will produce formative, summative (APR and Ad Hoc) and final reports over the project period. PCPS believes that formative evaluation is crucial to the success of a project. It measures the degree of implementation fidelity, frequency of students' exposure to new theme-related activities and magnet curriculum units, and teachers' use of the new instructional strategies Without ensuring that these components are being implemented with fidelity and frequency, the project's impact on summative measures cannot be correlated with a project supported reform efforts.

Table 23. Summary of data collection for each measure.

Performance Measure 1 (GPRA): Eliminate, reduce or prevent minority group isolation in the targeted schools without negatively impacting feeder schools.
Evaluators will analyze both magnet application and magnet enrollment data disaggregated by race/ethnicity. Data will come from school, LEA, and feeder school enrollment charts (MSAP tables), which are disaggregated by race and ethnicity. In addition, applicant pool and student placement data will be used to determine the effectiveness of the project's marketing and recruitment plans. Actual data will be compared to target percentages to determine whether the project is on track to meet its final targets. Analysis of these data will be used to determine project improvements. Furthermore, evaluators will develop teacher and student surveys and will conduct focus groups with questions that probe into the extent of interaction with students from various economic and racial/ethnic backgrounds. Evaluators will review qualitative and quantitative data gathered and discuss those with the district AMP staff to identify any revisions or improvements needed. Participants for the focus groups will be selected

<p>through purposeful sampling and include participants from various economic and racial/ethnic backgrounds representative of each school's demographics All instructional staff will be asked to complete questionnaires. The student survey will be administered to students in grades 4 and above. However, student focus groups may include students from grades K-3.</p>
<p>Performance Measure 2 (GPRA). Increase percentages of all magnet students, including those from major demographic subgroups, who score at proficient or above level on the statewide assessment in language arts and mathematics</p>
<p>The Florida Assessment of Student Thinking (FAST) is a new state standardized assessments in English/ Language Arts and math given annually and designed as a progress monitoring tool. Data is analyzed and reported by the Florida Department of Education and sent to the District. The District will provide data in a manner that is consistent with the best safety and privacy practices, ensuring that student-level data is not identifiable. Data will be reported by school and subgroups, and achievement by subgroups will be compared to school baseline data and District and State averages. Subgroups will include both demographics and economic status. These data will be compared to project benchmarks, statistical methods will be used to determine if changes are significant, and the results will be reported in the Annual Performance Report and/or the Ad Hoc Report.</p>
<p>Performance Measure 3 (GPRA). Increase percentages of students, including those from major demographic subgroups, who meet high school graduation requirements</p>
<p>Since all AMP schools are K-8, this performance measure will be evaluated through participation in advanced courses, enrollment in high school credit courses and other equity measures. The district will provide data in a manner that is consistent with the best safety and privacy practices, ensuring that student-level data is not identifiable. Data will be reported by school and subgroups, and achievement will be compared to school baseline data and District and State averages. Subgroups will include both demographics and economic status. These data will be compared to project benchmarks, statistical methods will be used to determine if changes are significant, and the results will be reported in the Annual Performance Report and/or the Ad Hoc Report.</p>
<p>Performance Measure 4. Implement innovative, differentiated, research-based curriculum and magnet themes to attract diverse students and improve student outcomes</p>
<p>Data on staff use of innovative methods will be collected through 1) staff, student, and parent questionnaires,2) feedback from focus groups (staff, parent, student), 3) classroom observations using an evaluator-developed rubric, and 4) three-year implementation plans. At each site visit, evaluators will review the progress in attaining the Cambridge or IB accreditation according to organizations' requirements. These data will be collected, summarized, and reported, and, based on the</p>

results, project adjustments will be made.
Performance Measure 5. Build capacity of magnet school leadership teams to implement high quality, equitable educational practices to improve student outcomes and sustain programs
Data will be collected on a magnet staff development spreadsheet developed by the evaluators and maintained by the AMP on-site magnet staff. The number of hours attended for each leadership team member will be summed over the school year and compared against the target, and the percentage meeting the target will be calculated. Data will further be collected on staff implementation of strategies presented through 1) leadership team questionnaires/interviews, 2) school disciplinary records, 3) feedback from focus groups (staff, parent, student), 4) school observations using an evaluator-developed rubric, and 5) five-year implementation plans.
Performance Measure 6. Provide professional development for magnet school teachers related to implementing high-quality educational programs, increasing achievement for all students, improving instructional practices and ensuring program sustainability.
Data will be collected on staff training through a magnet staff development spreadsheet developed by the evaluators and maintained by the AMP on-site magnet staff. Data will be submitted at each of the two annual site visits. The spreadsheet will include information or data on the number of training hours offered and attendance for each teacher. The number of hours attended for each teacher will be summed over the school year and compared against the target, and the percentage meeting the target will be calculated. In addition, data will be collected through staff questionnaires, focus groups, walkthroughs, classroom observations, five-year staff development and implementation plans, and evaluator review of magnet-developed theme-based units and minutes/ schedules of Professional Learning Committee (PLC) meetings. This data will ensure that teachers are participating in the appropriate magnet training and applying the project-identified strategies and pedagogies in classroom instruction.
Performance Measure 7. Ensure parents and community members are actively involved in project planning, implementation, and decision-making.
Data will be collected through staff and parent questionnaires, records of magnet theme-related parent events, attendance at parent activities, number of parent and community representatives on magnet leadership teams, and focus groups/interviews. These data will be used to determine parent/community participation and decision-making as well as their satisfaction with the magnet programs.

To ensure fidelity of evaluation, the process will follow the measurement framework described in Table 24 below.

Measurement Framework.					
A. Outcome	B. Indicators	C. Measure of Change	D. Data Collection Methods	E. Data Sources	F. Frequency of Data Collection
Desegregation and Choice Long-Term Outcomes					
Objective 1: To eliminate, reduce or prevent minority group isolation in the targeted schools without negatively impacting feeder schools.					
Minority group isolation (MGI) is reduced.	Increased enrollment of target subgroups	Decrease in percentage of identified group in total enrollment	OCR Enrollment tables for target schools & District	District data office	Annually - with multiple checks on demographics of applicant pool throughout the application period.
Adequate number of applications	Number of applications	Number of applications adequate annually	District reports on number of applications	District MSAP magnet office	Annually - with multiple checks on demographics of applicant pool throughout the application period.
Well-developed plan for ensuring diversity in classes & extracurricular activities	Plan in place, annual monitoring required	Data indicate classes and activities reflect the diversity of the school	Review plan and demographics of classes and activities	Written plan, class lists, and lists of participants in extracurricular activities.	Annual review of plan. Review of class and extracurricular lists three times/year.
New magnet schools do not negatively impact feeder schools	New students come from a variety of schools and placements do not increase MGI at feeder schools	Changes in enrollment by subgroups at feeder schools is < 2 percentage points	OCR Enrollment tables for feeder schools and placement records for each magnet school	District data office	Annually, plus close monitoring of applicant pool and student placement
Building Capacity Long-Term Outcomes					
PM 4: Implement innovative, differentiated, research-based curriculum and magnet themes PM 5: Build capacity of magnet school leadership teamsto implement high quality, equitable educational practices to improve student outcomes and sustain programs PM6: To provide professional development for magnet school teachers related to implementing high-quality educational programs, increasing achievement for all students, improving instructional practices and ensuring program sustainability. PM7: To ensure parents and community members are actively involved in project planning, implementation, and decision-making.					

More innovative, differentiated, engaging instruction.	Teachers and administrators are well trained and are utilizing best instructional practices.	Change in percentages reporting that instruction has improved	Surveys of stakeholders (observation protocols, focus groups, formative evaluation reports, and professional development records.	Teachers, students, parents, magnet coordinators and project leadership.	Two site visits and annual collection of data
Fully developed & implemented magnet curriculum	Frequency of teachers using integrated, theme related curriculum lessons	Change in the number and quality of integrated magnet theme-related curriculum units developed for all grade levels and stored in an electronic format that allows Editing	Review of curriculum documents, review of online storage, surveys of stakeholders (, observation protocols, focus groups, formative evaluation reports, and curriculum development records.	Online data storage, teachers, students, parents, magnet coordinators & project leadership.	Two site visits and annual collection of data
Significant decrease in disciplinary referrals and equitable discipline e practices	Frequency of referrals in major ethnic, racial, and economic subgroups	Decrease in in disciplinary referrals in major ethnic, racial, and economic subgroups reported in district discipline records	Review of disciplinary data	District provided data on discipline	Annually - with multiple checks throughout the year and during site visits
Parents, students, and staff perceive schools as equitable learning environments	Schools engage in equitable practices for instruction, discipline and culture	Change in percentages reporting that schools are equitable learning environments	Surveys of stakeholders and interviews with focus groups	Teachers, students, parents, magnet coordinators and project leadership.	Two site visits and annual collection of data

Parents & community partners are involved in implementation & decision-making	Parents & community members on campus, in classrooms, participating in magnet leadership Team	Change in percentages of parents, school staff, & partners reporting involvement in implementation & decision making	Surveys of stakeholders focus groups, formative evaluation reports, and parent/community involvement records.	Teachers, parents, and magnet coordinators.	Two site visits and annual collection of data
IB and Cambridge programs are authorized	Appropriate steps taken annually to prepare for authorization	Schools are authorized before end of grant	Review of applications and letters submitted to IBO/ Cambridge and reports and letters sent to the school by IBO/ Cambridge	Copies of pertinent documents from district and/or Schools	Updates at two site visits and annual collection of data
Academic Achievement Long-Term Outcome					
PM 2: Increase percentages of all magnet students, including those from major racial and ethnic subgroups, who meet state proficiency targets in reading/language arts and mathematics. PM 3: Increase percentages of students, including those from major demographic subgroups, who meet high school graduation requirements					
Increased percentages of students in major ethnic, racial, and economic subgroups scoring at proficient or higher in ELA	Percentages at proficient or higher increase for subgroups	Percentages at proficient or higher increase by at least six percentage points	Official state proficiency data will be analyzed by subgroup	State Dept. of Ed Website and District data office	Once a year. benchmark testing can be reviewed to determine trend data
Increased percentages of students in major ethnic, racial, and economic subgroups scoring at proficient or higher in mathematics	Percentages at proficient or higher increase for subgroups	Percentages at proficient or higher increase by at least six percentage points	Official state proficiency data will be analyzed by subgroup	State Dept. of Ed Website and District data office	Once a year. benchmark testing can be reviewed to determine trend data

3. The extent to which the methods of evaluation will produce promising evidence

The implementation evaluation (discussed in part 1 of this section) will confirm the fidelity of interventions that will be studied through the impact study. Once completed, the impact study will meet the WWC requirements with reservations, thus contributing evidence of promise. PCPS proposes several studies that build upon the impact study conducted in prior MSAP cycles and address the district's need to examine further the impacts on the persistent achievement gaps among minority and economically disadvantaged students. The impact study conducted in the previous MSAP cycle (Attachment 26) indicated some positive outcomes of magnet program participation. At the same time, the study uncovered deep-seated inequities in performance and enrollment in advanced academic courses for minority students. Upon further examination, PCPS found a need to investigate the potentially impactful interventions that will significantly increase participation of minority and economically disadvantaged students in advanced coursework and improve academic performance for all demographic groups, but especially those who have been subject to the pervasive gaps. MSAP grant, with its focus on equity and desegregation, offers an exceptional opportunity to implement and study the promising, research, and evidence-based approaches to address this inequity. The evaluation team will design a robust impact study, assuring compliance with WWC standards and responding to the following research questions corresponding to the overall goals of the program.

Impact Study- Academic Achievement.

1. Compared to matched students, do students who received AMP treatment at MSAP schools have an increased academic performance on the end of the year state assessments for English Language Arts and Mathematics than those in the control group?

2. What is the relationship comparison of summer learning loss between students participating in the AMP summer learning program and the matched sample students that did not receive the treatment?

Impact Study- Equity Outcomes.

3. Compared to the matched sample, what is the probability of participation in advanced coursework for middle and high school students who are a part of the AMP program?

4. Compared to the matched sample, what is the probability of disciplinary referrals for middle and high school students who are a part of the AMP program?

Quasi-experimental research designs will be used since conditions do not favor pure experimental designs, also called randomized control trials (RCTs). Schools are a problematic venue for the Randomized Comparison Trial (RCT) studies because they are often subject to various scheduling, personal, and guideline restrictions (Lane et al., 2010). If demand for seats in the newly reorganized magnet schools far exceeded the quantity available, it would be possible to select students by lottery and use the students who were not selected as a control group; since selection would be random, we could assume that the applicants were sufficiently similar that selection by chance divided the pool into equivalent groups on all dimensions. This division by chance would provide the best possible assurance that any differences in studied outcomes between the magnet students and the non-winners were due to the magnet experience and not to unseen or unmeasured differences in the two groups. Unfortunately, it is unlikely in the first years of the program that so many parents would be aware and motivated by the opportunity to support such a study. Instead, assuming a gradual ramp-up to recruitment efforts, a quasi-experimental design will provide “next best” rigor in discerning if the program as designed and implemented delivered on the expected interim and final outcomes for students. The design

proposed for this program will involve the selection and tracking of students attending non-magnet schools who are matched on all available observable characteristics, including prior academic achievement. With such a design, while it is not possible to completely eliminate all possible selection bias in the families who chose magnet schools over those that do not, it is possible to rule out a number of other possible confounds to increase our confidence that we have estimated the comparative difference which is level on all but the possibility of selection bias. By including prior achievement, we position the magnet students in the “treatment” group as having point-in-time equivalent academic endowments as the “control” students, which by extension serves as a proxy for family motivation, investment and support of education. These are considered the prime drivers of selection bias so we can expect that at least some of the bias has been erased.

Selection of Treatment Students. All students enrolled in the five magnet schools in grades K – 8 will be included in the Impact Analysis for questions 1,3, and 4. All students enrolled in grades K-8 in the five magnet schools will be included in the Impact Analysis for question 2. Students meeting established minimum periods of enrollment will be included – students with enrollment for shorter periods will be described but will not be included in the Impact Analysis.

Selection of Control Students. Choice of control students is a critically sensitive part of the Impact Analysis. Matching techniques are commonly used to offset endogeneity when random assignment is not possible, such as in the case of quasi-experimental approaches (Guo et al., 2020, King et al., 2017).

This study will employ the propensity matching method of creating controls. The study exploits the size of the district which includes over 110,000 students in over 150 schools. The size of the district assures that the pool of matching students is substantive and sufficient to

create a sizable sample size that is necessary to draw conclusions. Therefore, it is possible to generate an adequate sample size based on the power analysis conducted using the SPSS software. Power analysis is a statistical technique that allows a researcher to estimate a sample size that is adequate to detect differences in a sample. The power analysis enables a test of the hypothesis that can be inferred from the sample to the population (Creswell & Creswell, 2018). Propensity matching is a frequently used matching procedure in education research and accepted as a valid matching method by the Institute of Educational Sciences (Austin, 2011; What Works Clearinghouse, 2015). To account for the inherent bias resulting from non-random assignment, PSM brings balancing among groups. In this approach, groups of participants have the same propensity scores (Rosenbaum & Rubin, 1984). An advantage of this approach is that it creates a one-dimensional score out of multiple covariates, addressing the issue of insufficient data points in exact matching (Keele, 2015). Propensity scores are derived by first defining covariates, which are usually observable properties (Stuart, 2010). PCPS is familiar with this methodology, including its limitations, and has completed studies using the same approach in the past

The study will use collected data available through the public- school district's database to compare differences in academic achievement, course assignment and disciplinary referrals for students who underwent the treatment (the AMP MSAP project and those who did not). The Impact Analysis exploits the requirement that all students in Florida public schools in grades K – 8 are tested annually with a common assessment of academic achievement. In addition, the district, under the state mandate, provides a formative standardized assessment of math and reading to students in grades K-8, which will be used in analysis of the summer program. Because we seek to isolate the contributions of schools, we focus on academic progress of students over a year's time as measured by these tests. For each the students we can compute

annual gain scores, which are changes in standardized achievement scores computed by year by grade by subject. The outcome measure is the one-year gain on standardized test scores and compares the magnet students' gains against their matched sample unit gains. If the magnet students on average produce larger results that are statistically significant, we would conclude that the program has met its academic objectives.

The Impact Analysis requires longitudinally linked student data, which will be obtained from Polk County and from the Florida Department of Education. For all students, one year of data prior to program implementation will be needed as well as the first three years of the program. The district database includes students' demographic information (such as race and gender), the state reported direct certified status for determination of the low-income designation, participation in any special programs (such as gifted or special education), allowing for inferential and descriptive statistics analysis by demographic and economic subgroups. Data will not include any identifiers that may compromise students' privacy. For the study, the names of schools, teachers, students, or the district will not be included in any published reports. Data will be securely stored on a password-protected computer and will not include personally identifiable data. Each participant will be assigned a random ID number to ensure privacy. This ID number does not correspond to the district's identification numbers, thus ensuring that individual students cannot be identified. The researcher will adhere to all institutional and district policies for the protection of privacy and safety of data. Data will be collected in a digital form and stored as an Excel document. Once the data is entered into the IBM SPSS software, the data will be stored as .sav and the outputs of statistical analysis as .spv files.

Outcome measures will end of the year state assessments, district data for testing and discipline, and enrollment data.

Statistic regression techniques will be applied to the data to produce reliable and stable measures of student outcomes that are seen in the magnet schools in this proposed program. In addition to overall program effects, detailed analysis will focus on student subgroup effects, time-in-program effects and differences in trajectory effects. Comparisons across the magnet schools will be considered, depending on the statistical power and Minimum Detectable Effects that are possible. Results will be presented in written and graphic format for early review by program leaders and subject to refinement before the final brief is prepared. The first year of the grant will be spent coordinating with program staff and the Implementation Study team to align data collections and to start the data request processes. Data for the Impact analysis will be collected each year and prepped for inclusion in the comprehensive analysis. The Impact Analysis will be a summative study completed by the end of the grant.

Mixed Method research Study

5. Does participation in the AMP program influence the perception of equitable practices among students, staff, and families?

PCPS will design an explanatory sequential mixed-method study that includes survey research design with longitudinally collected data. PSCP will work with the evaluator to select, modify, or develop appropriate survey instrument which will be administered to all teachers, students in grades 4 and above, and all parents at four Cambridge schools. The baseline (pre-test) will be provided at the beginning of the grant. At the beginning of each school year, the questionnaire will be re-administered. Because these schools are the feeder pattern and all are partaking in the AMP project, it will be possible to follow the participants longitudinally to determine if the AMP project is succeeding in providing equitable environments with access to opportunities for all students. The survey will include both Likert Scale, closed questions, and

open-ended questions that will provide qualitative data. Surveys will be used to guide equity questions during focus group interviews already a part of implementation evaluation.

Impact evaluation team. Impact evaluation will include collaboration between the external evaluation and district teams. All surveys and instruments will be developed by the external evaluation team. The external evaluator will work with the Project Directors and staff from the Office of Assessment, Accountability & Evaluation to design appropriate methodology, collect and analyze data, and prepare reports. These reports will include both MSAP reporting and a broad dissemination of findings through published reports and presentations at the variety of educational and equity conferences.

Figure 4. AMP Theory of Action (Logic Model)

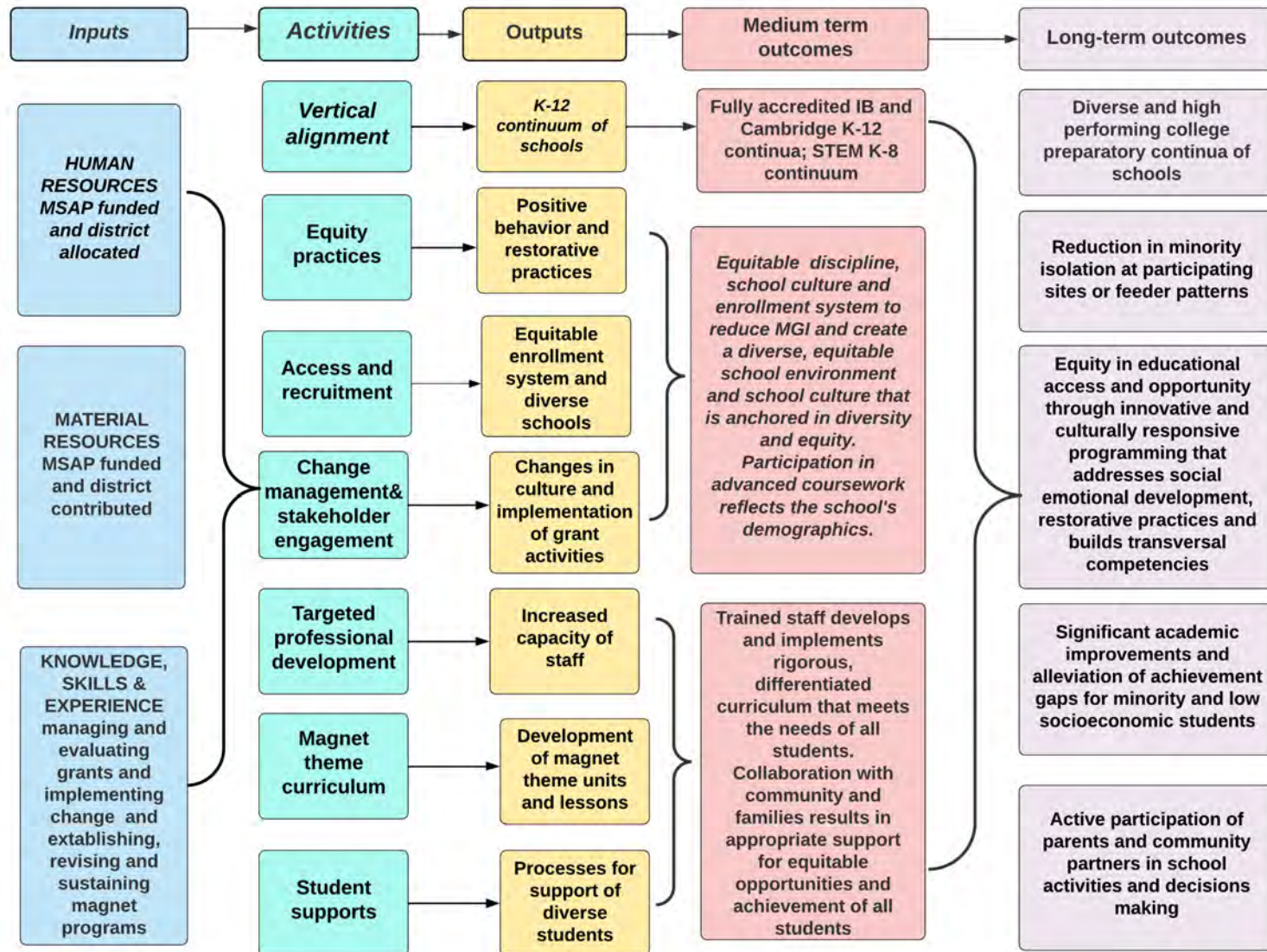


Table 11. Detailed conceptual theory of action (logic model)				
<p style="text-align: center;">NEEDS</p> <ul style="list-style-type: none"> • Reduce minority isolation in selected schools and address unequal participation of low SES and minority students in advanced academic courses • Develop seamless K-12 continua to attract students and stabilize population, and create vertically aligned pipeline to college and careers • “Turnaround” pervasively low performing schools’ thorough innovative approaches, authentic engagement, increased teacher capacity, and creating a positive perception of s schools in a community • Improve academic performance of all students with focus on diverse students experiencing achievement gap through • Increase capacity of teachers to address the needs of diverse students • Increase access to magnet school programing for diverse students through revisions of enrollment lottery and active recruitment • Actively engage diverse parents and community in decision making and support for our schools • Increase equity in access to quality educational programming and resources beyond school hours 				
INPUTS	ACTIVITIES	OUTPUTS	MID TERM OUTCOMES	LONG TERM OUTCOMES
<p style="text-align: center;">HUMAN RESOURCES</p> <ul style="list-style-type: none"> • Experienced MSAPproject director • experienced MSAPdistrict support staff • MSAP resource staff at each site • Contracted and in- house PD providers • External Evaluator • Research studysupport • Non-MSAP district coaches and supports • Key community and business partners • Interdepartmental collaboration with Office 	<p style="text-align: center;">VERTICAL ALIGNMENT</p> <ul style="list-style-type: none"> • Establishment of vertical cross school leadership team • Articulation among feeder pattern leadership and teachers • Collective recruitment implementation <p style="text-align: center;">EQUITY PRACTICES</p> <ul style="list-style-type: none"> • Intensive PD with focus on desegregation and equity • Restorative and positive behavior practices • Collective efficacy training and implementation <p style="text-align: center;">ACCESS & RECRUITMENT</p> <ul style="list-style-type: none"> • Alignment of Census grid basedon demographics of the Census 2020 	<ul style="list-style-type: none"> • K- 8 STEM ,Cambridge and IB Continua of schools • Vertical alignment with theme alike high school, programs • Vertical articulation amongfeeder pattern schools • Recruitment and stakeholderevents by the continuum schools • Revision of lottery system tocorrespond to the 2020 Census • School and feeder patternannual recruitment plans addressing reduction 	<ul style="list-style-type: none"> • Implementation of magnet themes at eachsite including appropriate Cambridge and IB accreditation • Alignment of lottery to 2020 Census data to assure equity in access and enrollment leading to reduction ofMGI • Improved academic performance in core subjects <ul style="list-style-type: none"> • Increased access of minority and low socioeconomic students to programming beyond 	<ul style="list-style-type: none"> • Seamless K-12 and K-8 feeder patterns with clearly articulated pipeline to college or career success • Reduction in minority isolation at participating sites or feeder patterns • Equitable enrollment lottery and recruitment that affords equitable access to diverse population • Significant academic improvements and alleviation of

<p>of Equity & Diversity Management, Teaching and Learning, Student Support Services, and Assessment, Accountability & Evaluation</p> <ul style="list-style-type: none"> • Certified teachers and administrators at all sites <p>MATERIAL RESOURCES</p> <ul style="list-style-type: none"> • MSAP grant funding • Facilities and transportation district support • District technology and infrastructure supports • Demonstration magnet site to provide assistance to new schools • District funding for adequate magnet staffing • District commitment to support sustainability past grant years • Complete rebuild of Garner Elementary to increase capacity and attractiveness and make school ready for a new magnet theme (STEM) <p>KNOWLEDGE & SKILLS</p> <ul style="list-style-type: none"> • Evaluation of magnet 	<ul style="list-style-type: none"> • Programming of the lottery based on the above • Revisions to application process and content to assure equity and access • Annual feeder pattern shadow days • Implementation of comprehensive recruitment efforts to reduce minority isolation <p>CHANGE MANAGEMENT</p> <ul style="list-style-type: none"> • Site readiness for change assessment • Developing mission and vision and communicating it to all stakeholders • Development of a site based annual strategic plans • External and internal formative evaluation with feedback on progress <p>STAKEHOLDER ENGAGEMENT</p> <ul style="list-style-type: none"> • Community and business partnerships • Mentorship programs • Active parental involvement and decision making • School advisory committees at all sites • Student led conferences • Flow of information • Outreach and recruitment activities <p>TARGETED PD</p> <ul style="list-style-type: none"> • Annual PD needs assessment • Establishment of PLC structures • Ongoing coaching and modeling • Engage in authentic PD experiences 	<p>of minority isolation</p> <ul style="list-style-type: none"> • Lottery application accessible to diverse population • Mission and vision developed at each site • Strategic implementation plan developed and revised annually • School leadership team meets monthly with district personnel to review progress and revise plan • Rigorous magnet themed curriculum fully aligned to state standards • Implementation of Cambridge, IB and/or STEM themes across the school • Development and implementation of peer review process for courses or units • Monitoring of implementation in the classroom through walkthrough rubrics • Demonstration site peer mentorship plans and implementation • Plans for implementation and monitoring of beyond school programming (such as summer 	<p>school and advanced/enrichment options while in school</p> <ul style="list-style-type: none"> • Change in school culture and high expectations for all students • Increased staff capacity to deliver instruction and implement magnet theme and cocurricular strategies • Parent and community events planned and implemented increasing the active participation and voice in decision making • Key partnerships established to ensure sustainability of programs 	<p>achievement gaps for minority and low socioeconomic students</p> <ul style="list-style-type: none"> • Innovative magnet curriculum aligned to Florida Academic Standards (BEST) • Equity in educational access and opportunity through innovative and culturally responsive programming that addresses social emotional development, restorative practices and builds transversal competencies • Increased capacity of teachers to engage students through innovative and culturally responsive programming • Active participation of parents and community partners in school activities and decisions making
---	---	---	--	---

<p>programs and grants</p> <ul style="list-style-type: none"> • Curriculum and instructional strategies expertise • Implementation of new programs and establishment of new schools • Development of equitable enrollment systems • Building staff capacity • Managing change • Equity and diversity issues • Working with outside PD and contractual providers • Theme specific expertise • Experience sustaining magnet programs • Recruitment and marketing of magnet programs • Working with diverse students, communities and families • Research and data analysis • Forging partnerships with community and parents • Grant management and reporting • Fiscal responsibility and accountability 	<p>that address</p> <ul style="list-style-type: none"> a) magnet theme; b) instructional strategies; c) research based instructional strategies; d) innovative learning approaches (including integration of technology) e) equity and diversity <p>MAGNET CURRICULUM</p> <ul style="list-style-type: none"> • Develop an annual magnet theme roll out plan with evaluation/feedback rubric • Acquire appropriate materials to implement magnet curriculum • Develop courses and/or units of study that embed magnet theme • Engage in weekly magnet theme planning activities • Articulate curriculum horizontally and vertically <p>LEARNER SUPPORTS</p> <ul style="list-style-type: none"> • Development of summer and out of school learning opportunities • Student led conferences • Differentiation of instruction • Robust site based academic and social-emotional supports • Restorative discipline practices • Peer and adult mentorships • Parental involvement in decision making 	<p>learning)</p> <ul style="list-style-type: none"> • Implementation of co-curricular strategies including culturally relevant approaches, restorative practices, and transversal skill building • Differentiation of content, process, product evident in all classrooms • Student led conferences implemented at all sites • Site based school advisory committee reflects the demographics of the student body • Active Parent- teacher organizations at all sites • Annual plan for outreach to community and business partners at each site • Community/business partners actively supporting the school • Annual event plan that involves parents in school and provides opportunities for decision making 		
---	---	--	--	--

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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

Desegregation Plan and Assurances
OMB-1855-0011- Expiration 01/31/2025

To facilitate the review of the LEA's Desegregation Plan for the purposes of determining eligibility for an MSAP award, please provide the following information:

1. Plan Type – Please check the appropriate box and attach required documentation

☐ **A Required Plan:** A plan that is undertaken pursuant to a final order issued by a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction that requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies.

Attach the Following Documents:

- A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan.
- All subsequent related court orders.
- If a State Agency-Required Plan, include documentation showing state agency approval of the plan.
- If an OCR-Required Plan: the original OCR-required desegregation plan.

Modifications to Plans: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice. Any **required desegregation plan modification** should be received by May 25, 2022, and should be scanned and emailed to Gillian Cohen-Boyer at msap.team@ed.gov or mailed to her at U.S. Department of Education; Office of Elementary and Secondary Education; 400 Maryland Avenue SW; Washington, DC 20202-5970

☒ **A Voluntary Plan:** A plan to reduce, eliminate, or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964.

Attach the Following Documents

- A copy of the plan
- A copy of the school board resolution adopting and implementing the plan or agreeing to adopt and implement the plan upon the award of assistance.
- If the applicant is not a traditional LEA, but rather an entity considered an LEA for the purposes of grants (such as some charter school LEA or regional service providers), include appropriate documentation indicating the entity is an eligible LEA under MSAP in the State where the entity proposes to create, implement, or expand magnet schools to support the appropriate approvals described above.

2. Desegregation Plan Summary

Please submit a summary of your desegregation plan demonstrating that the plan will reduce, eliminate, or prevent minority group isolation (MGI) in a magnet school or feeder school with substantial proportions of minority students

Please note that in the context of MSAP, MGI describes situations in which the enrollment of a particular group of minority students is so high within a school that exposure to students of other races is limited. Also, the term “feeder schools,” is not used in the traditional sense, but rather refers to the schools that students attending magnet schools would otherwise have attended had the magnet school not been available.

Finally, the definition of minority groups can be found in MSAP’s regulations at 20. U.S.C. 280.

The summary should be no more than two pages and identify or describe:

- The overarching goals of the desegregation plan.
- The definition or description of minority group isolation in the LEA(s).
- Each elementary or secondary school (either proposed magnet schools or their feeders) in which the project is intended to reduce, prevent, or eliminate minority group isolation.
- The racial/ethnic group(s) targeted for reducing, eliminating, or preventing minority group isolation at each MSAP school or (if the minority group isolation being addressed is occurring at one or more feeders) feeder.
- How each school being targeted for the reduction, prevention, or elimination of minority group isolation fits into the LEAs’ school configuration and enrollment patterns.
- How the development or revision of magnet schools proposed in the desegregation plan is designed—by strategic placement of programming, selection of special curricula, targeted recruitment or otherwise—to effectively prevent, reduce, or eliminate minority group isolation in elementary or secondary schools with substantial proportions of minority students.

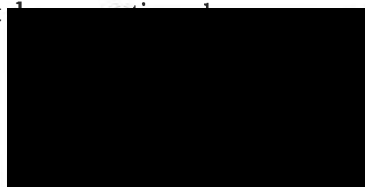
3. Magnet Schools Assistance Program Assurances

In accordance with section 4405(b)(2) of the ESSA, the applicant hereby assures and certifies that it will—

- (A) use grant funds under this part for the purposes specified in section 4401(b);*
- (B) employ highly qualified teachers in the courses of instruction assisted under this part;*
- (C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;*
- (D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;*
- (E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;*
- (F) carry out a high-quality education program that will encourage greater parental decision-making and involvement; and*
- (G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.*

* * * * *

If the applicant has an approved desegregation plan, the applicant hereby assures and certifies that it is implementing that plan.



4/21/22
Date

Representative

Frederick R. Head, Superintendent
Printed Name & Title of Authorized Representative:



POLK COUNTY
PUBLIC SCHOOLS

BOARD MEMBERS

Sara Beth Wyatt
Board Chairman
District 4

Lisa Miller
Board Vice-Chairman
District 7

William Allen
District 1

Lori Cunningham
District 2

Sarah Fortney
District 3

Kay Fields
District 5

Lynn Wilson
District 6

21 April 2022

Gillian Cohen-Boyer, Director
Magnet School Assistance Program
Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue SW.
Washington, DC 20202-1475

VIA E-MAIL AND REGULAR U.S. MAIL

Dear Ms. Cohen-Boyer :

C. Wesley Bridges, II
General Counsel

ADMINISTRATION

Frederick R. Heid
Superintendent

Please consider this letter as notification that the School Board of Polk County, Florida, supports the attached application for the 2022 Magnet School Assistance Program (MSAP) grant and assures that the district will continue to implement the voluntary desegregation plan approved by the school board. Relevant changes approved by the board in adopting the plan will include the addition of new magnets at Rosabelle W. Blake Academy K-8 as a Cambridge program, Garner Elementary as a STEM school feeding the existing Lake Alfred Polytech Magnet, and Stephens Elementary as an International Baccalaureate Primary Years Program feeding the existing Union Academy. The plan will also include revised magnets at Combee Academy of Design and Engineering as a Cambridge program feeding 6-8 Blake, and Bethune Academy and Daniel Jenkins Academy of Technology as Cambridge programs. These additions and changes will operate to continue the District's seamless K-12 International Baccalaureate and Cambridge offerings.

The district is, in fact, implementing and complying with the voluntary desegregation plan previously approved by the school board, a copy of which

STUDENTS FIRST



1915 S. Floral Ave.
Bartow, FL 33830



P.O. Box 391
Bartow, FL 33831



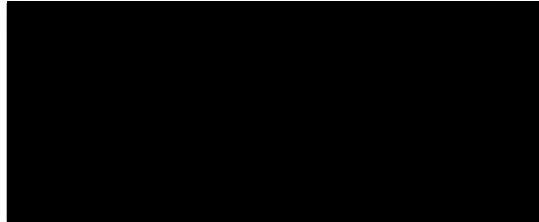
863-534-0500



polkschoolsfl.com

is on file with your office. Upon inquiry and to my knowledge, there have been no material changes of any sort.

If you have any questions or require greater detail, please let me know; I would be happy to speak with you at your convenience.



C. Wesley Bridges II
General Counsel

cc: Candy Amato
Maree Sneed, Esquire



1915 S. Floral Ave.
Bartow, FL 33830



P.O. Box 391
Bartow, FL 33831



863-534-0500



polkschoolsfl.com

SUMMARY AND COMMITMENT

Polk County School Board's voluntary desegregation plan is based on the key elements agreed to in the 2000 unitary status settlement agreement attached below. The key elements of this settlement agreement relied on the continuation of the eight existing magnet schools, which were created in the early 1990s, as the chief mechanism by which the school district desegregated the school system. In addition, the School Board reviews the need and approves additional magnet schools to ensure that the district adheres to the commitments of the original Consent Decree and the Unitary Status. Over the past 10 years the Board has approved additional whole school magnets. All new magnet schools are reviewed in terms of alignment to the Consent Decree and must be approved by a Board vote. The voluntary desegregation plan supports the original settlement agreement provided for the continuation of all existing magnet schools, transportation for these students, and the mechanisms by which the students and the staff at both the magnet schools and the feeder pattern schools are desegregated.



Agenda Item Details

Meeting	Mar 08, 2022 - Board Meeting 5:00PM
Category	Q. Action-Agenda
Subject	1. 2022 MSAP Grant
Type	Action
Recommended Action	Motion to approve writing a [REDACTED] year competitive magnet grant to add three new and revise three existing magnet schools.

DESCRIPTION:

This proposal is [REDACTED] 5-year competitive magnet grant to add three new and revise two existing magnet schools. Through the MSAP grant, we will convert Blake Academy from a choice school to a magnet with a Cambridge focus, revise Bethune Academy and D. Jenkins Academy magnet schools into a Cambridge focus, convert Garner Elementary into a magnet school with a STEM focus feeding into Lake Alfred Polytech, and convert J. Stephens Elementary into a magnet school with IB/PYP focus feeding into Union Academy (along with Bartow Academy). This will create a seamless K-12 Cambridge option for students in Lakeland and Haines City areas, add additional elementary choice seats in Winter Haven and Bartow areas, and complete the final IB K-12 option in Bartow (already in place at Dundee Elementary, Brigham and Lincoln). This proposal requires no matching funds. Students attending these programs will follow the same application, lottery, enrollment, and desegregation processes currently in place for all magnet and choice schools. There will be no academic criteria to enroll in these programs. The proposal is due to US DOE on or before April 25, 2022. Should the grant be awarded, an additional presentation to the school board will include staffing positions and further details.

CONTACT:

Acting Sr. Director, Acceleration & Innovation
Candy Amato
863-534-0631

FINANCIAL IMPACT:

Amount:

Funds Reservation Number or Requisition Number:

Cost Center:

Fund:

Functional Area:

GL:

amended MSAP2022_OVERVIEW.pdf (162 KB)

Motion & Voting

Motion to approve the March 8, 2002 Consent Agenda Items.

Motion by Lori Cunningham, second by Lynn Wilson.

Final Resolution: Motion Carried

Aye: William Allen, Lori Cunningham, Sarah Fortney, Sara Beth Wyatt, Kay Fields, Lynn Wilson, Lisa Miller

MAGNET SCHOOL ASSISTANCE PROGRAM GRANT (MSAP) 2022

MSAP 2022 DISTRICT GRANT OBJECTIVES

- Reduce minority group isolation of African American students at five school sites
- Maintain balance of Hispanic students at one existing magnet school
- Revise magnet/choice enrollment system to better meet the needs of magnet schools, district, and impacted communities
- Increase number of magnet seats in areas where number of applicants significantly exceeds number of available seats
- Increase enrollment of under enrolled schools and stabilize zoning for desegregation impacted communities
- Complete the last K-12 continuum of IB schools and add two K-8 Cambridge continua that would lead to Cambridge AICE high schools
- Create a K-8 STEM magnet feeder pattern in Zone B
- Improve academic performance and attractiveness of PCPS schools through innovation and best practices



ZONE A – RW BLAKE ACADEMY K-8



MAGNET THEME

Primary and Lower Secondary Cambridge

Will prepare students for and increase interest in high school Cambridge AICE programs currently offered at Tenoroc and Winter Haven High Schools

NOTES

MSAP GOAL:

Reduce Black Student MGI

Current data 45.3% - black students
Zone A school average: 19% - black students

School is currently a choice school, therefore there is no need for rezoning or transportation changes



ZONE A – CODE ACADEMY K-5



MSAP GOAL:

Maintain balance of Hispanic students

Current data 37.9% - Hispanic students
Zone A school average: 31% - Hispanic students

Contribute to MGI reduction of black students
at Blake Academy

MAGNET THEME

Primary Cambridge

Grade 5 students automatically continue to Lower
Secondary Cambridge at Blake Academy

Will prepare students for and increase interest in high
school Cambridge AICE programs currently offered at
Tenoroc and Winter Haven High Schools

NOTES

School is currently a magnet school, therefore there is
no need for rezoning or transportation changes

STUDENTS FIRST

ZONE C - BETHUNE ACADEMY K-5



MSAP GOAL:

Reduce Black Student MGI

Current data 46.6% - black students
Zone C school average: 20% - black students

MAGNET THEME

Primary Cambridge

Grade 5 students automatically continue to Lower Secondary Cambridge at Daniel Jenkins

Will prepare students for and increase interest in high school Cambridge AICE programs currently offered at Winter Haven High School; prepare zone D for future expansion of AICE high school programming

NOTES

School is currently a magnet school, therefore there is no need for rezoning or transportation changes

STUDENTS FIRST



ZONE C - D. JENKINS ACADEMY 6-8



MSAP GOAL:
Reduce or Maintain Black Student MGI
Current data 35.2% - black students
Zone C school average: 20% - black students

MAGNET THEME

Lower Secondary Cambridge

Grade 5 students from Bethune Primary Cambridge automatically continue to Daniel Jenkins

Will prepare students for and increase interest in high school Cambridge AICE programs currently offered at Winter Haven High School; prepare zone D for future expansion of AICE high school programming

NOTES

School is currently a magnet school, therefore there is no need for rezoning or transportation changes

STUDENTS FIRST

ZONE D – J. STEPHENS K-5



MAGNET THEME

International Baccalaureate Primary Years Programme
IB/PYP

Grade 5 students from Stephens IB/PYP automatically continue to Union Academy IB/MYP

Will prepare students for and increase interest in high school IB programs currently

NOTES

Currently a zoned school

MSAP GOAL:

Reduce Black Student MGI

Current data 47.2% - black students

Zone D school average: 16% - black students



STEPHENS CONVERSION

Under enrolled school (currently 322 enrolled K-5 students; propose capacity 428

Add additional 72 to 88 seats in zone D (double the offering)

Fast growing zone D has only 2 magnet schools (BEA and Union)

Additional seats will help with overcrowding in surrounding schools, as this area grows

School would become a magnet school in 2023/2024 school year

October -December 2022

Provide all current K-4 students a paper application for magnet school (all current students get automatic enrollment with application)

Provide all current K-4 students a sibling survey for incoming Kindergarten

Provide all grade 5 students a paper application for magnet school (all grade 5 students will get an automatic acceptance to Union Academy with filled application)

Recruitment efforts within the Zone D, with specific focus on immediate neighborhood

January - February 2023

Open enrollment for magnet/choice online

Continue enrolling current K-4 student and provide paper app to any new students enrolling Stephens

March 2023

Estimate number of open seats after ALL current Stephens students and incoming K siblings are enrolled

Lottery 1

March 2023- August 2023

Continue providing paper applications

ZONE B - F. GARNER K-5



MAGNET THEME

STEM/ Polytech

Grade 5 students from Garner Elementary Poly automatically continue to Lake Alfred Poly

NOTES

Composition of the school will help desegregation objectives at Lake Alfred Poly
School is currently a zoned school
Adds 110+ Kindergarten seats to Zone B

MSAP GOAL:
Reduce or Maintain Black Student MGI
Current data 36% - black students
Zone B school average: 23% - black students

PR/Award # S165A220010



GARNER CONVERSION

Garner's size would allow addition of 120 new magnet Kindergarten seats in Winter Haven area - 921 student seats added

The size would also accommodate neighborhood priority option

Stabilization of the original 1992 desegregation zone in Florence Villa where court ordered creation of Jewett Magnet and Jewett School of the Arts

Currently students in Florence Villa attend 6 different zoned elementary schools

School would become a magnet school in 2023/2024 school year

October -December 2022

Provide all current K-4 students a paper application for magnet school (all current students get automatic enrollment with application)

Provide all current K-4 students a sibling survey for incoming Kindergarten

Provide all grade 5 students a paper application for magnet school (all grade 5 students will get an automatic acceptance to Lake Alfred Polytech Academy with filled application)

Recruitment efforts within the Zone B, with specific focus on immediate neighborhood

January - February 2023

Open enrollment for magnet/choice online

Continue enrolling current K-4 student and provide paper app to any new students enrolling Garner

March 2023

Estimate number of open seats after ALL current Garner students and incoming K siblings are enrolled

Lottery 1

March 2023- August 2023

Continue providing paper applications

UNITED STATES DISTRICT COURT
MIDDLE DISTRICT OF FLORIDA
TAMPA DIVISION

FILED
U.S. DISTRICT COURT
MIDDLE DISTRICT OF FLORIDA
TAMPA, FLORIDA
JAN 13 PM 5:16

HERMAN HENRY MILLS, JR., *et al.*,

Plaintiffs,

and

UNITED STATES OF AMERICA,

Plaintiff-Intervenor,

-vs-

CASE NO. 8:63-cv-150-T-23

THE SCHOOL BOARD OF POLK COUNTY,
FLORIDA, *et al.*,

Defendants.

FINAL ORDER WITHDRAWING FEDERAL SUPERVISION
AND GRANTING UNITARY STATUS TO THE
PUBLIC SCHOOLS OF POLK COUNTY, FLORIDA

The parties to this action -- the Mills plaintiffs, the United States, and the School Board of Polk County -- propose to the Court a settlement agreement that contemplates the formal acceptance of the parties' protracted efforts to remove from Polk County the vestiges of a formerly dual school system and to comply with the mandate of Green v. County School Board of New Kent County, 391 U.S. 480 (1968). See proposed Settlement Agreement (Doc. 70). Consequent upon the School District's commitments in the Settlement Agreement, the parties agree that this case should be dismissed. The Court agrees with the

84

parties that the settlement they unanimously recommend is a fair, reasonable, and adequate resolution of this litigation and that the case should be dismissed.

FINDINGS OF FACT

A. The History of School Desegregation in Polk County.

This case has a long and tortuous history. Suit was originally filed in 1963 to "enjoin[] defendants from continuing to pursue their policy, custom and usage of operating a compulsory biracial school system in Polk County." Complaint, at 2 (filed September 3, 1963). On October 22, 1963, this Court granted a Motion to Dismiss the Complaint and allowed plaintiffs 20 days within which to file and serve an Amended Complaint. This was accomplished on November 12, 1963; the Amended Complaint contained the same operative allegations concerning a racially segregated school system as the original Complaint.

On January 15, 1965, this Court (per Lieb, J.) found, after an evidentiary hearing, "that the Board of Public Instruction of Polk County is operating a compulsory bi-racial school system in Polk County, Florida, as a matter of policy, practice, custom and usage" (Findings of Fact and Conclusions of Law, ¶ 6). The Court ordered the School Board to submit

a complete plan for the removal of dual attendance zones and for the opening of all public schools in Polk County, Florida, on a non-racial basis, including the elimination of the assignment of teachers, principals and other personnel of the defendant [school system] on a racial basis.

Decree entered January 15, 1965, at 1.

The School Board initially submitted, and this Court approved, a plan to eliminate dual zones for all grades over a period of four years while also affording a one-time minority-to-majority transfer to students assigned under the new zones to schools in which their race would be in the minority. Order of March 16, 1965. The plaintiffs thereafter requested further relief, relying upon the decision of the Supreme Court in Goss v. Board of Educ. of Knoxville, 373 U.S. 683 (1963), to eliminate the "minority-to-majority transfer" feature of the plan, and they also sought to accelerate the plan's time schedule and conform its features to the decisions of the Fifth Circuit in Singleton v. Jackson Municipal Separate School Dist., 348 F.2d 729 (1965) and 355 F.2d 865 (1966). Motion for Further Relief, filed July 25, 1966.

The plaintiffs' motion was still pending when the United States moved to intervene as a plaintiff in this action and for supplemental relief, alleging that during the 1966-67 school year:

Fifty-one of the [system's 63] elementary schools are attended solely by white students and have only white teachers. Twelve elementary schools are attended solely by Negroes and have only Negro teachers. Of the 30 secondary schools, two are attended solely by white students and have only white teachers and nine are attended solely by Negroes and have only Negro teachers. The remaining nineteen secondary schools are attended predominantly by white students, although Negroes attend them also. Of the 19 predominantly white schools, 18 have only white teachers, and one has two Negro teachers and 36 white teachers.

United States' Motion for Supplemental Relief (filed March 1, 1967), at ¶ 10. This Court granted the government's motion on March 3, 1967. On April 26, 1967, the School Board of Polk County adopted an amendment to its previous desegregation plan providing for

a system of "freedom of choice" in student assignments, in accordance with the decision of the Fifth Circuit in United States v. Jefferson County Bd. of Educ., 372 F.2d 836 (1966), *aff'd en banc*, 380 F.2d 385 (5th Cir.), *cert. denied sub nom. Caddo Parish School Bd. v. United States*, 389 U.S. 840 (1967). This Court adopted the provisions of the "Jefferson decree" for Polk County. Order of May 15, 1967.

On January 30, 1968, the United States filed a Motion for Order of Enforcement which alleged that the school district was about to construct new facilities that had not been planned with desegregation in mind and that would perpetuate the dual system. This Court denied such relief by Order of February 7, 1968, but the Court of Appeals reversed and remanded, United States v. Board of Public Instruction of Polk County, 395 F.2d 366 (5th Cir. 1968). Thereafter, following further proceedings, this Court approved a substantial number of uncontested construction and site acquisition projects of the Polk County School Board. Orders of August 5 and October 11, 1968.

Following the submission of a motion by the United States,¹ this Court directed the School Board to "formulate and adopt a comprehensive plan which shall deal with the use of

¹ The government alleged that "for the 1968-1969 school year there are approximately 39,448 white students and 10,826 Negro students attending the Polk County public schools. None of the white students are attending schools traditionally maintained for Negro students and less than 33% of the Negro students are attending schools traditionally maintained for white students.... At the present time the defendant is operating 60 elementary schools, 18 junior high schools and 13 senior high schools. Fourteen of the elementary schools, five of the junior high schools and three of the high schools are schools traditionally maintained for Negro students and are being attended only by Negro students during the current school year." Motion for Supplemental Relief, at ¶¶ 4, 5.

school facilities at all grade levels and with the assignment of students to those facilities in such a way as to effectuate a transition to a racially nondiscriminatory school system in Folk County" and required the Board to consider geographic zoning, school consolidation or pairing, and any other method or methods "which would effectively disestablish the dual school system." Order entered October 14, 1968.² The School Board submitted a plan on January 9, 1969, and hearings were held on that plan in February, 1969. This Court found that the plan "relie[d] on the continued retention of the freedom of choice plan of student assignment for elementary school children while utilizing zones elsewhere in the county" and "would result in the continued operation of seven all-Negro elementary schools." Order entered March 20, 1969, at 1. It therefore required the school board "to formulate and adopt alternative plans, specifically such as the use of geographic attendance zones with majority-to-minority transfer policies, for the use of the elementary school facilities and the assignment of students to those facilities." *Id.* at 2.

² Subsequent to this Court's prior decision, the Supreme Court had announced that

freedom-of-choice plans could continue to enjoy judicial approval only if they were effective in eliminating the vestiges of prior dual school systems "root and branch," and that "the availability to the board of other more promising courses of action . . . at the least . . . places a heavy burden upon the board to explain its preference for an apparently less effective method." Green v. County School Bd. of New Kent County, 391 U. S. 430, 438-39 (1968).

The Court modified and, as modified, approved the School Board's subsequent proposal in its Order of May 9, 1969. The plan was further altered by Order entered August 6, 1970, approving a series of changes at the School Board's request, including rezonings, school closings, the creation of single-grade centers, and school pairings.

After several years' experience under this modified plan, on August 1, 1975 the United States filed a Motion for Supplemental Relief, pointing out that "according to the most recent report to the court, which the school district filed in October of 1974, while 12,051 or 20.9% of the Polk County School System's 57,775 students were black, the enrollment at three of its elementary schools was over 97% black. . . . The report indicates that 1835 students, or over 28% of the Polk County School District's black elementary school students, attend these three elementary schools." Memorandum in Support of Motion for Supplemental Relief, at 2. Following further orders and a hearing, this Court on August 18, 1977, entered Findings of Fact and Conclusions of Law noting, among other things, that:

6. The drawing of geographic attendance areas for Rochelle, Lincoln Avenue and Bethune Elementary Schools in 1969-70 failed to eliminate their identifiability as schools built for and attended by black students.

7. Rochelle, Lincoln Avenue and Bethune Elementary Schools are remaining vestiges of the formerly dual school system in Polk County.

8. Because of the racial composition of the neighborhoods surrounding these three schools, creation of geographic attendance areas will not result in any meaningful desegregation of Rochelle, Lincoln Avenue and Bethune Elementary Schools.

This Court accordingly directed the school board to implement plans clustering each of these elementary schools with two adjacent elementary facilities, alternative student assignment mechanisms that had been suggested by the Board in response to an earlier request of the Court. Order entered August 18, 1977.³

In 1985, the School Board sought the Court's permission to end the cluster plan and return to geographic zoning in order to reduce pupil transportation. Petition for Modification and Consolidation of All Outstanding Orders, filed May 2, 1985. The Board's Petition also noted that projections of enrollment results under the clustering plan had not been realized with respect to Lincoln Avenue and Rochelle Elementary schools, each of which remained more than 50% Black, and that these percentages had been increasing each year under the plans. *Id.* at 3-4.⁴ Following a hearing this Court denied the requested modification. Order

³ The Board's clustering plan for Bethune Elementary school excluded the first and second grades; students in those grades continued to be assigned on the basis of geographic zones. On appeal, this aspect of the plan — and of this Court's Order — were disapproved by the Fifth Circuit. Mills v. Polk County Board of Public Instruction, 575 F.2d 1146 (5th Cir. 1978).

⁴ In responding to the School Board's Petition, the government identified significant problems beyond the area of student assignment that it suggested needed to be resolved in this action:

As we investigated, the United States presented concerns to the School Board about the physical conditions of the majority Black schools in Lakeland -- specifically, Rochelle, Lincoln Avenue, and John Cox. The majority Black schools in Lakeland are notably inferior facilities as compared to Lakeland's majority White schools. In addition, schools in Lakeland, Winter Haven and Haines City employ staffs which make the schools identifiable as

(continued...)

entered September 18, 1985. The Board renewed the request, this time limited to Bethune Elementary and other schools in the Haines City area of the county, in its Petition for Modification of Area Attendance Lines of Clustered Schools in the Haines City, Polk County, Florida Area, filed March 27, 1987. "Both the plaintiffs and the United States, plaintiff-intervenor, objected to the March 25, 1987 proposal, citing the proposed increase of black students at Bethune Elementary school and the failure to reduce significantly the black student population at Eastside Elementary school under the proposal. After a hearing on May 29, 1987, this Court denied the petition, and granted the parties time to agree upon an acceptable alternative proposal." Consent Decree entered April 15, 1988, at 1. The parties reached an agreement ultimately embodied in the April 15, 1988 Consent Decree that this Court approved, requiring implementation of the new plan in the Haines City area effective with the 1989-90 school year. That Consent Decree also committed the School District to prepare new assignment proposals for the Lakeland area to be submitted in time for implementation in 1989-90.

⁴(...continued)

"Black" or "White" schools. Compounding these problems is the allegation that many White students are attending schools out of their designated zones in order to avoid attending schools which are identifiable as Black schools or which appear to be inferior facilities. School Board representatives have admitted that out of zone school attendance is a problem in Polk County.

United States' Response to Defendant's Petition for Modification and Consolidation of All Outstanding Orders, filed July 9, 1985, at 4-5. However, these issues were not specifically addressed until 1992. See discussion *infra*.

On January 17, 1989, the School Board filed its proposals for the Lakeland area.⁵ The Board suggested construction of three new schools, closing of two elementary schools (Cox and Central Avenue) in Lakeland, conversion of Lincoln Avenue elementary school to an alternative school and the redrawing of zone lines (together with the creation of satellite zones of minority students from inner city areas of Lakeland) to accomplish desegregation of the remaining facilities. The plan was contingent upon passage of a bond issue. When that bond issue failed, the changes in student assignment were essentially mooted and the case was dormant for several years. The School District then proposed that it be permitted to open the new elementary school in Lakeland that it had constructed and to close Cox and Central Avenue, establish a bi-racial task force to study student assignment issues, and submit new desegregation plans to the Court in January, 1992. Amendment to Defendant's Petition Filed January 1989, filed April 4, 1991.⁶

Before the Court acted upon these requests, the plaintiffs on January 2, 1992 filed a Motion for Further Relief alleging that substantial vestiges of the prior dual system, including but not limited to the areas of student enrollment and assignment, remained throughout the

⁵ Petition for Modification of Area Attendance Lines in the Lakeland School Area [of] Polk County, Florida and Authorization to Adopt a Long-Range Plan for Further Desegregation of Lakeland Schools, served January 13, 1989.

⁶ The School District's Amendment also revealed that construction was under way for a new senior high school and three additional new elementary schools in the Lakeland area, although no plans had been presented to the other parties or to the Court respecting modifications in student assignments that might be necessary to accommodate operation of these new facilities consistent with the Court's decrees and the goals of this litigation.

public schools of Polk County (both within and outside the Lakeland area) and required development and implementation of an "acceptable, comprehensive, system-wide desegregation plan [that] has been approved by this Court." *Id.* at 6 ¶ 2. Thus, more than twenty-two years after the "comprehensive" zoning plan of the 1969-70 school year, the parties still did not share a common vision or approach to the desegregation obligations of the Polk County school system.

However, the fact that broad, system-wide issues were being raised among all the parties for the first time in many years precipitated extensive and serious settlement negotiations⁷ among the parties. These negotiations resulted in the submission on May 7, 1992, of a Joint Motion to Enter Order and proposed Agreed Order by the parties. This document addressed all areas of school system operation. For example, it contained extensive provisions regarding student assignment, including the establishment of magnet elementary and middle schools in Bartow, Lakeland, Winter Haven and Haines City (with voluntary assignments subject to controls to accomplish desegregation); rezoning of elementary and middle schools in the

⁷ These negotiations initially took place under the shelter of a Protective Order issued by this Court on January 29, 1992, allowing the content of the parties' discussions to remain confidential and prohibiting the release of information about the negotiations to anyone not a party to the action. Following the filing of a motion for intervention in the action by the *Lakeland Ledger* for the limited purpose of contesting the propriety of the Protective Order, this Court dissolved that Order on June 2, 1992. See Order on Dissolution of Protective Order, issued July 8, 1992.

Lakeland area; procedures for modification of attendance zones in the Bartow,⁸ Winter Haven, Haines City, Mulberry and Lake Wales areas and high schools in Lakeland; as well as procedural and substantive requirements for verifying student addresses and limiting transfers to insure the effectiveness of attendance zones.

The parties further agreed to a system of prior notice and opportunity to object to proposed new school construction or renovation, and to capital improvements at formerly all-Black schools to insure that facilities were equalized and to prepare for offering magnet programs. The proposed Agreed Order committed the school system to assign faculty in a manner that avoided identifying schools by race and to recruit qualified minority candidates to fill vacancies; it provided for continuing consultation and discussions among the parties concerning gifted and special education programs as well as student discipline and capital expenditures on facilities — all areas within which apparent disproportions in participation along racial lines had raised concerns. The Agreed Order,⁹ which the Court approved with

⁸ Mills v. Polk County Bd of Public Instruction, No. 92-2832 (11th Cir. June 9, 1993) purported to modify an order of this Court. However, the circuit court's mandate issued after a superseding plan was adopted by this Court. The circuit's order was palpably moot when issued and effected no change in either this Court's orders or in the parties' agreements.

⁹ In their Joint Motion to Enter Order, the parties noted that

plaintiffs agree that upon its entry, their recently filed Motion for Further Relief shall be treated as having been withdrawn; defendants have agreed to undertake the measures described in the proposed Order; and all parties are satisfied that the provisions of the Order constitute adequate and legally

(continued...)

slight modifications following a hearing on June 5, 1992, ran to 53 pages in length. Order issued June 8, 1992.

The terms of the Agreed Order were modified on a number of occasions during the ensuing five years. As carried out by the School District, the Order succeeded where prior plans had not: in 1998 the parties formally stipulated that "Polk County schools have reached the point where they are not at this time identifiable by race on the basis of their overall student enrollments." In April, 1998 the parties entered into a new Consent Decree that "recogniz[ed] the progress that has been made under the Agreed Order of July 9, 1992 [and] simplif[ied] the description of the School District's affirmative obligations as it moves toward achievement of 'unitary status.'" Pursuant to and consistent with the 1998 Consent Decree (which this Court approved), the parties have continued to consult about remaining issues in this matter. They have now reached the conclusion that based upon the School Board's commitment to and implementation of the Court's Orders to date — together with the undertakings reflected in the appended Settlement Agreement — this litigation against the Polk County School District may be dismissed consistent with current legal standards, and prior Orders of this Court in this action vacated in accordance with the terms of that Agreement. The Court is satisfied that the parties' proposal is lawful and is a fair, reasonable, and adequate

⁹(...continued)

permissible means of fulfilling the School Board's obligations in this matter.

resolution of this litigation, pursuant to which this case should be dismissed in accordance with the terms of the Agreement.

B. The Settlement Agreement.

The Settlement Agreement negotiated by the parties provides a framework within which their continuing efforts in recent years to ensure that all remnants of the discriminatory practices of the past are eradicated can be completed without the necessity of continuing supervision and oversight by this Court. It thereby "both effectuates the goal of constitutional compliance and restores the School District to local officials, constrained judicially only by the terms of their voluntary agreement." Blalock & United States v. School Bd. of Lee County, No. 64-168-Civ-FtM-23 (M.D. Fla. July 12, 1999), at 14. The Agreement is designed specifically to maintain the desegregated status of the school system while the parties complete the process of addressing and resolving issues related to placements in special education, the administration of student discipline, and the need for in-service training for the School District's staff — all matters identified as requiring further consultation and planning in the 1998 Consent Decree. Indeed, the Agreement explicitly references and recognizes the initiatives adopted in the School District's April, 1999 "Action Plan" to deal with these questions. The Agreement also takes account of the system's ongoing construction of several new middle schools and elementary schools, the completion of which will require modification of current student attendance zones, and of the School District's plans to relocate arts program

classes at Jewett Elementary School from portable buildings on the site to permanent classroom space. Accomplishing these tasks will, under the terms of the Agreement, mark its termination as well, an event that the parties estimate will occur within three to five years. During the life of the Settlement Agreement, even though this action will have been dismissed and the prior Orders of this Court vacated, the School District shall be operated consistent with the following commitments contained in the Agreement:

- a. Current attendance zones shall not be modified in a manner that results in resegregation, and the District may expand choice opportunities in any nondiscriminatory manner that does not result in resegregation.
- b. The District shall continue to verify student addresses and enforce attendance zones substantially in the same manner as it does at the present time.
- c. Assignments to magnet schools and programs, schools and programs of choice, and charter schools shall continue to be made in accordance with current practices subject to modifications that do not result in resegregation of schools or programs.
- d. The School District shall continue affirmative efforts to recruit and encourage applications for instructional and administrative vacancies from qualified minority applicants, comparing its results periodically with the available qualified labor pool in the area and in the State of Florida.
- e. The District shall continue to utilize the alternative ("Part B") identification procedures for gifted programs authorized by current regulations of the Florida Department of Education, so long as those or similar regulations remain in effect.
- f. To facilitate these commitments, during the term of the Agreement the District shall continue the following current policies "or their substantial equivalents": School Board Policy Committee; Student Transfers; Magnet Schools; Schools of Choice or Programs of Choice; Charter Schools; Portable Facilities; and the Pathway to Excellence program developed by the Superintendent and endorsed

by the School Board, one of the goals of which is to close the gap in achievement between African-American and majority students.

- g. During the life of the Agreement, the parties "shall continue their efforts to address the issues raised in paragraphs V, VI and VII of the 1998 Consent Decree, including but not limited to the initiatives identified and described in the District's April, 1999 'Action Plan' developed to implement the Consent Decree."
- h. The School District shall also develop and implement internal procedures to monitor its effectuation of the Agreement and shall provide specifically enumerated performance information to the other parties on an annual basis.

The parties have also agreed "to confer and consult periodically concerning the District's implementation of this Agreement in order to identify any problems or concerns that may arise so that they may be resolved amicably if at all possible without the need to resort to judicial enforcement of the provisions of the Agreement."

Counsel for all parties have executed the Settlement Agreement on behalf of the clients whom they represent, and all parties join in seeking the Court's approval of the Agreement and its final dismissal of this case on the terms reflected therein.

Pursuant to the newspaper notice of the proposed settlement of this action that was published in accordance with this Court's prior Order preliminarily approving the Settlement Agreement, the Court received five requests to appear at the fairness hearing from individuals who identified themselves as past or current members of the plaintiff class,¹⁰ and two written

¹⁰ One such request was from one of the original parent plaintiff class representatives in this lawsuit, Mrs. Althea Mills, mother of the first named minor plaintiff in the case. However, Mrs. Mills was apparently unable to attend the hearing.

comments opposing the settlement from among those who requested to appear at the hearing.

The objections reflect a concern that, absent the retention of general supervisory jurisdiction over the School District by the Court, the District may return to discriminatory practices of the past. The objections also represent the concerns that there are continuing racial disparities in specified areas of school system operation: for example, in the frequency of disciplinary sanctions administered to African-American students (compared to white students); in special education placements; and in a relative dearth of African-American teachers and administrators within the school system.

The Court conducted a fairness hearing in Tampa on February 9, 2000, and heard testimony and received evidence offered by the parties in support of the settlement. The Court also heard oral presentations from four African-American citizens of Polk County in opposition to the settlement.

One of the individuals who appeared at the fairness hearing in opposition to the settlement, Ronnie Mickens, is a former school administrator who spoke almost solely about his own claim of discriminatory discharge from his position by the School District. Apparently the federal Equal Employment Opportunity Commission has issued a finding of "reasonable cause" but issuance of a "right to sue" letter in the matter is being delayed pending the outcome of state administrative hearings on the same subject.

Another speaker at the fairness hearing, Rev. Howard Alonzo Mathis, is a minister in Polk County who presented the Court with a set of petitions opposing the settlement that he indicated bore the signatures of between 650 and 700 persons.¹¹ These petitions follow a common format and refer to four problem areas as the basis for their signers' stated opposition to the settlement: (a) continued disproportionate suspension and expulsion of African-American students; (b) the significant gap in educational achievement and test scores between African-American and non-minority students in Polk County; (c) lack of adequate faculty recruitment, retention and promotion to administrative positions; and (d) lack of adequate learning facilities in African-American schools (schools once operated only for Black students or which are located in areas of African-American residential concentration).

Rev. Mathis stated that although total student enrollment in the school system is 30% African-American, 75% of incidents in which disciplinary sanctions of some kind are imposed involve African-American pupils. He also referred to the well-publicized expulsion of two African-American high school basketball players during the previous school year for striking a substitute teacher during a melee that occurred during a game, an expulsion that was subsequently ruled improper by Florida's Second District Court of Appeal. Rev. Mathis stated that although there were five all-Black high schools in the county in 1963, each of which had African-American principals, head coaches, and other administrators, today of 20 high schools

¹¹ The Court has not counted the number of signatures on the petitions, nor sought to verify the representation of another speaker that Mrs. Mills (see preceding footnote) is a signatory.

in the county there are no African-American principals,¹² and that the few of well-qualified applicants for such positions who had not been selected. Rev. Mathis asked the Court to delay withdrawing supervisory jurisdiction over the School District for a year to allow time for the achievement of greater equity.

The two remaining public speakers, Mrs. Faye Bellamy and Mr. Charles Streeter, similarly emphasized continuing disparities in the administration of discipline, the hiring and promotion of African-American teachers and administrators, and student achievement.

CONCLUSIONS OF LAW

In class action lawsuits, a strong judicial policy favors settlements. See Bennett v. Behring Corp., 737 F.2d 982, 986 (11th Cir. 1984); United States v. City of Miami, 614 F.2d 1322, 1344 (5th Cir. 1980); Cotton v. Hinton, 599 F.2d 1326, 1351 (5th Cir. 1977). In school desegregation cases, the public interest is served when the parties formulate lasting solutions to potentially divisive litigation through mutual cooperation. It stands to reason that "a remedy that everyone agrees to is a lot more likely to succeed than one to which the defendants must be dragged kicking and screaming." Little Rock School Dist. v. Pulaski County Special School Dist., 921 F.2d 1371, 1383 (8th Cir. 1990). Accord United States v. City of Jackson, 519 F.2d 1147, 1152 (5th Cir. 1975).

¹² Reports filed with the Court annually during the past decade indicate that there have been African-American administrators in such positions at various points who have been promoted or have retired, or who otherwise left their positions or the School District.

Settlements like the one presented here accordingly are entitled to a presumption of validity. United States v. Texas Educ. Agency, 672 F.2d 1104, 1108 (5th Cir. 1982). Accord Armstrong v. Board of School Directors of Milwaukee, 616 F.2d 305, 321 (7th Cir. 1980); United States v. Board of Public Instruction of St. Lucie County, 977 F. Supp. 1202, 1206 (S.D. Fla. 1997); Lee v. Randolph County Bd. of Educ., 160 F.R.D. 642, 646 (M.D. Ala. 1995). See also Little Rock School Dist., 921 F.2d at 1383. Settlements of complex cases are particularly favored because they contribute to judicial efficiency by preserving "scarce judicial resources." See Cotton, 559 F.2d at 1331; Behrens v. Wometco Enterprises, Inc., 118 F.R.D. 534, 538 (S.D. Fla. 1988), *aff'd*, 899 F.2d 21 (11th Cir. 1990).

The role of this Court in reviewing a proposed settlement of a class action under FED. R. Civ. P. 23(e) is first to assure that the procedures followed meet the requirements of that rule and of due process.

The Court's December 13, 1999 Order preliminarily approved the parties' settlement and directed that newspaper notice be published to permit interested parties wishing to object to the settlement or to comment thereon to do so at a fairness hearing. The notice of the settlement and fairness hearing was made by publication in the *Lakeland Ledger*, the *Winter Haven News Chief*, the *Polk County Democrat*, the *Metro News*, the *Quest*, the *Frostproof News*, and the *Lake Wales News*. In addition, pursuant to the Court's direction, the School Board prepared a written flyer describing the proposed settlement and distributed it to each student enrolled in the system with instructions to deliver the flyer to the student's parent or

guardian. The Court was also informed at the fairness hearing by the plaintiffs' counsel that they did not sign the Settlement Agreement and the Joint Motion for its approval until after it had been explained and copies distributed at meetings of local NAACP branches in Winter Haven, Bartow, Lake Wales and Lakeland. The Court received a small number of written comments and, as previously noted, one of the speakers at the fairness hearing submitted a group of petitions concerning the settlement. These circumstances indicate that parents of public school students and members of the community were made aware of the proceedings in the litigation and the proposed settlement. The Court finds that the notice requirements of FED. R. CIV. P. 23(e) have been met.

The Court next must review the settlement agreement to determine if it is "fair, adequate, and reasonable, and is not the product of collusion between the parties." Bennett, 737 F.2d at 986; City of Miami, 614 F.2d at 1333; Cotton, 559 F.2d at 1330. Phrased negatively, the Court must analyze whether the agreement is "unconstitutional, unlawful . . . contrary to public policy, or unreasonable." City of Miami, 614 F.2d at 1333. See Piambino v. Bailey, 757 F.2d 1112, 1139 (11th Cir. 1985), *cert. denied*, 476 U.S. 1169 (1986); City of Jackson, 519 F.2d at 1151; Board of Public Instruction of St. Lucie, 977 F. Supp. at 1206. Upon finding that a settlement agreement passes this analysis, this Court can reject the agreement only if it has a "principled reason" to do so. See City of Miami, 614 F. 2d at 1332; Board of Public Instruction of St. Lucie, 977 F. Supp. at 1206.

To determine if this settlement is fair, adequate, and reasonable, the Court considers: 1) the likelihood of success at trial; 2) the range of possible recovery; 3) the point on or below the range of possible recovery at which a settlement is fair; 4) the complexity, expense and duration of litigation; 5) the substance and amount of opposition to the settlement; and 6) the stage of the proceedings at which the settlement was achieved. See Bennett, 737 F.2d at 986; Cotton, 559 F.2d at 1330-31; Miller v. Republic Life Ins. Co., 559 F.2d 426, 428-29 (5th Cir. 1977). The Court should not attempt to "try the case during [the] settlement hearing and should be hesitant to substitute [its] own judgment for that of counsel." In re Smith, 926 F.2d 1027, 1028 (11th Cir. 1991). See also City of Miami, 614 F.2d at 1331; Cotton, 559 F.2d at 1330.

Consideration of these factors weighs heavily in favor of approval of the agreement presented here. As more fully explained below, the Court concludes that the School District's good-faith compliance with earlier decrees in this action, the results of that compliance to date, and the enforceable commitments embodied in the Settlement Agreement, together provide an appropriate basis for a finding of full unitary status and dismissal of this lawsuit.

Although the Court has not formally relinquished its supervisory jurisdiction in any of the benchmark areas of school operation identified in Green v. County School Bd. of New Kent County, as permitted by Freeman v. Pitts, 503 U.S. 467 (1992), the parties' April, 1998 Consent Decree contains recitations reflecting very substantial progress since the 1992 Agreed Order was crafted:

The parties specifically recognize that

(a) the School District has taken steps in good faith to implement each of the provisions of the Agreed Order;

(b) that in the past several years, as the student assignment provisions of the Agreed Order (as subsequently amended and modified) have been implemented, Polk County schools have reached the point where they are not at this time identifiable by race on the basis of their overall student enrollments;

(c) that through reassignments or attrition and new hires, in the past several years as the faculty assignment provisions of the Agreed Order have been implemented, Polk County schools have reached the point where they are not at this time identifiable by race on the basis of the racial composition of their teaching staffs;

(d) that the School District provides transportation on a nondiscriminatory basis;

(e) that the School District affords students non-discriminatory access to participation in extracurricular activities;

(f) that the School District has created and operated magnet schools and schools of choice as required by the Agreed Order, as amended and modified; and

(g) that in light of the foregoing and except as may otherwise be required by the terms of the Agreed Order (as subsequently amended and modified) or in connection with the opening of new schools, modification of grade structures, or other alterations in student attendance or pupil assignment initiated by the School District, the School District may, but is no longer under an affirmative obligation to, redraw school attendance boundaries to affect enrollment ratios in the absence of actions that it "or some other agency of the State ha[ve deliberately taken] to fix or alter demographic patterns to affect the racial composition of the schools." Swann v. Charlotte-Mecklenburg Bd. of Educ., 402 U. S. 1, 32 (1971); accord Freeman v. Pitts, 503 U. S. 467, 495-96.

Consent Decree, at 2-3 (indentation added).

These recitations are supported by the record in this matter, and in particular by the information contained in the reports of enrollment, faculty assignment, transfers granted, and similar information concerning the School District that is annually filed with this Court. For example, in the current school year, the School District operates 94 regular graded schools (excluding special education centers and alternative schools). Total enrollment in the system is 22.9% African-American. No school has an enrollment that is 20 percentage points or more above this system-wide ratio, and only two elementary facilities have an enrollment more than 20 percentage points below the system-wide figure; the majority of schools are within +/- 15 percentage points of the figure. No school in the system has an all-white instructional staff; in recent years, the School District has recruited and employed qualified minority applicants for teaching positions in proportions that exceed their overall availability in the relevant labor markets.

The parties to this case have actively collaborated in recent years to address and resolve a variety of practical problems in the desegregation process and the School District's good faith commitment to the purposes of the Court's decrees in this matter is demonstrated by its commitment, in the Settlement Agreement, to continue these efforts in the areas of special education, student discipline, and in-service training, and to maintain the desegregated status of the system, as well as the official policies of the School District that support it, until pending elementary and middle school construction projects (and the relocation of the Jewett Elementary School arts program from portable buildings) can be completed.

Under these circumstances, the parties have suggested, and the Court agrees, that the provisions of the Settlement Agreement are appropriate final steps in remedying the original constitutional violation that gave rise to this litigation. The Court's Order dismissing this case pursuant to the terms of the parties' Settlement Agreement and vacating all injunctive decrees previously entered in the case, therefore, is necessarily conditioned upon performance of the terms of the Settlement Agreement. As the Agreement provides, the Court will retain ancillary jurisdiction to act, if ultimately necessary, to ensure that the terms of the settlement, which shall be appended to and incorporated as a part of the dismissal order, are carried out. See Kokkonen v. Guardian Life Ins. Co., 511 U.S. 375, 381 (1994).

This settlement was reached at a very advanced stage of this litigation, a factor which also counsels in favor of approval. This litigation is more than three decades old. In recent years, the parties have shared information cooperatively on student assignment and other issues. The School District has filed its annual student assignment data in reports to the Court and parties. The parties have had an unusually extensive opportunity to assess their litigation risks as the School District moved toward a potentially contested full unitary status proceeding. Counsel for the plaintiff class have assessed those risks reasonably and recommended the settlement, based on years of experience in this case and one co-counsel's broad and deep experience for more than 30 years in school desegregation class actions throughout the nation.

The Court also notes that when "a department of the United States government charged with insuring enforcement of federal laws" is party to the settlement, "the court 'can safely

assume that the interests of all affected have been considered.” Board of Public Instruction of St. Lucie County, 977 F. Supp. at 1206 (quoting City of Miami, 614 F.2d at 1332). “The Department of Justice has extensive experience in litigating school desegregation cases,” *id.*, and also urges approval of the settlement here.

The parties have been able to resolve most of their differences in recent years without the need for Court intervention. The Court has observed that they have done so deliberately and carefully, with no apparent reluctance on the part of any party to litigate issues on which they have differences. The evidence before the Court supports the conclusion that settlement discussions were detailed and adversarial. The Court concludes that the proposed settlement is non-collusive and was reached in good faith.

The Court has considered the complexity, expense, and likely duration of additional litigation. The litigation would continue on an indefinite course until the School District carried its burden of showing its entitlement to full unitary status. See Board of Educ. of Oklahoma City Pub. Schools v. Dowell, 498 U. S. 237 (1991). Where such proceedings have been contested, the trials often are protracted, with extensive expert and fact witness testimony. Appeals frequently ensue. The parties have avoided this expense and delay by charting a course to unitary status that eliminates the involvement of the Court except in the unlikely event that there is a breach of the Settlement Agreement.

Finally, the Court has weighed the comments of dissenting class members in arriving at its decision and is satisfied that the concerns reflected in these comments do not require

disapproval of the settlement. The Court concludes that the dissenting class members and the plaintiff class, as represented by class counsel, share a common objective in this final phase of the litigation: to assure the elimination of all vestiges of prior segregation and to guard against their recurrence in the future. Some class members are not confident that the School District will keep its commitments if this action is dismissed contingent upon performance of the Settlement Agreement. On the other hand, class counsel are satisfied by the enforceable nature of the commitments contained in the Agreement and by the fact that this Court will retain ancillary jurisdiction to enforce the Agreement should that ever become necessary. Under these circumstances, the dispute is over mechanics and strategy, not goals, and it is well settled that disagreements over the strategy to be pursued in furtherance of a shared general objective do not provide a basis for rejecting a negotiated settlement that has the recommendation of competent class counsel, see Pettway v. American Cast Iron Pipe Co., 576 F.2d 1157, 1215 (5th Cir. 1978) (citing Cotton v. Hinton, 559 F.2d 1326, 1330 (5th Cir. 1977)); Armstrong v. Board of School Directors of Milwaukee, 616 F.2d at 325, any more than they will support intervention in an ongoing lawsuit. See United States v. Georgia, 19 F.3d 1388, 1394 (11th Cir. 1994); Bradley v. Milliken, 828 F.2d 1186, 1192 (6th Cir. 1987); United States v. South Bend Community School Corp., 692 F.2d 623, 627 (7th Cir. 1982).

With respect to the concern that unless this litigation continues, the School Board may allow the reinstitution of a dual system, the Court has made findings that the Board has

proceeded in good faith and is committed to fulfilling its constitutional obligations. Class members' fears for the future may be understandable, but in the absence of specific actions indicating more than a mere "possibility" of a future change of course, they do not provide a basis for disapproving the parties' settlement.

The Settlement Agreement itself provides enforceable protections against resegregation of the school system during its life, protections which the class would not have were the Court to conclude, following a contested evidentiary proceeding, that the Polk County School District has achieved "unitary status" and were the Court then — as it is required to do under binding Supreme Court decisions — to terminate this lawsuit and vacate all of its prior Orders. In addition, following expiration of the Settlement Agreement, should the dual system recur through a new constitutional violation, a new lawsuit may be commenced to obtain appropriate relief. See Board of Educ. of Oklahoma City v. Dowell, 498 U.S. 237 (1991).

The only alternative to the proposed settlement would be an adversarial evidentiary hearing (preceded by discovery) before this Court on the "unitary status" question. See Freeman v. Pitts, 503 U.S. at 489-90 (terminating lawsuits and returning control of school systems to local authorities, as well as elimination of dual system, must be objective of federal courts in desegregation cases). The Court would have to determine whether the disparities alleged to exist by objecting class members were causally related to the prior dual system before it could consider whether any judicially decreed relief in any of these areas would be appropriate. The outcome of proceedings on these questions is uncertain at best but, as noted

below, the Settlement Agreement commits the School District to take actions aimed at reducing or eliminating those disparities to the extent possible.

Concerns similar to those raised by objecting class members were presented to the School District in the Fall of 1998 after an African-American "Leadership Summit 2000" conducted at Florida Southern College in Lakeland in September, 1998. See the parties' Joint Exhibits 1 and 2 offered at the fairness hearing (highlighting need to improve academic achievement for African-American students, strengthen curriculum, attain consistency in the imposition of disciplinary sanctions on a non-discriminatory basis, and increase promotion rates and reduce retention rates for African-American students). In March, 1999, the School District responded in detail to these concerns, see Joint Exhibit 3, identifying policies and programs that it had adopted and was implementing to improve results in each of the areas raised. For example, with respect to academic achievement, the document states that "[t]he Superintendent's Pathway to Excellence sets targets for each district and each school . . . [with] emphasis . . . placed on increasing the performance of subgroups so that disparities across racial/ethnic, socioeconomic and gender groups are eliminated." The Settlement Agreement explicitly requires the School District

during the term of the Agreement . . . [to] continue the following current policies "or their substantial equivalents": . . . the Pathway to Excellence program developed by the Superintendent and endorsed by the School Board, one of the goals of which is to close the gap in achievement between African-American and majority students.

The Settlement Agreement addresses the other areas of concern on which objecting class members have focused, as well. In April, 1999, the School District adopted an Action Plan to implement the 1998 Consent Decree. See Joint Exhibit 4 offered at the fairness hearing. This plan focuses specifically upon strategies to deal with "disproportionate black representation in exceptional student placements, such as educationally mentally handicapped (EMH)," "disproportionate black discipline referrals," the "[p]rovision of diversity training to district and school personnel" (id. at 2-3), and employment of "a diverse staff, especially district and school-based administrators and teachers," (id. at 11). The Settlement Agreement specifically provides that during its term, the parties "shall continue their efforts to address the issues raised in paragraphs V, VI and VII of the 1998 Consent Decree, including but not limited to the initiatives identified and described in the District's April, 1999 "Action Plan" developed to implement the [1998] Consent Decree."¹³

¹³ The only area not explicitly covered by the Settlement Agreement is facilities. Although the petitions submitted by Rev. Mathis state that schools in African-American areas do not receive "adequate learning facilities," the meaning of that statement is somewhat ambiguous and was not explained by any of the speakers. To the extent that it refers to achievement disparities among schools, any existing problem should be ameliorated by the district-wide focus on improving achievement for African-American students that the Settlement Agreement requires. To the extent that it refers to the quality of physical facilities, counsel for the School District informed the Court at the fairness hearing (without contradiction from counsel for the other parties) that plaintiffs had employed a school facilities expert to conduct a study of the system's schools with special emphasis on the relative equivalence of historically Black and other school buildings, and that the report of that consultant indicated that no systematic differences in quality were apparent. The Court infers from these representations that while members of the African-American community in Polk County may subjectively perceive some differences in the quality of school facilities in African-
(continued...)

In sum, the Settlement Agreement, which will be enforceable according to its terms, requires the School District to take meaningful actions to address the problems identified at the fairness hearing in much the same way that prior Consent Decrees and Orders of this Court have required and, the Court believes, in much the same way that the Court might require were it to retain supervisory jurisdiction over this lawsuit. Further, the Settlement Agreement will remain in effect for a longer period of time than the additional year of continuing court jurisdiction recommended by Rev. Mathis. Accordingly, the Court believes that the Settlement Agreement, taken as a whole, fairly and adequately protects the interests of the plaintiff class in the areas of concern raised by those who object to its approval.

The settlement before the court clearly is the product of compromise. The parties' final resolution of this matter has been many years in the making. The settlement that they unanimously advocate sets the tone for the future of the Polk County Public Schools. This is a fair and reasonable result for the members of the plaintiff class and the other children who will be affected by the settlement.

¹³(...continued)

American neighborhoods, sufficient differences capable of objective documentation to warrant further court supervision in this area do not exist. The Court also notes that the Settlement Agreement will remain in effect until the School District replaces portable classrooms presently used at historically African-American Jewett Elementary School with permanent facilities.


Individuals such as Mr. Mickens, who believe that they have been subjected to unlawful discrimination, may pursue legal remedies outside this lawsuit, such as those available pursuant to Title VII of the 1964 Civil Rights Act. Even were this Court to retain its supervisory jurisdiction over this case, the current lawsuit is not an appropriate vehicle for the resolution of such individual claims.

CONCLUSION

For all the foregoing reasons, the Court hereby approves the Settlement Agreement as the parties' settlement of this case pursuant to FED. R. CIV. P. 23(e), dismisses this lawsuit and vacates all pending orders, subject only to enforcement of the Settlement Agreement if necessary. Before any request for judicial enforcement, the parties shall confer, share relevant information, and seek to resolve their differences by agreement. The Court retains jurisdiction to consider any remaining issues concerning attorneys' fees, and orders the parties to file any necessary motions concerning fees or costs within thirty (30) days.

The Clerk is directed to close this file and terminate any pending motions.

ORDERED in Tampa, Florida, on March 13th, 2000.


STEVEN D. HERRING
UNITED STATES DISTRICT JUDGE

LEA Name: **Polk**

Table 1: Magnet Schools Included in the Project OMB-1855-0011- Expiration 01/31/2025

- Please list each magnet proposed for development, expansion, and/or implementation as part of the application.
- Indicate if the proposed magnet will be a whole-school magnet or a magnet program within a school.
- Please indicate whether the magnet will be newly created as part of the MSAP project or is an existing magnet being further developed or revised. If the magnet is existing, indicate the first year it was implemented.

Magnet Name	Whole-School Magnet or Magnet Program Within a School	New or Existing	If Existing, First School Year as a Magnet
Bethune Academy	Whole School	Existing	1993
Blake Academy	Whole School	New	
Combee Academy	Whole School	Existing	2016
D. Jenkins Academy	Whole School	Existing	2016
Garner Academy	Whole School	New	
Stephens Academy	Whole School	New	

LEA Name: Polk County Public Schools

Table 1: Enrollment Data-LEA Level OMB-1855-0011- Expiration 07/31/2022

☐ Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.

Actual Enrollment

(Current School Year—October 1, 2021)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)
PK													
K	11	0.1	124	1.4	1728	19.1	3603	39.8	7	0.1	3282	36.2	299
1	30	0.3	137	1.5	1676	18.4	3623	39.8	6	0.1	3322	36.5	303
2	19	0.2	108	1.2	1782	19.3	3572	38.7	15	0.2	3464	37.5	268
3	19	0.2	155	1.7	1775	19.2	3681	39.8	9	0.1	3340	36.1	268
4	12	0.1	138	1.5	1715	19.0	3610	40.0	12	0.1	3238	35.9	260
5	18	0.2	117	1.2	1972	19.9	4041	40.9	13	0.1	3460	35.0	267
6	17	0.2	115	1.2	1838	19.6	3765	40.1	17	0.2	3381	36.0	248
7	15	0.2	138	1.5	1863	19.7	3788	40.1	21	0.2	3385	35.8	233
8	23	0.2	132	1.4	1911	19.7	3878	40.0	14	0.1	3485	36.0	246
9													
10													
11													
12													
Total	164	0.2	1164	1.4	16260	19.3	33561	39.9	114	0.1	30357	36.1	2392

LEA Name: Polk County Public Schools

Table 1: Enrollment Data-LEA Level OMB-1855-0011- Expiration 07/31/2022

☐ Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.

Projected Enrollment

(Year 1 of Project—October 1, 2022)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races
PK													
K	14	0.2	128	1.4	1762	19.0	3698	39.9	8	0.1	3357	36.2	30
1	11	0.1	127	1.4	1741	19.1	3617	39.7	7	0.1	3302	36.3	30
2	30	0.3	138	1.5	1690	18.4	3696	40.2	6	0.1	3325	36.2	30
3	19	0.2	112	1.2	1790	19.3	3612	38.9	15	0.2	3466	37.3	27
4	19	0.2	155	1.7	1775	19.2	3681	39.8	9	0.1	3340	36.1	26
5	13	0.1	142	1.6	1749	19.1	3677	40.2	12	0.1	3279	35.9	26
6	18	0.2	125	1.2	1986	19.7	4100	40.6	13	0.1	3575	35.4	27
7	17	0.2	120	1.3	1876	19.6	3810	39.9	17	0.2	3455	36.2	26
8	15	0.2	141	1.5	1881	19.8	3825	40.2	21	0.2	3383	35.6	23
9													
10													
11													
12													
Total	156	0.2	1188	1.4	16250	19.3	33716	40.0	108	0.1	30482	36.1	

LEA Name:Polk County Public Schools

Table 1: Enrollment Data-LEA Level OMB-1855-0011- Expiration 07/31/2022

Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.

Projected Enrollment

(Year 2 of Project—October 1, 2023

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races
PK													
K	12	0.1	136	1.4	1801	18.9	3812	39.9	12	0.1	3461	36.3	31
1	14	0.1	131	1.4	1777	19.0	3725	39.9	9	0.1	3378	36.2	30
2	11	0.1	130	1.4	1761	19.1	3635	39.5	7	0.1	3350	36.4	30
3	30	0.3	138	1.5	1700	18.4	3708	40.1	7	0.1	3348	36.2	30
4	19	0.2	118	1.3	1806	19.2	3670	39.0	15	0.2	3517	37.3	27
5	19	0.2	156	1.7	1799	19.2	3700	39.5	11	0.1	3400	36.3	27
6	13	0.1	143	1.6	1755	19.1	3689	40.2	12	0.1	3302	36.0	26
7	18	0.2	125	1.2	1986	19.6	4125	40.8	13	0.1	3575	35.4	27
8	17	0.2	120	1.2	1876	19.4	3918	40.5	17	0.2	3455	35.8	26
9													
10													
11													
12													
Total	153	0.2	1197	1.4	16261	19.1	33982	40.0	103	0.1	30786	36.2	

LEA Name:Polk County Public Schools

Table 1: Enrollment Data-LEA Level OMB-1855-0011- Expiration 07/31/2022

☐ Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.

Projected Enrollment

(Year 3 of Project—October 1, 2024)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races
PK													
K	14	0.1	141	1.4	1856	19.0	3912	40.1	10	0.1	3500	35.9	31
1	12	0.1	136	1.4	1813	18.8	3851	40.0	12	0.1	3485	36.2	31
2	14	0.1	131	1.4	1786	19.0	3769	40.1	9	0.1	3389	36.0	31
3	11	0.1	130	1.4	1761	19.1	3635	39.5	7	0.1	3350	36.4	30
4	30	0.3	138	1.5	1728	18.5	3759	40.2	7	0.1	3377	36.1	30
5	19	0.2	121	1.3	1811	19.1	3706	39.1	15	0.2	3528	37.2	28
6	19	0.2	156	1.7	1807	19.1	3745	39.7	11	0.1	3421	36.3	27
7	13	0.1	143	1.5	1776	19.2	3700	40.0	12	0.1	3336	36.1	27
8	18	0.2	129	1.3	1992	19.6	4143	40.8	13	0.1	3599	35.4	27
9													
10													
11													
12													
Total	150	0.2	1225	1.4	16330	19.1	34220	40.0	96	0.1	30985	36.2	

LEA Name: Polk County Public Schools

Table 1: Enrollment Data-LEA Level OMB-1855-0011- Expiration 07/31/2022

☐ Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.

Projected Enrollment

(Year 4 of Project—October 1, 2025)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races
PK													
K	13	0.1	143	1.4	1902	18.9	4101	40.6	10	0.1	3601	35.7	32
1	14	0.1	141	1.4	1873	18.9	3962	40.0	10	0.1	3576	36.1	31
2	12	0.1	136	1.4	1831	18.9	3900	40.2	12	0.1	3501	36.1	31
3	14	0.1	131	1.4	1803	19.0	3821	40.2	9	0.1	3411	35.9	31
4	11	0.1	130	1.4	1791	19.3	3678	39.5	7	0.1	3376	36.3	30
5	30	0.3	138	1.5	1758	18.7	3781	40.2	7	0.1	3392	36.0	30
6	19	0.2	121	1.3	1831	19.1	3764	39.2	15	0.2	3567	37.1	28
7	19	0.2	156	1.6	1821	19.0	3791	39.7	11	0.1	3484	36.4	27
8	13	0.1	143	1.5	1792	19.2	3741	40.1	12	0.1	3356	36.0	27
9													
10													
11													
12													
Total	145	0.2	1239	1.4	16402	19.0	34539	40.0	93	0.1	31264	36.2	

LEA Name:Polk County Public Schools

Table 1: Enrollment Data-LEA Level OMB-1855-0011- Expiration 07/31/2022

Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.

Projected Enrollment

(Year 5 of Project—October 1, 2026)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races
PK													
K	12	0.1	142	1.4	1915	18.9	4118	40.6	11	0.1	3625	35.7	32
1	13	0.1	143	1.4	1902	18.9	4101	40.6	10	0.1	3601	35.7	32
2	14	0.1	141	1.4	1873	18.9	3962	40.0	10	0.1	3576	36.1	31
3	12	0.1	136	1.4	1831	18.9	3900	40.2	12	0.1	3501	36.1	31
4	14	0.1	131	1.4	1803	19.0	3821	40.2	9	0.1	3411	35.9	31
5	11	0.1	130	1.4	1791	19.3	3678	39.5	7	0.1	3376	36.3	30
6	30	0.3	138	1.5	1761	18.7	3781	40.2	7	0.1	3392	36.0	30
7	19	0.2	121	1.3	1831	19.1	3764	39.2	15	0.2	3567	37.1	28
8	19	0.2	156	1.6	1821	19.0	3791	39.7	11	0.1	3484	36.4	27
9													
10													
11													
12													
Total	144	0.2	1238	1.4	16528	19.0	34916	40.0	92	0.1	31533	36.2	

LEA Name:Polk County Public Schools

Table 2: Year of Implementation for Existing Magnet Schools included in the Project - OMB-1855-0011- Expiration 07/31/2022

School Name	First School Year as a Magnet School
Combee Academy	2016
Daniel Jenkins Academy	2016
Bethune Academy	1993

LEA Name:Polk																																
School Name:Bethune Academy																																
Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 07/31/2022																																
<div><input type="checkbox"/> Use this format (or the applicant's own format) for each magnet school participating in the project.</div> <div><input type="checkbox"/> Provide data for all students in each grade for which the school enrolls students.</div> <div><input type="checkbox"/> Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.</div>																																
Actual Enrollment (Current School Year—October 1, 2021)																Projected Enrollment (Year 1 of Project—October 1, 2022)																
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
PK															64.0	PK																0.0
K	0.0	0.0	0.0	0.0	31.0	48.4	15.0	23.4	0.0	0.0	14.0	14.0	4.0	6.3	64.0	K	0.0	0.0	0.0	0.0	29.0	49.2	16.0	27.1	0.0	0.0	12.0	20.3	2.0	3.4	59.0	
1.0	0.0	0.0	0.0	0.0	28.0	52.8	19.0	35.8	0.0	0.0	6.0	6.0	0.0	0.0	53.0	1.0	0.0	0.0	0.0	0.0	31.0	48.4	15.0	23.4	0.0	0.0	14.0	21.9	4.0	6.3	64.0	
2.0	0.0	0.0	0.0	0.0	27.0	50.0	18.0	33.3	0.0	0.0	8.0	8.0	1.0	1.9	54.0	2.0	0.0	0.0	0.0	0.0	28.0	52.8	19.0	35.8	0.0	0.0	6.0	11.3	0.0	0.0	53.0	
3.0	0.0	0.0	1.0	2.0	21.0	42.0	10.0	20.0	0.0	0.0	18.0	18.0	0.0	0.0	50.0	3.0	0.0	0.0	0.0	0.0	27.0	50.0	18.0	33.3	0.0	0.0	8.0	14.8	1.0	1.9	54.0	
4.0	0.0	0.0	0.0	0.0	20.0	38.5	16.0	30.8	0.0	0.0	16.0	16.0	0.0	0.0	52.0	4.0	0.0	0.0	1.0	2.0	21.0	42.0	10.0	20.0	0.0	0.0	18.0	36.0	0.0	0.0	50.0	
5.0	0.0	0.0	0.0	0.0	24.0	47.1	12.0	23.5	1.0	2.0	12.0	14.0	2.0	3.9	51.0	5.0	0.0	0.0	0.0	0.0	20.0	38.5	16.0	30.8	0.0	0.0	16.0	30.8	0.0	0.0	52.0	
6.0															0.0	6.0																
7.0															0.0	7.0																
8.0															0.0	8.0																
9.0															0.0	9.0																
10.0															0.0	10.0																
11.0															0.0	11.0																
12.0															0.0	12.0																
Total	0.0	0.0	1.0	0.3	151.0	46.6	90.0	27.8	1.0	0.3	74.0	22.8	7.0	2.2	324.0	Total	0.0	0.0	1.0	0.3	156.0	47.0	94.0	28.3	0.0	0.0	74.0	22.3	7.0	2.1	332.0	

LEA Name: Polk															
School Name: Bethune Academy															
Table 3 (Cont'd): Enrollment Data-Magnet Schools <input type="checkbox"/> Use this format (or the applicant's own format) for each magnet school participating in the project. <input type="checkbox"/> Provide data for all students in each grade for which the school enrolls students. <input type="checkbox"/> Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.															
Projected Enrollment (Year 2 of Project—October 1, 2023)								Projected Enrollment (Year 3 of Project—October 1, 2024)							
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0.0
K	0.0	0.0	1.0	1.4	30.0	41.7	23.0	31.9	0.0	0.0	17.0	23.6	1.0	1.4	72.0
1.0	0.0	0.0	2.0	2.8	30.0	41.7	23.0	31.9	0.0	0.0	15.0	20.8	2.0	2.8	72.0
2.0	0.0	0.0	1.0	1.5	31.0	47.7	21.0	32.3	0.0	0.0	10.0	15.4	2.0	3.1	65.0
3.0	0.0	0.0	2.0	3.4	27.0	45.8	20.0	33.9	0.0	0.0	9.0	15.3	1.0	1.7	59.0
4.0	0.0	0.0	0.0	0.0	25.0	42.4	25.0	42.4	0.0	0.0	7.0	11.9	2.0	3.4	59.0
5.0	0.0	0.0	1.0	1.5	34.0	52.3	25.0	38.5	0.0	0.0	5.0	7.7	0.0	0.0	65.0
6.0															0.0
7.0															0.0
8.0															0.0
9.0															0.0
10.0															0.0
11.0															0.0
12.0															0.0
Total	0.0	0.0	0.0	0.0	177.0	46.0	137.0	35.6	0.0	0.0	63.0	16.4	8.0	2.1	385.0

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0.0
K	0.0	0.0	1.0	1.4	31.0	43.1	21.0	29.2	0.0	0.0	17.0	23.6	2.0	2.8	72.0
1.0	0.0	0.0	1.0	1.4	30.0	41.7	23.0	31.9	0.0	0.0	17.0	23.6	1.0	1.4	72.0
2.0	0.0	0.0	2.0	2.8	30.0	41.7	23.0	31.9	0.0	0.0	15.0	20.8	2.0	2.8	72.0
3.0	0.0	0.0	1.0	1.5	31.0	47.7	21.0	32.3	0.0	0.0	10.0	15.4	2.0	3.1	65.0
4.0	0.0	0.0	2.0	3.4	27.0	45.8	20.0	33.9	0.0	0.0	9.0	15.3	1.0	1.7	59.0
5.0	0.0	0.0	0.0	0.0	25.0	42.4	25.0	42.4	0.0	0.0	7.0	11.9	2.0	3.4	59.0
6.0															0.0
7.0															0.0
8.0															0.0
9.0															0.0
10.0															0.0
11.0															0.0
12.0															0.0
Total	0.0	0.0	7.0	1.8	174.0	43.6	133.0	33.3	0.0	0.0	75.0	18.8	10.0	4.7	399.0

LEA Name:Polk															
School Name: Bethune Academy															
Table 3 (Cont'd): Enrollment Data-Magnet Schools <input type="checkbox"/> Use this format (or the applicant's own format) for each magnet school participating in the project. <input type="checkbox"/> Provide data for all students in each grade for which the school enrolls students. <input type="checkbox"/> Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.															
Projected Enrollment (Year 4 of Project—October 1, 2025)													Projected Enrollment (Year 5 of Project—October 1, 2026)		
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0.0
K	0.0	0.0	1.0	1.4	30.0	41.7	22.0	30.6	0.0	0.0	18.0	25.0	1.0	1.4	72.0
1.0	0.0	0.0	1.0	1.4	31.0	43.1	21.0	29.2	0.0	0.0	17.0	23.6	2.0	2.8	72.0
2.0	0.0	0.0	1.0	1.4	30.0	41.7	23.0	31.9	0.0	0.0	17.0	23.6	1.0	1.4	72.0
3.0	0.0	0.0	2.0	2.8	30.0	41.7	23.0	31.9	0.0	0.0	15.0	20.8	2.0	2.8	72.0
4.0	0.0	0.0	2.0	2.8	32.0	44.4	22.0	30.6	0.0	0.0	14.0	19.4	2.0	2.8	72.0
5.0	0.0	0.0	2.0	3.4	27.0	45.8	20.0	33.9	0.0	0.0	9.0	15.3	1.0	1.7	59.0
6.0															0.0
7.0															0.0
8.0															0.0
9.0															0.0
10.0															0.0
11.0															0.0
12.0															0.0
Total	0.0		9.0		180.0		131.0		0.0		90.0		9.0		419.0
	0.0		2.1		43.0		31.26		0.0		21.5		2.1		

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0.0
K	0.0	0.0	1.0	1.4	31.0	41.7	22.0	30.6	0.0	0.0	19.0	26.4	1.0	1.4	72.0
1.0	0.0	0.0	1.0	1.4	30.0	41.7	22.0	30.6	0.0	0.0	18.0	25.0	1.0	1.4	72.0
2.0	0.0	0.0	1.0	1.4	31.0	43.1	21.0	29.2	0.0	0.0	17.0	23.6	2.0	2.8	72.0
3.0	0.0	0.0	1.0	1.4	30.0	41.7	23.0	31.9	0.0	0.0	17.0	23.6	1.0	1.4	72.0
4.0	0.0	0.0	2.0	2.8	30.0	41.7	23.0	31.9	0.0	0.0	15.0	20.8	2.0	2.8	72.0
5.0	0.0	0.0	2.0	2.8	32.0	44.4	22.0	30.6	0.0	0.0	14.0	19.4	2.0	2.8	72.0
6.0															0.0
7.0															0.0
8.0															0.0
9.0															0.0
10.0															0.0
11.0															0.0
12.0															0.0
Total	0.0		8.0		184.0		131.0		0.0		100.0		9.0		432.0
	0.0		1.9		42.6		30.3		0.0		23.1		2.1		

LEA Name:Polk															
School Name:Blake Academy															
Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 07/31/2022															
<div><input type="checkbox"/> Use this format (or the applicant's own format) for each magnet school participating in the project.</div> <div><input type="checkbox"/> Provide data for all students in each grade for which the school enrolls students.</div> <div><input type="checkbox"/> Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.</div>															
Actual Enrollment (Current School Year—October 1, 2021)												Projected Enrollment (Year 1 of Project—October 1, 2022)			
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0.0
K	0	0.0	0	0.0	38	58.5	9	13.8	0	0.0	12	14.0	6	9.2	65.0
1.0	0	0.0	0	0.0	22	44.0	8	16.0	0	0.0	16	6.0	4	8.0	50.0
2.0	0	0.0	0	0.0	28	38.9	19	26.4	0	0.0	21	8.0	4	5.6	72.0
3.0	0	0.0	1	1.7	31	52.5	12	20.3	0	0.0	13	18.0	2	3.4	59.0
4.0	0	0.0	0	0.0	29	56.9	11	21.6	0	0.0	8	16.0	3	5.9	51.0
5.0	0	0.0	0	0.0	28	44.4	16	25.4	0	0.0	18	14.0	1	1.6	63.0
6.0	0	0.0	1	1.3	33	42.9	16	20.8	0	0.0	25	14.0	2	2.6	77.0
7.0	0	0.0	0	0.0	34	35.1	23	23.7	0	0.0	37	14.0	3	3.1	97.0
8.0	0	0.0	0	0.0	29	43.9	14	21.2	0	0.0	21	14.0	2	3.0	66.0
9.0															0.0
10.0															0.0
11.0															0.0
12.0															0.0
Total	0.0	0.0	2.0	0.3	272.0	45.3	128.0	21.3	0.0	0.0	171.0	28.5	27.0	4.5	600.0

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0.0
K	0	0.0	0	0.0	38	58.5	9	13.8	0	0.0	12	18.5	6	9.2	65.0
1.0	0	0.0	0	0.0	22	44.0	8	16.0	0	0.0	16	32.0	4	8.0	50.0
2.0	0	0.0	0	0.0	28	38.9	19	26.4	0	0.0	21	29.2	4	5.6	72.0
3.0	0	0.0	1	1.7	31	52.5	12	20.3	0	0.0	13	22.0	2	3.4	59.0
4.0	0	0.0	0	0.0	29	56.9	11	21.6	0	0.0	8	15.7	3	5.9	51.0
5.0	0	0.0	0	0.0	28	44.4	16	25.4	0	0.0	18	28.6	1	1.6	63.0
6.0	0	0.0	0	0.0	33	42.9	16	20.8	0	0.0	25	32.5	2	2.6	77.0
7.0	0	0.0	0	0.0	34	35.1	23	23.7	0	0.0	37	38.1	3	3.1	97.0
8.0	0	0.0	0	0.0	34	35.1	23	23.7	0	0.0	37	38.1	3	3.1	97.0
9.0	0														0
10.0															
11.0															
12.0															
Total	0.0	0.0	3.0	0.5	271.0	46.1	124.0	21.1	0.0	0.0	161.0	27.4	29.0	4.9	588.0

LEA Name: Polk																															
School Name: Blake Academy																															
Table 3 (Cont'd): Enrollment Data-Magnet Schools																															
<div><input type="checkbox"/> Use this format (or the applicant's own format) for each magnet school participating in the project.</div> <div><input type="checkbox"/> Provide data for all students in each grade for which the school enrolls students.</div> <div><input type="checkbox"/> Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.</div>																															
Projected Enrollment (Year 2 of Project—October 1, 2023)															Projected Enrollment (Year 3 of Project—October 1, 2024)																
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0.0	PK														0.0	
K	0.0	0.0	1.0	1.9	28.0	51.9	9.0	16.7	0.0	0.0	13.0	24.1	3.0	5.6	54.0	K	0.0	0.0	0.0	0.0	29.0	53.7	9.0	16.7	0.0	0.0	13.0	24.1	3.0	5.6	54.0
1.0	0.0	0.0	1.0	1.9	28.0	51.9	10.0	18.5	0.0	0.0	11.0	20.4	4.0	7.4	54.0	1.0	0.0	0.0	1.0	1.9	28.0	51.9	9.0	16.7	0.0	0.0	13.0	24.1	3.0	5.6	54.0
2.0	0	0.0	0	0.0	38	58.5	9	13.8	0	0.0	12	14.0	6	9.2	65.0	2.0	0.0	0.0	1	1.9	28.0	51.9	10.0	18.5	0	0.0	11.0	20.4	4.0	7.4	54.0
3.0	0	0.0	0	0.0	22	44.0	8	16.0	0	0.0	16	6.0	4	8.0	50.0	3.0	0	0.0	0	0.0	38	58.5	9	13.8	0	0.0	12	18.5	6	9.2	65.0
4.0	0	0.0	0	0.0	28	38.9	19	26.4	0	0.0	21	8.0	4	5.6	72.0	4.0	0	0.0	0	0.0	22	44.0	8	16.0	0	0.0	16	32.0	4	8.0	50.0
5.0	0	0.0	1	1.7	31	52.5	12	20.3	0	0.0	13	18.0	2	3.4	59.0	5.0	0	0.0	0	0.0	28	38.9	19	26.4	0	0.0	21	29.2	4	5.6	72.0
6.0	2	1.4	1	0.7	42	30.2	45	32.4	0	0.0	46	16.0	3	2.2	139.0	6.0	0	0.0	1	0.7	47	31.3	50	33.3	0	0.0	48	32.0	4	2.7	150.0
7.0	0	0.0	0	0.0	28	44.4	16	25.4	0	0.0	18	14.0	1	1.6	63.0	7.0	2	1.4	1	0.7	42	30.2	45	32.4	0	0.0	46	33.1	3	2.2	139.0
8.0	0	0.0	1	1.3	33	42.9	16	20.8	0	0.0	25	14.0	2	2.6	77.0	8.0	0	0.0	0	0.0	28	44.4	16	25.4	0	0.0	18	28.6	1	1.6	63.0
9.0															0.0	9.0															0.0
10.0															0.0	10.0															0.0
11.0															0.0	11.0															0.0
12.0															0.0	12.0															0.0
Total	2.0	0.3	5.0	0.8	278.0	43.9	144.0	22.7	0.0	0.0	175.0	27.6	29.0	4.6	633.0	Total	2.0	0.3	4.0	0.6	290.0	41.4	175.0	25.0	0.0	0.0	198.0	28.2	32.0	4.0	701.0

LEA Name:Polk																															
School Name: Blake Academy																															
Table 3 (Cont'd): Enrollment Data-Magnet Schools																															
<div><input type="checkbox"/> Use this format (or the applicant's own format) for each magnet school participating in the project.</div> <div><input type="checkbox"/> Provide data for all students in each grade for which the school enrolls students.</div> <div><input type="checkbox"/> Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.</div>																															
Projected Enrollment (Year 4 of Project—October 1, 2025)														Projected Enrollment (Year 5 of Project—October 1, 2026)																	
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0.0	PK														0.0	
K	0.0	0.0	1.0	1.9	29.0	53.7	10.0	18.5	0.0	0.0	12.0	22.2	2.0	3.7	54.0	K	0.0	0.0	1.0	1.9	28.0	51.9	10.0	18.5	0.0	0.0	13.0	24.1	2.0	3.7	54.0
1.0	0.0	0.0	0.0	0.0	29.0	53.7	9.0	16.7	0.0	0.0	13.0	24.1	3.0	5.6	54.0	1.0	0.0	0.0	1.0	1.9	29.0	53.7	10.0	18.5	0.0	0.0	12.0	22.2	2.0	3.7	54.0
2.0	0.0	0.0	1.0	1.9	28.0	51.9	9.0	16.7	0.0	0.0	13.0	24.1	3.0	5.6	54.0	2.0	0.0	0.0	0.0	0.0	29.0	53.7	9.0	16.7	0.0	0.0	13.0	24.1	3.0	5.6	54.0
3.0	0.0	0.0	1.0	1.9	28.0	51.9	10.0	18.5	0.0	0.0	11.0	20.4	4.0	7.4	54.0	3.0	0.0	0.0	1.0	1.9	28.0	51.9	9.0	16.7	0.0	0.0	13.0	24.1	3.0	5.6	54.0
4.0	0	0.0	0	0.0	38	58.5	9	13.8	0	0.0	12	18.5	6	9.2	65.0	4.0	0	0.0	1.0	1.9	28.0	51.9	10.0	18.5	0.0	0.0	11.0	20.4	4.0	7.4	54.0
5.0	0	0.0	0	0.0	22	44.0	8	16.0	0	0.0	16	32.0	4	8.0	50.0	5.0	0	0.0	0	0.0	38	58.5	9	13.8	0.0	0.0	12	18.5	6	9.2	65.0
6.0	2.0	1.3	1.0	0.6	41.0	25.6	53.0	33.1	0.0	0.0	59.0	36.9	4.0	2.5	160.0	6.0	1.0	0.7	0.0	0.0	33.0	23.7	41.0	29.5	0.0	0.0	56.0	40.3	8.0	5.8	139.0
7.0	0.0	0.0	1.0	0.7	47.0	31.3	50.0	33.3	0.0	0.0	48.0	32.0	4.0	2.7	150.0	7.0	2.0	1.3	1.0	0.6	41.0	25.6	53.0	33.1	0.0	0.0	59.0	36.9	4.0	2.5	160.0
8.0	2	1.4	1	0.7	42	30.2	45	32.4	0	0.0	46	33.1	3	2.2	139.0	8.0	0.0	0.0	1.0	0.7	47.0	31.3	50.0	33.3	0.0	0.0	48.0	32.0	4.0	2.7	150.0
9.0															0.0	9.0															0.0
10.0															0.0	10.0															0.0
11.0															0.0	11.0															0.0
12.0															0.0	12.0															0.0
Total	4.0	0.5	6.0	0.8	39.0	26.03	0.0	230.0	29.5	4.2	780.0	Total	3.0	0.4	6.0	0.8	301.0	38.4	201.0	25.6	2.0	0.0	237.0	30.2	36.0	4.6	784.0				

LEA Name:Polk																															
School Name:Combee Academy																															
Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 07/31/2022																															
<input type="checkbox"/> Use this format (or the applicant's own format) for each magnet school participating in the project. <input type="checkbox"/> Provide data for all students in each grade for which the school enrolls students. <input type="checkbox"/> Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.																															
Actual Enrollment (Current School Year—October 1, 2021)																Projected Enrollment (Year 1 of Project—October 1, 2022)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															83.0	PK															80.0
K	0	0.0	1	1.2	12	14.5	30	36.1	0	0.0	40	14.0	0	0.0	83.0	K	0.0	0.0	0.0	0.0	10.0	12.5	33.0	41.3	0.0	0.0	37.0	46.3	0.0	0.0	80.0
1.0	1	1.1	0	0.0	11	12.4	33	37.1	0	0.0	40	6.0	4	4.5	89.0	1.0	0	0.0	1	1.2	12	14.5	30	36.1	0.0	0.0	40	48.2	0	0.0	83.0
2.0	0	0.0	2	2.1	15	16.0	33	35.1	1	1.1	41	8.0	2	2.1	94.0	2.0	1	1.1	0	0.0	11	12.4	33	37.1	0.0	0.0	40	44.9	4	4.5	89.0
3.0	0	0.0	0	0.0	4	5.1	30	38.5	0	0.0	41	18.0	3	3.8	78.0	3.0	0	0.0	2	2.1	15	16.0	33	35.1	1.0	1.1	41	43.6	2	2.1	94.0
4.0	2	2.3	1	1.1	13	14.8	34	38.6	0	0.0	38	16.0	0	0.0	88.0	4.0	0	0.0	0	0.0	4	5.1	30	38.5	0.0	0.0	41	52.6	3	3.8	78.0
5.0	0	0.0	0	0.0	16	17.6	38	41.8	0	0.0	35	14.0	2	2.2	91.0	5.0	2	2.3	1	1.1	13	14.8	34	38.6	0.0	0.0	38	43.2	0	0.0	88.0
6.0															0.0	6.0															
7.0															0.0	7.0															
8.0															0.0	8.0															
9.0															0.0	9.0															
10.0															0.0	10.0															
11.0															0.0	11.0															
12.0															0.0	12.0															
Total	3.0	0.6	4.0	0.8	71.0	13.6	198.0	37.9	1.0	0.2	235.0	44.9	11.0	2.1	523.0	Total	3.0	0.6	4.0	0.8	65.0	12.7	193.0	37.7	1.0	0.0	237.0	46.3	9.0	1.8	512.0

LEA Name:Polk																															
School Name:Combee Academy																															
Table 3 (Cont'd): Enrollment Data-Magnet Schools																															
<div><input type="checkbox"/> Use this format (or the applicant's own format) for each magnet school participating in the project.</div> <div><input type="checkbox"/> Provide data for all students in each grade for which the school enrolls students.</div> <div><input type="checkbox"/> Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.</div>																															
Projected Enrollment (Year 2 of Project—October 1, 2023)															Projected Enrollment (Year 3 of Project—October 1, 2024)																
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0.0	PK														0.0	
K	0.0	0.0	2.0	2.2	14.0	15.6	30.0	33.3	0.0	0.0	42.0	46.7	2.0	2.2	90.0	K	1.0	1.1	2.0	2.2	13.0	14.4	32.0	35.6	0.0	0.0	41.0	45.6	1.0	1.1	90.0
1.0	0.0	0.0	0.0	0.0	10.0	12.5	33.0	41.3	0.0	0.0	37.0	46.3	0.0	0.0	80.0	1.0	0.0	0.0	2.0	2.2	14.0	15.6	30.0	33.3	0.0	0.0	42.0	46.7	2.0	2.2	90.0
2.0	0	0.0	1	1.2	12	14.5	30	36.1	0	0.0	40	14.0	0	0.0	83.0	2.0	0.0	0.0	0.0	0.0	10.0	12.5	33.0	41.3	0.0	0.0	37.0	46.3	0.0	0.0	80.0
3.0	1	1.1	0	0.0	11	12.4	33	37.1	0	0.0	40	6.0	4	4.5	89.0	3.0	0	0.0	1	1.2	12	14.5	30	36.1	0.0	0.0	40	48.2	0	0.0	83.0
4.0	0	0.0	2	2.1	15	16.0	33	35.1	1	1.1	41	8.0	2	2.1	94.0	4.0	1	1.1	0	0.0	11	12.4	33	37.1	0.0	0.0	40	44.9	4	4.5	89.0
5.0	0	0.0	0	0.0	4	5.1	30	38.5	0	0.0	41	18.0	3	3.8	78.0	5.0	0	0.0	2	2.1	15	16.0	33	35.1	1.0	0.0	41	43.6	2	2.1	94.0
6.0															0.0	6.0														0.0	
7.0															0.0	7.0														0.0	
8.0															0.0	8.0														0.0	
9.0															0.0	9.0														0.0	
10.0															0.0	10.0														0.0	
11.0															0.0	11.0														0.0	
12.0															0.0	12.0														0.0	
Total	1.0	0.2	0.0	0.0	66.0	13.0	189.0	37.1	1.0	0.2	241.0	47.3	11.0	2.2	509.0	Total	2.0	0.4	7.0	1.3	75.0	14.3	191.0	36.3	0.0	0.0	241.0	45.8	9.0	8.7	526.0

LEA Name:Polk																
School Name:Combee Academy																
Table 3 (Cont'd): Enrollment Data-Magnet Schools <input type="checkbox"/> Use this format (or the applicant's own format) for each magnet school participating in the project. <input type="checkbox"/> Provide data for all students in each grade for which the school enrolls students. <input type="checkbox"/> Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.																
Projected Enrollment (Year 4 of Project—October 1, 2025)														Projected Enrollment (Year 5 of Project—October 1, 2026)		
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
PK																0.0
K	0.0	0.0	2.0	2.2	15.0	16.7	29.0	32.2	0.0	0.0	41.0	45.6	3.0	3.3	90.0	0.0
1.0	1.0	1.1	2.0	2.2	13.0	14.4	32.0	35.6	0.0	0.0	41.0	45.6	1.0	1.1	90.0	0.0
2.0	0.0	0.0	2.0	2.2	14.0	15.6	30.0	33.3	0.0	0.0	42.0	46.7	2.0	2.2	90.0	0.0
3.0	0.0	0.0	0.0	0.0	10.0	12.5	33.0	41.3	0.0	0.0	37.0	46.3	0.0	0.0	80.0	0.0
4.0	0	0.0	1	1.2	12	14.5	30	36.1	0	0.0	40	14.0	0	0.0	83.0	0.0
5.0	1	1.1	0	0.0	11	12.4	33	37.1	0	0.0	40	6.0	4	4.5	89.0	0.0
6.0																0.0
7.0																0.0
8.0																0.0
9.0																0.0
10.0																0.0
11.0																0.0
12.0																0.0
Total	2.0	0.4	7.0	1.3	75.0	14.4	187.0	35.82	0.0	0.0	241.0	46.2	10.0	1.9	522.0	0.0

Projected Enrollment (Year 5 of Project—October 1, 2026)																
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
PK																0.0
K	0.0	0.0	3.0	3.3	15.0	16.7	29.0	32.2	0.0	0.0	41.0	45.6	2.0	2.2	90.0	0.0
1.0	0.0	0.0	2.0	2.2	15.0	16.7	29.0	32.2	0.0	0.0	41.0	45.6	3.0	3.3	90.0	0.0
2.0	1.0	1.1	2.0	2.2	13.0	14.4	32.0	35.6	0.0	0.0	41.0	45.6	1.0	1.1	90.0	0.0
3.0	0.0	0.0	2.0	2.2	14.0	15.6	30.0	33.3	0.0	0.0	42.0	46.7	2.0	2.2	90.0	0.0
4.0	0.0	0.0	0.0	0.0	10.0	12.5	33.0	41.3	0.0	0.0	37.0	46.3	0.0	0.0	80.0	0.0
5.0	0	0.0	1	1.2	12	14.5	30	36.1	0	0.0	40	14.0	0	0.0	83.0	0.0
6.0	0	0.0	1	1.2	12	14.5	30	36.1	0	0.0	40	48.2	0	0.0	83.0	0.0
7.0																0.0
8.0																0.0
9.0																0.0
10.0																0.0
11.0																0.0
12.0																0.0
Total	1.0	0.2	10.0	1.9	79.0	15.1	183.0	35.0	0.0	0.0	242.0	46.3	8.0	1.5	523.0	0.0

LEA Name:Polk																															
School Name:Daniel Jenkins Academy																															
Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 07/31/2022																															
<input type="checkbox"/> Use this format (or the applicant's own format) for each magnet school participating in the project. <input type="checkbox"/> Provide data for all students in each grade for which the school enrolls students. <input type="checkbox"/> Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.																															
Actual Enrollment (Current School Year—October 1, 2021)														Projected Enrollment (Year 1 of Project—October 1, 2022)																	
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK																0.0	PK														0.0
K																	K														
1.0																	1.0														
2.0																	2.0														
3.0																	3.0														
4.0																	4.0														
5.0																	5.0														
6.0	0.0	0.0	2.0	1.2	57.0	35.0	85.0	51.8	0.0	0.0	17.0	14.0	3.0	1.8	164.0	6.0	0.0	0.0	3.0	1.8	57.0	34.3	84.0	50.6	0.0	0.0	19.0	11.4	3.0	1.8	166.0
7.0	1.0	0.6	3.0	1.9	59.0	38.1	73.0	47.1	0.0	0.0	14.0	14.0	5.0	3.2	155.0	7.0	0.0	0.0	2.0	1.2	57.0	34.8	85.0	51.8	0.0	0.0	17.0	10.4	3.0	1.8	164.0
8.0	0.0	0.0	1.0	0.6	56.0	32.9	90.0	52.9	1.0	0.6	19.0	14.0	3.0	1.8	170.0	8.0	1.0	0.0	3.0	1.9	59.0	38.1	73.0	47.1	0.0	0.0	14.0	9.0	5.0	3.2	155.0
9.0															0.0	9.0															
10.0															0.0	10.0															
11.0															0.0	11.0															
12.0															0.0	12.0															
Total	1.0	0.2	6.0	1.2	172.0	35.2	248.0	50.7	1.0	0.2	50.0	10.2	11.0	2.2	489.0	Total	1.0	0.2	8.0	1.6	173.0	35.7	242.0	49.9	0.0	0.0	50.0	10.3	11.0	2.3	485.0

LEA Name: Polk																
School Name: Daniel Jenkins Academy																
Table 3 (Cont'd): Enrollment Data-Magnet Schools <input type="checkbox"/> Use this format (or the applicant's own format) for each magnet school participating in the project. <input type="checkbox"/> Provide data for all students in each grade for which the school enrolls students. <input type="checkbox"/> Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.																
Projected Enrollment (Year 2 of Project—October 1, 2023)														Projected Enrollment (Year 3 of Project—October 1, 2024)		
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
PK																0.0
K																0.0
1.0																
2.0																
3.0																
4.0																
5.0																
6.0	0.0	0.0	3.0	1.7	59.0	33.7	85.0	48.6	0.0	0.0	24.0	13.7	4.0	2.3	175.0	6.0
7.0	0.0	0.0	3.0	1.8	57.0	34.3	84.0	50.6	0.0	0.0	19.0	11.4	3.0	1.8	166.0	7.0
8.0	0.0	0.0	2.0	1.2	57.0	34.8	85.0	51.8	0.0	0.0	17.0	10.4	3.0	1.8	164.0	8.0
9.0																0.0
10.0																0.0
11.0																0.0
12.0																0.0
Total	0.0	0.0	8.0	1.6	173.0	34.3	254.0	50.3	0.0	0.0	60.0	11.9	10.0	2.0	505.0	Total
	0.0	0.0	8.0	1.6	174.0	33.7	252.0	48.8	0.0	0.0	71.0	13.8	11.0	2.7	516.0	

LEA Name:Polk																
School Name: Daniel Jenkins Academy																
Table 3 (Cont'd): Enrollment Data-Magnet Schools <input type="checkbox"/> Use this format (or the applicant's own format) for each magnet school participating in the project. <input type="checkbox"/> Provide data for all students in each grade for which the school enrolls students. <input type="checkbox"/> Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.																
Projected Enrollment (Year 4 of Project—October 1, 2025)														Projected Enrollment (Year 5 of Project—October 1, 2026)		
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
PK																0.0
K																0.0
1.0																
2.0																
3.0																
4.0																
5.0																
6.0	0.0	0.0	2.0	1.1	58.0	33.1	83.0	47.4	0.0	0.0	30.0	17.1	2.0	1.1	175.0	6.0
7.0	0.0	0.0	2.0	1.1	58.0	33.1	83.0	47.4	0.0	0.0	28.0	16.0	4.0	2.3	175.0	7.0
8.0	0.0	0.0	3.0	1.7	59.0	33.7	85.0	48.6	0.0	0.0	24.0	13.7	4.0	2.3	175.0	8.0
9.0																0.0
10.0																0.0
11.0																0.0
12.0																0.0
Total	0.0		7.0		175.0		251.0		0.0		82.0		10.0		525.0	Total
	0.0		1.3		33.3		47.81		0.0		15.6		1.9			0.0

LEA Name:Polk																																	
School Name: GARNER ACADEMY																																	
Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 07/31/2022																																	
<input type="checkbox"/> Use this format (or the applicant's own format) for each magnet school participating in the project.																																	
<input type="checkbox"/> Provide data for all students in each grade for which the school enrolls students.																																	
<input type="checkbox"/> Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.																																	
Actual Enrollment (Current School Year—October 1, 2021)															Projected Enrollment (Year 1 of Project—October 1, 2022)																		
Grade Level		American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level		American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK																118.0	PK															0.0	
K	1.0	0.8		1.0	0.8	44.0	37.3	50.0	42.4	0.0	0.0	22.0	18.6	0.0	0.0	118.0	K	0.0	0.0	1.0	0.8	45.0	37.5	50.0	41.7	0.0	0.0	23.0	19.2	1.0	0.8	120.0	
1.0	2.0	1.5		1.0	0.8	48.0	36.4	53.0	40.2	0.0	0.0	26.0	19.7	2.0	1.5	132.0	1.0	1.0	0.8	1.0	0.8	44.0	37.3	50.0	42.4	0.0	0.0	22.0	18.6	0.0	0.0	118.0	
2.0	0.0	0.0		0.0	0.0	56.0	39.2	54.0	37.8	0.0	0.0	32.0	22.4	1.0	0.7	143.0	2.0	2.0	1.5	1.0	0.8	48.0	36.4	53.0	40.2	0.0	0.0	26.0	19.7	2.0	1.5	132.0	
3.0	1.0	0.6		0.0	0.0	57.0	36.8	63.0	40.6	0.0	0.0	31.0	20.0	3.0	1.9	155.0	3.0	0.0	0.0	0.0	0.0	56.0	39.2	54.0	37.8	0.0	0.0	32.0	22.4	1.0	0.7	143.0	
4.0	1.0	0.8		0.0	0.0	47.0	35.3	58.0	43.6	0.0	0.0	27.0	20.3	0.0	0.0	133.0	4.0	1.0	0.6	0.0	0.0	57.0	36.8	63.0	40.6	0.0	0.0	31.0	20.0	3.0	1.9	155.0	
5.0	0.0	0.0		0.0	0.0	50.0	36.8	58.0	42.6	0.0	0.0	24.0	17.6	4.0	2.9	136.0	5.0	1.0	0.8	0.0	0.0	47.0	35.6	58.0	43.9	0.0	0.0	27.0	20.5	0.0	0.0	132.0	
6.0																0.0	6.0																
7.0																0.0	7.0																
8.0																0.0	8.0																
9.0																0.0	9.0																
10.0																0.0	10.0																
11.0																0.0	11.0																
12.0																0.0	12.0																
Total	5.0	0.6	2.0	0.2	302.0	37.0	336.0	41.1	0.0	0.0	162.0	19.8	10.0	1.2	817.0	Total	5.0	0.6	3.0	0.4	297.0	37.1	328.0	40.9	0.0	0.0	161.0	20.1	7.0	0.9	801.0		

LEA Name: POLK															
School Name: GARNER ACADEMY															
Table 3 (Cont'd): Enrollment Data-Magnet Schools <input type="checkbox"/> Use this format (or the applicant's own format) for each magnet school participating in the project. <input type="checkbox"/> Provide data for all students in each grade for which the school enrolls students. <input type="checkbox"/> Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.															
Projected Enrollment (Year 2 of Project—October 1, 2023)								Projected Enrollment (Year 3 of Project—October 1, 2024)							
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0.0
K	1.0	0.6	3.0	1.9	52.0	32.1	62.0	38.3	0.0	0.0	41.0	25.3	3.0	1.9	162.0
1.0	1.0	0.6	3.0	1.9	52.0	33.5	58.0	37.4	0.0	0.0	38.0	24.5	3.0	1.9	155.0
2.0	1.0	0.8	1.0	0.8	44.0	37.3	50.0	42.4	0.0	0.0	22.0	18.6	0.0	0.0	118.0
3.0	2.0	1.5	1.0	0.8	48.0	36.4	53.0	40.2	0.0	0.0	26.0	19.7	2.0	1.5	132.0
4.0	0.0	0.0	0.0	0.0	56.0	39.2	54.0	37.8	0.0	0.0	32.0	22.4	1.0	0.7	143.0
5.0	1.0	0.6	0.0	0.0	57.0	36.8	63.0	40.6	0.0	0.0	31.0	20.0	3.0	1.9	155.0
6.0													0.0		0.0
7.0															0.0
8.0															0.0
9.0															0.0
10.0															0.0
11.0															0.0
12.0															0.0
Total	6.0	0.7	0.0	0.0	309.0	36.1	340.0	39.7	0.0	0.0	190.0	22.2	12.0	1.4	857.0

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0.0
K	0.0	0.0	3.0	1.9	53.0	32.7	61.0	37.7	0.0	0.0	42.0	25.9	3.0	1.9	162.0
1.0	1.0	0.6	3.0	1.9	52.0	32.1	62.0	38.3	0.0	0.0	41.0	25.3	3.0	1.9	162.0
2.0	1.0	0.6	3.0	1.9	52.0	33.5	58.0	37.4	0.0	0.0	38.0	24.5	3.0	1.9	155.0
3.0		1.0	0.8	1.0	0.8	44.0	37.3	50.0	42.4	0.0	0.0	22.0	18.6	0.0	118.0
4.0		2.0	1.5	1.0	0.8	48.0	36.4	53.0	40.2	0.0	0.0	26.0	19.7	2.0	132.0
5.0		0.0	0.0	0.0	0.0	56.0	39.2	54.0	37.8	0.0	0.0	32.0	22.4	1.0	143.0
6.0															0.0
7.0															0.0
8.0															0.0
9.0															0.0
10.0															0.0
11.0															0.0
12.0															0.0
Total	5.0	0.6	11.0	1.3	305.0	35.0	338.0	38.8	0.0	0.0	201.0	23.1	12.0	2.6	872.0

LEA Name: POLK																																
School Name: GARNER ACADEMY																																
Table 3 (Cont'd): Enrollment Data-Magnet Schools																																
<div><input type="checkbox"/> Use this format (or the applicant's own format) for each magnet school participating in the project.</div> <div><input type="checkbox"/> Provide data for all students in each grade for which the school enrolls students.</div> <div><input type="checkbox"/> Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.</div>																																
Projected Enrollment (Year 4 of Project—October 1, 2025)																	Projected Enrollment (Year 5 of Project—October 1, 2026)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students		Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK																0.0	PK															0.0
K	1.0	0.6	3.0	1.9	53.0	32.7	60.0	37.0	0.0	0.0	43.0	26.5	2.0	1.2	162.0	162.0	K	0.0	0.0	2.0	1.2	51.0	31.5	61.0	37.7	0.0	0.0	44.0	27.2	4.0	2.5	162.0
1.0	0.0	0.0	3.0	1.9	53.0	32.7	61.0	37.7	0.0	0.0	42.0	25.9	3.0	1.9	162.0	162.0	1.0	1.0	0.6	3.0	1.9	53.0	32.7	60.0	37.0	0.0	0.0	43.0	26.5	2.0	1.2	162.0
2.0	1.0	0.6	3.0	1.9	52.0	32.1	62.0	38.3	0.0	0.0	41.0	25.3	3.0	1.9	162.0	162.0	2.0	0.0	0.0	3.0	1.9	53.0	32.7	61.0	37.7	0.0	0.0	42.0	25.9	3.0	1.9	162.0
3.0	1.0	0.6	3.0	1.9	52.0	33.5	58.0	37.4	0.0	0.0	38.0	24.5	3.0	1.9	155.0	155.0	3.0	1.0	0.6	3.0	1.9	52.0	32.1	62.0	38.3	0.0	0.0	41.0	25.3	3.0	1.9	162.0
4.0	1.0	0.8	1.0	0.8	44.0	37.3	50.0	42.4	0.0	0.0	22.0	18.6	0.0	0.0	118.0	118.0	4.0	1.0	0.6	3.0	1.9	52.0	33.5	58.0	37.4	0.0	0.0	38.0	24.5	3.0	1.9	155.0
5.0	2.0	1.5	1.0	0.8	48.0	36.4	53.0	40.2	0.0	0.0	26.0	19.7	2.0	1.5	132.0	132.0	5.0	1.0	0.8	1.0	0.8	44.0	37.3	50.0	42.4	0.0	0.0	22.0	18.6	0.0	0.0	118.0
6.0																0.0	6.0															0.0
7.0																0.0	7.0															0.0
8.0																0.0	8.0															0.0
9.0																0.0	9.0															0.0
10.0																0.0	10.0															0.0
11.0																0.0	11.0															0.0
12.0																0.0	12.0															0.0
Total	6.0	0.7	14.0	1.6	302.0	33.9	344.0	38.61	0.0	0.0	212.0	23.8	13.0	1.5	891.0	891.0	Total	4.0	0.4	15.0	1.6	305.0	33.1	352.0	38.2	0.0	0.0	230.0	25.0	15.0	1.6	921.0

LEA Name: Polk															
School Name: STEPHENS ACADEMY															
Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 07/31/2022 <input type="checkbox"/> Use this format (or the applicant's own format) for each magnet school participating in the project. <input type="checkbox"/> Provide data for all students in each grade for which the school enrolls students. <input type="checkbox"/> Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.															
Actual Enrollment (Current School Year—October 1, 2021)														Projected Enrollment (Year 1 of Project—October 1, 2022)	
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															
K	0.0	0.0	0.0	0.0	29.0	46.8	15.0	24.2	0.0	0.0	14.0	14.0	4.0	6.5	62.0
1.0	0.0	0.0	0.0	0.0	28.0	52.8	19.0	35.8	0.0	0.0	6.0	6.0	0.0	0.0	53.0
2.0	0.0	0.0	0.0	0.0	27.0	50.9	17.0	32.1	0.0	0.0	8.0	8.0	1.0	1.9	53.0
3.0	0.0	0.0	1.0	2.0	24.0	47.1	12.0	23.5	0.0	0.0	14.0	18.0	0.0	0.0	51.0
4.0	0.0	0.0	0.0	0.0	22.0	40.7	16.0	29.6	0.0	0.0	16.0	16.0	0.0	0.0	54.0
5.0	0.0	0.0	0.0	0.0	24.0	45.3	14.0	26.4	1.0	1.9	12.0	14.0	2.0	3.8	53.0
6.0															0.0
7.0															0.0
8.0															0.0
9.0															0.0
10.0															0.0
11.0															0.0
12.0															0.0
Total	0.0	0.0	1.0	0.3	154.0	47.2	93.0	28.5	1.0	0.3	70.0	21.5	7.0	2.1	326.0
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															
K	0.0	0.0	0.0	0.0	29.0	46.8	17.0	27.4	0.0	0.0	14.0	22.6	2.0	3.2	62.0
1.0	0.0	0.0	0.0	0.0	29.0	46.8	15.0	24.2	0.0	0.0	6.0	11.3	0.0	0.0	62.0
2.0	0.0	0.0	0.0	0.0	28.0	52.8	19.0	35.8	0.0	0.0	8.0	11.3	0.0	0.0	53.0
3.0	0.0	0.0	0.0	0.0	27.0	50.9	17.0	32.1	0.0	0.0	8.0	15.1	1.0	1.9	53.0
4.0	0.0	0.0	1.0	2.0	24.0	47.1	12.0	23.5	0.0	0.0	14.0	27.5	0.0	0.0	51.0
5.0	0.0	0.0	0.0	0.0	22.0	40.7	16.0	29.6	0.0	0.0	16.0	29.6	0.0	0.0	54.0
6.0															0.0
7.0															0.0
8.0															0.0
9.0															0.0
10.0															0.0
11.0															0.0
12.0															0.0
Total	0.0	0.0	1.0	0.3	159.0	47.5	96.0	28.7	0.0	0.0	72.0	21.5	7.0	2.1	335.0

LEA Name: Polk

School Name: STEPHENS ACADEMY

Table 3 (Cont'd): Enrollment Data-Magnet Schools

- ☐ Use this format (or the applicant's own format) for each magnet school participating in the project.
☐ Provide data for all students in each grade for which the school enrolls students.
☐ Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment (Year 2 of Project—October 1, 2023)															Projected Enrollment (Year 3 of Project—October 1, 2024)																
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0.0	PK															0.0
K	0.0	0.0	1.0	1.4	30.0	41.7	19.0	26.4	0.0	0.0	19.0	26.4	3.0	4.2	72.0	K	0.0	0.0	0.0	0.0	31.0	43.1	22.0	30.6	0.0	0.0	18.0	25.0	1.0	1.4	72.0
1.0	0.0	0.0	1.0	1.4	30.0	41.7	20.0	27.8	0.0	0.0	18.0	25.0	3.0	4.2	72.0	1.0	0.0	0.0	1.0	1.4	30.0	41.7	19.0	26.4	0.0	0.0	19.0	26.4	3.0	4.2	72.0
2.0	0.0	0.0	0.0	0.0	31.0	44.3	18.0	25.7	0.0	0.0	17.0	24.3	4.0	5.7	70.0	2.0	0.0	0.0	1.0	1.4	30.0	41.7	20.0	27.8	0.0	0.0	18.0	25.0	3.0	4.2	72.0
3.0	0.0	0.0	0.0	0.0	28.0	52.8	19.0	35.8	0.0	0.0	6.0	11.3	0.0	0.0	53.0	3.0	0.0	0.0	0.0	0.0	31.0	44.3	18.0	25.7	0.0	0.0	17.0	24.3	4.0	5.7	70.0
4.0	0.0	0.0	0.0	0.0	27.0	50.9	17.0	32.1	0.0	0.0	8.0	15.1	1.0	1.0	53.0	4.0	0.0	0.0	0.0	0.0	28.0	52.8	19.0	35.8	0.0	0.0	6.0	11.3	0.0	0.0	53.0
5.0	0.0	0.0	1.0	2.0	24.0	47.1	12.0	23.5	0.0	0.0	14.0	27.5	0.0	0.0	51.0	5.0	0.0	0.0	0.0	0.0	27.0	50.9	17.0	32.1	0.0	0.0	8.0	15.1	1.0	1.9	53.0
6.0															0.0	6.0															0.0
7.0															0.0	7.0															0.0
8.0															0.0	8.0															0.0
9.0															0.0	9.0															0.0
10.0															0.0	10.0															0.0
11.0															0.0	11.0															0.0
12.0															0.0	12.0															0.0
Total	0.0	0.0	0.0	0.0	170.0	46.2	105.0	28.5	0.0	0.0	82.0	22.3	11.0	3.0	368.0	Total	0.0	0.0	2.0	0.5	177.0	45.2	115.0	29.3	0.0	0.0	86.0	21.9	12.0	5.6	392.0

LEA Name: Polk															
School Name:STEPHENS ACADEMY															
Table 3 (Cont'd): Enrollment Data-Magnet Schools <input type="checkbox"/> Use this format (or the applicant's own format) for each magnet school participating in the project. <input type="checkbox"/> Provide data for all students in each grade for which the school enrolls students. <input type="checkbox"/> Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.															
Projected Enrollment (Year 4 of Project—October 1, 2025)								Projected Enrollment (Year 5 of Project—October 1, 2026)							
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0.0
K	0.0	0.0	1.0	1.4	31.0	43.1	21.0	29.2	0.0	0.0	18.0	25.0	1.0	1.4	72.0
1.0	0.0	0.0	0.0	0.0	31.0	43.1	22.0	30.6	0.0	0.0	18.0	25.0	1.0	1.4	72.0
2.0	0.0	0.0	1.0	1.4	30.0	41.7	19.0	26.4	0.0	0.0	19.0	26.4	3.0	4.2	72.0
3.0	0.0	0.0	1.0	1.4	30.0	41.7	20.0	27.8	0.0	0.0	18.0	25.0	3.0	4.2	72.0
4.0	0.0	0.0	0.0	0.0	31.0	45.6	17.0	25.0	0.0	0.0	16.0	23.5	4.0	5.9	68.0
5.0	0.0	0.0	0.0	0.0	28.0	52.8	19.0	35.8	0.0	0.0	6.0	11.3	0.0	0.0	53.0
6.0															0.0
7.0															0.0
8.0															0.0
9.0															0.0
10.0															0.0
11.0															0.0
12.0															0.0
Total	0.0	0.0	3.0	0.7	181.0	44.3	118.0	28.85	0.0	0.0	95.0	23.2	12.0	2.9	409.0

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															0.0
K	0.0	0.0	0.0	0.0	31.0	43.1	21.0	29.2	0.0	0.0	19.0	26.4	1.0	1.4	72.0
1.0	0.0	0.0	1.0	1.4	31.0	43.1	21.0	29.2	0.0	0.0	18.0	25.0	1.0	1.4	72.0
2.0	0.0	0.0	0.0	0.0	32.0	44.4	22.0	30.6	0.0	0.0	18.0	25.0	0.0	0.0	72.0
3.0	0.0	0.0	1.0	1.4	30.0	41.7	19.0	26.4	0.0	0.0	19.0	26.4	3.0	4.2	72.0
4.0	0.0	0.0	1.0	1.4	30.0	41.7	19.0	26.4	0.0	0.0	19.0	26.4	3.0	4.2	72.0
5.0	0.0	0.0	0.0	0.0	31.0	45.6	20.0	27.8	0.0	0.0	18.0	25.0	3.0	4.2	72.0
6.0	0.0	0.0	0.0	0.0	31.0	45.6	17.0	25.0	0.0	0.0	16.0	23.5	4.0	5.9	68.0
7.0															0.0
8.0															0.0
9.0															0.0
10.0															0.0
11.0															0.0
12.0															0.0
Total	0.0	0.0	3.0	0.7	185.0	43.2	120.0	28.0	0.0	0.0	108.0	25.2	12.0	2.8	428.0

LEA Name: Polk

Table 4: Enrollment Data-Feeder School

- ☐ For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, all K-5 students), indicate "All" in the "Magnet" column associated with Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- ☐ The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project were successfully implemented.
- ☐ Use additional sheets, if necessary.

Schools			Actual Enrollment as of October 1, 2021 (Current School Year)												
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)
Alta Vista Elementary	K-5	Bethune	1	0.1	10	1.4	149	20.3	465	63.4	1	0.1	96	13.1	11
Alturas Elementary	K-5	Stephens	2	0.6	0	0.0	27	8.2	83	25.2	0	0.0	215	65.3	2
Auburndale Central Elementary	K-5	Garner	2	0.6	3	0.8	94	26.6	140	39.5	0	0.0	103	29.1	12
Bella Citta	K-5	Bethune	1	0.1	5	0.7	135	19.7	411	60.0	0	0.0	121	17.7	12
Carlton Palmore Elementary	K-5	Combee, Blake	1	0.2	1	0.2	131	28.5	101	22.0	2	0.4	205	44.6	19
Chain of Lakes Elementary	K-5	Garner	3	0.3	54	5.3	204	19.9	316	30.8	2	0.2	416	40.5	32
Citrus Ridge	K-8	Bethune	1	0.1	12	0.8	244	15.5	919	58.2	6	0.4	360	22.8	36
Clarence Boswell Elementary	K-8	Garner, Combee, Blake	1	0.2	1	0.2	90	15.8	222	38.9	0	0.0	241	42.3	15
Cleveland Court Elementary	K-5	Combee, Blake	0	0.0	17	4.5	74	19.8	86	23.0	0	0.0	194	51.9	3
Crystal Lake Elementary	K-5	Combee, Blake	1	0.2	0	0.0	129	30.2	176	41.2	2	0.5	97	22.7	22
Davenport Elementary	K-5	Bethune	1	0.1	8	1.1	116	16.3	451	63.5	2	0.3	125	17.6	7
Dixieland Elementary	K-5	Combee, Blake	1	0.3	3	0.9	78	23.9	143	43.7	0	0.0	81	24.8	21
Dr. N.E. Roberts Elementary	K-5	Combee, Blake	1	0.1	6	0.8	142	18.9	255	33.9	0	0.0	330	43.8	19
Eagle Lake Elementary	K-5	Garner, Stephens	0	0.0	3	0.4	117	17.5	241	36.0	1	0.1	282	42.1	26
Eastside Elementary	K-5	Bethune	2	0.3	0	0.0	139	22.9	422	69.6	0	0.0	37	6.1	6
Edgar L. Padgett Elementary	K-5	Combee, Blake	1	0.2	7	1.4	120	24.0	158	31.7	1	0.2	198	39.7	14
Elbert Elementary	K-5	Garner	2	0.3	6	0.8	244	32.1	274	36.0	0	0.0	200	26.3	35
Floral Ave Elementary	K-5	Stephens	0	0.0	2	0.4	119	20.9	143	25.1	1	0.2	288	50.5	17
Frostproof/ Ben Hill Griffin Elementary	K-5	Stephens	1	0.1	0	0.0	74	8.6	403	46.6	1	0.1	356	41.2	29
Garden Grove Elementary	K-5	Garner	2	0.3	7	1.2	146	24.4	165	27.5	0	0.0	261	43.6	18
Griffin Elementary	K-5	Combee, Blake	2	0.6	8	2.3	100	28.5	121	34.5	0	0.0	110	31.3	10
Highlands Grove Elementary	K-5	Combee, Blake	2	0.3	22	3.0	88	12.0	184	25.1	0	0.0	406	55.3	32
Highland City Elementary	K-5	Stephens, Combee, Blake	2	0.4	11	2.4	49	10.8	137	30.2	0	0.0	224	49.4	30
Horizons Elementary	K-5	Bethune	5	0.4	19	1.4	268	20.1	865	65.0	1	0.1	159	11.9	14
Inwood Elementary	K-5	Garner	1	0.3	6	2.0	149	48.7	86	28.1	0	0.0	53	17.3	11
J. Sikes Elementary	K-5	Stephens, Combee, Blake	1	0.2	9	1.5	82	13.9	185	31.4	1	0.2	292	49.6	19
Jesse Keen Elementary	K-5	Combee, Blake	0	0.0	2	0.3	78	12.1	440	68.3	0	0.0	108	16.8	16
John Snively Elementary	K-5	Garner	0	0.0	1	0.3	81	21.2	227	59.4	1	0.3	59	15.4	13

Kathleen Elementary	K-5	Combee, Blake	0	0.0	0	0.0	84	17.2	140	28.7	1	0.2	255	52.3	8
Lake Alfred Elementary	K-5	Garner, Bethune	2	0.3	6	0.9	169	24.2	324	46.4	0	0.0	175	25.1	22
Lake Shipp Elementary	K-5	Garner	0	0.0	11	1.9	206	35.4	184	31.6	0	0.0	143	24.6	38
Laurel Elementary	K-5	Bethune	4	0.4	14	1.4	343	33.8	559	55.1	1	0.1	84	8.3	10
Lena Vista Elementary	K-5	Garner	4	0.5	4	0.5	151	17.6	306	35.6	2	0.2	356	41.4	37
Lewis Anna Woodbury Elementary	4 and 5	Stephens	0	0.0	1	0.6	25	13.9	99	55.0	0	0.0	52	28.9	3
Lewis Elementary	K-3	Stephens	0	0.0	1	0.2	52	12.8	227	56.0	0	0.0	114	28.1	11
Loughman Oaks Elementary	K-5	Bethune	0	0.0	9	0.9	160	15.3	657	62.6	0	0.0	203	19.4	20
Medulla Elementary	K-5	Combee, Blake	1	0.2	10	1.9	97	18.6	217	41.6	0	0.0	168	32.2	29
North Lakeland Elementary	K-5	Combee, Blake	3	0.4	1	0.1	197	29.4	300	44.8	1	0.1	152	22.7	15
O.J. Pope Elementary	K-5	Combee, Blake	0	0.0	1	0.2	76	18.2	213	51.1	1	0.2	117	28.1	9
Palmetto Elementary	K-5	Bethune	2	0.4	3	0.6	123	23.0	346	64.8	4	0.7	50	9.4	6
Phillip O'Brien Elementary	K-5	Combee, Blake	0	0.0	1	0.2	181	28.6	204	32.3	2	0.3	205	32.4	39
Pinewood Elementary	K-5	Garner	3	0.4	1	0.1	147	21.5	262	38.4	0	0.0	252	36.9	18
Purcell Elementary	K-5	Stephens	1	0.2	0	0.0	53	11.1	222	46.3	0	0.0	195	40.7	8
Polk City Elementary	K-5	Garner, Combee, Blake	0	0.0	3	0.5	20	3.4	161	27.3	1	0.2	388	65.8	17
R. Bruce Wagner Elementary	K-5	Stephens, Combee, Blake	0	0.0	8	0.9	91	10.3	388	43.7	0	0.0	373	42.1	27
R. Clem Churchwell Elementary	K-5	Combee, Blake	0	0.0	16	2.1	99	12.9	283	36.8	3	0.4	340	44.2	29
Sandhill Elementary	K-5	Bethune	1	0.1	11	1.2	194	21.0	547	59.3	1	0.1	155	16.8	14
Scott Lake Elementary	K-5	Combee, Blake	1	0.1	16	2.2	89	12.2	177	24.2	1	0.1	426	58.2	22
Sleepy Hill Elementary	K-5	Combee, Blake	1	0.1	16	2.2	160	21.9	352	48.3	0	0.0	185	25.4	15
Socrum Elementary	K-5	Combee, Blake	1	0.2	4	0.8	104	20.6	127	25.2	3	0.6	257	51.0	8
Southwest Elementary	K-5	Combee, Blake	0	0.0	5	1.3	81	20.3	122	30.5	1	0.3	171	42.8	20
Spessard Holland Elementary	K-5	Stephens	1	0.1	15	2.1	160	22.0	198	27.3	0	0.0	322	44.4	30
Spook Hill Elementary	K-5	Garner, Stephens	0	0.0	2	0.3	158	26.2	203	33.7	1	0.2	218	36.2	20
Valleyview Elementary	K-5	Combee, Blake	3	0.4	58	7.2	106	13.1	155	19.2	0	0.0	466	57.6	21
Walter Caldwell Elementary	K-5	Garner	2	0.3	6	0.8	174	22.0	294	37.2	0	0.0	282	35.7	32
Wendell Watson Elementary	K-5	Combee, Blake	6	0.7	10	1.2	107	12.7	213	25.3	0	0.0	479	57.0	26
Willow Oak School	K-5	Stephens	0	0.0	4	0.5	35	4.2	536	64.6	1	0.1	239	28.8	15
Crystal Lake Middle	6-8	Blake	0	0.0	10	1.1	197	20.8	418	44.1	2	0.2	290	30.6	30
Kathleen Middle	6-8	Blake	3	0.4	3	0.4	153	20.1	282	37.0	0	0.0	303	39.7	19
Lake Gibson Middle	6-8	Blake	5	0.4	22	1.9	228	19.4	339	28.9	2	0.2	547	46.6	31
Lake Marion Creek Middle	6-8	D. Jenkins	1	0.1	6	0.6	305	30.8	560	56.6	3	0.3	98	9.9	17
Lakeland Highlands Middle	6-8	Blake	2	0.2	33	2.8	178	15.2	293	25.0	2	0.2	617	52.7	46
Shelley Boone Middle	6-8	D. Jenkins	5	0.4	8	0.6	277	22.2	807	64.7	0	0.0	137	11.0	14
Sleepy Hill Middle	6-8	Blake	2	0.2	16	1.5	282	26.1	467	43.2	1	0.1	274	25.3	40
Southwest Middle	6-8	Blake	1	0.1	9	1.1	211	26.2	301	37.4	2	0.2	245	30.4	36

LEA Name: Polk

Table 4: Enrollment Data-Feeder School

- ☐ For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- ☐ The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools implemented.
- ☐ Use additional sheets, if necessary.

Schools			Projected Enrollment as of October 1, 2022 (P)											
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	
Alta Vista Elementary	K-5	Bethune	1	0.1	10	1.3	152	20.5	468	63.2	1	0.1	2	
Alturas Elementary	K-5	Stephens	2	0.6	0	0.0	28	8.5	83	25.1	0	0.0	2	
Auburndale Central Elementary	K-5	Garner	2	0.6	3	0.8	97	26.9	140	38.8	0	0.0	1	
Bella Citta	K-5	Bethune	2	0.3	7	1.0	136	19.7	413	59.7	0	0.0	1	
Carlton Palmore Elementary	K-5	Combee, Blake	1	0.2	1	0.2	132	28.3	106	22.7	2	0.4	2	
Chain of Lakes Elementary	K-5	Garner	3	0.3	54	5.2	205	19.8	321	31.0	2	0.2	4	
Citrus Ridge	K-8	Bethune, D. Jenkins	1	0.1	15	0.9	245	15.4	924	58.1	6	0.4	3	
Clarence Boswell Elementary	K-8	Garner, Combee, Blake	1	0.2	2	0.3	91	15.9	223	38.9	0	0.0	2	
Cleveland Court Elementary	K-5	Combee, Blake	0	0.0	17	4.5	74	19.4	90	23.6	0	0.0	1	
Crystal Lake Elementary	K-5	Combee, Blake	1	0.2	0	0.0	129	30.0	176	40.9	2	0.5	1	
Davenport Elementary	K-5	Bethune	1	0.1	10	1.4	116	16.2	455	63.4	2	0.3	1	
Dixieland Elementary	K-5	Combee, Blake	1	0.3	3	0.9	80	24.0	143	42.9	0	0.0	2	
Dr. N.E. Roberts Elementary	K-5	Combee, Blake	1	0.1	6	0.8	144	18.9	261	34.2	0	0.0	3	
Eagle Lake Elementary	K-5	Garner, Stephens	0	0.0	3	0.4	117	17.3	245	36.1	1	0.1	2	
Eastside Elementary	K-5	Bethune	2	0.3	0	0.0	140	22.8	426	69.4	0	0.0	2	
Edgar L. Padgett Elementary	K-5	Combee, Blake	1	0.2	7	1.4	121	24.0	163	32.3	1	0.2	1	
Elbert Elementary	K-5	Garner	2	0.3	6	0.8	244	32.1	274	36.0	0	0.0	2	
Floral Ave Elementary	K-5	Stephens	0	0.0	2	0.3	119	20.7	145	25.2	1	0.2	2	
Frostproof/ Ben Hill Griffin Elementary	K-5	Stephens	1	0.1	0	0.0	74	8.5	407	46.7	1	0.1	3	
Garden Grove Elementary	K-5	Garner	2	0.3	7	1.2	146	24.3	168	27.9	0	0.0	2	
Griffin Elementary	K-5	Combee, Blake	2	0.6	8	2.2	102	28.6	124	34.7	0	0.0	1	
Highlands Grove Elementary	K-5	Combee, Blake	2	0.3	22	3.0	90	12.1	188	25.3	0	0.0	4	
Highland City Elementary	K-5	Stephens, Combee, Blake	2	0.4	11	2.4	49	10.8	138	30.3	0	0.0	2	
Horizons Elementary	K-5	Bethune	5	0.4	22	1.6	270	20.1	870	64.8	1	0.1	1	

Inwood Elementary	K-5	Garner	1	0.3	6	1.9	150	47.6	91	28.9	0	0.0
J. Sikes Elementary	K-5	Stephens, Combee, Blake	1	0.2	9	1.5	85	14.2	187	31.3	1	0.2
Jesse Keen Elementary	K-5	Combee, Blake	0	0.0	2	0.3	80	12.3	445	68.1	0	0.0
John Snively Elementary	K-5	Garner	0	0.0	1	0.3	81	21.2	227	59.4	1	0.3
Kathleen Elementary	K-5	Combee, Blake	0	0.0	0	0.0	84	17.0	145	29.4	1	0.2
Lake Alfred Elementary	K-5	Garner, Bethune	2	0.3	6	0.9	170	24.1	327	46.4	0	0.0
Lake Shipp Elementary	K-5	Garner	0	0.0	11	1.9	206	35.4	184	31.6	0	0.0
Laurel Elementary	K-5	Bethune	4	0.4	14	1.4	346	33.8	561	54.8	1	0.1
Lena Vista Elementary	K-5	Garner	4	0.5	4	0.5	154	17.8	307	35.4	2	0.2
Lewis Anna Woodbury Elementary	4 and 5	Stephens	0	0.0	1	0.6	25	13.9	99	55.0	0	0.0
Lewis Elementary	K-3	Stephens	0	0.0	1	0.2	52	12.8	227	56.0	0	0.0
Loughman Oaks Elementary	K-5	Bethune	0	0.0	9	0.9	160	15.3	657	62.6	0	0.0
Medulla Elementary	K-5	Combee, Blake	1	0.2	10	1.9	100	18.9	217	41.1	0	0.0
North Lakeland Elementary	K-5	Combee, Blake	3	0.4	1	0.1	197	29.4	300	44.8	1	0.1
O.J. Pope Elementary	K-5	Combee, Blake	0	0.0	1	0.2	76	18.2	213	51.1	1	0.2
Palmetto Elementary	K-5	Bethune	2	0.4	3	0.6	123	22.6	351	64.5	4	0.7
Phillip O'Brien Elementary	K-5	Combee, Blake	0	0.0	1	0.2	182	28.4	209	32.6	2	0.3
Pinewood Elementary	K-5	Garner	3	0.4	1	0.1	147	21.5	262	38.4	0	0.0
Polk City Elementary	K-5	Garner, Combee, Blake	0	0.0	3	0.5	20	3.4	161	27.3	1	0.2
Purcell Elementary	K-5	Stephens	1	0.2	0	0.0	53	11.1	222	46.3	0	0.0
R. Bruce Wagner Elementary	K-5	Stephens, Combee, Blake	0	0.0	8	0.9	92	10.3	391	43.8	0	0.0
R. Clem Churchwell Elementary	K-5	Combee, Blake	0	0.0	16	2.1	103	13.3	283	36.6	3	0.4
Sandhill Elementary	K-5	Bethune	1	0.1	11	1.2	194	21.0	547	59.3	1	0.1
Scott Lake Elementary	K-5	Combee, Blake	1	0.1	16	2.2	91	12.3	181	24.4	1	0.1
Sleepy Hill Elementary	K-5	Combee, Blake	1	0.1	16	2.2	160	21.9	352	48.3	0	0.0
Socrum Elementary	K-5	Combee, Blake	1	0.2	4	0.8	105	20.6	130	25.5	3	0.6
Southwest Elementary	K-5	Combee, Blake	0	0.0	5	1.3	81	20.3	122	30.5	1	0.3
Spessard Holland Elementary	K-5	Stephens	1	0.1	15	2.0	161	21.9	202	27.5	0	0.0
Spook Hill Elementary	K-5	Garner, Stephens	0	0.0	2	0.3	158	26.2	203	33.7	1	0.2
Valleyview Elementary	K-5	Combee, Blake	3	0.4	58	7.1	106	13.0	159	19.4	0	0.0
Walter Caldwell Elementary	K-5	Garner	2	0.3	6	0.8	176	22.1	296	37.1	0	0.0
Wendell Watson Elementary	K-5	Combee, Blake	6	0.7	10	1.2	109	12.8	217	25.5	0	0.0
Willow Oak School	K-5	Stephens	0	0.0	4	0.5	35	4.2	536	64.6	1	0.1
Crystal Lake Middle	6-8	Blake	0	0.0	10	1.1	199	20.9	419	44.0	2	0.2
Kathleen Middle	6-8	Blake	3	0.4	3	0.4	153	20.1	282	37.0	0	0.0
Lake Gibson Middle	6-8	Blake	5	0.4	22	1.9	229	19.4	343	29.0	2	0.2
Lake Marion Creek Middle	6-8	D. Jenkins	1	0.1	6	0.6	307	30.8	564	56.6	3	0.3
Lakeland Highlands Middle	6-8	Blake	2	0.2	33	2.8	180	15.3	298	25.3	2	0.2
Shelley Boone Middle	6-8	D. Jenkins	5	0.4	8	0.6	277	22.2	807	64.7	0	0.0
Sleepy Hill Middle	6-8	Blake	2	0.2	16	1.5	282	26.1	467	43.2	1	0.1
Southwest Middle	6-8	Blake	1	0.1	9	1.1	213	26.2	305	37.5	2	0.2

LEA Name: Polk

Table 4: Enrollment Data-Feeder School

- ☐ For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level, indicate "All" in the "Magnet" column associated with Elementary Feeder School.
- ☐ The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools is implemented.
- ☐ Use additional sheets, if necessary.

Schools			Projected Enrollment as of October 1, 2023 (Pro										
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)
Alta Vista Elementary	K-5	Bethune	1	0.1	10	1.3	152	20.4	470	63.1	1	0.1	10
Alturas Elementary	K-5	Stephens	2	0.6	1	0.3	30	8.7	84	24.5	0	0.0	22
Auburndale Central Elementary	K-5	Garner	2	0.5	3	0.8	99	27.0	143	39.0	0	0.0	10
Bella Citta* (new grade levels)	K-8	Bethune, D. Jenkins	3	0.3	10	1.1	199	22.2	526	58.7	0	0.0	14
Carlton Palmore Elementary	K-5	Combee, Blake	1	0.2	1	0.2	132	28.0	109	23.1	2	0.4	20
Chain of Lakes Elementary	K-5	Garner	3	0.3	54	5.2	206	19.7	327	31.3	2	0.2	42
Citrus Ridge	K-8	Bethune, D. Jenkins	1	0.1	15	0.9	248	15.5	928	58.0	6	0.4	36
Clarence Boswell Elementary	K-8	Garner, Combee, Blake	1	0.2	2	0.3	95	16.2	227	38.8	0	0.0	24
Cleveland Court Elementary	K-5	Combee, Blake	0	0.0	17	4.5	74	19.4	90	23.6	0	0.0	19
Crystal Lake Elementary	K-5	Combee, Blake	1	0.2	0	0.0	129	30.0	176	40.9	2	0.5	10
Davenport Elementary	K-5	Bethune	1	0.1	10	1.4	117	16.1	459	63.2	2	0.3	13
Dixieland Elementary	K-5	Combee, Blake	1	0.3	5	1.5	82	24.0	147	43.1	0	0.0	8
Dr. N.E. Roberts Elementary	K-5	Combee, Blake	1	0.1	6	0.8	148	19.1	265	34.3	0	0.0	33
Eagle Lake Elementary	K-5	Garner, Stephens	0	0.0	3	0.4	117	17.3	245	36.1	1	0.1	28
Eastside Elementary	K-5	Bethune	2	0.3	0	0.0	140	22.5	431	69.3	0	0.0	4
Edgar L. Padgett Elementary	K-5	Combee, Blake	1	0.2	7	1.4	124	24.1	168	32.6	1	0.2	20
Elbert Elementary	K-5	Garner	2	0.3	6	0.8	244	32.1	274	36.0	0	0.0	20
Floral Ave Elementary	K-5	Stephens	0	0.0	2	0.3	124	21.0	153	25.9	1	0.2	29
Frostproof/ Ben Hill Griffin Elementary	K-5	Stephens	1	0.1	0	0.0	76	8.6	411	46.8	1	0.1	36
Garden Grove Elementary	K-5	Garner	2	0.3	7	1.2	146	24.1	171	28.3	0	0.0	26
Griffin Elementary	K-5	Combee, Blake	2	0.5	8	2.2	105	28.5	129	35.1	0	0.0	11
Highlands Grove Elementary	K-5	Combee, Blake	2	0.3	22	2.9	92	12.2	193	25.6	0	0.0	41
Highland City Elementary	K-5	Stephens, Combee, Blake	2	0.4	11	2.4	49	10.7	140	30.6	0	0.0	22
Horizons Elementary	K-5	Bethune	5	0.4	22	1.6	271	20.0	876	64.8	1	0.1	16

Inwood Elementary	K-5	Garner	1	0.3	6	1.9	151	46.6	97	29.9	0	0.0	5
J. Sikes Elementary	K-5	Stephens, Combee, Blake	1	0.2	9	1.5	87	14.4	190	31.5	1	0.2	29
Jesse Keen Elementary	K-5	Combee, Blake	0	0.0	2	0.3	83	12.6	449	67.9	0	0.0	11
John Snively Elementary	K-5	Garner	0	0.0	1	0.3	81	21.2	227	59.4	1	0.3	5
Kathleen Elementary	K-5	Combee, Blake	0	0.0	0	0.0	87	17.3	150	29.8	1	0.2	25
Lake Alfred Elementary	K-5	Garner, Bethune	2	0.3	6	0.8	171	24.0	331	46.5	0	0.0	18
Lake Shipp Elementary	K-5	Garner	0	0.0	11	1.9	206	35.2	188	32.1	0	0.0	14
Laurel Elementary	K-5	Bethune	4	0.4	14	1.4	347	33.8	563	54.8	1	0.1	8
Lena Vista Elementary	K-5	Garner	4	0.5	4	0.5	158	18.1	311	35.5	2	0.2	35
Lewis Anna Woodbury Elementary	4 and 5	Stephens	0	0.0	1	0.5	25	13.6	102	55.4	0	0.0	5
Lewis Elementary	K-3	Stephens	0	0.0	1	0.2	52	12.8	227	56.0	0	0.0	11
Loughman Oaks Elementary	K-5	Bethune	0	0.0	9	0.9	160	15.3	657	62.6	0	0.0	20
Medulla Elementary	K-5	Combee, Blake	1	0.2	10	1.9	101	18.9	219	41.1	0	0.0	17
North Lakeland Elementary	K-5	Combee, Blake	3	0.4	1	0.1	197	29.4	300	44.8	1	0.1	15
O.J. Pope Elementary	K-5	Combee, Blake	0	0.0	1	0.2	76	18.2	213	51.1	1	0.2	11
Palmetto Elementary	K-5	Bethune	2	0.4	3	0.5	124	22.6	353	64.3	4	0.7	5
Phillip O'Brien Elementary	K-5	Combee, Blake	0	0.0	1	0.2	185	28.5	212	32.6	2	0.3	21
Pinewood Elementary	K-5	Garner	3	0.4	1	0.1	147	21.5	262	38.4	0	0.0	25
Polk City Elementary	K-5	Garner, Combee, Blake	0	0.0	3	0.5	20	3.4	161	27.3	1	0.2	38
Purcell Elementary	K-5	Stephens	1	0.2	0	0.0	53	11.1	222	46.3	0	0.0	19
R. Bruce Wagner Elementary	K-5	Stephens, Combee, Blake	0	0.0	8	0.9	95	10.5	394	43.7	0	0.0	37
R. Clem Churchwell Elementary	K-5	Combee, Blake	0	0.0	16	2.0	106	13.6	287	36.7	3	0.4	34
Sandhill Elementary	K-5	Bethune	1	0.1	11	1.2	194	21.0	547	59.3	1	0.1	15
Scott Lake Elementary	K-5	Combee, Blake	1	0.1	16	2.1	95	12.6	185	24.6	1	0.1	43
Sleepy Hill Elementary	K-5	Combee, Blake	1	0.1	16	2.2	160	21.9	352	48.3	0	0.0	18
Socrum Elementary	K-5	Combee, Blake	1	0.2	4	0.8	108	20.7	136	26.0	3	0.6	26
Southwest Elementary	K-5	Combee, Blake	0	0.0	5	1.3	81	20.3	122	30.5	1	0.3	17
Spessard Holland Elementary	K-5	Stephens	1	0.1	15	2.0	165	22.2	207	27.8	0	0.0	32
Spook Hill Elementary	K-5	Garner, Stephens	0	0.0	2	0.3	158	26.2	203	33.7	1	0.2	21
Valleyview Elementary	K-5	Combee, Blake	3	0.4	58	7.0	109	13.2	163	19.7	0	0.0	47
Walter Caldwell Elementary	K-5	Garner	2	0.2	6	0.7	180	22.3	301	37.3	0	0.0	28
Wendell Watson Elementary	K-5	Combee, Blake	6	0.7	10	1.2	112	13.0	221	25.7	0	0.0	48
Willow Oak School	K-5	Stephens	0	0.0	4	0.5	35	4.2	536	64.6	1	0.1	23
Crystal Lake Middle	6-8	Blake	0	0.0	10	1.0	202	21.0	422	43.8	2	0.2	29
Kathleen Middle	6-8	Blake	3	0.4	3	0.4	153	20.1	282	37.0	0	0.0	30
Lake Gibson Middle	6-8	Blake	5	0.4	22	1.8	231	19.4	349	29.3	2	0.2	55
Lake Marion Creek Middle	6-8	D. Jenkins	1	0.1	6	0.6	309	30.7	567	56.4	3	0.3	9
Lakeland Highlands Middle	6-8	Blake	2	0.2	33	2.8	183	15.4	303	25.4	2	0.2	62
Shelley Boone Middle (*rezoning)	6-8	D. Jenkins	3	0.3	5	0.5	223	21.1	699	66.1	0	0.0	11
Sleepy Hill Middle	6-8	Blake	2	0.2	16	1.5	282	26.1	467	43.2	1	0.1	27
Southwest Middle	6-8	Blake	1	0.1	9	1.1	215	26.1	311	37.7	2	0.2	25

LEA Name: Polk

Table 4: Enrollment Data-Feeder School

- ☐ For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- ☐ The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools implemented.
- ☐ Use additional sheets, if necessary.

Schools			Projected Enrollment as of October 1, 2024 (P)											
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)
Alta Vista Elementary	K-5	Bethune	1	0.1	10	1.3	152	20.4	470	63.1	1	0.1	1	0.1
Alturas Elementary	K-5	Stephens	2	0.6	1	0.3	34	9.7	86	24.6	0	0.0	2	0.6
Auburndale Central Elementary	K-5	Garner	2	0.5	3	0.8	103	27.4	146	38.8	0	0.0	1	0.3
Bella Citta	K-8	Bethune, D. Jenkins	3	0.3	11	1.2	201	22.2	530	58.6	0	0.0	1	0.3
Carlton Palmore Elementary	K-5	Combee, Blake	1	0.2	1	0.2	132	27.7	115	24.1	2	0.4	2	0.4
Chain of Lakes Elementary	K-5	Garner	3	0.3	54	5.1	209	19.8	332	31.5	2	0.2	4	0.4
Citrus Ridge	K-8	Bethune, D. Jenkins	1	0.1	15	0.9	250	15.5	934	58.1	6	0.4	3	0.3
Clarence Boswell Elementary	K-8	Garner, Combee, Blake	1	0.2	2	0.3	98	16.5	230	38.7	0	0.0	2	0.3
Cleveland Court Elementary	K-5	Combee, Blake	0	0.0	17	4.4	77	19.7	94	24.1	0	0.0	1	0.3
Crystal Lake Elementary	K-5	Combee, Blake	1	0.2	0	0.0	129	30.0	176	40.9	2	0.5	1	0.3
Davenport Elementary	K-5	Bethune	1	0.1	10	1.4	121	16.4	465	63.0	2	0.3	1	0.3
Dixieland Elementary	K-5	Combee, Blake	1	0.3	5	1.4	82	23.7	150	43.4	0	0.0	1	0.3
Dr. N.E. Roberts Elementary	K-5	Combee, Blake	1	0.1	6	0.8	148	19.0	269	34.6	0	0.0	3	0.4
Eagle Lake Elementary	K-5	Garner, Stephens	0	0.0	3	0.4	117	17.3	245	36.1	1	0.1	2	0.3
Eastside Elementary	K-5	Bethune	2	0.3	0	0.0	140	22.4	433	69.4	0	0.0	1	0.3
Edgar L. Padgett Elementary	K-5	Combee, Blake	1	0.2	7	1.3	127	24.1	173	32.9	1	0.2	2	0.3
Elbert Elementary	K-5	Garner	2	0.3	9	1.2	246	31.9	277	36.0	0	0.0	2	0.3
Floral Ave Elementary	K-5	Stephens	0	0.0	2	0.3	128	21.3	159	26.4	1	0.2	2	0.3
Frostproof/ Ben Hill Griffin Elementary	K-5	Stephens	1	0.1	0	0.0	79	8.9	415	46.8	1	0.1	3	0.4
Garden Grove Elementary	K-5	Garner	2	0.3	7	1.2	146	24.1	171	28.3	0	0.0	2	0.3
Griffin Elementary	K-5	Combee, Blake	2	0.5	8	2.1	109	28.8	134	35.4	0	0.0	1	0.3
Highlands Grove Elementary	K-5	Combee, Blake	2	0.3	22	2.9	95	12.5	196	25.8	0	0.0	4	0.5
Highland City Elementary	K-5	Stephens, Combee, Blake	2	0.4	11	2.4	52	11.1	145	31.0	0	0.0	2	0.3
Horizons Elementary	K-5	Bethune	5	0.4	22	1.6	271	19.9	881	64.7	1	0.1	1	0.1

Inwood Elementary	K-5	Garner	1	0.3	6	1.8	151	45.3	103	30.9	0	0.0
J. Sikes Elementary	K-5	Stephens, Combee, Blake	1	0.2	9	1.5	90	14.7	192	31.4	1	0.2
Jesse Keen Elementary	K-5	Combee, Blake	0	0.0	2	0.3	84	12.7	449	67.6	0	0.0
John Snively Elementary	K-5	Garner	0	0.0	1	0.3	81	21.2	227	59.4	1	0.3
Kathleen Elementary	K-5	Combee, Blake	0	0.0	0	0.0	90	17.5	152	29.6	1	0.2
Lake Alfred Elementary	K-5	Garner, Bethune	2	0.3	6	0.8	171	24.0	331	46.5	0	0.0
Lake Shipp Elementary	K-5	Garner	0	0.0	11	1.9	208	35.0	194	32.7	0	0.0
Laurel Elementary	K-5	Bethune	4	0.4	14	1.4	348	33.6	567	54.7	1	0.1
Lena Vista Elementary	K-5	Garner	4	0.5	4	0.5	159	18.1	314	35.7	2	0.2
Lewis Anna Woodbury Elementary	4 and 5	Stephens	0	0.0	1	0.5	26	13.5	106	54.9	0	0.0
Lewis Elementary	K-3	Stephens	0	0.0	1	0.2	52	12.8	227	56.0	0	0.0
Loughman Oaks Elementary	K-5	Bethune	0	0.0	9	0.9	160	15.3	657	62.6	0	0.0
Medulla Elementary	K-5	Combee, Blake	1	0.2	10	1.9	103	19.2	220	41.0	0	0.0
North Lakeland Elementary	K-5	Combee, Blake	3	0.4	1	0.1	197	29.4	300	44.8	1	0.1
O.J. Pope Elementary	K-5	Combee, Blake	0	0.0	1	0.2	78	18.5	215	51.1	1	0.2
Palmetto Elementary	K-5	Bethune	2	0.4	3	0.5	124	22.2	359	64.3	4	0.7
Phillip O'Brien Elementary	K-5	Combee, Blake	0	0.0	1	0.2	185	28.3	215	32.9	2	0.3
Pinewood Elementary	K-5	Garner	3	0.4	1	0.1	147	21.5	262	38.4	0	0.0
Polk City Elementary	K-5	Garner, Combee, Blake	0	0.0	3	0.5	20	3.4	161	27.3	1	0.2
Purcell Elementary	K-5	Stephens	1	0.2	0	0.0	53	11.1	222	46.3	0	0.0
R. Bruce Wagner Elementary	K-5	Stephens, Combee, Blake	0	0.0	8	0.9	98	10.8	398	43.7	0	0.0
R. Clem Churchwell Elementary	K-5	Combee, Blake	0	0.0	16	2.0	109	13.8	292	36.9	3	0.4
Sandhill Elementary	K-5	Bethune	1	0.1	11	1.2	194	21.0	549	59.3	1	0.1
Scott Lake Elementary	K-5	Combee, Blake	1	0.1	16	2.1	98	12.9	190	24.9	1	0.1
Sleepy Hill Elementary	K-5	Combee, Blake	1	0.1	16	2.2	162	22.0	355	48.2	0	0.0
Socrum Elementary	K-5	Combee, Blake	1	0.2	4	0.8	108	20.6	138	26.3	3	0.6
Southwest Elementary	K-5	Combee, Blake	0	0.0	5	1.2	82	20.2	125	30.8	1	0.2
Spessard Holland Elementary	K-5	Stephens	1	0.1	15	2.0	168	22.2	215	28.4	0	0.0
Spook Hill Elementary	K-5	Garner, Stephens	0	0.0	2	0.3	162	26.3	210	34.1	1	0.2
Valleyview Elementary	K-5	Combee, Blake	3	0.4	58	6.9	111	13.3	168	20.1	0	0.0
Walter Caldwell Elementary	K-5	Garner	2	0.2	6	0.7	183	22.4	305	37.3	0	0.0
Wendell Watson Elementary	K-5	Combee, Blake	6	0.7	10	1.1	113	13.0	227	26.1	0	0.0
Willow Oak School	K-5	Stephens	0	0.0	4	0.5	37	4.4	543	64.6	1	0.1
Crystal Lake Middle	6-8	Blake	0	0.0	10	1.0	204	21.1	423	43.7	2	0.2
Kathleen Middle	6-8	Blake	3	0.4	3	0.4	153	20.1	282	37.0	0	0.0
Lake Gibson Middle	6-8	Blake	5	0.4	22	1.8	233	19.4	355	29.5	2	0.2
Lake Marion Creek Middle	6-8	D. Jenkins	1	0.1	6	0.6	310	30.6	574	56.7	3	0.3
Lakeland Highlands Middle	6-8	Blake	2	0.2	33	2.7	185	15.4	308	25.6	2	0.2
Shelley Boone Middle	6-8	D. Jenkins	3	0.3	5	0.5	223	20.9	705	66.2	0	0.0
Sleepy Hill Middle	6-8	Blake	2	0.2	16	1.5	283	26.1	470	43.3	1	0.1
Southwest Middle	6-8	Blake	1	0.1	9	1.1	215	25.9	315	38.0	2	0.2

LEA Name: Polk

Table 4: Enrollment Data-Feeder School

- ☐ For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- ☐ The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools implemented.
- ☐ Use additional sheets, if necessary.

Schools			Projected Enrollment as of October 1, 2025 (P)											
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)
Alta Vista Elementary	K-5	Bethune	1	0.1	10	1.3	152	20.3	472	63.2	1	0.1	1	0.1
Alturas Elementary	K-5	Stephens	2	0.6	1	0.3	35	9.9	88	24.9	0	0.0	2	0.6
Auburndale Central Elementary	K-5	Garner	2	0.5	3	0.8	105	27.8	146	38.6	0	0.0	1	0.3
Bella Citta	K-8	Bethune, D. Jenkins	3	0.3	11	1.2	202	22.2	533	58.5	0	0.0	1	0.3
Carlton Palmore Elementary	K-5	Combee, Blake	1	0.2	1	0.2	133	27.6	118	24.5	2	0.4	2	0.4
Chain of Lakes Elementary	K-5	Garner	3	0.3	54	5.1	211	19.9	335	31.6	2	0.2	4	0.4
Citrus Ridge	K-8	Bethune, D. Jenkins	1	0.1	15	0.9	250	15.5	937	58.1	6	0.4	3	0.3
Clarence Boswell Elementary	K-8	Garner, Combee, Blake	1	0.2	2	0.3	100	16.7	232	38.7	0	0.0	2	0.3
Cleveland Court Elementary	K-5	Combee, Blake	0	0.0	17	4.3	77	19.6	97	24.7	0	0.0	1	0.3
Crystal Lake Elementary	K-5	Combee, Blake	1	0.2	0	0.0	129	30.0	176	40.9	2	0.5	1	0.3
Davenport Elementary	K-5	Bethune	1	0.1	10	1.4	121	16.4	466	63.1	2	0.3	1	0.3
Dixieland Elementary	K-5	Combee, Blake	1	0.3	5	1.4	84	24.1	150	43.1	0	0.0	1	0.3
Dr. N.E. Roberts Elementary	K-5	Combee, Blake	1	0.1	6	0.8	148	19.0	269	34.6	0	0.0	3	0.3
Eagle Lake Elementary	K-5	Garner, Stephens	0	0.0	3	0.4	117	17.2	247	36.3	1	0.1	2	0.3
Eastside Elementary	K-5	Bethune	2	0.3	0	0.0	142	22.6	435	69.2	0	0.0	1	0.3
Edgar L. Padgett Elementary	K-5	Combee, Blake	1	0.2	7	1.3	127	24.0	176	33.3	1	0.2	2	0.3
Elbert Elementary	K-5	Garner	2	0.3	9	1.2	246	31.9	277	36.0	0	0.0	2	0.3
Floral Ave Elementary	K-5	Stephens	0	0.0	2	0.3	131	21.5	164	26.9	1	0.2	2	0.3
Frostproof/ Ben Hill Griffin Elementary	K-5	Stephens	1	0.1	0	0.0	80	9.0	417	46.9	1	0.1	3	0.3
Garden Grove Elementary	K-5	Garner	2	0.3	7	1.1	146	23.9	176	28.8	0	0.0	2	0.3
Griffin Elementary	K-5	Combee, Blake	2	0.5	8	2.1	109	28.8	134	35.4	0	0.0	1	0.3
Highlands Grove Elementary	K-5	Combee, Blake	2	0.3	22	2.9	97	12.6	200	26.1	0	0.0	4	0.4
Highland City Elementary	K-5	Stephens, Combee, Blake	2	0.4	11	2.4	52	11.1	145	31.0	0	0.0	2	0.3
Horizons Elementary	K-5	Bethune	5	0.4	22	1.6	271	19.9	881	64.7	1	0.1	1	0.1

Inwood Elementary	K-5	Garner	1	0.3	6	1.8	151	45.3	103	30.9	0	0.0
J. Sikes Elementary	K-5	Stephens, Combee, Blake	1	0.2	9	1.5	92	14.9	195	31.7	1	0.2
Jesse Keen Elementary	K-5	Combee, Blake	0	0.0	2	0.3	84	12.7	449	67.6	0	0.0
John Snively Elementary	K-5	Garner	0	0.0	1	0.3	81	21.2	227	59.4	1	0.3
Kathleen Elementary	K-5	Combee, Blake	0	0.0	0	0.0	92	17.7	156	30.1	1	0.2
Lake Alfred Elementary	K-5	Garner, Bethune	2	0.3	6	0.8	171	24.0	331	46.5	0	0.0
Lake Shipp Elementary	K-5	Garner	0	0.0	11	1.8	208	34.7	200	33.3	0	0.0
Laurel Elementary	K-5	Bethune	4	0.4	14	1.4	348	33.6	567	54.7	1	0.1
Lena Vista Elementary	K-5	Garner	4	0.5	4	0.5	160	18.1	317	35.9	2	0.2
Lewis Anna Woodbury Elementary	4 and 5	Stephens	0	0.0	1	0.5	26	13.5	106	54.9	0	0.0
Lewis Elementary	K-3	Stephens	0	0.0	1	0.2	52	12.8	227	56.0	0	0.0
Loughman Oaks Elementary	K-5	Bethune	0	0.0	9	0.9	160	15.3	657	62.6	0	0.0
Medulla Elementary	K-5	Combee, Blake	1	0.2	10	1.8	104	19.2	222	41.0	0	0.0
North Lakeland Elementary	K-5	Combee, Blake	3	0.4	1	0.1	197	29.4	300	44.8	1	0.1
O.J. Pope Elementary	K-5	Combee, Blake	0	0.0	1	0.2	78	18.5	215	51.1	1	0.2
Palmetto Elementary	K-5	Bethune	2	0.4	3	0.5	124	22.2	359	64.3	4	0.7
Phillip O'Brien Elementary	K-5	Combee, Blake	0	0.0	1	0.2	185	28.2	218	33.2	2	0.3
Pinewood Elementary	K-5	Garner	3	0.4	1	0.1	147	21.3	268	38.9	0	0.0
Polk City Elementary	K-5	Garner, Combee, Blake	0	0.0	3	0.5	20	3.4	161	27.3	1	0.2
Purcell Elementary	K-5	Stephens	1	0.2	0	0.0	53	11.1	222	46.3	0	0.0
R. Bruce Wagner Elementary	K-5	Stephens, Combee, Blake	0	0.0	8	0.9	101	11.0	400	43.6	0	0.0
R. Clem Churchwell Elementary	K-5	Combee, Blake	0	0.0	16	2.0	111	13.9	295	36.9	3	0.4
Sandhill Elementary	K-5	Bethune	1	0.1	11	1.2	194	21.0	549	59.3	1	0.1
Scott Lake Elementary	K-5	Combee, Blake	1	0.1	16	2.1	101	13.0	198	25.5	1	0.1
Sleepy Hill Elementary	K-5	Combee, Blake	1	0.1	16	2.2	162	22.0	355	48.2	0	0.0
Socrum Elementary	K-5	Combee, Blake	1	0.2	4	0.7	110	20.4	145	27.0	3	0.6
Southwest Elementary	K-5	Combee, Blake	0	0.0	5	1.2	82	20.0	128	31.3	1	0.2
Spessard Holland Elementary	K-5	Stephens	1	0.1	15	2.0	168	22.2	217	28.6	0	0.0
Spook Hill Elementary	K-5	Garner, Stephens	0	0.0	2	0.3	163	26.2	214	34.5	1	0.2
Valleyview Elementary	K-5	Combee, Blake	3	0.4	58	6.9	113	13.4	174	20.6	0	0.0
Walter Caldwell Elementary	K-5	Garner	2	0.2	6	0.7	185	22.4	310	37.5	0	0.0
Wendell Watson Elementary	K-5	Combee, Blake	6	0.7	10	1.1	115	13.1	234	26.6	0	0.0
Willow Oak School	K-5	Stephens	0	0.0	4	0.5	37	4.4	543	64.6	1	0.1
Crystal Lake Middle	6-8	Blake	0	0.0	10	1.0	206	21.2	425	43.8	2	0.2
Kathleen Middle	6-8	Blake	3	0.4	3	0.4	153	20.1	282	37.0	0	0.0
Lake Gibson Middle	6-8	Blake	5	0.4	22	1.8	236	19.4	364	29.9	2	0.2
Lake Marion Creek Middle	6-8	D. Jenkins	1	0.1	6	0.6	310	30.6	574	56.7	3	0.3
Lakeland Highlands Middle	6-8	Blake	2	0.2	33	2.7	188	15.5	314	25.9	2	0.2
Shelley Boone Middle	6-8	D. Jenkins	3	0.3	5	0.5	223	20.9	705	66.2	0	0.0
Sleepy Hill Middle	6-8	Blake	2	0.2	16	1.5	283	26.1	470	43.3	1	0.1
Southwest Middle	6-8	Blake	1	0.1	9	1.1	215	25.5	321	38.1	2	0.2

LEA Name: Polk

Table 4: Enrollment Data-Feeder School

- ☐ For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- ☐ The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools implemented.
- ☐ Use additional sheets, if necessary.

Schools			Projected Enrollment as of October 1, 2026 (P)											
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)
Alta Vista Elementary	K-5	Bethune	1	0.1	10	1.3	152	20.3	472	63.2	1	0.1	2	0.3
Alturas Elementary	K-5	Stephens	2	0.6	1	0.3	37	10.2	93	25.6	0	0.0	2	0.3
Auburndale Central Elementary	K-5	Garner	2	0.5	3	0.8	105	27.8	146	38.6	0	0.0	1	0.1
Bella Citta	K-8	Bethune, D. Jenkins	3	0.3	11	1.2	203	22.0	540	58.5	0	0.0	1	0.1
Carlton Palmore Elementary	K-5	Combee, Blake	1	0.2	1	0.2	133	27.2	124	25.4	2	0.4	2	0.3
Chain of Lakes Elementary	K-5	Garner	3	0.3	54	5.1	211	19.9	335	31.6	2	0.2	4	0.5
Citrus Ridge	K-8	Bethune, D. Jenkins	1	0.1	15	0.9	251	15.5	941	58.2	6	0.4	3	0.4
Clarence Boswell Elementary	K-8	Garner, Combee, Blake	1	0.2	2	0.3	100	16.7	232	38.7	0	0.0	2	0.3
Cleveland Court Elementary	K-5	Combee, Blake	0	0.0	17	4.3	78	19.6	99	24.9	0	0.0	1	0.1
Crystal Lake Elementary	K-5	Combee, Blake	1	0.2	0	0.0	129	30.0	176	40.9	2	0.5	1	0.1
Davenport Elementary	K-5	Bethune	1	0.1	10	1.4	121	16.4	466	63.1	2	0.3	1	0.1
Dixieland Elementary	K-5	Combee, Blake	1	0.3	5	1.4	84	23.7	155	43.8	0	0.0	2	0.3
Dr. N.E. Roberts Elementary	K-5	Combee, Blake	1	0.1	6	0.8	149	19.1	271	34.7	0	0.0	3	0.4
Eagle Lake Elementary	K-5	Garner, Stephens	0	0.0	3	0.4	119	17.3	251	36.5	1	0.1	2	0.3
Eastside Elementary	K-5	Bethune	2	0.3	0	0.0	142	22.6	435	69.2	0	0.0	2	0.3
Edgar L. Padgett Elementary	K-5	Combee, Blake	1	0.2	7	1.3	127	23.8	181	33.9	1	0.2	2	0.3
Elbert Elementary	K-5	Garner	2	0.3	9	1.2	246	31.9	277	36.0	0	0.0	2	0.3
Floral Ave Elementary	K-5	Stephens	0	0.0	2	0.3	131	21.3	168	27.4	1	0.2	2	0.3
Frostproof/ Ben Hill Griffin Elementary	K-5	Stephens	1	0.1	0	0.0	80	9.0	417	46.9	1	0.1	3	0.4
Garden Grove Elementary	K-5	Garner	2	0.3	7	1.1	146	23.7	181	29.4	0	0.0	2	0.3
Griffin Elementary	K-5	Combee, Blake	2	0.5	8	2.1	109	28.8	134	35.4	0	0.0	2	0.3
Highlands Grove Elementary	K-5	Combee, Blake	2	0.3	22	2.8	99	12.7	208	26.7	0	0.0	4	0.5
Highland City Elementary	K-5	Stephens, Combee, Blake	2	0.4	11	2.4	52	11.1	145	31.0	0	0.0	2	0.3
Horizons Elementary	K-5	Bethune	5	0.4	22	1.6	271	19.9	881	64.7	1	0.1	1	0.1

Inwood Elementary	K-5	Garner	1	0.3	6	1.8	151	44.8	106	31.5	0	0.0
J. Sikes Elementary	K-5	Stephens, Combee, Blake	1	0.2	9	1.4	94	15.1	198	31.9	1	0.2
Jesse Keen Elementary	K-5	Combee, Blake	0	0.0	2	0.3	84	12.7	449	67.6	0	0.0
John Snively Elementary	K-5	Garner	0	0.0	1	0.3	81	21.2	227	59.4	1	0.3
Kathleen Elementary	K-5	Combee, Blake	0	0.0	0	0.0	94	17.9	159	30.3	1	0.2
Lake Alfred Elementary	K-5	Garner, Bethune	2	0.3	6	0.8	171	24.0	331	46.5	0	0.0
Lake Shipp Elementary	K-5	Garner	0	0.0	11	1.8	208	34.2	208	34.2	0	0.0
Laurel Elementary	K-5	Bethune	4	0.4	14	1.4	348	33.6	567	54.7	1	0.1
Lena Vista Elementary	K-5	Garner	4	0.5	4	0.5	161	18.2	319	36.0	2	0.2
Lewis Anna Woodbury Elementary	4 and 5	Stephens	0	0.0	1	0.5	26	13.5	106	54.9	0	0.0
Lewis Elementary	K-3	Stephens	0	0.0	1	0.2	52	12.8	227	56.0	0	0.0
Loughman Oaks Elementary	K-5	Bethune	0	0.0	9	0.9	160	15.3	657	62.6	0	0.0
Medulla Elementary	K-5	Combee, Blake	1	0.2	10	1.8	104	19.2	222	41.0	0	0.0
North Lakeland Elementary	K-5	Combee, Blake	3	0.4	1	0.1	197	29.4	300	44.8	1	0.1
O.J. Pope Elementary	K-5	Combee, Blake	0	0.0	1	0.2	78	18.5	215	51.1	1	0.2
Palmetto Elementary	K-5	Bethune	2	0.4	3	0.5	124	22.2	359	64.3	4	0.7
Phillip O'Brien Elementary	K-5	Combee, Blake	0	0.0	1	0.2	185	27.8	224	33.7	2	0.3
Pinewood Elementary	K-5	Garner	3	0.4	1	0.1	147	21.2	270	39.0	0	0.0
Polk City Elementary	K-5	Garner, Combee, Blake	0	0.0	3	0.5	20	3.4	161	27.3	1	0.2
Purcell Elementary	K-5	Stephens	1	0.2	0	0.0	53	11.1	222	46.3	0	0.0
R. Bruce Wagner Elementary	K-5	Stephens, Combee, Blake	0	0.0	8	0.9	101	11.0	400	43.6	0	0.0
R. Clem Churchwell Elementary	K-5	Combee, Blake	0	0.0	16	2.0	112	13.9	297	37.0	3	0.4
Sandhill Elementary	K-5	Bethune	1	0.1	11	1.2	194	21.0	549	59.3	1	0.1
Scott Lake Elementary	K-5	Combee, Blake	1	0.1	16	2.0	104	13.1	208	26.2	1	0.1
Sleepy Hill Elementary	K-5	Combee, Blake	1	0.1	16	2.2	162	22.0	355	48.2	0	0.0
Socrum Elementary	K-5	Combee, Blake	1	0.2	4	0.7	112	20.4	151	27.5	3	0.5
Southwest Elementary	K-5	Combee, Blake	0	0.0	5	1.2	82	19.8	133	32.1	1	0.2
Spessard Holland Elementary	K-5	Stephens	1	0.1	15	2.0	168	22.0	221	29.0	0	0.0
Spook Hill Elementary	K-5	Garner, Stephens	0	0.0	2	0.3	163	26.2	214	34.5	1	0.2
Valleyview Elementary	K-5	Combee, Blake	3	0.4	58	6.8	115	13.4	181	21.1	0	0.0
Walter Caldwell Elementary	K-5	Garner	2	0.2	6	0.7	185	22.4	310	37.5	0	0.0
Wendell Watson Elementary	K-5	Combee, Blake	6	0.7	10	1.1	117	13.1	241	27.1	0	0.0
Willow Oak School	K-5	Stephens	0	0.0	4	0.5	37	4.4	543	64.6	1	0.1
Crystal Lake Middle	6-8	Blake	0	0.0	10	1.0	206	21.2	425	43.8	2	0.2
Kathleen Middle	6-8	Blake	3	0.4	3	0.4	153	20.1	282	37.0	0	0.0
Lake Gibson Middle	6-8	Blake	5	0.4	22	1.8	239	19.5	372	30.3	2	0.2
Lake Marion Creek Middle	6-8	D. Jenkins	1	0.1	6	0.6	310	30.6	574	56.7	3	0.3
Lakeland Highlands Middle	6-8	Blake	2	0.2	33	2.7	193	15.8	319	26.1	2	0.2
Shelley Boone Middle	6-8	D. Jenkins	3	0.3	5	0.5	223	20.9	705	66.2	0	0.0
Sleepy Hill Middle	6-8	Blake	2	0.2	16	1.5	283	26.1	470	43.3	1	0.1
Southwest Middle	6-8	Blake	1	0.1	9	1.1	215	25.5	321	38.1	2	0.2

POLK COUNTY PUBLIC SCHOOLS

AMPLIFYING MAGNET SCHOOLS (AMP)

COMPETITIVE PRIORITY 2 – NEW AND REVISED MAGNET SCHOOLS

TABLE 5

TABLE OF CONTENTS

SCHOOL	TYPE	PAGE
Blake Academy K-8	new	2
Bethune Academy K-5	revised	42
Combee Academy K-5	revised	65
D. Jenkins Academy 6-8	revised	85
Garner Elementary Academy K-5	new	101
Stephens Elementary Academy K-5	new	127

Table 5: Evidence Supporting New or Revised Projects-Competitive Preference Priority 2

<p><u>Instructions:</u></p> <ul style="list-style-type: none"> ▪ If all of the schools participating in the project are new magnet schools, indicate “No Revised Magnet Schools Participating in the Project” in the first box below: “Nature of Revision or Change to the Magnet School.” ▪ For each existing magnet school the applicant proposes to revise, briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from PWS serving 50 students to whole-school program serving 400 students; adding medical sciences within school to complement other PWS and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc.); and ▪ Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; changes in the number of students participating in the existing program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within-school program to a whole-school program; etc. ▪ Provide evidence as described in the Application Package to demonstrate that the school(s) are evidence based. ▪ Use additional sheets, if necessary. 	<p>LEA Name: Polk</p>
<p>Magnet School: Bethune Academy</p> <p><u>Nature of Revision or Change to the Magnet School:</u></p> <p>AMP will significantly revise current magnet theme (STEM) into Cambridge Primary Program to increase academic performance and reduce isolation of Black students.</p>	<p><u>Explanation of How or Why the Revision is Significant:</u></p> <p>Bethune Academy will be transformed from an under-enrolled, minority isolated magnet school to a vibrant, academically excellent, diverse Cambridge school. The school is currently STEM theme that has become unattractive due to increased STEM offering from new charter schools. Since the school is significantly under-enrolled revision to a more attractive magnet program will provide better utilization of facilities and offer additional elementary school capacity in Zone C. 5th grade students from Bethune will automatically matriculate to grade 6 at Daniel Jenkins Academy. Aligned in the magnet theme, these two schools will complete a seamless K-8 Cambridge pattern in Zone C. The nature and scope of revisions is further elaborated in the attached document.</p>

TABLE 5 – ATTACHMENT

School: *Blake Academy K-8*

New Magnet Program

Magnet Theme: *Primary Cambridge and Lower Secondary Cambridge*

The AMP project will include six schools, three revised and three new magnets, that will engage diverse Polk County students in meaningful, innovative, and rigorous academic experiences. The targeted schools are located in low-income areas in the district and will



serve numerous students who will have the opportunity to be the first in their families to graduate from high school or attend college. The AMP is designed to enable families to be an active part of their child's educational process. Furthermore, the grant will assist the school district in reducing minority isolation, ensuring equitable access to students of all races, and promote equity in rigorous learning opportunities that will prepare students for postsecondary success. An added benefit of the AMP project is that these schools will create seamless K-12 educational continua. Students attending Blake Academy K-5 will feed into Blake Academy 6-8 Cambridge program for middle school. Following the 8th grade, all Blake Academy Cambridge students will be prepared to apply to the Tenoroc High School Magnet Cambridge program for grades 9-12. The continuum of services will ensure vertical alignment of supports and curriculum to assist all students in navigating the rigorous, college-preparatory Cambridge program.

R.W. BLAKE ACADEMY K-5 – NEW MAGNET PROGRAM

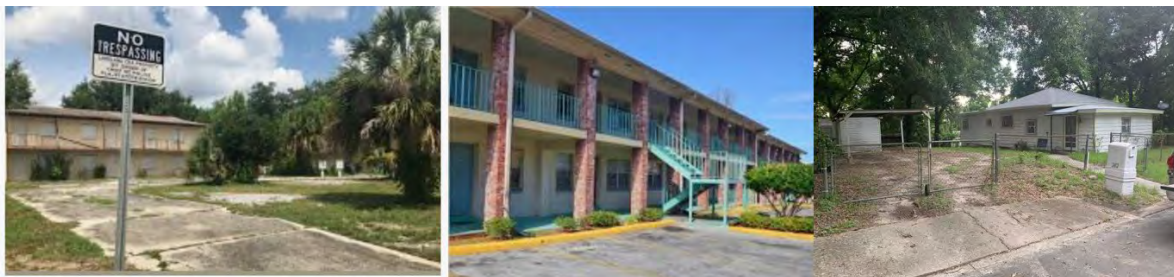
Rosabelle W. Blake K-5 Academy is located in the central Lakeland. Lakeland is the largest city of Polk County with over 100,000 permanent residents. This large school campus is shared by Blake K-5 and Blake 6-8 schools and can house close to 800 students at its full capacity.

The campus is located in the urban, low income, and predominantly African American community. Although the Blake Campus is not directly in the Qualified Opportunity Zone, it is



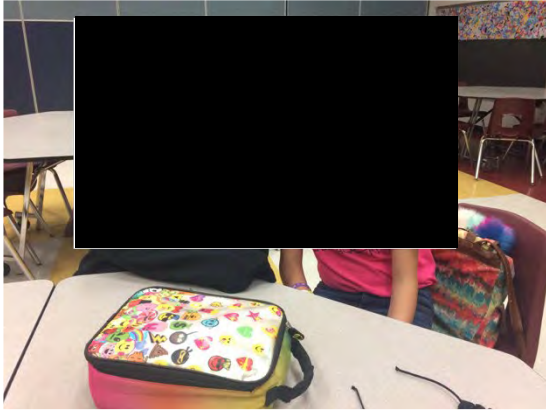
located across the street from two QOZs (Census tracts 12105010900 and 12105011000).

Situated next to one of the Lakeland's largest public housing communities, the school serves predominantly minority, economically disadvantaged students. Over the years, the school has become increasingly minority isolated, serving more than twice more African American students (45.3%) than the Zone A average (19%). The school is a Title 1 school due to significant number (65.5%) directly certified students from poverty.



Residential areas surrounding Blake Academy campus

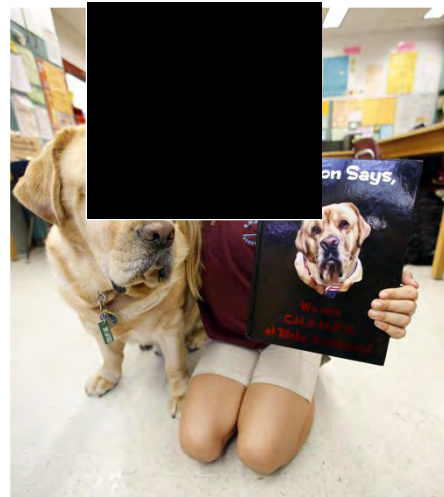
Under enrollment and minority isolation might be due to school's programming and mediocre performance, which has caused many more affluent residents to seek other school choice options readily available in the area. According to the most recent state assessments, 42.8% of Blake students performed on the grade level or above in math. During the



same assessment cycle, just 39.9% of Blake's students performed on the grade level or above in English Language Arts. Even more concerning is the pervasive achievement gap between white and minority students. Assessment data shows that math, white students outperformed Hispanic

students by 24 points and African American students by 27 points. On the assessment of English Language Arts, white students outperformed Hispanic students by 9 points and African American students by 26 points.

In addition to academic concerns, there is an immediate need to improve school culture and implement equitable discipline practices. Finally, in conversations with parents and community members, recurring issues include ambiguity of school's direction, focus, and lack of advanced learning opportunities. The school at some point was marketed as school of leadership. However, the academic curriculum includes no special focus on this theme. In addition, outdated technology and traditional, teacher centered strategies are resulting in stagnation of academic progress, unenrollment, and contribute to achievement gap. To address these issues, the AMP will transform Blake Academy into a dynamic, innovative Cambridge focused program and a part of a seamless K-12 Cambridge college preparation pathway.



THE CAMBRIDGE THEME

Blake (K-8) Academy will become Cambridge AICE school, completing the first Cambridge K-12 feeder pattern in the district. The Florida Legislature has identified AICE (Advanced International Certificate of Education) as a graduation option (in high

school) and an acceleration mechanism through which students can be awarded up to 45 hours of college credit at all public universities and colleges in Florida. Students who earn the AICE Diploma qualify for the maximum Bright Futures Scholarship (with the completion of the required number of community service hours) and are not required to meet the minimum grade point average (GPA) and the Scholastic Aptitude Test (SAT) and/or American College Testing (ACT) testing scores. This provides an incredible opportunity to engage minority and economically disadvantaged students in college preparatory pathways, with ample academic and socioemotional supports. Cambridge AICE is a college preparatory pathway offered on a continuum from K to 12.



Source: Cambridge AICE

Primary Cambridge AICE will be offered at the Blake Academy K-5. Cambridge Primary develops skills in ten subjects, including English, Mathematics, and Science. The program develops young learners who are confident, responsible, reflective, innovative, and engaged and includes an assessment that proves and improves learning. The curriculum is flexible, with clear learning objectives for each subject. The curriculum is flexible so that schools can offer any combination of the subjects available. The curriculum is well-aligned to Florida Academic Standards. Schools will implement interdisciplinary units of study that will focus on Cambridge Global Perspectives. Teachers help students to look at a variety of global issues or topics that give a range of contexts, as noted in the table below.

Cambridge Primary topics

Keeping healthy	Moving to a new country	Understanding belief
Keeping the peace	People - young and old	Reduce, reuse, recycle
Rich and poor	The world of work	Looking after planet Earth
Obedying the law	The right to learn	Sport and leisure
Values and beliefs	Using energy	Families
Water, food and farming	Worldwide companies	Living and working together
Working with other countries	Moving goods and people	Sharing planet Earth
Keeping safe	Improving communication	Computers and technology

Source: Cambridge AIE

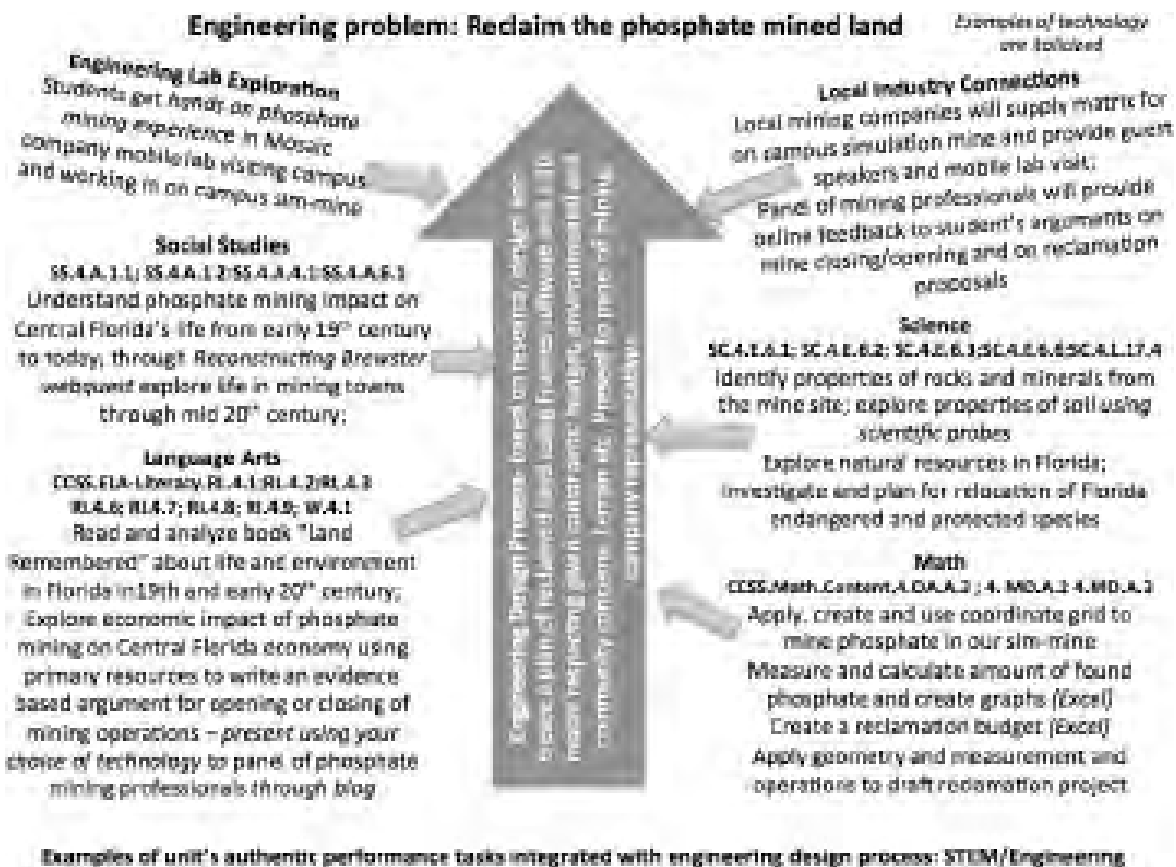
The Cambridge theme will be infused in academic offerings from Kindergarten. The theme will seamlessly integrate STEM-rich activities, to encourage more underrepresented students to take an interest in STEM and provide the needed infusion of STEM graduates to our community. Students will have access to Makerspace , coding, and a variety of enrichment opportunities in addition to units of study. Using programs, such as Code.org, as online support

to the engineering and coding curriculum, all students, including ELL and ESE students, can participate in this innovative and enjoyable Code Studio learning platform. Academic subjects will be studied as integrated, interconnected areas of study, rather than in isolation as in traditional education settings. This will facilitate students' understanding of the high cognitive complexity concepts and algorithms and promote application and generalization of the skills. Classrooms will be designed to encourage collaborative learning, provide access to all students, and make current technology and equipment available to all students. A variety of instructional strategies will be utilized in each classroom to assure the differentiation of instruction to meet the needs of a diverse student population.

INTEGRATION OF CAMBRIDGE IN UNITS OF STUDY

With an interdisciplinary curriculum and a revitalized, well-trained staff, Blake K-5 will meet the demands for magnet school enrollment in Lakeland and will assist in the desegregation in the Lakeland area. Through targeted recruitment, The AMP project will reduce the current isolation of African American. By integrating exciting projects and activities designed to scaffold knowledge for success, all students at Blake K-5 will have the opportunity to develop the requisite skills necessary as foundational coursework to pursue a variety of careers and postsecondary education pathways. Students will solve problems by applying 21st century skills and content-area knowledge. The hands-on approach, rigorous academics, latest technology, innovative units and community-connected problem-solving units will attract a diverse population and improve academic performance. For example, in one of the units students will be challenged to solve a problem of non-native species invading Florida's native scrub, a current and widespread issue in our community. Students will research the issue and sources of non-native invasion, develop a plan, and then design a product or a process to protect this native

habitat. This unit will study the science big idea of interdependence of people and habitat, plant structure and functioning, while applying measurement, data analysis and number operations. Students will apply the design process as teams develop a product that will prevent future invasions. They will add a Global Perspective focus, as they understand the global impact of invasive species to worlds' communities. Students will use web design skills and graphic design software to create various multimedia presentations to inform our community of the issue and steps to prevention. Additional student products may include an interactive informational website linked to the websites of local nurseries which identify native species and invasive species. Students may also use the pre-fab lab to create 3-D landscaping models depicting native species for display and community education in these local nurseries. Sample of curricular integration is presented below



MAKERSPACES/ EARLY FABRICATION LAB

Innovative engineering lab, robotics and exploration experiences will strengthen mathematics and science and help students become critical thinkers and problem solvers. For example, students in the robotics lab will design robotic pond cleaners and surface skimmers. The students will then work with volunteers and mentors from the community and higher education to fine-tune and build to-scale models of these designs for actual use in the biodiversity areas located on campus. One component of the engineering lab will be a pre-fabrication lab. In an activity in this lab, students will re-design a flashlight for hurricane kits, a necessity in Florida. Students will operate under material and budgetary constraints with a task of designing a light-weight, yet strong, flashlight. Students will research various flashlight designs, then develop their own concept. Students will use drafting software (precursor to CAD) to draft their designs and use 3-D printer to create their model flashlights. Students will then present their prototype to peers and a panel of volunteer business experts and FEMA personnel, including local engineers, who will evaluate and provide feedback. Students will work with these volunteer mentors to modify and improve their prototypes. This class will be available as a weekly rotation for all students and feature advanced engineering projects, coding, and digital fabrication for students in grades K-5. The primary method of computer science instruction will be through integration of coding and algebraic thinking in math and application of computer skills and science through units of study.

- **Data driven instruction**

Teachers will have access to a multitude of formative and summative data on each students' performance. All teachers will receive training and support in understanding and using data to guide instructional planning and delivery. Students and teachers will compile a performance portfolio that will be used in teacher student conferences, as well as

student/teacher/parent portfolio conferences. The data portfolio will include approximation to the mastery of the standards, student growth, and differentiated paths to achieve student's individual learning goals. Instruction and differentiated paths will be adjusted based on frequent formative data to assure maximum impact and use of instructional time.

Flexible Learning Environment. Students will be provided flexible spaces and schedules to work on their differentiated goals. Classroom and school spaces will be arranged to be responsive to a variety of learning styles. In addition, students will be provided instruction in large and small groups, or one-on-one, based on their needs. Volunteers, paraprofessionals or peers will provide support as needed by an individual student. Students will be afforded ample choices in physical environment, support and tools used to achieve differentiated goals.

Differentiated learning will frame the curriculum. Teachers will be specifically trained to differentiate learning to amplify individual student achievement. Differentiation model may include digital and blended learning paths, small and large group instruction, interest-based individual studio projects, acceleration paths, individual instruction, and other research based approaches. Components of the differentiated learning at Blake K-5 will include learning, communication styles, and team interaction. This allows students the ability to capitalize on their insights to build self-esteem, understand their motivational drivers for learning, build appreciation and tolerance for others and improve academic performance.

Language Arts Curriculum.

Blake K-5 will develop and implement rigorous language arts curriculum that will include connections to Cambridge, while ensuring all students meet or exceed grade level expectations in reading, writing, and language. All aspects of language arts will be differentiated, to allow for progression and adequate learning supports. Reading will blend

the whole class, small group, guided reading and station rotation models that will enable personalization and multi-modal demonstrations of mastery. Blake K-5 will use well-stocked classroom libraries connected to magnet theme to balance fiction and nonfiction text. This allows students improve reading by self- selection, self-pacing, and time spent reading and sharing books. he teacher demonstrates how to explore text and supports student-led discussion groups. Students gain the knowledge to understand text on multiple levels and respond to it thoughtfully. Connection to core subjects will increase student's motivation to read and further expand content knowledge. Reading tasks, responses and centers will use up to date technologies, increasing motivational value and utilizing tools for differentiation through activities such as digital storytelling, podcasting, and concept map creation.

Spoken and written language curriculum will be aligned from Kindergarten and include development of oral expression and advanced vocabulary though storytelling, morning meetings and podcasting to assure that students develop language skills needed for meeting and exceeding language components of the state ELA Standards. Blake K-5 will further implement a structured writing program that addresses all writing genres Through this program students will learn to plan writing, organize their thoughts through graphic organizers and create written text that uses appropriate vocabulary, mechanics and spelling. Nonfiction writing across curriculum will be integrated across the curriculum. Based on research by Reeves, students should have a minimum of five opportunities a day to express themselves in writing to increase content area achievement (Reeves, 2009) Therefore, writing will be reinforced through integration in all subjects with activities such as report writing, scientific reporting, journaling and writing for multimedia. Students will utilize engaging technology tools such as blogs and wikis to

continuously communicate in writing, learning appropriate digital communication skills, increasing motivation to write and practicing writing skills in real life applications.

Mathematics

To address the standards and provide all students an opportunity to succeed in mathematics, Blake K-5 will implement rigorous, differentiated mathematics curriculum to build prerequisite knowledge, as well as integrate mathematics as an essential component of curricular units. Math approach will feature instruction leading toward mastery of standards, integration of algebraic thinking through computer science approaches such as programming, and differentiated learning time. During the differentiated learning time, students will work on math content that will help them master or accelerate progression through standards. Starting in grade three, special accelerated math paths will be available through flexible grouping, differentiated learning, and studio time. The goal of the acceleration is for a significant number of student to demonstrate readiness for Algebra I in grade 7.

A variety of manipulatives, traditional and digital, will be utilized to translate abstract math concepts into concrete, age appropriate concepts. A wide range of technologies will be leveraged to introduce, scaffold, and assess mathematical concepts. Formative assessment will be used daily to monitor student progress. Interdisciplinary units will consciously integrate mathematics concepts currently taught and already mastered. In our fourth grade unit students will operate a phosphate mine with the first step of creating a core sampling grid. Teachers will embed the current mathematics lessons on coordinate pairs giving students opportunity to apply and learn how mathematics translates in real life. In primary grades students will utilize outdoor classrooms and gardens to collect, manipulate and analyze data, apply operations and increase algebraic thinking.

Assessment.

Hands on, inquiry nature of the program will provide students with multiple ways to show their learning. To assure that all students are mastering standards, teachers will use a variety of traditional and authentic assessment methods. Teachers will be trained in use of data driven instruction, development and use of Common Formative Assessments and creation of Authentic Performance Tasks (Assessments). In addition, training will be provided throughout the year on classroom use of informal embedded formative assessments. Teachers will create rubrics and scoring guides for assessment of knowledge that includes items of all complexity levels. Collaborative scoring will assure communication among grade levels teams and assessment driven instruction. Performance based assessments, such as multimedia or engineering products, will be utilized in all classes to allow students opportunity demonstrate application of knowledge. Self-reflection and self-evaluation will be embedded as journals within the units, allowing students to assess their own learning and become self-directed learners. Students in grades 2-5 will maintain data notebooks in which they will note their progress. Teachers will review the data notebooks with students to provide feedback and develop individual learning goals. Students will share their data notebooks with parents to continuously update parents and reinforce school to home communication. Assessments will be communicated to parents through portfolio conferences.

For struggling students the MOST (Multiple Opportunities for Student Target) program will allow for ongoing communication and individualization of learning. This program will provide students will be individualized, differentiated support while they work toward standard master and include monthly meeting with parents, at a time and method convenient to parents, to discuss student progress. The MOST will represent a supported TIER 1 step that will proactively

address the needs of students at risk on falling significantly behind. Students further striving to meet the rigorous standards will be referred to the MTSS (Multitier Support System) team that will include curriculum and pedagogy experts, guidance personnel and families to devise a plan that will result in academic gains and success for each student.

Professional Development

On-going professional development and support for teachers will be provided through access to quality targeted training and use of train the trainer model. Training will be conducted throughout the year, as well as during the summer. Subject specific Cambridge training and pedagogy will include all core subjects. In addition, our business partners and magnet TRST will assist teachers with training in engineering process. Systemic reforms training will include research based instructional strategies, assessment, and other methodologies that are research tested to yield high achievement. Magnet TRST will coordinate and provide trainings and guide teachers in development and implementation of the curriculum. Collaborative planning time will be regularly scheduled to provide time and guidance in development and implementation on curriculum. In addition, strategies for recruitment and retention of diverse students as well as those with proven effectiveness for minority and low socioeconomic students. Blake K-5 will work closely with the demonstration site at Winston Academy of Engineering and Rochelle School of the Arts, as school who several years ago was in the same predicament and has underwent a highly successful conversion to a STEM and STEAM magnet schools. Teachers and leadership team from Winston will assist in planning, modeling, peer coaching and curriculum development and implementation, thus creating a peer network that will assure sustainability of the program past the grant years,

Leadership for Equity Coaching Model (*Attachment 7*) is a five-year cycle of a continuous improvement coaching model developed specifically for Polk County Schools magnet grant and demonstration site administrators and their leadership teams for the successful implementation of the 2020 MSAP Grant. All meetings will be held at the school site, or in light of COVID-19, via Zoom or Microsoft Teams. This training cycle will support the annual administrative teams' PD requirement with 25 hours of actual training time and an additional 15 hours of further implementation time. Consultants will work with the Office of Acceleration and Innovation to provide a robust coaching cycle tied directly to program goals, recruitment and retention of students, equity and minority group isolation goals

Positive Behavior and Restorative Practices. Equity in all aspects of school functioning is an overarching goal of the AMP. This includes the development of school culture that values diversity and engages in culturally appropriate, equity-driven practices in the discipline.

To offset the negative impacts of inequities in discipline, the AMP schools will implement proactive strategies to create school cultures in which all students thrive in a safe environment that promotes the development of social and emotional skills and competencies, shifting traditional into the restorative approach.

TRADITIONAL DISCIPLINE APPROACH	RESTORATIVE DISCIPLINE APPROACH
Schools rules are broken.	People and relationships are harmed.
Justice focused on establishing guilt.	Justice identifies needs and responsibility.
Accountability = punishment.	Accountability = understanding impact and repairing harm
Justice is directed to offender; the victim is Ignored	Offender, victim, and school all have direct roles in the justice process

Rules and intent outweigh whether outcome is positive or negative	Offender is responsible for harmful behavior, repairing harm, and working toward positive outcomes
Limited opportunity for expressing remorse or making amends	Opportunity given to make amends and express remorse.

Source: Public Counsel, 2019

Some of the strategies to accomplish this paradigm shift will include:

⇒ *Leadership for Equity Coaching sequence* of train the trainer and leadership trainings focused on equity and implementation of positive and restorative behavior practices (Fully described in *Attachment 7*)

⇒ Focus on *alleviation of implicit bias*

“Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner” (Payne, Niemi, & Doris, 2018). We are all affected, in one way or another, by the society in which we exist. These attitudes or stereotypes can affect a person’s thoughts, actions, and decisions about the subjects of their biases. Mainly, bias resides in the gap between “what we think and what we think we think” (Interlandi, 2015). When such bias goes unchecked, it can be detrimental in the classroom as it directly affects the following mindsets and behaviors:

- ⇒ Teachers’ expectations of their students,
- ⇒ How students are disciplined, and
- ⇒ The level of trust between students and teachers.

Identifying implicit biases is the first step to interrupting them and enabling us to make better decisions when interacting with students and families. To successfully eliminate bias, school positive behavior and restorative practices will be anchored in social justice and equity principles. Some of the practices will include:

- ⇒ Utilize expertise of Dr. Kamm in regards to implicit bias (*Attachment 11*)
- ⇒ curriculum that focuses on the needs and experiences of the students
- ⇒ relevance of what students are learning in the context of the larger world.
- ⇒ learning experiences that encourage students to “talk back” to the world and consider such questions as “Who makes decisions and who is left out?; Who benefits and who suffers?; Why is a given practice fair or unfair? What are its origins?; What alternatives can we imagine?; What is required to make change?” (Au, Bigelow, & Karp, 2007)
- ⇒ Incorporate literature that includes the experiences and voices of all who are part of our society, especially those who are “marginalized and dominated” (Au, Bigelow, & Karp, 2007)
- ⇒ engage students in learning tasks and assignments that are participatory and experiential where students are challenged to be mentally active.
- ⇒ arrange the room and establish routines that help the students feel cared about by the teacher and by one another. In these classrooms, students feel safe to discuss freely their ideas without ridicule or dismissal.
- ⇒ expect academic rigor in which students are appropriately challenged to master the concepts being taught.
- ⇒ Use curriculum that is culturally sensitive (Au, Bigelow, & Karp, 2007)
- ⇒ *Desegregation strategies* as described in Desegregation section
- ⇒ Development and implementation of a *schoolwide positive behavior and restorative practices protocols*

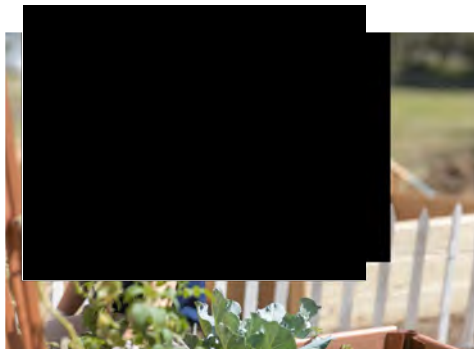
CAMBRIDGE THEME -LOWER SECONDARY 6-8

R.W. Blake (6-8) Academy will become Cambridge AICE school, completing the first Cambridge K-12 feeder pattern in the district. This provides an incredible opportunity to engage minority and economically disadvantaged students in college preparatory pathways, with ample academic and socioemotional supports. Cambridge AICE is a college preparatory pathway offered on a continuum from K to 12.



Source: Cambridge AICE

Cambridge Lower Secondary is designed for students age 11 to 14 years and allows schools to develop confident, responsible, reflective, innovative, and engaged learners. The program provides a natural progression from primary Cambridge and prepares



them for a post-14 education program that leads to formal AICE Diploma qualifications.

Cambridge Lower Secondary develops skills in ten subjects, including English, Mathematics, and Science. In addition, students may take Cambridge courses in art, civics, digital literacy and ICT. Finally, global perspectives are a centerpiece of the curriculum, allowing for critical inquiry and application of academic skills relevant to the world around us.

The curriculum is flexible with clear learning objectives well aligned to state standards. The Cambridge International curriculum affords the student the opportunity for enrichment and acceleration that develops skills and understanding in English, Math, Science, and Cambridge Global Perspectives for the first three years of secondary education (grades 6-8). These skills help prepare students for college-level coursework to which they will be exposed as they progress into high school. Students have the flexibility to choose a course of study that best meets their abilities and interests while earning some high school credit courses in middle school. All middle school students will take the Global Perspectives course as a requirement of the program. The program develops the skills of research, analysis, evaluation, reflection, collaboration, and communication. It strengthens the links across English as a first or second language, mathematics, science, and ICT Starters. A variety of global issues or topics give a range of contexts, as noted in the below.

Cambridge Lower Secondary topics

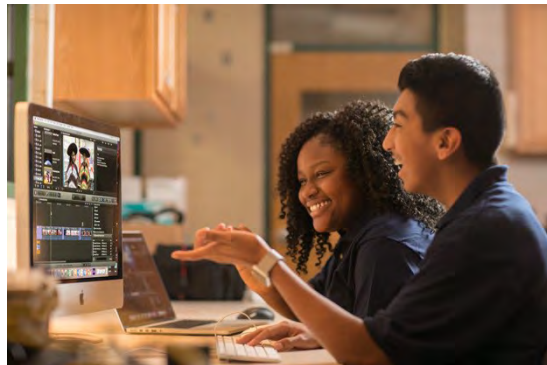
Disease and health	Migration	Belief systems
Conflict and peace	Demographic change	Sustainability
Poverty and inequality	Employment	Biodiversity and ecosystem loss
Law and criminality	Education for all	Sport and recreation
Tradition, culture and identity	Fuel and energy	Family
Water, food and agriculture	Globalisation	Changing communities
Trade and aid	Transport and infrastructure	Humans and other species
Human rights	Language and communication	Digital world

Source: Cambridge AICE

Instructional strategies will include digital learning, interest-based projects, small and large group direct instruction, and collaborative learning. Intensive professional development and support will be provided to all teachers, enabling them to engage students in the state-of-the-art technologies and innovative academic experiences. Pedagogy will emphasize inquiry, problem-solving, and collaborative engagement in authentic, real-life learning experiences. Accelerated paths will be available for all students in areas of their strengths, offering them an acceleration to high school courses in middle school and preparing students for early college credit courses. Students will be able to choose from a variety of electives within the magnet theme, many tying into STEM. Such opportunities include including Fabrication Lab, Graphic Design, Aerospace, TV and Film Production, and Aquaculture. Many of these courses will offer students an option of earning Career and Technical (CTE) certifications that will further increase interest in build foundation for postsecondary careers. In grade 6, special accelerated math sections will be opened for advanced students including Algebra I or pre-algebra paths preparing students for Algebra I. The goal of the math acceleration is that a significant number of students are ready for Algebra I in grade 7 and majority take Geometry while in middle school grades. Example of a Lower Secondary Global Perspectives Challenge is attached below.

Strong STEM focus

The primary magnet theme at Blake will be Cambridge. However, based on the economic needs of the community, we embedded strong STEM supports throughout the program. This will enable preparation for the STEM careers of tomorrow through differentiated, accelerated learning opportunities and electives that meet



needs of each individual student. Students will be able to choose electives within the magnet theme, including Fabrication Lab, Digital Production and Design, Aerospace, Aquaculture, or accelerated STEM courses. In addition, lessons and study sequences will connect to makerspaces and fabrication lab to extend academic standards. By integrating exciting projects and activities designed to scaffold knowledge for success, all students at Blake 6-8 will have the opportunity to develop the prerequisite skills necessary as foundational coursework in order to pursue engineering careers. Students will solve problems by applying 21st century skills and content- area knowledge and connecting the global perspectives. The hands-on approach, rigorous academics, latest technology, innovative and community-connected problem-solving activities will attract a diverse population and improve academic performance. Sample grade 7 integrated unit is attached at the end of this description.

Special Attention to Mathematics

In grade 6, special accelerated math sections will be opened for advanced students including Algebra I or pre-algebra paths preparing students for Algebra I. The goal of the math acceleration is that significant number of students are ready for Algebra I, and majority take Algebra I and Geometry while in middle school grades. Math approach will feature instruction

leading toward mastery of standards, integration of algebraic thinking through computer science approaches such as programming, and differentiated learning time. During the differentiated learning time, students will work on math content that will help them master or accelerate progression through standards. Special accelerated math paths will be available through flexible grouping, differentiated learning, and studio time.

A variety of manipulatives, traditional and digital, will be utilized to translate abstract math concepts into concrete, age appropriate concepts. A wide range of technologies will be leveraged to introduce, scaffold, and assess mathematical concepts. Formative assessment will be used daily to monitor student progress. Cambridge units will consciously integrate mathematics concepts currently taught and already mastered.

Fabrication Lab Authentic STEM Experiences

A Fab Lab, which is shortened terminology for fabrication laboratory, allows students to create what their minds imagine – from chess pieces to clocks and lampshades right in their classroom! This hands-on STEM component not only provides students a daily dose of amazement, but also offers a unique opportunity for students to understand the application of STEM concepts. The Fab Lab is a state-of-the-art design center that allows students to apply mathematical and science skills in order to electronically design objects and then actually create these objects using lasers, ground-breaking 3-D printers and materials such as liquids, powders or metals. A fab lab (fabrication laboratory) is a small-scale workshop offering classroom digital fabrication. The fab lab will be equipped with an array of flexible, computer-controlled tools that cover several different length scales and various materials. The fabricator can extrude almost any shape, including technology-enabled products generally perceived as limited to mass production. Students will see the potential applications of STEM curriculum by creating devices

for projects, community service outreach, and applications in other classes, as well as in organizations such as the Future Business Leaders of America. These devices can be tailored to local or personal needs in ways that are not practical or economical using mass production, once again bringing the Cambridge global perspectives in authentic, relevant learning.

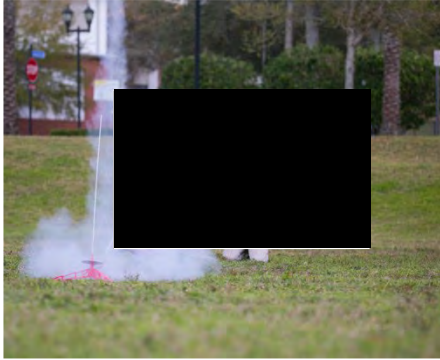
Data driven instruction Teachers will have access to a multitude of formative and summative data on each students' performance. All teachers will receive training and support in understanding and using data to guide instructional planning and delivery. Students and teachers will compile a performance portfolio that will be used in teacher student conferences, as well as student/teacher/parent portfolio conferences. The data portfolio will include approximation to the mastery of the standards, student growth, and differentiated paths to achieve student's individual learning goals. Instruction and differentiated paths will be adjusted based on frequent formative data to assure maximum impact and use of instructional time.

Language Arts . Blake 6-8 will develop and implement rigorous language arts curriculum that will include connections to Cambridge focus areas, while ensuring all students meet or exceed grade level expectations in reading, writing, and language. All aspects of language arts will be differentiate , to allow for adequate learning supports. Reading will blend the whole class, small group, guided reading and station rotation models that will enable differentiation and multi-modal demonstrations of mastery.

Spoken and written language curriculum will include development of oral expression and advanced vocabulary and increase proficiency in English language for ELL students. Structured writing program will assure students will learn to plan writing, organize their thoughts through graphic organizers and create written text that uses appropriate vocabulary, mechanics and spelling. Nonfiction writing across curriculum will be integrated across the curriculum. Based on

research by Reeves, students should have a minimum of five opportunities a day to express themselves in writing to increase content area achievement (Reeves, 2009) Therefore, writing will be reinforced through integration in all subjects with activities such as report writing, scientific reporting, journaling and writing for multimedia. Students will utilize web 2.0 tools such as blogs and wikis to continuously communicate in writing, learning appropriate digital communication skills, increasing motivation to write and practicing classroom introduced writing skills in real life applications.

Assessment Hands on, inquiry nature of the program will provide students with multiple ways to show their learning. To assure that all students are mastering standards, teachers will use a variety of traditional and authentic assessment methods. Teachers will be trained in use of data driven instruction, development and use of Common Formative Assessments and creation of Authentic Performance Tasks (Assessments). In addition, training will be provided throughout the year on classroom use of informal embedded formative assessments. Teachers will create rubrics and scoring guides for assessment of knowledge that includes items of all complexity levels. Collaborative scoring will assure communication among grade levels teams and assessment driven instruction. Performance based assessments, such as multimedia or engineering products, will be utilized in all classes to allow students opportunity demonstrate application of knowledge. Self-reflection and self-evaluation will be embedded as journals within the units, allowing students to assess their own learning and become self-directed learners. Students in all grades will maintain data notebooks in which they will note their progress. Teachers will review the data notebooks with students to provide feedback and develop individual learning goals. Students will share their data notebooks with parents to continuously update parents and reinforce school to home communication. Assessments will be communicated



to parents through portfolio conferences. For struggling students the MOST (Multiple Opportunities for Student Target) program will allow for ongoing communication and individualization of learning. This program will provide students will be individualized, differentiated support while they work toward standard master and include monthly meeting with parents, at a time and method convenient to parents, to discuss student progress. The MOST will represent a supported TIER 1 step that will proactively address the needs of students at risk on falling significantly behind. Students further striving to meet the rigorous standards will be referred to the MTSS (Multitier Support System) team that will include curriculum and pedagogy experts, guidance personnel and families to devise a plan that will result in academic gains and success for each student.

Professional Development On-going professional development and support for teachers will be provided through access to quality targeted training and use of train the trainer model. Training will be conducted throughout the year, as well as during the summer. Specific Cambridge subject training and pedagogy will include all subject area content. In addition, our business partners and magnet TRST will assist teachers with training in engineering process. Systemic reforms training will include research based instructional strategies, assessment, and other methodologies that are research tested to yield high achievement. Magnet TRST will coordinate and provide trainings and guide teachers in development and implementation of the curriculum. Collaborative planning time will be regularly scheduled to provide time and guidance in development and implementation on curriculum.

Leadership for Equity Coaching Model (*Attachment 7*) is a five-year cycle of a continuous improvement coaching model developed specifically for Polk County Schools magnet grant and demonstration site administrators and their leadership teams for the successful implementation of the 2020 MSAP Grant. All meetings will be held at the school site, or in light of COVID-19, via Zoom or Microsoft Teams. This training cycle will support the annual administrative teams' PD requirement with 25 hours of actual training time and an additional 15 hours of further implementation time. Consultants will work with the Office of Acceleration and Innovation to provide a robust coaching cycle tied directly to program goals, recruitment and retention of students, equity and minority group isolation goals

Positive Behavior and Restorative Practices. Equity in all aspects of school functioning is an overarching goal of the AMP. This includes the development of school culture that values diversity and engages in culturally appropriate, equity-driven practices in the discipline.

To offset the negative impacts of inequities in discipline, the AMP schools will implement proactive strategies to create school cultures in which all students thrive in a safe environment that promotes the development of social and emotional skills and competencies, shifting traditional into the restorative approach.

TRADITIONAL DISCIPLINE APPROACH	RESTORATIVE DISCIPLINE APPROACH
Schools rules are broken.	People and relationships are harmed.
Justice focused on establishing guilt.	Justice identifies needs and responsibility.
Accountability = punishment.	Accountability = understanding impact and repairing harm
Justice is directed to offender; the victim is ignored	Offender, victim, and school all have direct roles in the justice process

Rules and intent outweigh whether outcome is positive or negative	Offender is responsible for harmful behavior, repairing harm, and working toward positive outcomes
Limited opportunity for expressing remorse or making amends	Opportunity given to make amends and express remorse.

Source: Public Counsel, 2019

Some of the strategies to accomplish this paradigm shift will include:

⇒ *Leadership for Equity Coaching sequence* of train the trainer and leadership trainings focused on equity and implementation of positive and restorative behavior practices (Fully described in *Attachment 7*)

⇒ Focus on *alleviation of implicit bias*

“Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner” (Payne, Niemi, & Doris, 2018). We are all affected, in one way or another, by the society in which we exist. These attitudes or stereotypes can affect a person’s thoughts, actions, and decisions about the subjects of their biases. Mainly, bias resides in the gap between “what we think and what we think we think” (Interlandi, 2015). When such bias goes unchecked, it can be detrimental in the classroom as it directly affects the following mindsets and behaviors:

- ⇒ Teachers’ expectations of their students,
- ⇒ How students are disciplined, and
- ⇒ The level of trust between students and teachers.

Identifying implicit biases is the first step to interrupting them and enabling us to make better decisions when interacting with students and families. To successfully eliminate bias, school positive behavior and restorative practices will be anchored in social justice and equity principles. Some of the practices will include:

- ⇒ Utilize expertise of Dr. Kamm in regards to implicit bias (*Attachment 11*)
- ⇒ curriculum that focuses on the needs and experiences of the students
- ⇒ relevance of what students are learning in the context of the larger world.
- ⇒ learning experiences that encourage students to “talk back” to the world and consider such questions as “Who makes decisions and who is left out?; Who benefits and who suffers?; Why is a given practice fair or unfair? What are its origins?; What alternatives can we imagine?; What is required to make change?” (Au, Bigelow, & Karp, 2007)
- ⇒ Incorporate literature that includes the experiences and voices of all who are part of our society, especially those who are “marginalized and dominated” (Au, Bigelow, & Karp, 2007)
- ⇒ engage students in learning tasks and assignments that are participatory and experiential where students are challenged to be mentally active.
- ⇒ arrange the room and establish routines that help the students feel cared about by the teacher and by one another. In these classrooms, students feel safe to discuss freely their ideas without ridicule or dismissal.
- ⇒ expect academic rigor in which students are appropriately challenged to master the concepts being taught.
- ⇒ Use curriculum that is culturally sensitive (Au, Bigelow, & Karp, 2007)
- ⇒ *Desegregation strategies* as described in Desegregation section
- ⇒ Development and implementation of a *schoolwide positive behavior and restorative practices protocols*

NAME OF THE UNIT: *PIPE DREAMS*

GRADE: 7

DURATION OF UNIT: 6 weeks	
DATES TAUGHT:	
<p><u>USE OF ENGINEERING DESIGN PROCESS (EDP):</u></p> <p>Students will use the EDP to propose a model of the oil spill containment at their junction of the pipeline</p> <p>CONSTRAINTS:</p> <ol style="list-style-type: none"> 1) geographic region features (cleanup area, physical features) 2) cost 3) material availability 4) laws 	<p>SUBJECT INTEGRATION</p> <p>Science</p> <p>Math</p> <p>Writing</p> <p>Reading</p> <p>Speaking/Listening</p> <p>Social Studies</p> <p>Engineering</p> <p><i>IMPLEMENTATION: Unit integrated in all subjects throughout the first 4 weeks. Independent research will take place in social studies/writing class for the last 2 weeks.</i></p>
<p>21st Century Skills</p> <p>Collaboration and communication Problem solving and critical thinking</p> <p>Civic Responsibility</p>	<p>RESOURCES:</p> <p>Variety of primary source documents</p> <p>Data on oil consumption</p> <p>Consumables for EDP</p>
<p>EQ: How do people make decisions?</p> <p>BIG IDEAS:</p> <ol style="list-style-type: none"> 1. Decisions are made based on evidence from all sides of the issues and points of views 2. Evidence has many sources 3. Decisions are balances of pros and cons 4. People who disagree with you may have valid arguments as well 5. Decisions can affect our opportunities <p>EQ Assessment:</p> <ol style="list-style-type: none"> 1) Students will provide an evidence based argument (based on data collected through research) to decide whether or not to build the Keystone Pipeline. Students will create two arguments- one pro and one con and present a side that is chosen by the panel. 2) students will create an independent research project to propose a solution or revision of a policy based on evidence gathered through their research. <p>INTRODUCTION AND CONTEXT</p> <p>Science and technology are a frequent part of political debates. One of the most debated current issues is energy policy. Many policymakers and scientists point that energy security and sustainability are major</p>	

problems facing the United States this century. They are constantly looking for policies that would meet the demand for energy while ensuring an economically and environmentally sustainable future. Often, decisions and choices are not easy, forcing policy makers to make compromises and sacrifices. An example of how difficult it is to make such decisions is the case of the Keystone Pipeline. This unit will use an example of the debate surrounding the Keystone Pipeline to help students understand that sound decision making is a result of balancing of pros and cons and that in decision making there are multiple solutions and ideas. Keystone debate will be used as an illustration of how science and engineering affect policymaking, which in turn, affects future of our society. This example will set the stage for student research projects. In this part of the unit, students will research various environmental and engineering policies in the past or present, assess their impact on our society and propose a solution or policy revision to prevent this from happening in the future/ or to “reverse” the impact from the past.

SYNOPSIS

PART 1: To Build or Not to Build

This unit challenges students to consider all sides of the argument pro and con building of the Keystone Pipeline.

Opening activity: Words are cheap...

Students will be presented words (out of any context and without any illustrations). They will independently decide how those words make them feel (for example industry, green etc). As a team they will compare their thoughts and provide context in which those words may be used as positive or negative.

This will set a stage for investigation of how **evidence** (rather than bias, opinions, or feelings) plays a role in constructing a valid argument.

Then, student teams will be given a task of evaluating the need and consequences (positive and negative) of building the Keystone Pipeline. Students will engage in activities that will expose them to all points of view and data:

1. *Economic data*- analysis of employment for states in the path and revenues/jobs created **and** lost
2. *Political data*- analysis of how and where we import oil from
3. *Science data* – analysis of potential vs actual hazards of oils spills;
4. *Math* - analysis of US production, consumption, import and need for oil
5. *Historic*- historic perspective of pipeline safety and history of areas in which pipeline is passing through

Students will also engage in an EDP, to assess the possible damage caused by oil spills in the segment of the pipeline they were assigned to, as well as develop a “response and containment” model and plan.

As all the data is gathered, students will create an evidence based argument pro AND con approval of the pipeline based on analysis of data they collected. As they are presenting their argument to the invited panel, the panel will chose which side is student going to present.

PART 2: Beyond the pipeline

Now that they know how to make decisions based on data, students will engage in independent research (*scaffold- it may be a team or group research as appropriate*) into thought provoking issue of their choice, using data to analyze causes and effects and proposing solutions that will be better in the future or would have been better in the past. *Students will be given a choice of issues, but may extend that list with an issue*

they prefer to investigate.

LIST OF POSSIBLE RESEARCH TOPICS

- Tennessee Valley Authority Act – taming the rivers?
- Homestead Act and the Dust Bowl
- Offshore drilling- yes or no?
- Rebuilding the tornado alley again and again?
- Slow death of colonial Williamsburg – should we uncover archeological sites?
- To frac or not to frac?
- Does coal mining have future?
- Nuclear energy- solution to energy independence?
- Space exploration, space waste, space colonization
- Should New York spend \$20 billion for levy system to prevent another hurricane disaster?
- Should we fluorinate drinking water?
- River of Grass- should Congress approve EPA's pollution limits?
- Desalination – world's fresh water solution?
- Florida phosphate mining – approve new mines or not?
- Free trade agreement and trade of agricultural products (brown moth controversy)
- Growing mountains of trash – are there solutions for landfills?
- Are electric cars really our future?
- Deforestation and logging- finding balance
- Who owns the fish- overfishing in world's oceans

PRIORITY STANDARDS

GRADE 7- READING

LAFS.7.RI.2.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

LAFS.7.RI.2.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

LAFS.7.RI.3.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

GRADE 7 WRITING

LAFS.7.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.7.W.3.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

LAFS.7.W.3.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SPEAKING/LISTENING

LAFS.7.SL.1.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.2.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

MATH

MAFS.7.NS.1.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

MAFS.7.NS.1.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

MAFS.7.NS.1.3 Solve real-world and mathematical problems involving the four operations with rational numbers.

SCIENCE

SC.7.E.6.6 Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.

SC.7.N.1.3 Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.

SC.7.P.8.3 Demonstrate and explain that mixtures of solids can be separated based on observable properties of their parts such as particle size, shape, color, and magnetic attraction.

SCIENCE/ COMPUTER SCIENCE

SC.68.CS-PC.1.1 Recognize and describe legal and ethical behaviors when using information and technology and describe the consequences of misuse.

SC.68.CS-CC.1.3 Design, develop, and publish a collaborative digital product using a variety of digital tools and media-rich resources that demonstrate and communicate concepts to inform, persuade, and/or entertain.

SOCIAL STUDIES

SS.7.C.2.12 Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

SS.7.C.2.13 Examine multiple perspectives on public and current issues.

SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda).

SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

FORMATIVE ASSESSMENTS

- 1) CFA – math standards; science standards
- 2) student intermediate product (by rubric/ student conference/ feedback)
 1. Mathematical and economic data analysis – graphs and charts, justification and arguments based on math data
 2. Engineering Design process report to explain potential vs actual hazards
 3. Argumentative essay explaining the pros and cons of oil imports
 4. Digital product- pipeline safety and history around the world
 5. Letter of recommendation to senator
 6. Arguments pro and con and presentation to the panel

Table 5: Evidence Supporting New or Revised Projects-Competitive Preference Priority 2

<p><u>Instructions:</u></p> <ul style="list-style-type: none"> ▪ If all of the schools participating in the project are new magnet schools, indicate “No Revised Magnet Schools Participating in the Project” in the first box below: “Nature of Revision or Change to the Magnet School.” ▪ For each existing magnet school the applicant proposes to revise, briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from PWS serving 50 students to whole-school program serving 400 students; adding medical sciences within school to complement other PWS and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc.); and ▪ Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; changes in the number of students participating in the existing program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within-school program to a whole-school program; etc. ▪ Provide evidence as described in the Application Package to demonstrate that the school(s) are evidence based. ▪ Use additional sheets, if necessary. 	<p>LEA Name: Polk</p>
<p>Magnet School: Blake Academy</p>	<p><u>Nature of Revision or Change to the Magnet School:</u></p> <p>Blake Academy will be a new magnet school. Blake will be a K-8 Primary and Lower Secondary Cambridge School. See attached school description.</p>
<p><u>Explanation of How or Why the Revision is Significant:</u></p> <p>RW Blake will be transformed from an under-enrolled, minority isolated school to a vibrant, academically excellent, diverse Cambridge magnet school. Since the school is significantly under-enrolled the creation of an attractive magnet program will provide for better utilization of facilities and offer additional elementary and middle school capacity in the Zone A. Newly established Primary and Lower Secondary Cambridge program will prepare students and increase interest in high school Cambridge Programming available to all students in this zone. Thorough the AMP , Blake students from Combee Academy will feed into Blake in grade 6, contribution to the MGI objectives. Blake will add 784 new magnet seats in the district.</p>	

TABLE 5– ATTACHMENT

School: *Bethune Academy*

Revised Magnet Program

Magnet Theme: *Primary Cambridge*



The AMP project will include six schools, three revised and three new magnets, that will engage diverse Polk County students in meaningful, innovative, and rigorous academic experiences. The targeted schools are located in low-income areas in the district and will serve numerous students who will have the opportunity to be the first in their families to graduate from high school or attend college. The AMP is designed to enable families to be an active part of their child’s educational process. Furthermore, the grant will assist the school district in reducing minority isolation, ensuring equitable access to students of all races, and promote equity in rigorous learning opportunities that will prepare students for postsecondary success. An added benefit of the AMP project is that these schools will create seamless K-8 educational continua. Furthermore, students will have an opportunity to continue to the high school with a theme aligned focus after completing the K-8 magnet continuum. Students attending Bethune Academy will feed into D. Jenkins Academy 6-8 Cambridge program for middle school. Following the 8th grade, all D.Jenkins Academy Cambridge students will be prepared to apply to the Winter Haven High School Magnet Cambridge program for grades 9-12. The continuum of

services will ensure vertical alignment of supports and curriculum to assist all students in navigating the rigorous, college-preparatory Cambridge program

Bethune Academy is an existing K-5 magnet school with a STEM theme. Bethune is one of the Polk County original magnet schools created by the 1992 court order. Situated in the historically African American neighborhood, the school is located across from the Oakland Neighborhood Center. Bethune Elementary is located on an old campus, which has been added on to over the years. The site of the center was previously Oakland High School, a segregated high school that served black students from the entire east Polk County from 1930s to its closure in 1968. This under enrolled, minority and socioeconomically isolated school became a magnet in 1993 and has sustained its enrollment, academic, and magnet objectives for over 30 years. However, in the past five years, Haines City/Davenport area has rapidly expanded to the east with brand new public schools, rise of charter schools, and expanded private options. This has resulted in decline in enrollment, especially for diverse students, leaving the school economically and minority isolated. Decline in enrollment and demographic shift also threaten to increase minority isolation of low income and African American students in its feeder middle school, Daniel Jenkins Academy. In addition, this once high academically performing and attractive school is currently in academic decline and struggling to engage students. The school is now identified for state support due to low performance (42.1% proficiency in ELA and 39.5% proficiency in math). Due to its declining academic reputation and dwindling enrollment, the school struggles recruiting and retaining quality teaching staff, which perpetuates the problem.

The school's high poverty rates (83%) qualify it as a Community (all students receive free meals) Title 1 school. The Florida Department of Education identifies students as eligible for free meals based upon the Direct Certification determination of through SNAP; TANF; or the

extension of eligibility to children experiencing homelessness who have been identified on the local liaison's list; Head Start participants; identified migrant youth; identified runaways; non-applicants approved by local officials; foster children who are certified through means other than a household application; and those eligible for Medicaid (FLDOE, 2022). This placement is much more rigorous, with significantly lower poverty thresholds than previously used the free/reduced lunch eligibility. The schools that reach 60% or more economically disadvantaged with a multiplier 1.6 are given a "community status" where all students receive free meals. The 1.6 multiplier adjusts for students whose parents choose not to or do not know how to access services and those temporarily distressed. Therefore, the multiplier provides a more accurate numbers of the economically disadvantaged student at each school site. Under the multiplier, 100% of Bethune students are considered low socioeconomic.

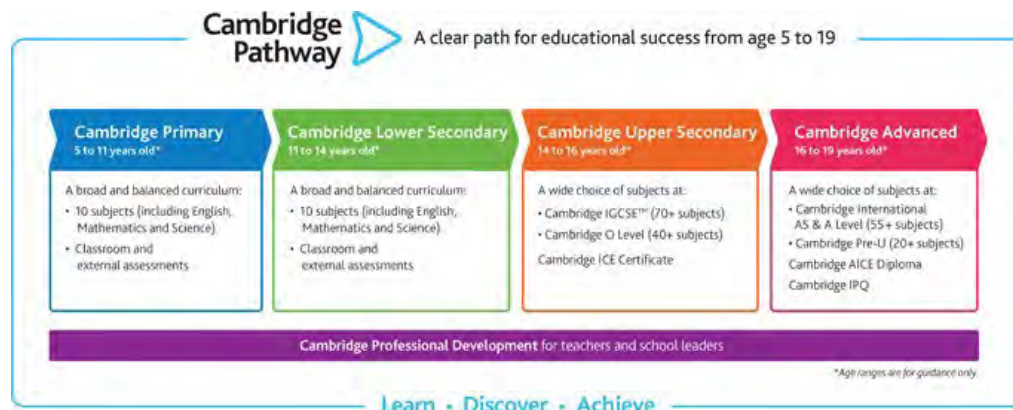
The school has seen an attrition of over 120 students in the past two years, mostly to numerous charter schools in the area. At the same time the percentage of African American students has increased to 46.6% percent, in comparison to the Zone C's overall 20%. Decline in enrollment and demographic shift also threaten to increase minority isolation of low income and African American students in its feeder middle school, Daniel Jenkins Academy. Curriculum direction and school's magnet theme play a significant role in this enrollment decline. The school is currently a STEM school. Just in the past three years, this area has established three brand new charter schools with STEM focus and exciting new technology innovations. Therefore, a revision to a highly desirable Cambridge Primary program will positively affect enrollment and demographic trends. The addition of Cambridge Primary program will further enhance a student-centered learning environment, supporting an academically challenging curriculum that will attract diverse students, reduce the isolation of Black students and reduce

isolation of low socioeconomic student]ts. In addition to the significant revision of the magnet theme from STEM to sought after Primary Cambridge, theme alignment in the feeder pattern to D. Jenkins Lower Secondary Cambridge will attract diverse population.

THE CAMBRIDGE THEME

Bethune Academy will become Cambridge AICE school, completing the second Cambridge K-12 feeder pattern in the district. The Florida Legislature has identified AICE (Advanced International Certificate of Education) as a graduation option (in high school) and an acceleration mechanism through which students can be awarded up to 45 hours of college credit at all public universities and colleges in Florida.

Students who earn the AICE Diploma qualify for the maximum Bright Futures Scholarship (with the completion of the required number of community service hours) and are not required to meet the minimum grade point average (GPA) and the Scholastic Aptitude Test (SAT) and/or American College Testing (ACT) testing scores. This provides an incredible opportunity to engage minority and economically disadvantaged students in college preparatory pathways, with ample academic and socioemotional supports. Cambridge AICE is a college preparatory pathway offered on a continuum from K to 12.



Source: Cambridge AICE

Primary Cambridge AICE develops skills in ten subjects, including English, Mathematics, and Science. The program develops young learners who are confident, responsible, reflective, innovative, and engaged and includes an assessment that proves and improves learning. The curriculum is flexible, with clear learning objectives for each subject. The curriculum is flexible so that schools can offer any combination of the subjects available. The curriculum is well-aligned to state standards. Schools will implement interdisciplinary units of study that will focus on Cambridge Global Perspectives. Through Global Perspectives, teachers will help students to look at a variety of global issues or topics that give a range of contexts, as noted in the table below.

Cambridge Primary topics

Keeping healthy	Moving to a new country	Understanding belief
Keeping the peace	People - young and old	Reduce, reuse, recycle
Rich and poor	The world of work	Looking after planet Earth
Obedying the law	The right to learn	Sport and leisure
Values and beliefs	Using energy	Families
Water, food and farming	Worldwide companies	Living and working together
Working with other countries	Moving goods and people	Sharing planet Earth
Keeping safe	Improving communication	Computers and technology

Source: Cambridge AIE

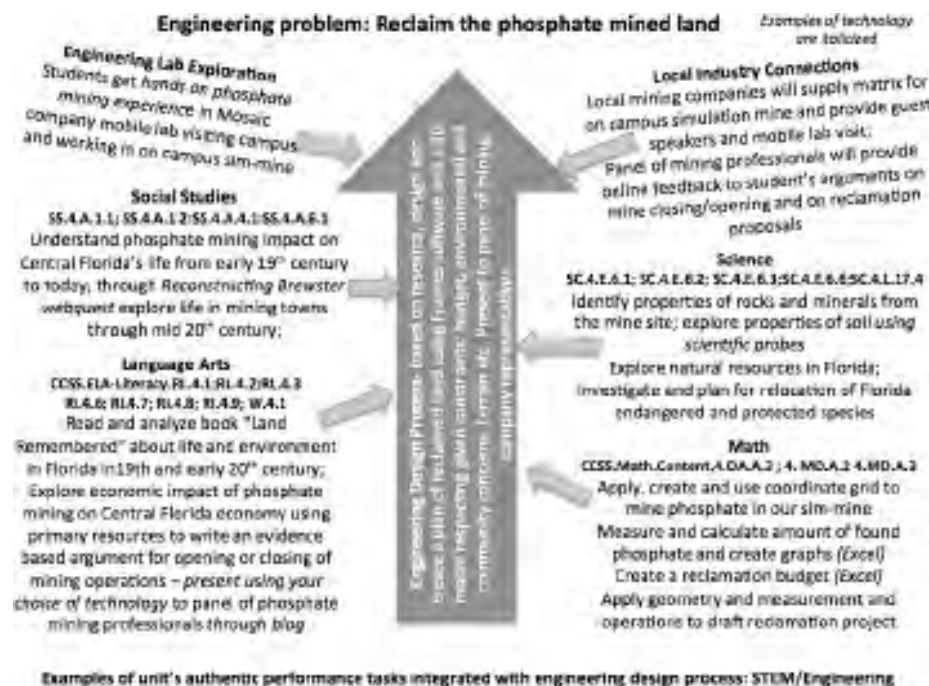
The Cambridge theme will be infused in academic offerings from Kindergarten. The theme will seamlessly integrate STEM-rich activities, to encourage more underrepresented students to take an interest in STEM and provide the needed infusion of STEM graduates to our community. Students will have access to Makerspace , coding, and a variety of enrichment opportunities in addition to units of study. Using programs, such as Code.org, as online support

to the engineering and coding curriculum, all students, including ELL and ESE students, can participate in this innovative and enjoyable Code Studio learning platform. Academic subjects will be studied as integrated, interconnected areas of study, rather than in isolation as in traditional education settings. This will facilitate students' understanding of the high cognitive complexity concepts and algorithms and promote application and generalization of the skills. Classrooms will be designed to encourage collaborative learning, provide access to all students, and make current technology and equipment available to all students. A variety of instructional strategies will be utilized in each classroom to assure the differentiation of instruction to meet the needs of a diverse student population.

INTEGRATION OF CAMBRIDGE IN UNITS OF STUDY

With an interdisciplinary curriculum and a revitalized, well-trained staff, Bethune Academy will meet the demands for magnet school enrollment in Haines City area and will assist in the desegregation in the Zone C. Through targeted recruitment, The AMP project will reduce the current isolation of Black students. By integrating exciting projects and activities designed to scaffold knowledge for success, all students at Bethune Academy will have the opportunity to develop the requisite skills necessary as foundational coursework to pursue a variety of careers and postsecondary education pathways. Students will solve problems by applying 21st century skills and content-area knowledge. The hands-on approach, rigorous academics, latest technology, innovative units and community-connected problem-solving units will attract a diverse population and improve academic performance. For example, in one of the units students will be challenged to solve a problem of non-native species invading Florida's native scrub, a current and widespread issue in our community.

Students will research the issue and sources of non-native invasion, develop plan, and then design a product or a process to protect this native habitat. This unit will study the science big idea of interdependence of people and habitat, plant structure and functioning, while applying measurement, data analysis and number operations. Students will apply the design process as teams develop a product that will prevent future invasions. They will add a Global Perspective focus, as they understand the global impact of invasive species to worlds' communities. Students will use web design skills and graphic design software to create various multimedia presentations to inform our community of the issue and steps to prevention. Students may also use the pre-fab lab to create 3-D landscaping models depicting native species for display and community education in these local nurseries. Sample of curricular integration is presented below



MAKERSPACES/ EARLY FABRICATION LAB

Innovative engineering lab, robotics and exploration experiences will strengthen mathematics and science and help students become critical thinkers and problem solvers. For example, students in the robotics lab will design robotic pond cleaners and surface skimmers. The students will then work with volunteers and mentors from the community and higher education to fine-tune and build to-scale models of these designs for actual use in the biodiversity areas located on campus. One component of the engineering lab will be a pre-fabrication lab. In an activity in this lab, students will re-design a flashlight for hurricane kits, a necessity in Florida. Students will operate under material and budgetary constraints with a task of designing a light-weight, yet strong, flashlight. Students will research various flashlight designs, then develop their own concept. Students will use drafting software (precursor to CAD) to draft their designs and use 3-D printer to create their model flashlights. Students will then present their prototype to peers and a panel of volunteer business experts and FEMA personnel, including local engineers, who will evaluate and provide feedback. Students will work with these volunteer mentors to modify and improve their prototypes. This class will be available as a weekly rotation for all students and feature advanced engineering projects, coding, and digital fabrication for students in grades K-5. The primary method of computer science instruction will be through integration of coding and algebraic thinking in math and application of computer skills and science through units of study.

RENZULLI TOTAL TALENT DEVELOPMENT

Bethune Academy will promote choice and enrichment for all students through school wide implementation of the Renzulli Total Development. Since the PCPS will begin 1:1 device component in 2022/2023 school year, this program will be available to students during and out

of school time. In this 1:1 initiative, students will be allowed to take the device home with them, where they can continue working on selected programs. PCPS has worked with the communities and businesses in our county to ensure free Internet access. Renzulli Learning is an interactive online system that provides students with a personalized learning environment, allowing teachers to easily differentiate instruction to increase engagement and achieve higher academic performance. Renzulli Learning supports the development of 21st Century Learning Skills for all students, including: critical thinking, creative problem solving, creativity, time management, communication, teamwork, and global competency through our Global Collaboration module. The system has been used by millions of students across the globe, consistently increasing engagement which research demonstrates will lead to higher achievement. Renzulli Learning is available to all students throughout the school year, before, during, and after school, and all throughout the summer as well.

Differentiating and personalizing instruction begins with understanding students interests, their likes and dislikes, the ways they like to communicate, and the ways they like to learn. When students are matched with highly customized learning opportunities that appeal to them individually, they display greater engagement, deeper learning, and increased motivation. Reflecting more than 40 years of research and used with students across the world, the Renzulli Profiler uncovers each student's unique "Profile" through a series of questions about his or her interests and preferred ways of communicating and learning. Students log into Renzulli Learning, complete the Renzulli Profiler, and the result is a comprehensive digital snapshot of each student's interests, learning styles, and expression styles. The Renzulli Profiler allows teachers to achieve a better understanding of their students and helps to increase engagement in learning, leading to higher academic achievement. In the online assessment, the questions on

the Renzulli Profiler identify student's top three areas in each of the following categories Interest Areas, Learning Styles, Expression Styles, Academic Achievement. When a student's Renzulli Profiler results are applied to the Renzulli Learning curated collection of web-based resources, the system creates playlists of activities for each student based on his or her unique combination of Interests, Expression Styles, and Learning Preferences. Because children learn more when instruction is tailored to their abilities and interests, one of the most effective — and most challenging — pedagogic practices is differentiating instruction. Renzulli Learning's Differentiation Engine allows educators to differentiate automatically in three easy steps, for all grades, abilities, and subjects. For teachers, Renzulli Learning makes differentiating as easy as choosing options from three series of drop-down menus concerning subject, topic, assessment preferences, and due date. Renzulli Learning enables students to showcase their best work and share their accomplishments with their teachers, peers, and parents. The Renzulli Total Talent Portfolio enables students to showcase and maintain their academic work and their Renzulli Learning activities. The Total Talent Portfolio travels with students throughout their educational career. It serves as a reminder of previous activities and creative accomplishments that students might want to include in college applications. The Portfolio records the enrichment sites visited, activities completed, and assessments of online Renzulli resources, projects, and assignments. The Portfolio also serves as an ongoing record that can help students, teachers, guidance counselors, and parents make decisions about future educational and vocational plans. Renzulli Total Talent development fits well with the Cambridge objectives and is aligned to project based learning. This tool will provide students with a personalized, interest based activities that are embedded with the Cambridge units of study, as well as our summer learning programming.

Data driven instruction Teachers will have access to a multitude of formative and summative data on each students' performance. All teachers will receive training and support in understanding and using data to guide instructional planning and delivery. Students and teachers will compile a performance portfolio that will be used in teacher student conferences, as well as- student/teacher/parent portfolio conferences. The data portfolio will include approximation to the mastery of the standards, student growth, and differentiated paths to achieve student's individual learning goals. Instruction and differentiated paths will be adjusted based on frequent formative data to assure maximum impact and use of instructional time.

Flexible Learning Environment. Students will be provided flexible spaces and schedules to work on their differentiated goals. Classroom and school spaces will be arranged to be responsive to a variety of learning styles. In addition, students will be provided instruction in large and small groups, or one-on-one, based on their needs. Volunteers, paraprofessionals or peers will provide support as needed by an individual student. Students will be afforded ample choices in physical environment, support and tools used to achieve differentiated goals. **Differentiated learning** will frame the curriculum. Teachers will be specifically trained to differentiate learning to amplify individual student achievement. Differentiated model may include digital and blended learning paths, small and large group instruction, interest-based individual studio projects, acceleration paths, individual instruction, and other research based approaches. Components of the differentiated learning at Bethune Academy will include learning, communication styles, and team interaction. This allows students the ability to capitalize on their insights to build self-esteem, understand their motivational drivers for learning, build appreciation and tolerance for others and improve academic performance.

Language Arts Curriculum. Bethune Academy will develop and implement rigorous language arts curriculum that will include connections to Cambridge, while ensuring all students meet or exceed grade level expectations in reading, writing, and language. All aspects of language arts will be differentiated with standard aligned activities such as and adequate learning supports. Reading will blend the whole class, small group, guided reading and station rotation models that will enable Differentiated and multi-modal demonstrations of mastery. Bethune Academy will utilize well-stocked classroom libraries connected to magnet theme to balance fiction and nonfiction text. This will allow students to improve reading by self-selection, self- pacing, and time spent reading and sharing books. The teacher demonstrates how to explore text and supports student-led discussion groups. Students gain the knowledge to understand text on multiple levels and respond to it thoughtfully. Connection to core subjects will increase student's motivation to read and further expand content knowledge. Reading tasks, responses and centers will use up to date technologies, increasing motivational value and utilizing tools for differentiation through activities such as digital storytelling and concept map creation.

Spoken and written language curriculum will be aligned from Kindergarten and include development of oral expression and advanced vocabulary through storytelling, morning meetings and podcasting to assure that students develop language skills needed for meeting and exceeding language components of the state ELA Standards. Bethune Academy will further implement a structured writing program that addresses all writing genres Through this program students will learn to plan writing, organize their thoughts through graphic organizers and create written text that uses appropriate vocabulary, mechanics and spelling.

Nonfiction writing across curriculum will be integrated across the curriculum. Based on

research by Reeves, students should have a minimum of five opportunities a day to express themselves in writing to increase content area achievement (Reeves, 2009) Therefore, writing will be reinforced through integration in all subjects with activities such as report writing, scientific reporting, journaling and writing for multimedia. Students will utilize tech tools blogs, to continuously communicate in writing, learning appropriate digital communication skills, increasing motivation to write and practicing writing skills in real life applications.

Mathematics To address the standards and provide all students an opportunity to succeed in mathematics, Bethune Academy will implement rigorous, differentiated mathematics curriculum to build prerequisite knowledge, as well as integrate mathematics as an essential component of curricular units. Math approach will feature instruction leading toward mastery of standards, integration of algebraic thinking through computer science approaches such as programming, and differentiated learning time. During the differentiated learning time, students will work on math content that will help them master or accelerate progression through standards. Starting in grade three, special accelerated math paths will be available through flexible grouping, differentiated learning, and studio time. The goal of the acceleration is for a significant number of students to be readiness for Algebra I in grade 7.

A variety of manipulatives, traditional and digital, will be utilized to translate abstract math concepts into concrete, age appropriate concepts. A wide range of technologies will be leveraged to introduce, scaffold, and assess mathematical concepts. Formative assessment will be used daily to monitor student progress. Interdisciplinary units will consciously integrate mathematics concepts currently taught and already mastered. In our fourth grade unit students will operate a phosphate mine with the first step of creating a core sampling grid. Teachers will embed the current mathematics lessons on coordinate pairs giving students opportunity to

apply and learn how mathematics translates in real life. In primary grades students will utilize outdoor classrooms and gardens to collect, manipulate and analyze data, apply operations and increase algebraic thinking **Assessment**. Hands on, inquiry nature of the program will provide students with multiple ways to show their learning. To assure that all students are mastering standards, teachers will use a variety of traditional and authentic assessment methods.

Teachers will be trained in use of data driven instruction, development and use of Common Formative Assessments and creation of Authentic Performance Tasks (Assessments). In addition, training will be provided throughout the year on classroom use of informal embedded formative assessments. Teachers will create rubrics and scoring guides for assessment of knowledge that includes items of all complexity levels. Collaborative scoring will assure communication among grade levels teams and assessment driven instruction. Performance based assessments, such as multimedia or engineering products, will be utilized in all classes to allow students opportunity demonstrate application of knowledge. Self-reflection and self-evaluation will be embedded as journals within the units, allowing students to assess their own learning and become self-directed learners. Students in grades 2-5 will maintain data notebooks in which they will note their progress. Teachers will review the data notebooks with students to provide feedback and develop individual learning goals. Students will share their data notebooks with parents to continuously update parents and reinforce school to home communication. Assessments will be communicated to parents through portfolio conferences.

For struggling students the MOST (Multiple Opportunities for Student Target) program will allow for ongoing communication and individualization of learning. This program will provide students will be individualized, differentiated support while they work toward standard master

and include monthly meeting with parents, at a time and method convenient to parents, to discuss student progress. The MOST will represent a supported TIER 1 step that will proactively address the needs of students at risk on falling significantly behind. Students further striving to meet the rigorous standards will be referred to the MTSS (Multitier Support System) team that will include curriculum and pedagogy experts, guidance personnel and families to devise a plan that will result in academic gains and success for each student.

Professional Development On-going professional development and support for teachers will be provided through access to quality targeted training and use of train the trainer model. Training will be conducted throughout the year, as well as during the summer. Subject specific training and pedagogy will include all technology, science and mathematics content. In addition, our business partners and magnet TRST (Cambridge coordinator) will assist teachers with training in engineering process. Systemic reforms training will include research based instructional strategies, assessment, and other methodologies that are research tested to yield high achievement. Magnet TRST will coordinate and provide trainings and guide teachers in development and implementation of the curriculum. Collaborative planning time will be regularly scheduled to provide time and guidance in development and implementation on curriculum. In addition, strategies for recruitment and retention of diverse students as well as those with proven effectiveness for minority and low socioeconomic students.

Leadership for Equity Coaching Model (*Attachment 7*) is a five-year cycle of a continuous improvement coaching model developed specifically for Polk County Schools magnet grant and demonstration site administrators and their leadership teams for the successful implementation of the 2022 MSAP Grant. All meetings will be held at the school site, or in light of COVID-19, via Zoom or Microsoft Teams. This training cycle will aid the annual

administrative teams' PD requirement with 25 hours of 1 training time and an additional 15 hours of further implementation time. Consultants will work with the Office of Acceleration and Innovation to provide a robust coaching cycle tied directly to program goals, recruitment and retention of students, equity and minority group isolation goals

Positive Behavior and Restorative Practices. Equity in all aspects of school functioning is an overarching goal of the AMP. This includes the development of school culture that values diversity and engages in culturally appropriate, equity-driven practices in the discipline.

To offset the negative impacts of inequities in discipline, the AMP schools will implement proactive strategies to create school cultures in which all students thrive in a safe environment that promotes the development of social and emotional skills and competencies, shifting traditional into the restorative approach.

TRADITIONAL DISCIPLINE APPROACH	RESTORATIVE DISCIPLINE APPROACH
Schools rules are broken.	People and relationships are harmed.
Justice focused on establishing guilt.	Justice identifies needs and responsibility.
Accountability = punishment.	Accountability = understanding impact and repairing harm
Justice is directed to offender; the victim is ignored	Offender, victim, and school all have direct roles in the justice process
Rules and intent outweigh whether outcome is positive or negative	Offender is responsible for harmful behavior, repairing harm, and working toward positive outcomes
Limited opportunity for expressing remorse or making amends	Opportunity given to make amends and express remorse.

Source: Public Counsel, 2019

Some of the strategies to accomplish this paradigm shift will include:

⇒ *Leadership for Equity Coaching sequence* of train the trainer and leadership trainings focused on equity and implementation of positive and restorative behavior practices

(Fully described in *Attachment 7*)

⇒ Focus on *alleviation of implicit bias*

“Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner” (Payne, Niemi, & Doris, 2018). We are all affected, in one way or another, by the society in which we exist. These attitudes or stereotypes can affect a person’s thoughts, actions, and decisions about the subjects of their biases. Mainly, bias resides in the gap between “what we think and what we think we think” (Interlandi, 2015). When such bias goes unchecked, it can be detrimental in the classroom as it directly affects the following mindsets and behaviors:

- ⇒ Teachers’ expectations of their students,
- ⇒ How students are disciplined, and
- ⇒ The level of trust between students and teachers.

Identifying implicit biases is the first step to interrupting them and enabling us to make better decisions when interacting with students and families. To successfully eliminate bias, school positive behavior and restorative practices will be anchored in social justice and equity principles. Some of the practices will include

- ⇒ Utilize expertise of Dr. Kamm in regards to implicit bias (*Attachment 13*)
- ⇒ curriculum that focuses on the needs and experiences of the students
- ⇒ relevance of what students are learning in the context of the larger world.
- ⇒ learning experiences that encourage students to “talk back” to the world and consider such questions as “Who makes decisions and who is left out?; Who benefits and who suffers?; Why is a given practice fair or unfair? What are its

origins?; What alternatives can we imagine?; What is required to make change?” (Au, Bigelow, & Karp, 2007)

⇒ Incorporate literature that includes the experiences and voices of all who are part of our society, especially those who are “marginalized and dominated” (Au, Bigelow, & Karp, 2007)

⇒ engage students in learning tasks and assignments that are participatory and experiential where students are challenged to be mentally active.

⇒ arrange the room and establish routines that help the students feel cared about by the teacher and by one another. In these classrooms, students feel safe to discuss freely their ideas without ridicule or dismissal.

⇒ expect academic rigor in which students are appropriately challenged to master the concepts being taught.

⇒ Use curriculum that is culturally sensitive (Au, Bigelow, & Karp, 2007)

⇒ *Desegregation strategies* as described in Desegregation section

⇒ Development and implementation of a *schoolwide positive behavior and restorative practices protocols*

Table 5: Evidence Supporting New or Revised Projects-Competitive Preference Priority 2

<p><u>Instructions:</u></p>	<ul style="list-style-type: none"> ▪ If all of the schools participating in the project are new magnet schools, indicate “No Revised Magnet Schools Participating in the Project” in the first box below: “Nature of Revision or Change to the Magnet School.” ▪ For each existing magnet school the applicant proposes to revise, briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from PWS serving 50 students to whole-school program serving 400 students; adding medical sciences within school to complement other PWS and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc.); and ▪ Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; changes in the number of students participating in the existing program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within-school program to a whole-school program; etc. ▪ Provide evidence as described in the Application Package to demonstrate that the school(s) are evidence based. ▪ Use additional sheets, if necessary.
<p>LEA Name: Polk</p>	
<p>Magnet School: Blake Academy</p>	<p><u>Nature of Revision or Change to the Magnet School:</u></p> <p>Blake Academy will be a new magnet school. Blake will be a K-8 Primary and Lower Secondary Cambridge School. See attached school description.</p>
<p><u>Explanation of How or Why the Revision is Significant:</u></p> <p>RW Blake will be transformed from an under-enrolled, minority isolated school to a vibrant, academically excellent, diverse Cambridge magnet school. Since the school is significantly under-enrolled the creation of an attractive magnet program will provide for better utilization of facilities and offer additional elementary and middle school capacity in the Zone A. Newly established Primary and Lower Secondary Cambridge program will prepare students and increase interest in high school Cambridge Programming available to all students in this zone. Thorough the AMP , Blake students from Combee Academy will feed into Blake in grade 6, contribution to the MGI objectives. Blake will add 784 new magnet seats in the district.</p>	

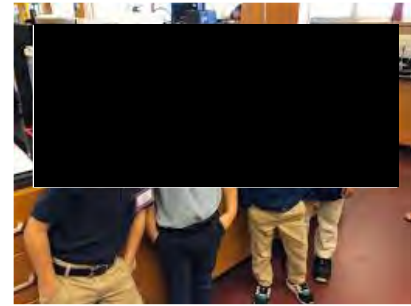
TABLE 5– ATTACHMENT

School: *Combee Academy of Design & Engineering*

Revised Magnet Program

Magnet Theme: *Primary Cambridge*

The AMP project will include six schools, three revised and three new magnets, that will engage diverse Polk County students in meaningful, innovative, and rigorous academic experiences. The targeted schools are located in low-income areas in the district and will serve numerous students who will have the opportunity to be the first in their families to graduate from high school or attend college. The AMP is designed to enable families to be an active part of their child’s educational process. Furthermore, the grant will assist the school district in reducing minority isolation, ensuring equitable access to students of all races, and promote equity in rigorous learning opportunities that will prepare students for postsecondary success. An added benefit of the AMP project is that these schools will create seamless K-8 educational continua. Furthermore, tudents will have an opportunity to continue to the high school with a theme aligned focus after completing the K-8 magnet continuum. Students attending Combee Academy of Design & Engineering will feed into R.W. Blake Academy 6-8 Cambridge program for middle school. Following the 8th grade, all R.W.Blake Academy Cambridge students will be prepared to apply to the Tenoroc High School Magnet Cambridge program for grades 9-12. The continuum of services will ensure vertical alignment of supports and curriculum to assist all students in navigating the rigorous, college-preparatory Cambridge program.



Combee Academy of Engineering & Design is an existing K-5 magnet school with an engineering-focused, STEM theme. Combee Academy became magnet schools as the lowest performing elementary school in our district and one of the lowest performing statewide. The school has been persistently low performing, earning the F-school designation three times in past three out of seven years. The school is located in the Qualified Opportunity Zone.



The under enrolled, minority and socioeconomically isolated school became a magnet in 2016, but has failed to attract students to its program. While the performance has slightly increased, the school is still identified for state support due to low performance (42.1% proficiency in ELA and 39.5% proficiency in math). Despite a new theme and magnet enrollment that draws from a wide area, the school is significantly under-enrolled and continues to be minority and socioeconomically isolated. Due to its reputation, the school struggles recruiting and retaining quality teaching staff, which perpetuates the problem. The school toils to serve students in an extreme, multi- generational poverty community with an abundance of unemployed and underemployed families struggling to meet basic housing and food needs. Combee Elementary is located on an old campus, which has been added on to over the years. This Title I school serves close to 78% of economically disadvantaged students, as established by the direct certification. the economic status is reported by the Florida Department of Education which identifies students as eligible for free meals based upon the Direct Certification determination of through SNAP; TANF; or the extension of eligibility to children experiencing homelessness who have been identified on the local liaison's list; Head Start participants; identified migrant youth; identified runaways; non-applicants approved by local officials; foster children who are certified through means other than a household application; and those eligible for Medicaid (FLDOE, 2022). This placement is much more rigorous, with significantly lower poverty thresholds than previously used the free/reduced lunch eligibility. The schools that reach 60% or more economically disadvantaged with a multiplier 1.6 are given a "community status" where all students receive free meals. The 1.6 multiplier adjusts for students whose parents choose not to or do not know how to access services and those temporarily distressed. Therefore, the multiplier provides a more accurate numbers of the economically disadvantaged student at each school site. Under the multiplier, 100% of Combee students are considered low socioeconomic. The school also has a significantly mobile and transient population, which

results in students who lack continuity and security in their academy studies. By creating a magnet school option in this needy community, mobility was somewhat stabilized since students from all over Lakeland can be transported to Combee Academy. The school is located at the boundary of urban and rural, farming areas of the county. Current construction and population trends, indicate a sharp rise in Hispanic population in the next few years. Currently, the school already serves 37.9% Hispanic population, compared to the Zone A average of 31%. However, parent interest in attractive magnet schools located in similar locations in other zones indicate that parents are willing to make that trip for academic excellence. However, most parents considering Combee Academy indicate that the current magnet theme is not attractive. Therefore, the addition of Cambridge Primary program will further enhance a student-centered learning environment, supporting an academically challenging curriculum that will attract diverse students, reduce and prevent isolation of Hispanic students and reduce isolation of low socioeconomic students. . In addition to the significant revision of the magnet theme from STEM to sought after Primary Cambridge, changes will includes creating a feeder pattern with RW Blake Academy, a new magnet school. Combee Academy grade 5 students will automatically feed into the grade 6 at RW Blake. Combee is located within 7 miles from RW Blake and its demographic composition will infuse diversity into RW Blake. Theme alignment in the feeder pattern will attract diverse population.



Impoverished neighborhood surrounding the Combee Academy.

THE CAMBRIDGE THEME

Combee Academy of Design & Engineering Academy will become Cambridge AICE school, completing the first Cambridge K-12 feeder pattern in the district. The Florida Legislature has identified AICE (Advanced



International Certificate of Education) as a graduation option (in high school) and an acceleration mechanism through which students can be awarded up to 45 hours of college credit at all public universities and colleges in Florida.

Students who earn the AICE Diploma qualify for the maximum Bright Futures Scholarship (with the completion of the required number of community service hours) and are not required to meet the minimum grade point average (GPA) and the Scholastic Aptitude Test (SAT) and/or American College Testing (ACT) testing scores. This provides an incredible opportunity to engage minority and economically disadvantaged students in college preparatory pathways, with ample academic and socioemotional supports. Cambridge AICE is a college preparatory pathway offered on a continuum from K to 12.



Source: Cambridge AICE

Primary Cambridge AICE will be offered at the R. W. Blake Academy K-5 along with Combee Academy of Design & Engineering K-5 creating a joint feeder pattern too the Blake Academy 6-8 grades. Cambridge Primary develops skills in ten subjects, including English, Mathematics, and Science. The program develops young learners who are confident, responsible, reflective, innovative, and engaged and includes an assessment that proves and improves learning. The curriculum is flexible, with clear learning objectives for each subject. The curriculum is flexible so that schools can offer any combination of the subjects available. The curriculum is well-aligned to state standards. Schools will implement interdisciplinary units of study that will focus on Cambridge Global Perspectives. Through Global Perspectives, teachers will help students to look at a variety of global issues or topics that give a range of contexts, as noted in the table below.

Cambridge Primary topics

Keeping healthy	Moving to a new country	Understanding belief
Keeping the peace	People - young and old	Reduce, reuse, recycle
Rich and poor	The world of work	Looking after planet Earth
Obedying the law	The right to learn	Sport and leisure
Values and beliefs	Using energy	Families
Water, food and farming	Worldwide companies	Living and working together
Working with other countries	Moving goods and people	Sharing planet Earth
Keeping safe	Improving communication	Computers and technology

Source: Cambridge AIE

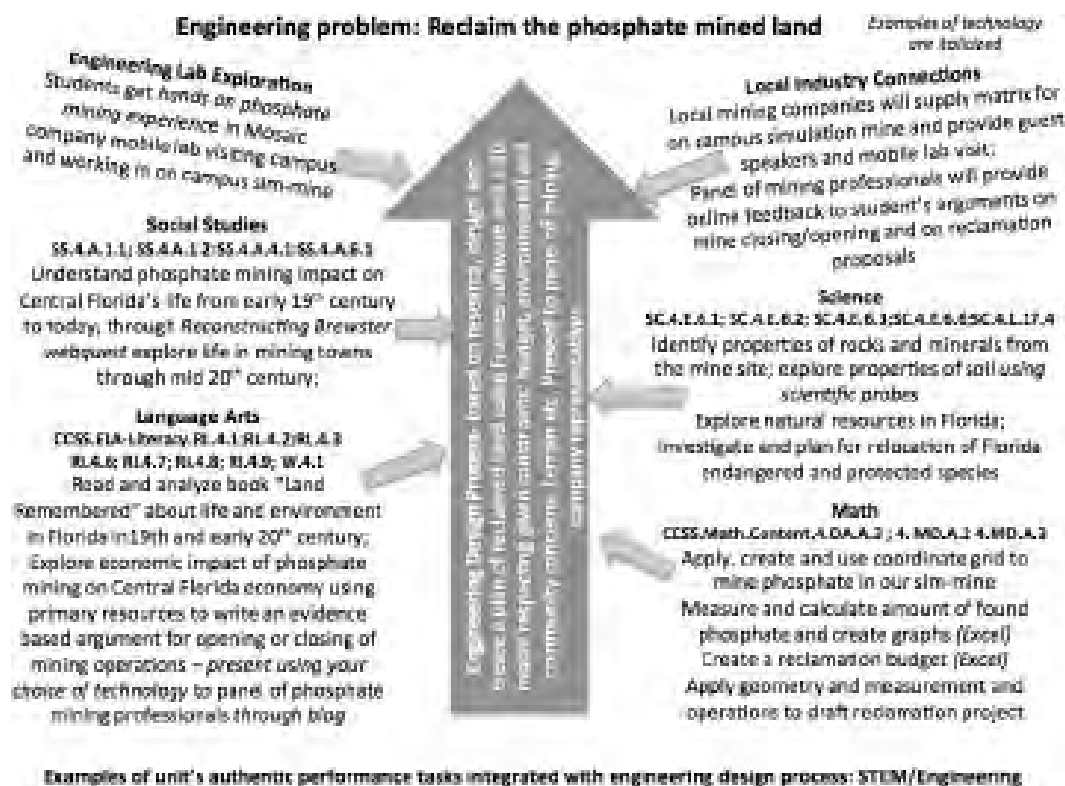
The Cambridge theme will be infused in academic offerings from Kindergarten. The theme will seamlessly integrate STEM-rich activities, to encourage more underrepresented students to take an interest in STEM and provide the needed infusion of STEM graduates to our community. Students will have access to Makerspace , coding, and a variety of enrichment opportunities in addition to units of study. Using programs, such as Code.org, as online support

to the engineering and coding curriculum, all students, including ELL and ESE students, can participate in this innovative and enjoyable Code Studio learning platform. Academic subjects will be studied as integrated, interconnected areas of study, rather than in isolation as in traditional education settings. This will facilitate students' understanding of the high cognitive complexity concepts and algorithms and promote application and generalization of the skills. Classrooms will be designed to encourage collaborative learning, provide access to all students, and make current technology and equipment available to all students. A variety of instructional strategies will be utilized in each classroom to assure the differentiation of instruction to meet the needs of a diverse student population.

INTEGRATION OF CAMBRIDGE IN UNITS OF STUDY

With an interdisciplinary curriculum and a revitalized, well-trained staff, Combee Academy of Design & Engineering will meet the demands for magnet school enrollment in Lakeland and will assist in the desegregation in the Lakeland area. Through targeted recruitment, The AMP project will reduce the current isolation of Hispanic students. By integrating exciting projects and activities designed to scaffold knowledge for success, all students at Combee Academy of Design & Engineering will have the opportunity to develop the perquisite skills necessary as foundational coursework in order to pursue a variety of careers and postsecondary education pathways. Students will solve problems by applying 21st century skills and content-area knowledge. The hands-on approach, rigorous academics, latest technology, innovative units and community-connected problem-solving units will attract a diverse population and improve academic performance. For example, in one of the units students will be challenged to solve a problem of non-native species invading Florida's native scrub, a current and widespread issue in our community. Students will research the issue and sources of non-native invasion, develop a

plan, and then design a product or a process to protect this native habitat. This unit will study the science big idea of interdependence of people and habitat, plant structure and functioning, while applying measurement, data analysis and number operations. Students will apply the design process as teams develop a product that will prevent future invasions. They will add a Global Perspective focus, as they understand the global impact of invasive species to worlds' communities. Students will use web design skills and graphic design software to create various multimedia presentations to inform our community of the issue and steps to prevention. Additional student products may include an interactive informational website linked to the websites of local nurseries which identify native species and invasive species. Students may also use the pre-fab lab to create 3-D landscaping models depicting native species for display and community education in these local nurseries. Sample of curricular integration is presented below



MAKERSPACES/ EARLY FABRICATION LAB

Innovative engineering lab, robotics and exploration experiences will strengthen mathematics and science and help students become critical thinkers and problem solvers. For example, students in the robotics lab will design robotic pond cleaners and surface skimmers. The students will then work with volunteers and mentors from the community and higher education to fine-tune and build to-scale models of these designs for actual use in the biodiversity areas located on campus. One component of the engineering lab will be a pre-fabrication lab. In an activity in this lab, students will re-design a flashlight for hurricane kits, a necessity in Florida. Students will operate under material and budgetary constraints with a task of designing a light-weight, yet strong, flashlight. Students will research various flashlight designs, then develop their own concept. Students will use drafting software (precursor to CAD) to draft their designs and use 3-D printer to create their model flashlights. Students will then present their prototype to peers and a panel of volunteer business experts and FEMA personnel, including local engineers, who will evaluate and provide feedback. Students will work with these volunteer mentors to modify and improve their prototypes. This class will be available as a weekly rotation for all students and feature advanced engineering projects, coding, and digital fabrication for students in grades K-5. The primary method of computer science instruction will be through integration of coding and algebraic thinking in math and application of computer skills and science through units of study.

Data driven instruction Teachers will have access to a multitude of formative and summative data on each students' performance. All teachers will receive training and support in understanding and using data to guide instructional planning and delivery. Students and teachers will compile a performance portfolio that will be used in teacher student conferences, as well as

student/teacher/parent portfolio conferences. The data portfolio will include approximation to the mastery of the standards, student growth, and differentiated paths to achieve student's individual learning goals. Instruction and differentiated paths will be adjusted based on frequent formative data to assure maximum impact and use of instructional time.

Flexible Learning Environment. Students will be provided flexible spaces and schedules to work on their differentiated goals. Classroom and school spaces will be arranged to be responsive to a variety of learning styles. In addition, students will be provided instruction in large and small groups, or one-on-one, based on their needs. Volunteers, paraprofessionals or peers will provide support as needed by an individual student. Students will be afforded ample choices in physical environment, support and tools used to achieve differentiated goals.

Differentiated learning will frame the curriculum. Teachers will be specifically trained to differentiate learning to amplify individual student achievement. Differentiated model may include digital and blended learning paths, small and large group instruction, interest-based individual studio projects, acceleration paths, individual instruction, and other research based approaches. Components of the differentiated learning at Combee Academy of Design & Engineering will include learning, communication styles, and team interaction. This allows students the ability to capitalize on their insights to build self-esteem, understand their motivational drivers for learning, build appreciation and tolerance for others and improve academic performance.

Language Arts Curriculum. Combee Academy of Design & Engineering will develop and implement rigorous language arts curriculum that will include connections to Cambridge, while ensuring all students meet or exceed grade level expectations in reading, writing, and language. All aspects of language arts will be differentiated with standard aligned activities

and adequate learning supports. Reading will blend the whole class, small group, guided reading and station rotation models that will enable Differentiated and multi-modal demonstrations of mastery. Combee Academy of Design & Engineering will utilize well-stocked classroom libraries connected to magnet theme to balance fiction and nonfiction text. This will allow students to improve reading by self-selection, self- pacing, and time spent reading and sharing books. The teacher demonstrates how to explore text and supports student-led discussion groups. Students gain the knowledge to understand text on multiple levels and respond to it thoughtfully. Connection to core subjects will increase student's motivation to read and further expand content knowledge. Reading tasks, responses and centers will use up to date technologies, increasing motivational value and utilizing tools for differentiation through activities such as digital storytelling and concept map creation.

Spoken and written language curriculum will be aligned from Kindergarten and include development of oral expression and advanced vocabulary through storytelling, morning meetings and podcasting to assure that students develop language skills needed for meeting and exceeding language components of the state ELA Standards. Combee Academy of Design & Engineering will further implement a structured writing program that addresses all writing genres Through this program students will learn to plan writing, organize their thoughts through graphic organizers and create written text that uses appropriate vocabulary, mechanics and spelling.

Nonfiction writing across curriculum will be integrated across the curriculum. Based on research by Reeves, students should have a minimum of five opportunities a day to express themselves in writing to increase content area achievement (Reeves, 2009) Therefore, writing will be reinforced through integration in all subjects with activities such as report writing, scientific reporting, journaling and writing for multimedia. Students will utilize tech tools such as

Blogs, to continuously communicate in writing, learning appropriate digital communication skills, increasing motivation to write and practicing writing skills in real life applications.

Mathematics To address the standards and provide all students an opportunity to succeed in mathematics, Combee Academy of Design & Engineering will implement rigorous, differentiated mathematics curriculum to build prerequisite knowledge, as well as integrate mathematics as an essential component of curricular units. Math approach will feature instruction leading toward mastery of standards, integration of algebraic thinking through computer science approaches such as programming, and differentiated learning time. During the differentiated learning time, students will work on math content that will help them master or accelerate progression through standards. Starting in grade three, special accelerated math paths will be available through flexible grouping, differentiated learning, and studio time. The goal of the acceleration is for a significant number of students to be readiness for Algebra I in grade 7.

A variety of manipulatives, traditional and digital, will be utilized to translate abstract math concepts into concrete, age appropriate concepts. A wide range of technologies will be leveraged to introduce, scaffold, and assess mathematical concepts. Formative assessment will be used daily to monitor student progress. Interdisciplinary units will consciously integrate mathematics concepts currently taught and already mastered. In our fourth grade unit students will operate a phosphate mine with the first step of creating a core sampling grid. Teachers will embed the current mathematics lessons on coordinate pairs giving students opportunity to apply and learn how mathematics translates in real life. In primary grades students will utilize outdoor classrooms and gardens to collect, manipulate and analyze data, apply operations and increase algebraic thinking.

Assessment. Hands on, inquiry nature of the program will provide students with multiple ways to show their learning. To assure that all students are mastering standards, teachers will use a variety of traditional and authentic assessment methods. Teachers will be trained in use of data driven instruction, development and use of Common Formative Assessments and creation of Authentic Performance Tasks (Assessments). In addition, training will be provided throughout the year on classroom use of informal embedded formative assessments. Teachers will create rubrics and scoring guides for assessment of knowledge that includes items of all complexity levels. Collaborative scoring will assure communication among grade levels teams and assessment driven instruction. Performance based assessments, such as multimedia or engineering products, will be utilized in all classes to allow students opportunity demonstrate application of knowledge. Self-reflection and self-evaluation will be embedded as journals within the units, allowing students to assess their own learning and become self-directed learners. Students in grades 2-5 will maintain data notebooks in which they will note their progress. Teachers will review the data notebooks with students to provide feedback and develop individual learning goals. Students will share their data notebooks with parents to continuously update parents and reinforce school to home communication. Assessments will be communicated to parents through portfolio conferences.

For struggling students the MOST (Multiple Opportunities for Student Target) program will allow for ongoing communication and individualization of learning. This program will provide students will be individualized, differentiated support while they work toward standard master and include monthly meeting with parents, at a time and method convenient to parents, to discuss student progress. The MOST will represent a supported TIER 1 step that will proactively address the needs of students at risk on falling significantly behind. Students further striving to

meet the rigorous standards will be referred to the MTSS (Multitier Support System) team that will include curriculum and pedagogy experts, guidance personnel and families to devise a plan that will result in academic gains and success for each student.

Professional Development On-going professional development and support for teachers will be provided through access to quality targeted training and use of train the trainer model. Training will be conducted throughout the year, as well as during the summer. Subject specific training and pedagogy will include all technology, science and mathematics content. In addition, our business partners and magnet TRST (Cambridge coordinator) will assist teachers with training in engineering process. Systemic reforms training will include research based instructional strategies, assessment, and other methodologies that are research tested to yield high achievement. Magnet TRST will coordinate and provide trainings and guide teachers in development and implementation of the curriculum. Collaborative planning time will be regularly scheduled to provide time and guidance in development and implementation on curriculum. In addition, strategies for recruitment and retention of diverse students as well as those with proven effectiveness for minority and low socioeconomic students. Combee Academy of Design & Engineering will work closely with the demonstration site at Rochelle School of the Arts, as school who several years ago was in the same predicament and has underwent a highly successful conversion to a STEM and STEAM magnet schools. Teachers and leadership teams from demonstration schools will assist in planning, modeling, peer coaching and curriculum development and implementation, thus creating a peer network that will assure sustainability of the program past the grant years.

Leadership for Equity Coaching Model (*Attachment 7*) is a five-year cycle of a continuous improvement coaching model developed specifically for Polk County Schools magnet grant and demonstration site administrators and their leadership teams for the successful implementation of the 2022 MSAP Grant. All meetings will be held at the school site, or in light of COVID-19, via Zoom or Microsoft Teams. This training cycle will aid the annual administrative teams' PD requirement with 25 hours of training time and an additional 15 hours of further implementation time. Consultants will work with the Office of Acceleration and Innovation to provide a robust coaching cycle tied directly to program goals, recruitment and retention of students, equity and minority group isolation goals

Positive Behavior and Restorative Practices. Equity in all aspects of school functioning is an overarching goal of the AMP. This includes the development of school culture that values diversity and engages in culturally appropriate, equity-driven practices in the discipline.

To offset the negative impacts of inequities in discipline, the AMP schools will implement proactive strategies to create school cultures in which all students thrive in a safe environment that promotes the development of social and emotional skills and competencies, shifting traditional into the restorative approach.

TRADITIONAL DISCIPLINE APPROACH	RESTORATIVE DISCIPLINE APPROACH
Schools rules are broken.	People and relationships are harmed.
Justice focused on establishing guilt.	Justice identifies needs and responsibility.
Accountability = punishment.	Accountability = understanding impact and repairing harm
Justice is directed to offender; the victim is ignored	Offender, victim, and school all have direct roles in the justice process

Rules and intent outweigh whether outcome is positive or negative	Offender is responsible for harmful behavior, repairing harm, and working toward positive outcomes
Limited opportunity for expressing remorse or making amends	Opportunity given to make amends and express remorse.

Source: Public Counsel, 2019

Some of the strategies to accomplish this paradigm shift will include:

⇒ *Leadership for Equity Coaching sequence* of train the trainer and leadership trainings focused on equity and implementation of positive and restorative behavior practices (Fully described in *Attachment 7*)

⇒ Focus on *alleviation of implicit bias*

“Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner” (Payne, Niemi, & Doris, 2018). We are all affected, in one way or another, by the society in which we exist. These attitudes or stereotypes can affect a person’s thoughts, actions, and decisions about the subjects of their biases. Mainly, bias resides in the gap between “what we think and what we think we think” (Interlandi, 2015). When such bias goes unchecked, it can be detrimental in the classroom as it directly affects the following mindsets and behaviors:

- ⇒ Teachers’ expectations of their students,
- ⇒ How students are disciplined, and
- ⇒ The level of trust between students and teachers.

Identifying implicit biases is the first step to interrupting them and enabling us to make better decisions when interacting with students and families. To successfully eliminate bias, school positive behavior and restorative practices will be anchored in social justice and equity principles. Some of the practices will include:

- ⇒ Utilize expertise of Dr. Kamm in regards to implicit bias (*Attachment 13*)
- ⇒ curriculum that focuses on the needs and experiences of the students
- ⇒ relevance of what students are learning in the context of the larger world.
- ⇒ learning experiences that encourage students to “talk back” to the world and consider such questions as “Who makes decisions and who is left out?; Who benefits and who suffers?; Why is a given practice fair or unfair? What are its origins?; What alternatives can we imagine?; What is required to make change?” (Au, Bigelow, & Karp, 2007)
- ⇒ Incorporate literature that includes the experiences and voices of all who are part of our society, especially those who are “marginalized and dominated” (Au, Bigelow, & Karp, 2007)
- ⇒ engage students in learning tasks and assignments that are participatory and experiential where students are challenged to be mentally active.
- ⇒ arrange the room and establish routines that help the students feel cared about by the teacher and by one another. In these classrooms, students feel safe to discuss freely their ideas without ridicule or dismissal.
- ⇒ expect academic rigor in which students are appropriately challenged to master the concepts being taught.
- ⇒ Use curriculum that is culturally sensitive (Au, Bigelow, & Karp, 2007)
- ⇒ *Desegregation strategies* as described in Desegregation section
- ⇒ Development and implementation of a *schoolwide positive behavior and restorative practices protocols*

Table 5: Evidence Supporting New or Revised Projects-Competitive Preference Priority 2

<p><u>Instructions:</u></p>	<ul style="list-style-type: none"> ▪ If all of the schools participating in the project are new magnet schools, indicate “No Revised Magnet Schools Participating in the Project” in the first box below: “Nature of Revision or Change to the Magnet School.” ▪ For each existing magnet school the applicant proposes to revise, briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from PWS serving 50 students to whole-school program serving 400 students; adding medical sciences within school to complement other PWS and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc.); and ▪ Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; changes in the number of students participating in the existing program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within-school program to a whole-school program; etc. ▪ Provide evidence as described in the Application Package to demonstrate that the school(s) are evidence based. ▪ Use additional sheets, if necessary.
<p>LEA Name: Polk</p>	
<p>Magnet School: Blake Academy</p>	<p><u>Nature of Revision or Change to the Magnet School:</u></p> <p>Blake Academy will be a new magnet school. Blake will be a K-8 Primary and Lower Secondary Cambridge School. See attached school description.</p>
<p><u>Explanation of How or Why the Revision is Significant:</u></p> <p>RW Blake will be transformed from an under-enrolled, minority isolated school to a vibrant, academically excellent, diverse Cambridge magnet school. Since the school is significantly under-enrolled the creation of an attractive magnet program will provide for better utilization of facilities and offer additional elementary and middle school capacity in the Zone A. Newly established Primary and Lower Secondary Cambridge program will prepare students and increase interest in high school Cambridge Programming available to all students in this zone. Thorough the AMP , Blake students from Combee Academy will feed into Blake in grade 6, contribution to the MGI objectives. Blake will add 784 new magnet seats in the district.</p>	

TABLE 5 – ATTACHMENT

School: *Daniel Jenkins Academy 6-8*

Revised Magnet Program

Magnet Theme: *Lower Secondary Cambridge*

The AMP project will include six schools, three revised and three new magnets, that will engage diverse Polk County students in meaningful, innovative, and rigorous academic experiences. The targeted schools are located in low-income areas in the district and will serve numerous students who will have the opportunity to be the first in their families to graduate from high school or attend college. The AMP is designed to enable families to be an active part of their child's educational process. Furthermore, the grant will assist the school district in reducing minority isolation, ensuring equitable access to students of all races, and promote equity in rigorous learning opportunities that will prepare students for postsecondary success. An added benefit of the AMP project is that these schools will create seamless K-12 educational continua. Students attending Bethune Academy K-5 Cambridge program will feed into D. Jenkins 6-8 Cambridge program for middle school. Following the 8th grade, all D. Jenkins Academy Cambridge students will be prepared to apply to the Winter Haven High School Cambridge program for grades 9-12. The continuum of services will ensure vertical alignment of supports and curriculum to assist all students in navigating the rigorous, college- preparatory Cambridge program.

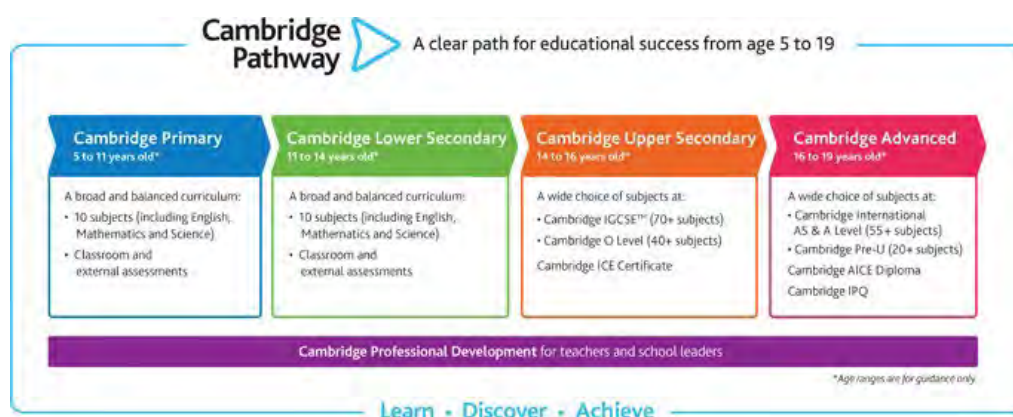
Daniel Jenkins Academy is located on the outskirts of the historic African American Oakland neighborhood in the urban center of Haines City. When the school became a magnet in 2016, Bethune Academy was added as a feeder. Therefore, demographic shifts at Bethune Academy directly affect demographic direction of D. Jenkins Academy. Like Bethune, the school struggles to serve students in an extreme, multi-generational poverty community with an abundance of families struggling to meet basic housing and food needs. The school's high poverty rates (59%) qualify it as a Community (all students receive free meals) Title 1 school.

During the desegregation shift, Black and low SES students became increasingly isolated. The school has lost its appeal due to curriculum that is in direct competition with a slew of brand-new STEM charter schools burgeoning in this area. Addition of a highly desirable Cambridge program will create a K-8 magnet continuum. Furthermore, students will be well-prepared to apply to Winter Haven High School Cambridge

AICE program that includes college preparatory pathways. Through this MSAP grant, D. Jenkins magnet theme will be aligned to its feeder, Bethune Academy, and the schools will work together to reduce minority isolation, while increasing academic performance and innovation at each school site.

THE CAMBRIDGE THEME

D. Jenkins Academy will become Lower Secondary Cambridge AICE school, completing the second Cambridge K-12 feeder pattern in the district. The Florida Legislature has identified AICE (Advanced International Certificate of Education) as a graduation option (in high school) and an acceleration mechanism through which students can be awarded up to 45 hours of college credit at all public universities and colleges in Florida. Students who earn the AICE Diploma qualify for the maximum Bright Futures Scholarship (with the completion of the required number of community service hours) and are not required to meet the minimum grade point average (GPA) and the Scholastic Aptitude Test (SAT) and/or American College Testing (ACT) testing scores. This provides an incredible opportunity to engage minority and economically disadvantaged students in college preparatory pathways, with ample academic and socioemotional supports. Cambridge AICE is a college preparatory pathway offered on a continuum from K to 12.



Source: Cambridge AICE

Cambridge Lower Secondary is designed for students aged 11 to 14 years and allows schools to develop confident, responsible, reflective, innovative, and engaged learners. The program provides a natural progression from primary Cambridge

prepares

them for a post-14 education program that leads to formal AICE Diploma qualifications. Cambridge Lower Secondary develops skills in ten subjects, including English, Mathematics, and Science. In addition, students may take Cambridge courses in art, civics, digital literacy and ICT. Finally, global perspectives are a centerpiece of the curriculum, allowing for critical inquiry and application of academic skills relevant to the world around us.

The curriculum is flexible with clear learning objectives well aligned to state standards. The Cambridge International curriculum affords the student the opportunity for enrichment and acceleration that develops skills and understanding in English, Math, Science, and Cambridge Global Perspectives for the first three years of secondary education (grades 6-8). These skills help prepare students for college-level coursework to which they will be exposed as they progress into high school. Students have the flexibility to choose a course of study that best meets their abilities and interests while earning some high school credit courses in middle school. All middle school students will take the Global Perspectives course as a requirement of the program. The program develops the skills of research, analysis, evaluation, reflection, collaboration, and communication. It strengthens the links across English as a first or second language, mathematics, science, and ICT Starters. A variety of global issues or topics give a range of contexts, as noted in the below.

Cambridge Lower Secondary topics

Disease and health	Migration	Belief systems
Conflict and peace	Demographic change	Sustainability
Poverty and inequality	Employment	Biodiversity and ecosystem loss
Law and criminality	Education for all	Sport and recreation
Tradition, culture and identity	Fuel and energy	Family
Water, food and agriculture	Globalisation	Changing communities
Trade and aid	Transport and infrastructure	Humans and other species
Human rights	Language and communication	Digital world

Source: Cambridge AICE

Instructional strategies will include digital learning, interest-based projects, small and large group direct instruction, and collaborative learning. Intensive professional development and support will be

provided to all teachers, enabling them to engage students in the state-of-the-art technologies and innovative academic experiences. Pedagogy will emphasize inquiry, problem- solving, and collaborative engagement in authentic, real-life learning experiences. Accelerated paths will be available for all students in areas of their strengths, offering them an acceleration to high school courses in middle school and preparing students for early college credit courses.

Students will be able to choose from a variety of electives within the magnet theme, many tying into STEM. Such opportunities include including Fabrication Lab, Graphic Design, and Environmental Science. Many of these courses will offer students an option of earning Career and Technical (CTE) certifications that will further increase interest in build foundation for postsecondary careers. In grade 6, special accelerated math sections will be opened for advanced students including Algebra I or pre-algebra paths preparing students for Algebra I. The goal of the math acceleration is that a significant number of students are ready for Algebra I in grade 7 and majority take Geometry while in middle school grades. Example of a Lower Secondary Global Perspectives Challenge is attached below

The primary magnet theme at Blake will be Cambridge. However, based on the economic needs of the community, we embedded strong STEM

supports throughout the program. This will enable preparation for the STEM careers of tomorrow through differentiated, accelerated learning opportunities and electives that meet needs of each individual student. Students will be able to choose electives within the magnet theme, including Fabrication Lab, Digital Production and Design, Aerospace, Aquaculture, or accelerated STEM courses. In addition, lessons and study sequences will connect to makerspaces and fabrication lab to extend academic standards. By integrating exciting projects and activities designed to scaffold knowledge for success, all students at Blake 6-8 will have the opportunity to develop the perquisite skills necessary as foundational coursework in order to pursue engineering careers. Students will solve problems by applying 21st century skills and content- area knowledge and connecting the global perspectives. The hands-on approach, rigorous academics, latest technology, innovative and community-connected problem-solving activities will attract a diverse population and improve academic performance. Sample grade 7 integrated unit is attached at the end of this description.

Special Attention to Mathematics

paths preparing students for Algebra I. The goal of the math acceleration is that significant number of students are ready for Algebra I, and majority take Algebra I and Geometry while in middle school grades. Math approach will feature instruction

leading toward mastery of standards, integration of algebraic thinking through computer science approaches such as programming, and differentiated learning time. During the differentiated learning time, students will work on math content that will help them master or accelerate progression through standards. Special accelerated math paths will be available through flexible grouping, differentiated learning, and studio time.

A variety of manipulatives, traditional and digital, will be utilized to translate abstract math concepts into concrete, age appropriate concepts. A wide range of technologies will be leveraged to introduce, scaffold, and assess mathematical concepts. Formative assessment will be used daily to monitor student progress. Cambridge units will consciously integrate mathematics concepts currently taught and already mastered.

Fabrication Lab Authentic STEM Experiences

A Fab Lab, which is shortened terminology for fabrication laboratory, allows students to create what their minds imagine – from chess pieces to clocks and lampshades right in their classroom! This hands-on STEM component not only provides students a daily dose of amazement, but also offers a unique opportunity for students to understand the application of STEM concepts. The Fab Lab is a state-of-the-art design center that allows students to apply mathematical and science skills in order to electronically design objects and then actually create these objects using lasers, ground-breaking 3-D printers and materials such as liquids, powders or metals. A fab lab (fabrication laboratory) is a small-scale workshop offering classroom digital fabrication. The fab lab will be equipped with an array of flexible, computer-controlled tools that cover several different length scales and various materials. The fabricator can extrude almost any shape, including technology-enabled products generally perceived as limited to mass production. Students will see the potential applications of STEM curriculum by creating devices

for projects, community service outreach, and applications in other classes, as well as in organizations such as the Future Business Leaders of America. These devices can be tailored to local or personal needs in ways that are not practical or economical using mass production, once again bringing the Cambridge global perspectives in authentic,

relevant learning.

Data driven instruction Teachers will have access to a multitude of formative and summative data on each students' performance. All teachers will receive training and support in understanding and using data to guide instructional planning and delivery. Students and teachers will compile a performance portfolio that will be used in teacher student conferences, as well as student/teacher/parent portfolio conferences. The data portfolio will include approximation to the mastery of the standards, student growth, and differentiated paths to achieve student's individual learning goals. Instruction and differentiated paths will be adjusted based on frequent formative data to assure maximum impact and use of instructional time.

Language Arts . Blake 6-8 will develop and implement rigorous language arts curriculum that will include connections to Cambridge focus areas, while ensuring all students meet or exceed grade level expectations in reading, writing, and language. All aspects of language arts will be differentiate , to allow for adequate learning supports. Reading will blend the whole class, small group, guided reading and station rotation models that will enable differentiation and multi-modal demonstrations of mastery.

Spoken and written language curriculum will include development of oral expression and advanced vocabulary and increase proficiency in English language for ELL students. Structured writing program will assure students will learn to plan writing, organize their thoughts through graphic organizers and create written text that uses appropriate vocabulary, mechanics and spelling. Nonfiction writing across curriculum will be integrated across the curriculum.

Based on

research by Reeves, students should have a minimum of five opportunities a day to express themselves in writing to increase content area achievement (Reeves, 2009) Therefore, writing will be reinforced through integration in all subjects with activities such as report writing, scientific reporting, journaling and writing for multimedia. Students will utilize web 2.0 tools such as blogs and wikis to continuously communicate in writing, learning appropriate digital communication skills, increasing motivation to write and practicing classroom introduced writing skills in real life applications.

Assessment Hands on, inquiry nature of the program will provide students with multiple ways to show their learning. To assure that all students are mastering standards, teachers will use a variety of traditional and authentic assessment methods. Teachers will be trained in use of data driven instruction, development and use of Common Formative

Assessments and creation of Authentic Performance Tasks (Assessments). In addition, training will be provided throughout the year on classroom use of informal embedded formative assessments. Teachers will create rubrics and scoring guides for assessment of knowledge that includes items of all complexity levels. Collaborative scoring will assure communication among grade levels teams and assessment driven instruction. Performance based assessments, such as multimedia or engineering products, will be utilized in all classes to allow students opportunity demonstrate application of knowledge. Self-reflection and self-evaluation will be embedded as journals within the units, allowing students to assess their own learning and become self-directed learners. Students in all grades will maintain data notebooks in which they will note their progress. Teachers will review the data notebooks with students to provide feedback and develop individual learning goals. Students will share their data notebooks with parents to continuously update parents and reinforce school to home communication. Assessments will be communicated to parents through portfolio conferences. For struggling students the MOST (Multiple Opportunities for Student Target) program will allow for ongoing communication and individualization of learning. This program will provide students will be individualized, differentiated support while they work toward standard master and include monthly meeting with parents, at a time and method convenient to parents, to discuss student progress. The MOST will represent a supported TIER 1 step that will proactively address the needs of students at risk on falling significantly behind. Students further striving to meet the rigorous standards will be referred to the MTSS (Multitier Support System) team that will include curriculum and pedagogy experts, guidance personnel and families to devise a plan that will result in academic gains and success for each student.

Professional Development On-going professional development and support for teachers will be provided through access to quality targeted training and use of train the trainer model. Training will be conducted throughout the year, as well as during the summer. Specific Cambridge subject training and pedagogy will include all subject area content. In addition, our business partners and magnet TRST will assist teachers with training in engineering process. Systemic reforms training will include research based instructional strategies, assessment, and other methodologies that are research tested to yield high achievement. Magnet TRST will coordinate and provide trainings and guide teachers in development and implementation of the curriculum. Collaborative planning time will be regularly scheduled to provide time and guidance in development and implementation on curriculum. **Leadership for Equity Coaching Model** (Attachment 7) is a five-year cycle of a continuous

improvement coaching model developed specifically for Polk County Schools magnet grant and demonstration site administrators and their leadership teams for the successful implementation of the 2020 MSAP Grant. All meetings will be held at the school site, or in light of COVID-19, via Zoom or Microsoft Teams. This training cycle will support the annual administrative teams'

PD requirement with 25 hours of actual training time and an additional 15 hours of further implementation time. Consultants will work with the Office of Acceleration and Innovation to provide a robust coaching cycle tied directly to program goals, recruitment and retention of students, equity and minority group isolation goals

Positive Behavior and Restorative Practices. Equity in all aspects of school functioning is an overarching goal of the AMP. This includes the development of school culture that values diversity and engages in culturally appropriate, equity-driven practices in the discipline.

To offset the negative impacts of inequities in discipline, the AMP schools will implement proactive strategies to create school cultures in which all students thrive in a safe environment that promotes the development of social and emotional skills and competencies, shifting traditional into the restorative approach.

TRADITIONAL DISCIPLINE APPROACH	RESTORATIVE DISCIPLINE APPROACH
Schools rules are broken.	People and relationships are harmed.
Justice focused on establishing guilt.	Justice identifies needs and responsibility.
Accountability = punishment.	Accountability = understanding impact and repairing harm
Justice is directed to offender; the victim is ignored	Offender, victim, and school all have direct roles in the justice process

Rules and intent outweigh whether outcome is positive or negative	Offender is responsible for harmful behavior, repairing harm, and working toward positive outcomes
Limited opportunity for expressing remorse or making amends	Opportunity given to make amends and express remorse.

Source: *Public Counsel*, 2019

Some of the strategies to accomplish this paradigm shift will include:

⇒ *Leadership for Equity Coaching sequence* of train the trainer and leadership trainings focused on equity and implementation of positive and restorative behavior practices (Fully described in *Attachment 7*)

⇒ Focus on *alleviation of implicit bias*

“Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner” (Payne, Niemi, & Doris, 2018). We are all affected, in one way or another, by the society in which we exist. These attitudes or stereotypes can affect a person’s thoughts, actions, and decisions about the subjects of their biases. Mainly, bias resides in the gap between “what we think and what we think we think” (Interlandi, 2015). When such bias goes unchecked, it can be detrimental in the classroom as it directly affects the following mindsets and behaviors:

- ⇒ Teachers’ expectations of their students,
- ⇒ How students are disciplined, and
- ⇒ The level of trust between students and teachers.

Identifying implicit biases is the first step to interrupting them and enabling us to make better decisions when interacting with students and families. To

successfully eliminate bias, school positive behavior and restorative practices will be anchored in social justice and equity principles. Some of the practices will include:

- ⇒ Utilize expertise of Dr. Kamm in regards to implicit bias (*Attachment 11*)
- ⇒ curriculum that focuses on the needs and experiences of the students
- ⇒ relevance of what students are learning in the context of the larger world.
- ⇒ learning experiences that encourage students to “talk back” to the world and consider such questions as “Who makes decisions and who is left out?; Who benefits and who suffers?; Why is a given practice fair or unfair? What are its origins?; What alternatives can we imagine?; What is required to make change?” (Au, Bigelow, & Karp, 2007)
- ⇒ Incorporate literature that includes the experiences and voices of all who are part of our society, especially those who are “marginalized and dominated” (Au, Bigelow, & Karp, 2007)
- ⇒ engage students in learning tasks and assignments that are participatory and experiential where students are challenged to be mentally active.
- ⇒ arrange the room and establish routines that help the students feel cared about by the teacher and by one another. In these classrooms, students feel safe to discuss freely their ideas without ridicule or dismissal.
- ⇒ expect academic rigor in which students are appropriately

challenged to master the concepts being taught.

⇒ Use curriculum that is culturally sensitive (Au, Bigelow, & Karp, 2007)

⇒ *Desegregation strategies* as described in Desegregation section

⇒ Development and implementation of a *schoolwide positive behavior and restorative practices protocols*

Table 5: Evidence Supporting New or Revised Projects-Competitive Preference Priority 2

<p><u>Instructions:</u></p>	<ul style="list-style-type: none"> ▪ If all of the schools participating in the project are new magnet schools, indicate “No Revised Magnet Schools Participating in the Project” in the first box below: “Nature of Revision or Change to the Magnet School.” ▪ For each existing magnet school the applicant proposes to revise, briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from PWS serving 50 students to whole-school program serving 400 students; adding medical sciences within school to complement other PWS and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc.); and ▪ Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; changes in the number of students participating in the existing program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within-school program to a whole-school program; etc. ▪ Provide evidence as described in the Application Package to demonstrate that the school(s) are evidence based. ▪ Use additional sheets, if necessary.
<p>LEA Name: Polk</p>	
<p>Magnet School: Blake Academy</p>	<p><u>Nature of Revision or Change to the Magnet School:</u></p> <p>Blake Academy will be a new magnet school. Blake will be a K-8 Primary and Lower Secondary Cambridge School. See attached school description.</p>
<p><u>Explanation of How or Why the Revision is Significant:</u></p> <p>RW Blake will be transformed from an under-enrolled, minority isolated school to a vibrant, academically excellent, diverse Cambridge magnet school. Since the school is significantly under-enrolled the creation of an attractive magnet program will provide for better utilization of facilities and offer additional elementary and middle school capacity in the Zone A. Newly established Primary and Lower Secondary Cambridge program will prepare students and increase interest in high school Cambridge Programming available to all students in this zone. Thorough the AMP , Blake students from Combee Academy will feed into Blake in grade 6, contribution to the MGI objectives. Blake will add 784 new magnet seats in the district.</p>	

TABLE 5– ATTACHMENT
School: *Garner Elementary Academy*

New Magnet Program

Magnet Theme: *STEM/ Polytech*

The AMP project will include six schools, three revised and three new magnets, that will engage diverse Polk County students in meaningful, innovative, and rigorous academic experiences. The targeted schools are located in low-income areas in the district and will serve numerous students who will have the opportunity to be the first in their families to graduate from high school or attend college. The AMP is designed to enable families to be an active part of their child’s educational process. Furthermore, the grant will assist the school district in reducing minority isolation, ensuring equitable access to students of all races, and promote equity in rigorous learning opportunities that will prepare students for postsecondary success. An added benefit of the AMP project is that these schools will create seamless K-8 educational continua. Furthermore, students will have an opportunity to continue to the high school with a theme aligned focus after completing the K-8 magnet continuum.

Garner Elementary School is located in Winter Haven, Zone B. Over the years, Garner Elementary’s lack of resources, deteriorating facility and low academic performance (31.4% proficiency in ELA and 30.6% proficiency in math) have resulted in outflux of some students to other choice options. The surrounding neighborhood experienced the rise in poverty due to its location and availability of older, cheaper housing options. Since most of the neighborhood housing options are rentals, there is a significant turnover of students who move schools whenever they move to another rental property. The school serves a largely minority population and is experiencing trend toward even higher minority isolation of African American. Currently, 36% of Garner’s students identify as African American, compared to the Zone B average of

23%. At the same time, the school is severely isolated for low socioeconomic students. The school's high poverty rates qualify it as a Community (all students receive free meals) Title 1 school. With increased minority isolation of black students and 80% students from poverty, Garner's students' opportunities for interaction with diverse students representing the Winter Haven community are diminishing. Recently, PCPS has decided to invest over \$40 million dollars to completely rebuild and expand the Garner campus. This will not only attract diverse students, but also significantly increase the school capacity. School's location and new magnet theme will attract students who have elected to seek educational opportunities elsewhere and bring new students to Garner. This will result in increased diversity at the school site, as well as better utilization of available new facilities. By infusing resources from the MSAP grant and introducing the innovative STEM magnet theme, the new Garner Academy will increase instructional rigor, add innovative curriculum, and attract additional students to create a more diverse environment.

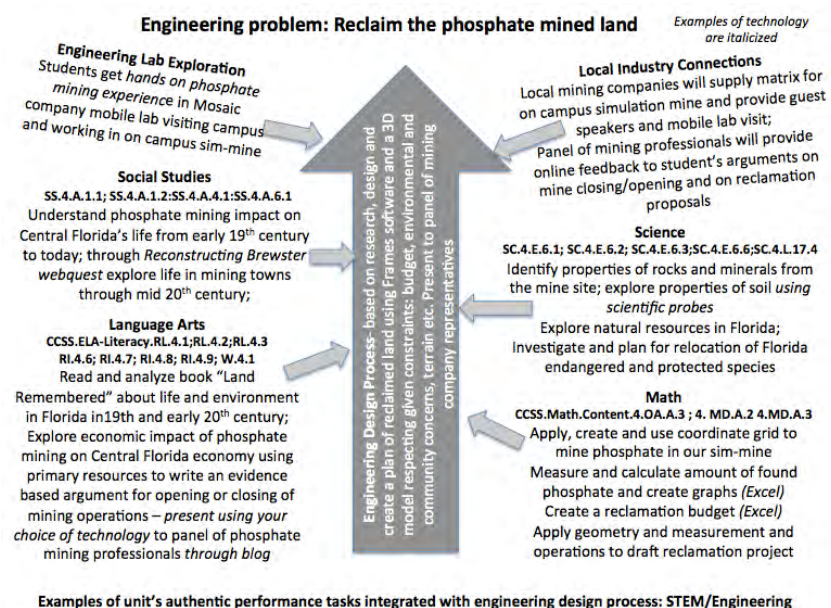
In addition, 5th graders at Garner Academy will directly feed into an existing STEM magnet school, Lake Alfred Polytech Academy for grades 6-8. Furthermore, the district has created numerous advanced STEM focused academies in surrounding high school. Students in these academies receive rigorous college preparatory academics and, at the same time, can earn CTE certifications leading to employable skills and preparation for advanced STEM careers. For example, Auburndale High School offers Agrotechnology, Architectural & Engineering Design, Digital Graphics, and Medical academies. Lake Region High School offers Agriscience, Construction, iMAG Marketing Technology, Medical and Water Utility academies. Finally, Winter Haven High School offers Aerospace, Technobotics, Agribusiness and Medical academies.

INTERDISCIPLINARY STEM CURRICULUM

With a STEM-focused interdisciplinary curriculum and a revitalized, well-trained staff, Garner will meet the demands for magnet school enrollment and will assist in the desegregation in the Winter Haven. Garner's focus on STEM will be developed around engineering principles. The National Science Teachers' Association defines STEM as "an integrated discipline that creates partnerships between science, technology, engineering, and mathematics, and focuses on innovation and the applied process of designing solutions to authentic or real-world problems using current tools and technology." (Stem Coalition, 2016). Garner's curriculum will be based on this definition, with removal of traditional boundaries between subjects that will enable students to generalize and transfer academic knowledge. The design process will form a central, integrating concept around which all other subjects will be built through interdisciplinary standards-based units of study. An added benefit to Garner's unique course offerings will be the emphasis on preparing girls and minorities for success in the various engineering fields. Students who experience success and develop an interest and an understanding of engineering at an early age will be more likely to pursue careers in engineering and related fields. Recent data compiled by *U.S. News and World Report* indicate that females and minorities are still significantly under-represented in various engineering fields across the spectrum. By integrating exciting projects and activities designed to scaffold knowledge for success, all students at Garner will have the opportunity to develop the requisite skills necessary as foundational coursework to pursue engineering careers.

Using design and engineering as a central theme, students will solve problems by applying 21st century skills and content-area knowledge. The hands-on approach, rigorous academics, latest technology, innovative units and community-connected problem-solving units

will attract a diverse population and improve academic performance. For example, in one of the STEM units students will be challenged to solve a problem of non-native species invading Florida's native scrub, a current and widespread issue in our community. Students will research the issue and sources of non-native invasion, develop a plan, and then design a product or a process to protect this native habitat. This unit will study the science big idea of interdependence area. of people and habitat, plant structure and functioning, while applying measurement, data analysis and number operations. Students will apply the engineering design process as teams develop a product that will prevent future invasions. They will use web design skills and graphic design software to create various multimedia presentations to inform our community of the issue and steps to prevention. Additional student products may include an interactive informational website linked to the websites of local nurseries which identify native species and invasive species. Students may also use the pre-fab lab to create 3-D landscaping models depicting native species for display and community education in these local nurseries. Sample of curricular integration is presented below



ENGINEERING STUDIO/ EARLY FABRICATION LAB

Innovative engineering lab, robotics and exploration experiences will strengthen mathematics and science and help students become critical thinkers and problem solvers. For example, students in the robotics lab will design robotic pond cleaners and surface skimmers. The students will then work with volunteers and mentors from the community and higher education to fine-tune and build to-scale models of these designs for actual use in the biodiversity areas located on campus. One component of the engineering lab will be a pre-fabrication lab. In an activity in this lab, students will re-design a flashlight for hurricane kits, a necessity in Florida. Students will operate under material and budgetary constraints with a task of designing a lightweight, yet strong, flashlight. Students will research various flashlight designs, then develop their own concept. Students will use drafting software (precursor to CAD) to draft their designs and use 3-D printer to create their model flashlights. Students will then present their prototype to peers and a panel of volunteer business experts and FEMA personnel, including local engineers, who will evaluate and provide feedback. Students will work with these volunteer mentors to modify and improve their prototypes. This class will be available as a weekly rotation for all students and feature advanced engineering projects, coding, and digital fabrication for students in grades K-5. The primary method of computer science instruction will be through integration of coding and algebraic thinking in math and application of computer skills and science through STEM units. Integrated STEM units will utilize design process to allow students to apply science and math as an inquiry based discipline.

Language Arts . Garner Academy will develop and implement rigorous language arts curriculum that will include connections to STEM areas awhile ensuring all students meet or exceed grade level expectations in reading, writing, and language. All aspects of language arts

will be personalized, to allow for competency based progression and adequate learning supports. **Reading** will blend the whole class, small group, guided reading and station rotation models that will enable personalization and multi-modal demonstrations of mastery. Garner will use well-stocked classroom libraries connected to STEM themes to balance fiction and nonfiction text. This allows students improve reading by self-selection, self-pacing, and time spent reading and sharing books. The teacher demonstrates how to explore text and supports student-led discussion groups. Students gain the knowledge to understand text on multiple levels and respond to it thoughtfully. Theme connection to STEM subjects will increase student's motivation to read and further expand content knowledge. Reading tasks, responses and centers will use up to date technologies, increasing motivational value and utilizing tools for differentiation through activities such as digital storytelling, podcasting, and concept map creation.

Spoken and written language curriculum will be aligned from Kindergarten and include development of oral expression and advanced vocabulary through storytelling, morning meetings and podcasting to assure that students develop language skills needed for meeting and exceeding language components of the state ELA Standards. Garner will further implement a structured writing program that addresses all writing genres. Through this program students will learn to plan writing, organize their thoughts through graphic organizers and create written text that uses appropriate vocabulary, mechanics and spelling. Nonfiction writing across curriculum will be integrated across the curriculum. Based on research by Reeves, students should have a minimum of five opportunities a day to express themselves in writing to increase content area achievement (Reeves, 2009). Therefore, writing will be reinforced through integration in all subjects with activities such as report writing, scientific reporting, journaling and writing for

multimedia. Students will utilize technology tools such as blogs and wikis to continuously communicate in writing, learning appropriate digital communication skills, increasing motivation to write and practicing classroom introduced writing skills in real life applications.

Mathematics To address the standards and provide all students an opportunity to succeed in mathematics, Garner Academy will implement rigorous, personalized mathematics curriculum to build prerequisite knowledge, as well as integrate mathematics as an essential component of STEM units. Math approach will feature instruction leading toward mastery of standards, integration of algebraic thinking through computer science approaches such as programming, and personalized learning time. During the personalized learning time, students will work on math content that will help them master or accelerate progression through standards. Starting in grade three, special accelerated math paths will be available through flexible grouping, personalized learning, and studio time. The goal of the acceleration is for a significant number of students to demonstrate readiness for Algebra I in grade 6.

A variety of manipulatives, traditional and digital, will be utilized to translate abstract math concepts into concrete, age appropriate concepts. A wide range of technologies will be leveraged to introduce, scaffold, and assess mathematical concepts. Formative assessment will be used daily to monitor student progress. Interdisciplinary units will consciously integrate mathematics concepts currently taught and already mastered. In our fourth grade STEM unit students will operate a phosphate mine with the first step of creating a core sampling grid. Teachers will embed the current mathematics lessons on coordinate pairs giving students opportunity to apply and learn how mathematics translates in real life. In primary grades students will utilize outdoor classrooms and gardens to collect, manipulate and analyze data, apply operations and increase algebraic thinking.

Assessment. Hands on, inquiry nature of STEM program will provide students with multiple ways to show their learning. To assure that all students are mastering standards, teachers will use a variety of traditional and authentic assessment methods. Teachers will be trained in use of data driven instruction, development and use of Common Formative Assessments and creation of Authentic Performance Tasks (Assessments). In addition, training will be provided throughout the year on classroom use of informal embedded formative assessments. Teachers will create rubrics and scoring guides for assessment of knowledge that includes items of all complexity levels. Collaborative scoring will assure communication among grade levels teams and assessment driven instruction. Performance based assessments, such as multimedia or engineering products, will be utilized in all classes to allow students opportunity demonstrate application of knowledge. Self-reflection and self-evaluation will be embedded as journals within the STEM units, allowing students to assess their own learning and become self-directed learners. Students in grades 2-5 will maintain data notebooks in which they will note their progress. Teachers will review the data notebooks with students to provide feedback and develop individual learning goals. Students will share their data notebooks with parents to continuously update parents and reinforce school to home communication. Assessments will be communicated to parents through portfolio conferences. For struggling students the MOST (Multiple Opportunities for Student Target) program will allow for ongoing communication and individualization of learning. This program will provide students will be individualized, differentiated support while they work toward standard master and include monthly meeting with parents, at a time and method convenient to parents, to discuss student progress. The MOST will represent a supported TIER 1 step that will proactively address the needs of students at risk on falling significantly behind. Students further striving to meet the rigorous standards will be

referred to the MTSS (Multitier Support System) team that will include curriculum and pedagogy experts, guidance personnel and families to devise a plan that will result in academic gains and success for each student.

Professional Development On-going professional development and support for teachers will be provided through access to quality targeted training and use of train the trainer model. Training will be conducted throughout the year, as well as during the summer. Specific STEM subject training and pedagogy will include all technology, science and mathematics content. In addition, our business partners and STEM coordinator will assist teachers with training in engineering process. Systemic reforms training will include research based instructional strategies, assessment, and other methodologies that are research tested to yield high achievement. STEM coordinator will coordinate and provide trainings and guide teachers in development and implementation of the STEM curriculum. Collaborative planning time will be regularly scheduled to provide time and guidance in development and implementation on STEM curriculum. In addition, strategies for recruitment and retention of diverse students as well as those with proven effectiveness for minority and low socioeconomic students. Garner will work closely with the demonstration site at Winston Academy of Engineering and its feeder school Lake Alfred Polytech, as schools who several years ago were in the same predicament and have undergone a highly successful conversion to STEM magnet schools. Teachers and leadership team from Winston and Lake Alfred Poly will assist in planning, modeling, peer coaching and curriculum development and implementation, thus creating a peer network that will assure sustainability of the program past the grant years

Teaching with Poverty in Mind

The overarching goal of the Garner will be reducing the isolation of the minority and low

socioeconomic students. At the same time, the school will implement research-based approaches to reach and provide success for our most vulnerable students. In *Teaching with the Brain in Mind*, Eric Jensen states that “our brain has a ‘baseline’ of neural connectivity, and enrichment adds to it. Students can graduate from school with a ‘baseline’ or an ‘enriched’ brain.” (Jensen, 1998) Engaging students in innovative units of study and expanding the opportunities for realworld application will to develop students with enriched brains. The curriculum design will provide academic challenge, and it will accentuate the interrelatedness of the disciplines, acknowledging the role of subject disciplines in interdisciplinary study. Throughout the curriculum, emphasis will be placed on inquiry, problem-solving, critical thinking to solve realworld problems, project-based learning, global and local issues, student service projects, and collaborative learning. Teachers and administrators will participate in Jensen’s “Teaching with Poverty in Mind.” In addition, staff will attend or visit Ron Clark Academy demonstration school to learn better ways to engage students, promote academic rigor, and create a climate and culture that promotes success for all students.

Table 5: Evidence Supporting New or Revised Projects-Competitive Preference Priority 2

<p><u>Instructions:</u></p>	<ul style="list-style-type: none"> ▪ If all of the schools participating in the project are new magnet schools, indicate “No Revised Magnet Schools Participating in the Project” in the first box below: “Nature of Revision or Change to the Magnet School.” ▪ For each existing magnet school the applicant proposes to revise, briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from PWS serving 50 students to whole-school program serving 400 students; adding medical sciences within school to complement other PWS and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc.); and ▪ Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; changes in the number of students participating in the existing program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within-school program to a whole-school program; etc. ▪ Provide evidence as described in the Application Package to demonstrate that the school(s) are evidence based. ▪ Use additional sheets, if necessary.
<p>LEA Name: Polk</p>	
<p>Magnet School: Blake Academy</p>	<p><u>Nature of Revision or Change to the Magnet School:</u></p> <p>Blake Academy will be a new magnet school. Blake will be a K-8 Primary and Lower Secondary Cambridge School. See attached school description.</p>
<p><u>Explanation of How or Why the Revision is Significant:</u></p> <p>RW Blake will be transformed from an under-enrolled, minority isolated school to a vibrant, academically excellent, diverse Cambridge magnet school. Since the school is significantly under-enrolled the creation of an attractive magnet program will provide for better utilization of facilities and offer additional elementary and middle school capacity in the Zone A. Newly established Primary and Lower Secondary Cambridge program will prepare students and increase interest in high school Cambridge Programming available to all students in this zone. Thorough the AMP , Blake students from Combee Academy will feed into Blake in grade 6, contribution to the MGI objectives. Blake will add 784 new magnet seats in the district.</p>	

TABLE 5 – ATTACHMENT

STEPHENS ELEMENTARY ACADEMY

NEW MAGNET PROGRAM

Theme: *International Baccalaureate Primary Years Programme IB/PYP*

The AMP project will include six schools, three revised and three new magnets, that will engage diverse Polk County students in meaningful, innovative, and rigorous academic experiences. The targeted schools are located in low-income areas in the district and will serve numerous students who will have the opportunity to be the first in their families to graduate from high school or attend college. The AMP is designed to enable families to be an active part of their child's educational process. Furthermore, the grant will assist the school district in reducing minority isolation, ensuring equitable access to students of all races, and promote equity in rigorous learning opportunities that will prepare students for postsecondary success. An added benefit of the AMP project is that these schools will create seamless K-8 educational continua. Furthermore, students will have an opportunity to continue to the high school with a theme aligned focus after completing the K-8 magnet continuum.

Stephens Elementary School is located in Bartow, a county seat of Polk County. Situated in a low income, minority prevalent neighborhood, Stephens Elementary has become increasingly minority isolated compared to the other schools in Zone D. African American students currently make up 47.2% of school's population, the highest percentage in entire Polk County. In comparison, Zone D overall percentage of African American



students is 16%. In addition, the school is operating at around 60% capacity. The school's high poverty rates (87% directly certified students) qualify it as a Community (all students receive free meals) Title 1 school. School's low performance (21.8% proficiency in ELA and 26.5 % proficiency in math) has affected its reputation and, as a result, significant number of zoned students have opted to attend other charter, public, and private options. Most of the feeder schools to Stephens elementary are not socioeconomically or racially isolated, and therefore will not be adversely affected by the loss of students choosing to attend this new magnet school. In addition, the school is centrally located with easy access to main roads and diverse neighborhoods in suburban Zone D. School's location and new magnet theme will attract students who have elected to seek educational opportunities elsewhere and bring new students to Stephens. This will result in increased diversity at the school site, as well as better utilization of available facilities. By infusing resources from the MSAP grant and introducing the International Baccalaureate Primary Years Programme (IB/PYP), the new Stephens Academy will increase instructional rigor, add innovative curriculum, and attract additional students to create a more diverse environment. This will result in reduction of minority isolation of African American students, as well as economically disadvantaged students. In addition, 5th graders at Stephens Academy will directly feed into an existing magnet school Union Academy. Union Academy was established by the original desegregation court order and was revised in 2010 as an IB/ Middle Years Programme. Since then, participation of minority and economically disadvantaged students has not increased proportional to demographic changes in the area. Therefore, adding Stephens will positively affect diversity of the entire magnet feeder pattern.

MAGNET THEME – IB /PYP

The elementary IB program, Primary Years Program (PYP), focuses on the student as an inquirer. The curriculum consists of six interdisciplinary themes of global significance addressing the following universal themes

- Who we are;
- Where we are in place and time;
- How we express ourselves;
- How the world works;
- How we organize ourselves; and
- Sharing the planet.

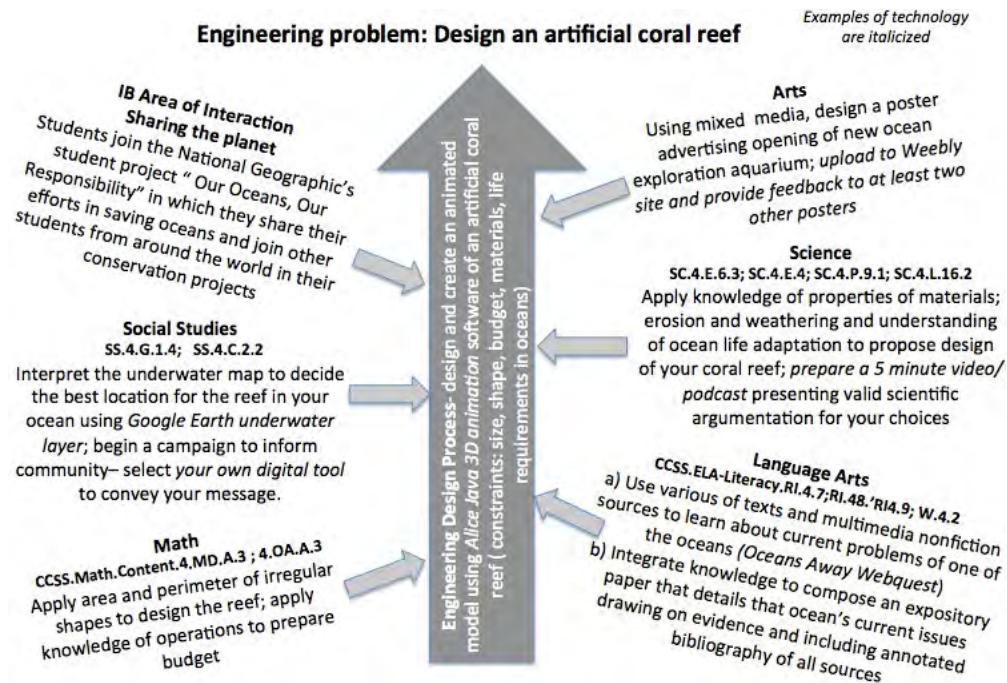
International Baccalaureate's Learner Profile, which is a common thread through the PYP (elementary), MYP (middle years) and DP (high school) programs, describes characteristics of a well-balanced learner. These attributes seamlessly support the higher-order thinking skills embedded in the successful implementation of the IB curriculum.

Learner Profile Traits	Description	Outcomes
Inquirer	Develop natural curiosity; acquire skills to conduct inquiry, research and independence in learning	Actively enjoy learning; develop academic success by mastery of research skills and independent thinking
Knowledgeable	Explore concepts, ideas and issues, both local and global	Acquire in-depth knowledge and understanding across disciplines

Thinker	Exercise initiative via critical thinking to creatively recognize and solve real-world, complex issues	Learn to make reasoned, ethical decisions
Communicator	Understand and express ideas and information confidently and creatively in more than one language	Utilize various modes of communication to collaborate effectively and willingly with others
Principled	Learn to act with integrity and honesty, exhibiting fairness, justice and respect for	Take responsibility for personal actions and the consequences of

To ensure that all Stephen students are exposed to the rigorous academic, especially in STEM areas, the IB curriculum will be further enriched with STEM integration. As a unique focus of this IB PYP program, the school will develop a unique curriculum that ties concepts and standards from STEM subjects to global issues and IB curricular framework.

Transdisciplinary units developed using the International Baccalaureate guidelines will integrate subjects so that students can transfer, apply and generalize knowledge across academic areas. Within those units, STEM subjects may use the engineering design process to problem solve. An example of a unit that draws on both themes is a 5th grade unit in which students will study the issue of scarcity of clean, drinkable water and develop a prototype of the economically and environmentally feasible water purification system. Students will study the global effect of water scarcity around the world, participating in global action sponsored by the UNESCO. Each grade level will develop a unit that is directly related to a current engineering or science global issue. The sample of theme integration within a STEM unit of study is pictured below:



Examples of unit's authentic performance tasks integrated with engineering design process: STEM/PYP

This dual approach leads to a strong STEM-based curriculum. Transdisciplinary units of study will connect the IB and STEM themes through a variety of rigorous curricular activities. Authentic tasks in transdisciplinary units will integrate PYP areas of interaction with engineering solutions for global challenges as described in the table below.

GLOBAL CHALLENGE	STEM/ENGINEERING TASK	IB AREA OF INTERACTION
Kindergarten		"How the world works "

People are responsible for society and environment	<ul style="list-style-type: none"> • Students explore characteristics of living beings and their needs for survival • Students use engineering design process to develop a shelter for a newborn chickens that include constraints of making it safe from predators, while allowing them breathe and have access to food and water 	<ul style="list-style-type: none"> • Students learn about causes and effects poverty in our country and around the world and role of agriculture around the world • Through Heifer International organization, students will “Read to feed”, raising funds for impoverished families around the world to own and care for a farm animal
Grade 1 We can foster diversity by helping people with disabilities	<ul style="list-style-type: none"> • Students will learn about human body functions • Students explore local “Common Grounds” inclusive playground to learn about increasing access for people with disabilities • Using engineering design process, students design a prototype 	<p>“Who we are “</p> <ul style="list-style-type: none"> • Students learn about famous people with disabilities and explore how people with disabilities are treated in different countries using webquest “ Not So Different World” • Students create a public service announcement for the school TV channel
	<p>of playground equipment that would</p> <p>increase access of children with disability to school playground</p>	

Grade 2 People can conserve scarce resources	<ul style="list-style-type: none"> • Students study the water scarcity and conservation by investigating soil properties, plant characteristics and use of water in yards • Using engineering design cycle, students develop a design for and create a xeriscapic garden
Grade 3 Environmental Responsibility Results in Sustainability	<ul style="list-style-type: none"> • Students explore properties of materials • Using engineering design process, students design and build a recycling and composting station at our campus
Grade 4 Protecting worlds' oceans is important for	<ul style="list-style-type: none"> • Students study properties and changes in matter • Students explore life in the oceans • Using engineering design process,
environment and economy	<ul style="list-style-type: none"> students develop a prototype of an artificial coral reef that will help preserve ocean life
Grade 5 We are all responsible for solving global issues	<ul style="list-style-type: none"> • Students explore properties of matter and issue of environmental pollution • Students use engineering design

	<p>process to research, analyze and design a water filtration system and a feasible plan, guided by scientific knowledge and budgetary constraints, to solve the issue of clean water scarcity.</p>	
--	---	--

Integration of PYP/IB pedagogies, such as concept based learning and international mindedness, will further enhance curriculum, making it relevant to diverse groups. Classroom strategies and instructional design will actively promote interactions among diverse student body through inclusive practices, heterogeneous grouping and focus on common interest projects and topics. To fully accomplish transition, the AMP will replicate the successful revision from STEM to IB implemented at the demonstration IB/ PYP site at Brigham Academy.

SPECIAL SUBJECT AREAS

Foreign Language. As a requirement of the IB program, all students will be exposed to the second language. Spanish was selected due to demographic characteristics of our district, as well as languages offered in the feeder middle school.

Makerspace/ Fabrication Lab. All students will participate in a weekly Engineering/ Fabrication Lab. In this lab students will get a hands on engineering and science experiences, such as robotics and long-term research projects. The lab will utilize up-to-date technologies and allow students to apply academic skills to solve real world problems. In preparation for their 5th grade showcase, required by the International Baccalaureate, students will engage in long term, self-selected projects with the guidance of the Fab Lab teacher.

Literacy Curriculum. Stephens will develop and implement rigorous language arts curriculum that will include connections to IB areas and while ensuring all students meet or exceed grade level expectations in reading, writing, and language. Reading will blend the whole class, small group, guided reading and station rotation models that will enable differentiation and multi-modal demonstrations of mastery. Stephens will use with well-stocked classroom libraries connected to STEM and IB themes to balance fiction and nonfiction text. This allows students improve reading by self-selection, self-pacing, and time spent reading and sharing books. The teacher demonstrates how to explore text and supports student-led discussion groups. Students gain the knowledge to understand text on multiple levels and respond to it thoughtfully. Theme connection to STEM and IB subjects will increase student's motivation to read and further expand content knowledge. Reading tasks, responses and centers will use up to date technologies, increasing motivational value and utilizing tools for differentiation through activities such as digital storytelling, podcasting, and concept map creation.

Spoken and written language curriculum will be aligned from Kindergarten and include development of oral expression and advanced vocabulary through storytelling, morning meetings and podcasting to assure that students develop language skills needed for meeting or exceeding language components of the state ELA Standards. A structured writing program that addresses narrative, informative, and opinion writing will be provided at all grade levels. Through this program students will learn to plan writing, organize their thoughts through graphic organizers and create written text that uses appropriate vocabulary, mechanics and spelling. Nonfiction writing across curriculum will be one of our schoolwide systemic reforms. Based on research by Reeves, students should have a minimum of five opportunities a day to express themselves in writing to increase content area achievement (Reeves, 2009) Therefore,

writing will be reinforced through integration in all subjects with activities such as report writing, scientific reporting, journaling and writing for multimedia. Students will utilize technology tools such as blogs and wikis to continuously communicate in writing, learning appropriate digital communication skills, increasing motivation to write and practicing classroom introduced writing skills in real life applications.

Mathematics To address the state Standards and provide all students an opportunity to succeed in mathematics, Stephens will implement rigorous mathematics curriculum to build prerequisite knowledge, as well as integrate mathematics as an essential component of STEM units. A variety of manipulatives, traditional and digital, will be utilized to translate abstract math concepts into concrete, age appropriate concepts. A wide range of technologies will be leveraged to introduce, scaffold, and assess mathematical concepts.

Formative assessment will be used daily to monitor student progress. Transdisciplinary units will consciously integrate mathematics concepts currently taught and already mastered. For example, in primary grades students will utilize outdoor gardens to collect, manipulate and analyze data, apply operations and increase algebraic thinking.

Assessment Hands-on, inquiry nature of STEM and IB program will provide students with multiple ways to show their learning. To assure that all students are mastering standards, teachers will use a variety of traditional and authentic assessment methods. Teachers will be trained in use of data driven instruction, development and use of Common Formative Assessments and creation of Authentic Performance Tasks (Assessments). In addition, training will be provided throughout the year on classroom use of informal embedded formative assessments. Teachers will create rubrics and scoring guides for assessment of knowledge that includes items of all complexity levels. Collaborative scoring will assure communication among

grade levels teams and assessment driven instruction. Performance based assessments, such as multimedia or engineering products, will be utilized in all classes to allow students opportunity demonstrate application of knowledge.

Self-reflection and self-evaluation will be embedded as journals within the IB units, enabling students to assess their own learning and become self- directed learners. This will particularly affect development of IB Learner Profiles. Assessments will be communicated to parents through portfolio conferences.

For struggling students the MOST (Multiple Opportunities for Student Target) program will allow for ongoing communication and differentiation of learning. This program will provide students with individualized, differentiated support while they work toward standard mastery. Students further striving to meet the rigorous standards will be referred to the MTSS (Multitier Support System) team that will include curriculum and pedagogy experts, guidance personnel and families to devise a plan that will result in academic gains and success for each student.

Professional Development On-going professional development and support for teachers will be provided through access to quality targeted training and use of train the trainer model. Specific STEM and IB subject training and pedagogy will include philosophy, pedagogy, technology, and content. Collaborative planning time will be regularly scheduled to provide time and guidance in development and implementation of IB/ STEM curriculum. All teachers and administrators will be trained in implementation of the International Baccalaureate (IB) pedagogy through official IB training, required for the accreditation, with 100% of teachers and administrator completing a minimum of Level 1 credential by the end of the grant. Furthermore, Stephens staff will be provided support by the demonstration site at Brigham Academy, with practical implementation peer support and facilitated unit development.

International Baccalaureate approach will strengthen and improve already engaging STEM curriculum to reach minority and underrepresented students

Leadership for Equity Coaching Model (Attachment 7) is a five-year cycle of a continuous improvement coaching model developed specifically for Polk County Schools magnet grant and demonstration site administrators and their leadership teams for the successful implementation of the 2022 MSAP Grant. All meetings will be held at the school site, or in light of COVID-19, via Zoom or Microsoft Teams. This training cycle will support the annual administrative teams' PD requirement with 25 hours of actual training time and an additional 15 hours of further implementation time. Consultants will work with the Office of Acceleration and Innovation to provide a robust coaching cycle tied directly to program goals, recruitment and retention of students, equity and minority group isolation goals

Positive Behavior and Restorative Practices. Equity in all aspects of school functioning is an overarching goal of the AMP. This includes the development of school culture that values diversity and engages in culturally appropriate, equity-driven practices in the discipline.

To offset the negative impacts of inequities in discipline, the AMP schools will implement proactive strategies to create school cultures in which all students thrive in a safe environment that promotes the development of social and emotional skills and competencies, shifting traditional into the restorative approach.

Some of the strategies to accomplish this paradigm shift will include:

- Leadership for Equity Coaching sequence of train the trainer and leadership trainings focused on equity and implementation of positive and restorative behavior practices (Fully described in Attachment 7)
- Focus on alleviation of implicit bias

“Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner” (Payne, Niemi, & Doris, 2018). We are all affected, in one way or another, by the society in which we exist. These attitudes or stereotypes can affect a person’s thoughts, actions, and decisions about the subjects of their biases. Mainly, bias resides in the gap between “what we think and what we think we think” (Interlandi, 2015). When such bias goes unchecked, it can be detrimental in the classroom as it directly affects the following mindsets and behaviors:

- Teachers’ expectations of their students,
- How students are disciplined, and
- The level of trust between students and teachers.

Identifying implicit biases is the first step to interrupting them and enabling us to make better decisions when interacting with students and families. To successfully eliminate bias, school positive behavior and restorative practices will be anchored in social justice and equity principles. Some of the practices will include:

- Utilize expertise of Dr. Kamm in regards to implicit bias (Attachment 11)
- curriculum that focuses on the needs and experiences of the students
- relevance of what students are learning in the context of the larger world
- learning experiences that encourage students to “talk back” to the world and consider such questions as “Who makes decisions and who is left out?; Who benefits and who suffers?; Why is a given practice fair or unfair? What are its origins?; What alternatives can we imagine?; What is required to make change?” (Au, Bigelow, & Karp, 2007)

- Incorporate literature that includes the experiences and voices of all who are part of our society, especially those who are “marginalized and dominated” (Au, Bigelow, & Karp, 2007)
- engage students in learning tasks and assignments that are participatory and experiential where students are challenged to be mentally active.
- arrange the room and establish routines that help the students feel cared about by the teacher and by one another. In these classrooms, students feel safe to discuss freely their ideas without ridicule or dismissal.
- expect academic rigor in which students are appropriately challenged to master the concepts being taught.
- Use curriculum that is culturally sensitive (Au, Bigelow, & Karp, 2007)
- Desegregation strategies as described in Desegregation section
- Development and implementation of a schoolwide positive behavior and restorative practices protocols



Class/grade: 1	Age group: 6-7	School: SAMPLE/ BARTOW	School code:
Title: World Through Our Eyes		Teacher(s):	
Date/Proposed duration: 7 weeks		number of hours per day:	number of weeks:
Planning the inquiry			
<p>1. What is our purpose?</p> <p>1a) To inquire into the following:</p> <ul style="list-style-type: none"> transdisciplinary theme Who we are <p>Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <ul style="list-style-type: none"> central idea <p>Our perceptions shape our beliefs. Our beliefs guide our actions. Our actions shape our world.</p> <p>How do we shape our world?</p> <p>1b) Summative assessment task(s):</p> <p>Each student will use an Engineering Inquiry Cycle to develop a piece</p>		<p>2. What do we want to learn?</p> <p><i>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</i></p> <p>Form- properties, similarities, differences, patterns</p> <p><i>Perspective- opinion, belief,</i></p> <p><i>Responsibility- rights, citizenship, values</i></p> <p>Appreciation – appreciating the wonder and beauty of the world and its people</p> <p>Empathy- imagining themselves in another’s situation in order to understand his or her reasoning and emotions , so as to be open minded and reflective about the perspective of others.</p> <p>Tolerance – being sensitive about differences and diversity in the world and responsible to needs of others.</p>	



<p>of playground equipment that can be used for a student with disability. They will create a concept map (use Inspiration software) that justifies their choice and explains how that piece of equipment will help sensory impaired child participate in playground activities. STEM CONNECTION</p> <p>Once each student has developed their equipment, students in teams will develop a blueprint of their “common ground” playground proposal. Students will use measurement and number sense to design a blueprint that allows access to assistive devices and safe participation of children with disabilities. STEM CONNECTION</p> <p>Each team will develop a powerpoint presentation that will include elaboration of how senses help us experience our world and how can the playground help disabled students overcome limitations of use of their senses.</p>	<p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <p>How do we learn about world around us?</p> <p>How are we similar and different?</p> <p>How do we show respect for individual differences?</p> <p><i>What teacher questions/provocations will drive these inquiries?</i></p> <p><i>Teacher engage students in a two week inquiry about senses and how we perceive our world. In the first week, students listen to the story of Private I. Guana, a chameleon who changes colors and engaged in color science experiments. In the next week, students are presented with an idea that engineers can help people by finding solutions to their problems as students use the Engineering Inquiry Cycle to solve a community issue of a broken bridge.</i></p> <p><i>The final provocation comes the first three days of the week 3. Students listen and analyze “The case of bad stripes”, a story of being different.</i></p>
<p>3. How might we know what we have learned?</p> <p><i>This column should be used in conjunction with “How best might we learn?” What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?</i></p> <p><i>Students will engage in facilitated group discussing leading toward the understanding of the central idea; the quality of discussion will be assessed with the grade 1 Language CFA</i></p>	<p>4. How best might we learn?</p> <p><i>What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?</i></p> <p>1. Shared reading – Wizard of Oz – this book is selected because of different characters and their effort to belong; students connect character traits of main characters to learning profiles. Students will learn to retell stories and the role of setting</p>



<p><i>Performance tasks will be used to assess understanding of ELA leading Literature, math, writing and science standards These will include</i></p> <ul style="list-style-type: none"> • <i>student created final presentation for STEM project, student responses to shared reading prompts, and science "lab" reports (informative writing)</i> • <i>measurement component of STEM while creating a 2D and 3D design (math)</i> • <i>understanding of science through individual performance task covering the FL science standards (science)</i> • <i>compilation of student responses to the literature prompt (characters, setting, details and retelling) (reading)</i> 	<p>and characters in how story progresses.</p> <p>2. Students will use nonfiction writing techniques to explain how senses help scientists study the world around them, as they create "lab" reports for their science world.</p> <p>3. Students will use online interactive resources and expert presentations to prove that senses are controlled by our brain. Students will perform experiments to measure reaction time based on auditory or visual input. Students will collect and chart data, and based on that data draw conclusions on reaction patterns of individual students.</p> <p>4. Students will learn about brain and how it control our senses through series of explorations and presentation by the brain surgeon.</p> <p>5. Students explore uses and safety of various playground equipment; then they use the STEM process to develop a piece of playground equipment appropriate for a sensory impaired child. Students develop a Inspiration concept map to explain their design STEM CONNECTION</p> <p>6. Students develop a 2D blueprint for a common ground playground STEM CONNECTION</p> <p>TRANSDISCIPLINARY SKILLS</p> <p>Dialectical thought – thinking of more than one perspective at the time; understanding points of view</p>
---	--



	<p>Respecting others- appreciating others' points of view; recognizing individual differences</p> <p>Cooperating – working with others cooperatively</p> <p>LEARNER PROFILES</p> <p>As principled individuals we work with honesty and integrity to respect dignity of all individual. We are caring, as we show empathy and respect toward people who are different than use. We are open minded as we appreciate others' views and beliefs. We are thinkers and inquirers, using our knowledge and seeking ways to make our world a better place.</p>
<p>5. What resources need to be gathered?</p> <p>What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?</p> <p>Zapp- computers; Kidspiraton, read aloud book; book a playground for investigation; access to media center</p> <p>How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?</p> <p>We will have a visit from a brain surgeon (Dr. Spence) to explain how brain helps us use our senses.</p> <p>Visit to the Common Ground playground</p>	
<p>6. To what extent did we achieve our purpose?</p> <p>Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.</p>	<p>7. To what extent did we include the elements of the PYP?</p> <p>What were the learning experiences that enabled students to:</p> <ul style="list-style-type: none"> • develop an understanding of the concepts identified in "What do we want to learn?" • demonstrate the learning and application of particular



<p>How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.</p> <p>What was the evidence that connections were made between the central idea and the transdisciplinary theme?</p>	<p>transdisciplinary skills?</p> <ul style="list-style-type: none"> develop particular attributes of the learner profile and/or attitudes? <p>In each case, explain your selection.</p>
<p>8. What student-initiated inquiries arose from the learning?</p> <p><i>Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.</i></p> <p><i>At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.</i></p> <p>What student-initiated actions arose from the learning?</p> <p>Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.</p>	<p>9. Teacher notes</p>

Table 6: Selection of Students-Competitive Preference 3

Instructions:

For each magnet school included in the project:

- Indicate whether academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the process and use of academic examinations apply to more than one of the magnet schools include the name of each school in the “Magnet School(s)” field.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

LEA Name:

Polk

Magnet School(s): Bethune Academy

Check the appropriate box:

- ☐ Academic examination is a criterion in the magnet school student selection process.
- ☒ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

One hundred percent of the students who are enrolled in a magnet school in Polk County are selected by random lottery. No students who are admitted into a magnet school are admitted via academic examination, audition, academic performance, special education status, or other competitive characteristics. Student selection process is described in Competitive Priority 3 and Attachment 1. Brief description of lottery process is attached to this table. The lottery system is designed conscious of demographic factors but without relying on individual demographic characteristics in selection of students. All students apply to magnet schools during the open enrollment period. The application does not include information about special education or ELL status to ensure equity. Random computer lottery is used to select students for enrollment

Magnet School(s): Blake Academy

Check the appropriate box:

- ☐ Academic examination is a criterion in the magnet school student selection process.
- ☒ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

One hundred percent of the students who are enrolled in a magnet school in Polk County are selected by random lottery. No students who are admitted into a magnet school are admitted via academic examination, audition, academic performance, special education status, or other competitive characteristics. Student selection process is described in Competitive Priority 3 and Attachment 1. Brief description of lottery process is attached to this table. The lottery system is designed conscious of demographic factors but without relying on individual demographic characteristics in selection of students. All students apply to magnet schools during the open enrollment period. The application does not include information about special education or ELL status to ensure equity. Random computer lottery is used to select students for enrollment

Table 6: Selection of Students-Competitive Preference 3

Instructions:

For each magnet school included in the project:

- Indicate whether academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the process and use of academic examinations apply to more than one of the magnet schools include the name of each school in the “Magnet School(s)” field.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

LEA Name:

Polk

Magnet School(s): Combee Academy

Check the appropriate box:

- ☐ Academic examination is a criterion in the magnet school student selection process.
- ☒ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

One hundred percent of the students who are enrolled in a magnet school in Polk County are selected by random lottery. No students who are admitted into a magnet school are admitted via academic examination, audition, academic performance, special education status, or other competitive characteristics. Student selection process is described in Competitive Priority 3 and Attachment 1. Brief description of lottery process is attached to this table. The lottery system is designed conscious of demographic factors but without relying on individual demographic characteristics in selection of students. All students apply to magnet schools during the open enrollment period. The application does not include information about special education or ELL status to ensure equity. Random computer lottery is used to select students for enrollment

Magnet School(s): Daniel Jenkins Academy

Check the appropriate box:

- ☐ Academic examination is a criterion in the magnet school student selection process.
- ☒ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

One hundred percent of the students who are enrolled in a magnet school in Polk County are selected by random lottery. No students who are admitted into a magnet school are admitted via academic examination, audition, academic performance, special education status, or other competitive characteristics. Student selection process is described in Competitive Priority 3 and Attachment 1. Brief description of lottery process is attached to this table. The lottery system is designed conscious of demographic factors but without relying on individual demographic characteristics in selection of students. All students apply to magnet schools during the open enrollment period. The application does not include information about special education or ELL status to ensure equity. Random computer lottery is used to select students for enrollment

Table 6: Selection of Students-Competitive Preference 3

Instructions:

For each magnet school included in the project:

- Indicate whether academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the process and use of academic examinations apply to more than one of the magnet schools include the name of each school in the “Magnet School(s)” field.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

LEA Name:

Polk

Magnet School(s): Garner Academy

Check the appropriate box:

- ☐ Academic examination is a criterion in the magnet school student selection process.
- ☒ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

One hundred percent of the students who are enrolled in a magnet school in Polk County are selected by random lottery. No students who are admitted into a magnet school are admitted via academic examination, audition, academic performance, special education status, or other competitive characteristics. Student selection process is described in Competitive Priority 3 and Attachment 1. Brief description of lottery process is attached to this table. The lottery system is designed conscious of demographic factors but without relying on individual demographic characteristics in selection of students. All students apply to magnet schools during the open enrollment period. The application does not include information about special education or ELL status to ensure equity. Random computer lottery is used to select students for enrollment

Magnet School(s): Stephens Academy

Check the appropriate box:

- ☐ Academic examination is a criterion in the magnet school student selection process.
- ☒ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

One hundred percent of the students who are enrolled in a magnet school in Polk County are selected by random lottery. No students who are admitted into a magnet school are admitted via academic examination, audition, academic performance, special education status, or other competitive characteristics. Student selection process is described in Competitive Priority 3 and Attachment 1. Brief description of lottery process is attached to this table. The lottery system is designed conscious of demographic factors but without relying on individual demographic characteristics in selection of students. All students apply to magnet schools during the open enrollment period. The application does not include information about special education or ELL status to ensure equity. Random computer lottery is used to select students for enrollment

MSAP 2022 - POLK COUNTY PUBLIC SCHOOLS

AMPLIFY MAGNET SCHOOLS (AMP)

**ATTACHMENTS IN SUPPORT
OF THE PROJECT NARRATIVE**

ATTACHMENTS IN SUPPORT OF THE PROJECT NARRATIVE

TABLE OF CONTENTS

ATTACHMENT #	CONTENT	PAGE
1	Enrollment Overview	1
2	Performance Measures	79
3	Evidence Study 1 (Summer Learning)	91
4	Evidence Study 2 (Restorative Practices)	109
5	Summer programs	241
6	Restorative practices toolkit	287
7	Leadership for Equity	303
8	Hanover Study	315
9	Marketing and recruitment examples	327
10	Marketing and recruitment plan	332
11	Kamm implicit bias	339
13	Florida CS standards	357
14	Supported MTSS	387
15	PYP framework	392
16	Cambridge standard alignments (primary)	538
17	Cambridge Global Perspectives Primary unit	744
18	Cambridge standard alignments (lower sec)	748
19	Cambridge Global Perspectives Secondary	965
20	Summit agenda	959
21	PD charts	967
22	Sample parent workshop	977
23	FL law for funding	978
24	Sustainability plan template	979
25	Evaluator scope of work	982
26	QED study MSAP 2016	987
27	Job Descriptions	1074

Polk County Schools

Magnet/Choice Enrollment Plan

Carolyn Bridges, Senior Director

Office of Magnet, Choice and Charter Schools

A Magnet School Assistance Program (MSAP) Project

Historical Perspective

Historical Perspective 1963 - 1991

- 1963: Mills v. School Board of Polk County, FL
 - Purpose:
 - End operation of dual school system
 - Desegregate the district's schools
 - Parties to the lawsuit:
 - Plaintiffs: initially Althea Mills on behalf of son, Herman Henry, Jr.; recently Legal Defense Fund
 - Plaintiff - Intervenor: U.S. Department of Justice
 - Defendant: School Board of Polk County
- 1963-1991: Almost three decades of various student assignment plans and Federal court orders
 - Extensive school clustering and rezoning of schools
 - School closures/conversions and new construction

Desegregation Strategies

1960s-1970s
Freedom of Choice
within school clusters
in municipal areas

1980s
Fixed attendance zones
within municipal areas

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

1992 Consent Order/Consent Decree

- Desegregation plans for each community developed by diverse Citizens' Committees.
- Magnet schools and variety of choice programs established.
- 90+ major changes made in school zones
- Students and staff reassigned.
- School facilities and resources equalized.
- Hiring practices modified.
- ESE and student discipline policies altered.

1992 Consent Order: Magnet Schools

- Eight magnet schools created in four Polk County geographic areas.
- Student admission by choice within larger attendance zone, but controlled to achieve desegregation.
- Admission determined via lottery; no prerequisite admission requirements.
- Limited neighborhood priority practiced to maximize minority student school choices.
- Student transportation provided by school district to support diverse enrollment.
- Kindergarten enrollment preference given to siblings in same school.

2000 Final Order from District Court

- Order from U.S. District Court withdrawing direct federal oversight
- Granting of Unitary Status to school district
- Deferring to Settlement Agreement to address unresolved issues
 - Opening new middle and elementary schools in Winter Haven
 - Completion of permanent arts facilities at Jewett School of the Arts
- Maintaining progress made in student and staff assignments and facilities

21st Century Solutions

2007 Supreme Court Rulings

Parents Involved in Community Schools v. Seattle School District No. 1 with Meredith v. Jefferson County Board of Education

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

Polk County Schools' Response

- Temporary solution: Merged the two existing magnet school waiting lists for 12,000 students.
 - Effective for Short-term:
 - Students accepted in pairs: One minority and one non-minority.
 - Ineffective for Long-term:
 - Depleted minority waiting lists leaving only non-minority students on the waiting lists.

Polk County Schools' Action

- Developed a long-term solution for Magnet School enrollment.
- Submitted a Magnet School Assistance Program (MSAP) federal grant proposal.
- Received federal grant award for \$11.3 million on October 1, 2010.
- Submitted student assignment plan to School Board on December 5, 2011.

Polk County Schools' Student Assignment Plan

- Builds on existing processes.
- Continues existing waiting lists.
- Continues current magnet zones.
- Parents continue to apply for each child during Open Enrollment annually.
- Parents must continue to submit a separate application for each child every January until enrolled into a Magnet or Choice school.

Solution Strategies

- Evaluated Berkeley Unified School District (BUSD) model to craft Polk County student assignment plan.
 - BUSD plan
 - Successfully tested in state courts.
 - Polk concept plan
 - Includes work with BUSD.
 - Reviewed and approved by the Office for Civil Rights (part of magnet grant review process).

Solution Strategies

- Revise enrollment strategies based on 2007 Supreme Court rulings.
 - Assign magnet school applicants using targeted selection based on both non-race and race indicators.
 - Assign an individual student identifier based on geographic residence.
 - Identify membership in one of three “pools” based on comparison to overall population of the magnet school zone.

Effective Solution Strategies

Solution

- Reviewed and eliminated using existing school zones, divided school zones and zip codes.
- Create Priorities based on county grids.
 - Findings:
 - Grids are numbered using range, township, and section.
 - Grids are consistent throughout the county.
 - Grids are fixed – and do not change.
 - Use of grids can support development of objectively determined school zones.
 - Builds on existing processes.
 - Maintains existing waiting lists.
 - Maintains current magnet zones.
 - Parents apply for each child during Open Enrollment annually.

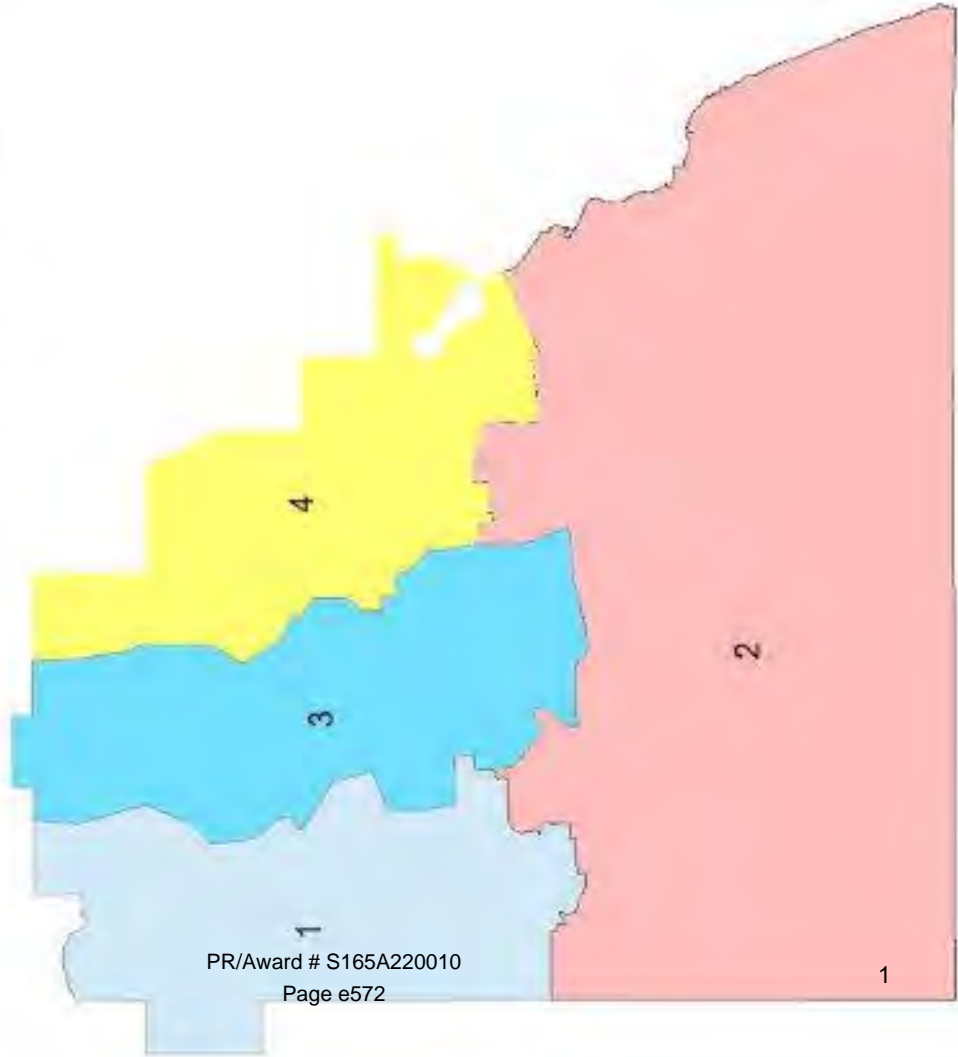
Magnet and Choice School Enrollment Plan

Overview

- Move from a multi-year waiting list to an annual applicant pool.
- Use county grids as basis for existing magnet zones.
 - Lakeland
 - Bartow/Mulberry/Frostproof/Ft. Meade/ Lake Wales
 - Winter Haven/Auburndale
 - Haines City/Davenport
- Based on AYP demographic factors.
- Part of an overall review of attendance and enrollment through existing requirements for class size, school size, transfers, etc.

Original 4 Magnet Areas- Polk County, Florida

- Magnet Area 1 (Greater Lakeland)
- Magnet Area 2 (Greater Bartow)
- Magnet Area 3 (Greater Winter Haven)
- Magnet Area 4 (Greater Haines City/Davenport)



Four Magnet Area Zones for Polk County

Existing Magnet Data Based on AYP Demographic Factors

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

*SWD: Students with Disabilities

**ELL: English Language Learners

W: White

B: Black

H: Hispanic

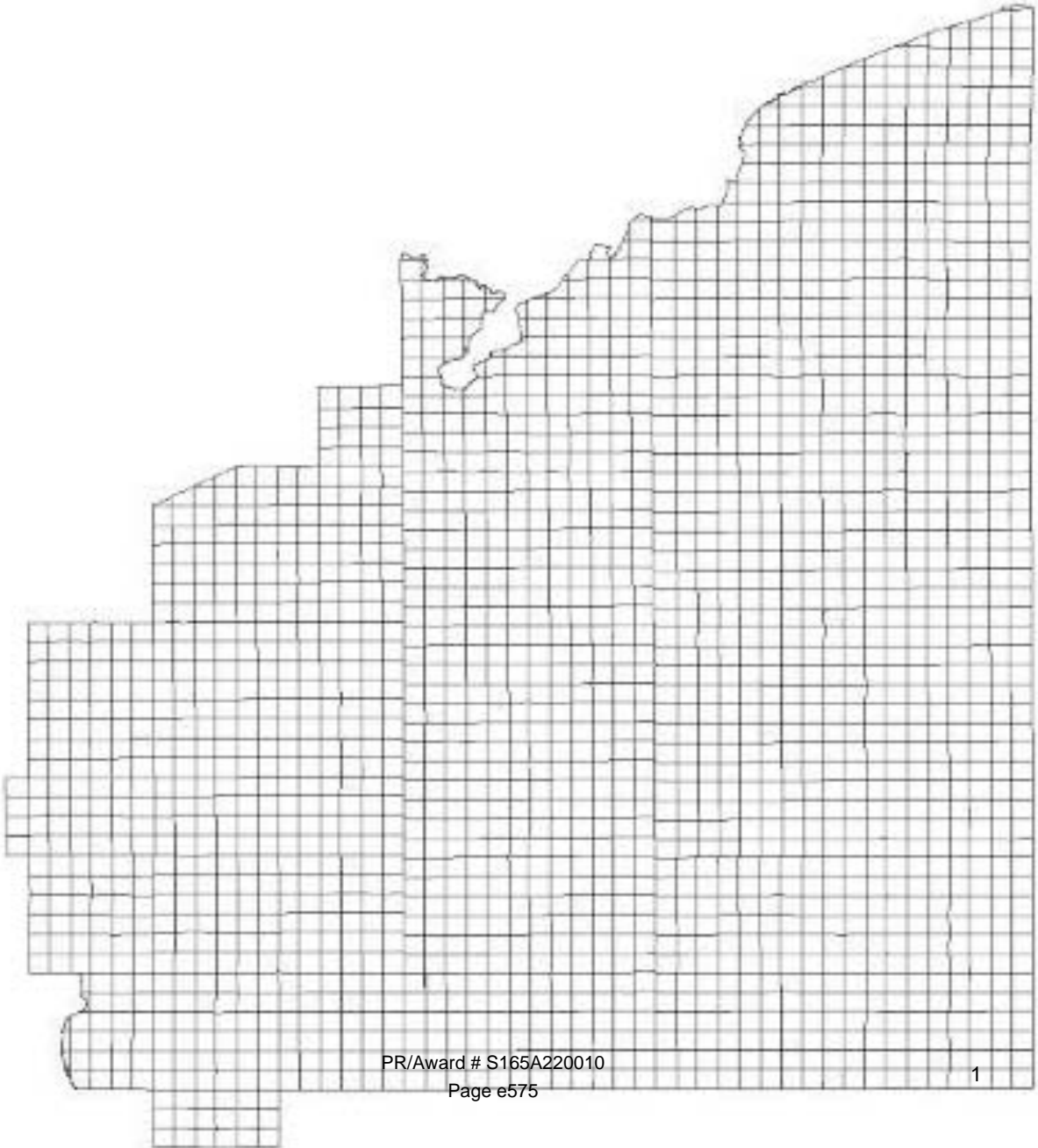
O: Other

Four Zones Using County Grids

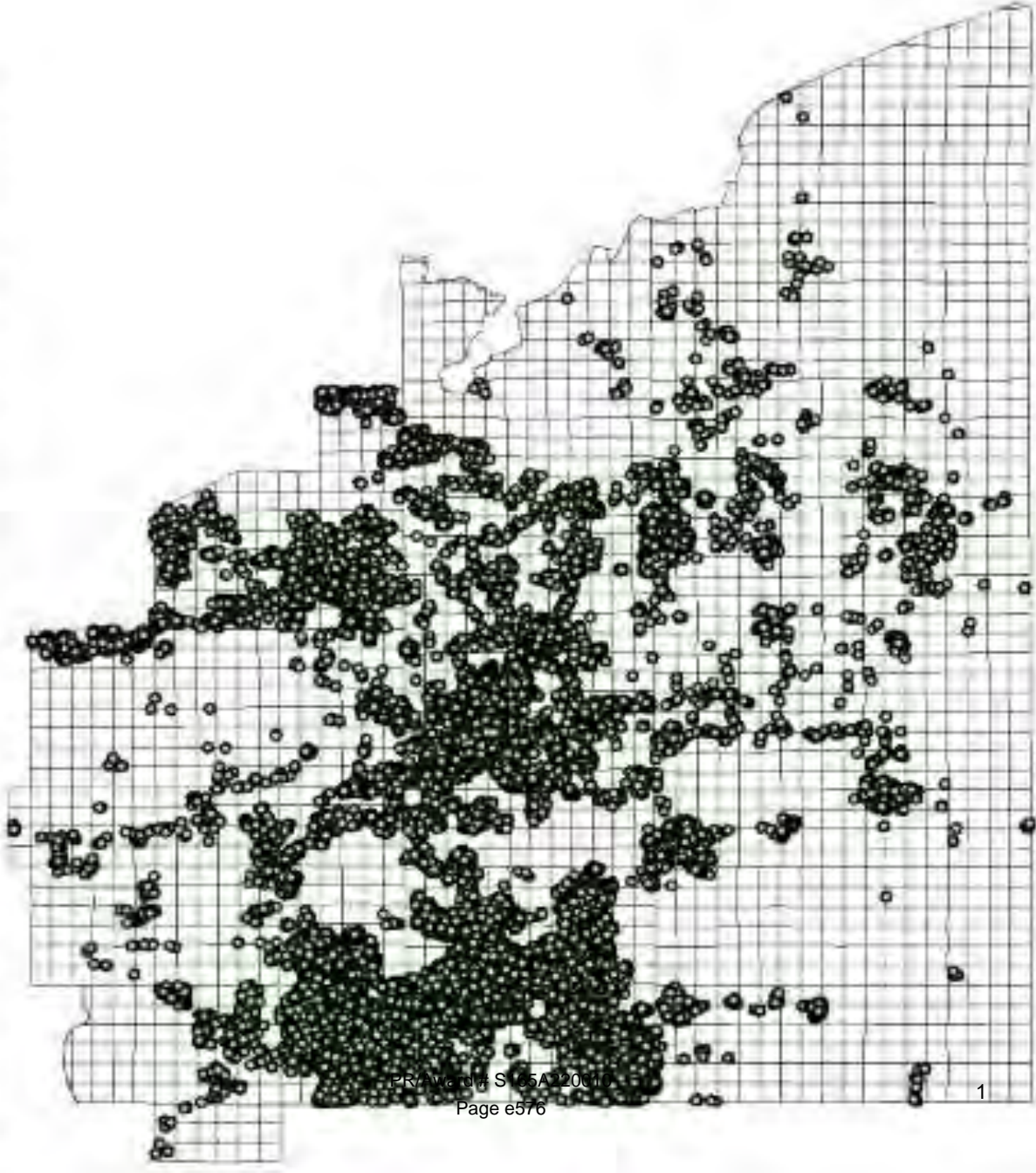
- Polk County grids
 - Developed using the same method throughout the state of Florida
 - United States National Grid (USNG) from the Federal Geographic Data Committee (FGDC)
 - Do not change
 - Identified by number that includes
 - Range
 - Township
 - Section

Polk County RTS Grids

Polk County Range, Township, and Section (RTS) Grids



Polk County RTS Grids with Elementary Students Geocoded



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

Each dot
represents a
house that has
student
residents.

Prioritizing Grids

- 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.
- Based on AYP demographic factors.

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 to Magnet Applicant Pool

- All students residing within a shared grid are assigned to the same applicant pool.
- Individual students in this grid may not exhibit the same category values as the grid in which they reside.
- Increased likelihood that a student selected from an applicant pool will reflect the demographic categories of the identified grid.

Magnet Application Process

Magnet Application Process

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

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.

Sibling Consideration

Sibling Priority

- While consideration of siblings is a priority, value at magnet schools is placed on:
 - Reflecting diversity of the particular magnet school zone.
 - Promoting diversity within the community (magnet school zone) in which the school is located.

Sibling Priority Requirements

- Older sibling
 - Is already enrolled in the magnet school at the time the KG student's application is submitted;
 - Will be returning to the magnet school for the following year;
 - This does not apply if older sibling is in 5th grade.
- KG application must be submitted during the Open Enrollment period.
- A Sibling Survey must be completed and submitted.

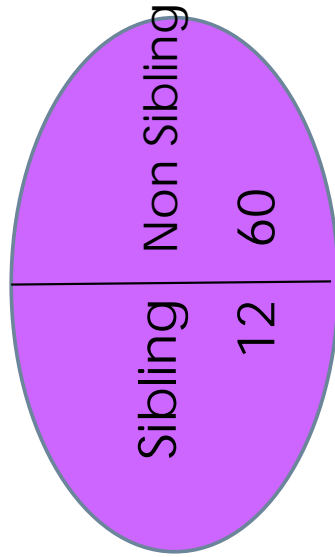
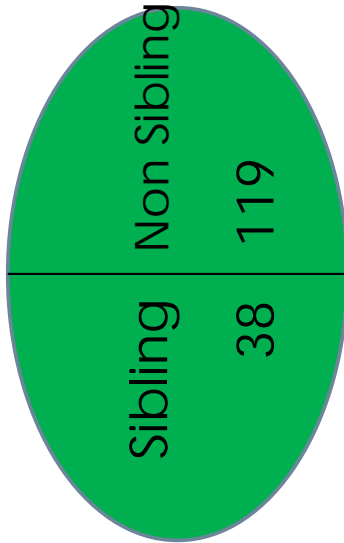
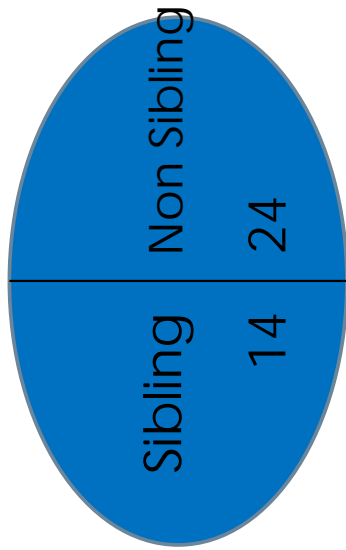
Sibling Objective

Create a sibling priority for Kindergarten (KG) students with up to 50% of the available KG seats filled by sibling. If students are not selected for a sibling seat, they will become part of the general application pool.

50% Sibling Priority

- Divide each of the KG applicant pools into two smaller pools:
 - KG Siblings
 - Non KG siblings
- When filling the KG seats at a magnet school:
 - Fill up to 50% of the available KG sibling seats using random selection from the appropriate applicant pool.
 - Fill remaining available seats with non KG siblings from the appropriate applicant pool.
- All remaining pool applicants:
 - Reapply during the next Open Enrollment period.

50% Sibling Priority Example

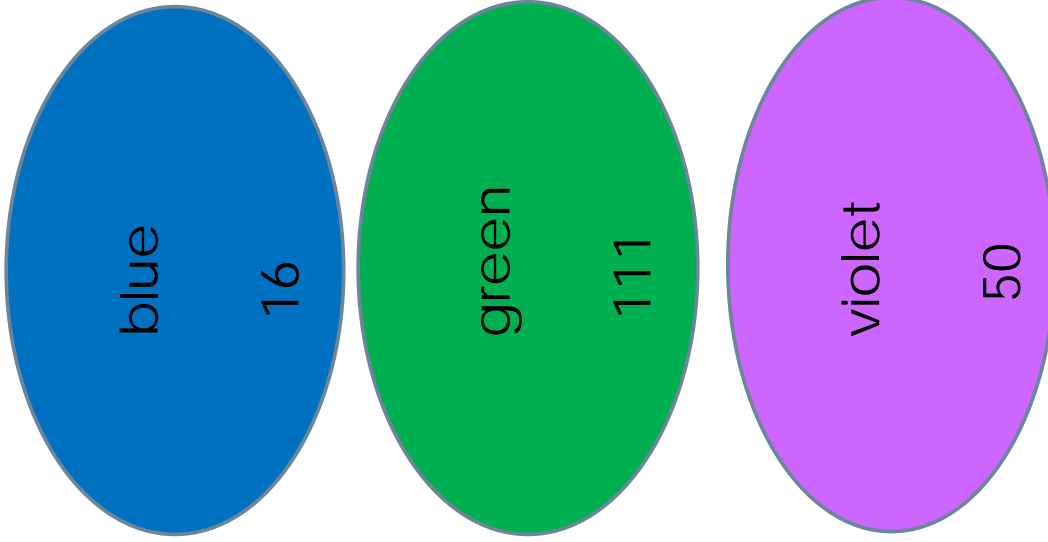


Applications Received

Initial Acceptance of 90 Seats

- KG Applicant Totals
 - 38 Blue (14 Siblings)
 - 157 Green (38 Siblings)
 - 72 Violet (12 Siblings)
- Blue: Randomly select 22 students (25% of 90 available seats) Accept 11 Siblings, 11 Non Siblings
- Green: Randomly select 46 students (50% of 90 available seats) Accept 23 Siblings, 23 Non Siblings
- Violet: Randomly select 22 students (25% of 90 available seats) Accept 11 Siblings, 11 Non Siblings

50% Sibling Priority Example



Ongoing Acceptances at 50%

- 9 Seats (6 Green and 3 Violet) become available after Initial Acceptance
- Students selected randomly from remaining Non Sibling students in the Green and Violet pools

Questions

*Brian Warren, Director of Magnet Schools
Assistance Program*

Office of Magnet, Choice and Charter
Schools

Polk County Schools

Brian.Warren@polk-fl.net

Additional Information

- Open enrollment will be from January 16 to February 10, 2012
- Apply online at www.polk-fl.net
- There is no advantage/disadvantage to when you apply
- Applications must be received by 5:00 pm on February 10, 2012
- Copies of tonight's presentation and answers to questions will be found at www.polk-fl.net
keyword: School Choice



Buses, Boundaries and Balancing Acts

October 14-16, 2014



U.S. Department of Education
Office of Innovation and Improvement
Parental Options and Information



Maree Sneed, Esq.

Partner

Hogan Lovells

Carolyn Bridges

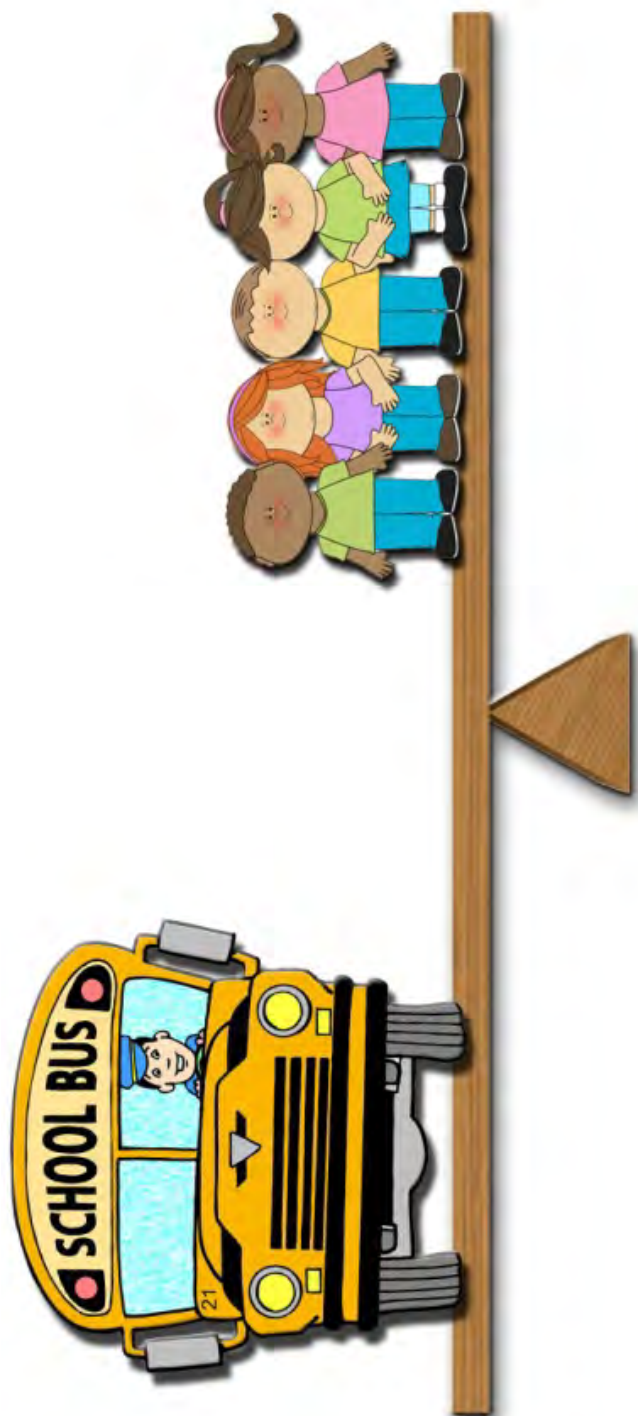
Senior Director Polk County Magnet Schools

Polk County Public Schools



U.S. Department of Education
Office of Innovation and Improvement
Parental Options and Information

Buses, Boundaries and Balancing Acts



Historical Perspective

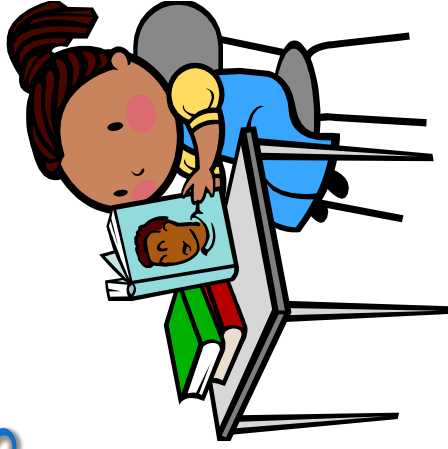


Historical Perspective 1963 - 1991

- 1963: Mills v. School Board of Polk County, FL
 - Purpose:
 - End operation of dual school system
 - Desegregate the district's schools
- 1963-1991: Almost three decades of various student assignment plans and Federal court orders
 - Extensive school clustering and rezoning of schools
 - School closures/conversions and new construction



Desegregation Strategies



1960s-1970s
Freedom of Choice
within school clusters
in municipal areas

1980s
Fixed attendance zones
within municipal areas

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

1992 Consent Order/Consent Decree

- Desegregation plans for each community developed by diverse Citizens' Committees.
- Magnet schools and variety of choice programs established.
- 90+ major changes made in school zones
- Students and staff reassigned.
- School facilities and resources equalized.
- Hiring practices modified.
- ESE and student discipline policies altered.

1992 Consent Order: *Magnet Schools*

- Eight magnet schools created in four Polk County geographic areas.
- Student admission by choice within larger attendance zone, but controlled to achieve desegregation.
- Admission determined via lottery; no prerequisite admission requirements.
- Limited neighborhood priority practiced to maximize minority student school choices.
- Student transportation provided by school district to support diverse enrollment.
- Kindergarten enrollment preference given to siblings in same school.

2000 Final Order from District Court

- Order from U.S. District Court withdrawing direct federal oversight
- Granting of Unitary Status to school district
- Deferring to Settlement Agreement to address unresolved issues
 - Opening new middle and elementary schools in Winter Haven
 - Completion of permanent arts facilities at Jewett School of the Arts
- Maintaining progress made in student and staff assignments and facilities

21st Century Solutions



2007 Supreme Court Rulings

Parents Involved in Community Schools v. Seattle School District No. 1 with Meredith v. Jefferson County Board of Education

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

Polk County Schools' Response

- Temporary solution: Merged the two existing magnet school waiting lists for 12,000 students.
 - Effective for Short-term:
 - Students accepted in pairs: One minority and one non-minority.
 - Ineffective for Long-term:
 - Depleted minority waiting lists leaving only non-minority students on the waiting lists.

Polk County Schools' Action

- Developed a long-term solution for Magnet School enrollment.
- Submitted and received a Magnet School Assistance Program (MSAP) federal grant proposal.
- Submitted student assignment plan to School Board on December 5, 2011.



Polk County Schools' Student Assignment Plan

- Builds on existing processes.
- Continues existing waiting lists.
- Continues current magnet zones.
- Parents continue to apply for each child during Open Enrollment annually.
- Parents must continue to submit a separate application for each child every January until enrolled into a Magnet or Choice school.

The Search for Solutions

- Polk worked with Maree Sneed to identify districts who had key characteristics which mirrored Polk.
- Evaluated Berkeley Unified School District (BUSD) model to craft Polk County student assignment plan.
 - BUSD plan
 - Move approximately the same number of students as Polk (10,000)
 - Successfully tested in state courts.
 - Polk concept plan
 - Includes work with BUSD.
 - Reviewed and approved by the Office for Civil Rights (part of magnet grant review process).

Key Elements of the Solution

- Revise enrollment strategies based on 2007 Supreme Court rulings.
 - Assign magnet school applicants using targeted selection based on both non-race and race indicators.
 - Assign an individual student identifier based on geographic residence.
 - Identify membership in one of three “pools” based on comparison to overall population of the magnet school zone.

Solution Outcome

- Reviewed and eliminated using existing school zones, divided school zones and zip codes.
- Create Priorities based on county grids.
- Findings:
 - Grids are numbered using range, township, and section.
 - Grids are consistent throughout the county.
 - Grids are fixed – and do not change.
 - Use of grids can support development of objectively determined school zones.
- Builds on existing processes.
 - Maintains existing waiting lists.
 - Maintains current magnet zones.
 - Parents apply for each child during Open Enrollment annually.

Magnet and Choice School Enrollment Plan

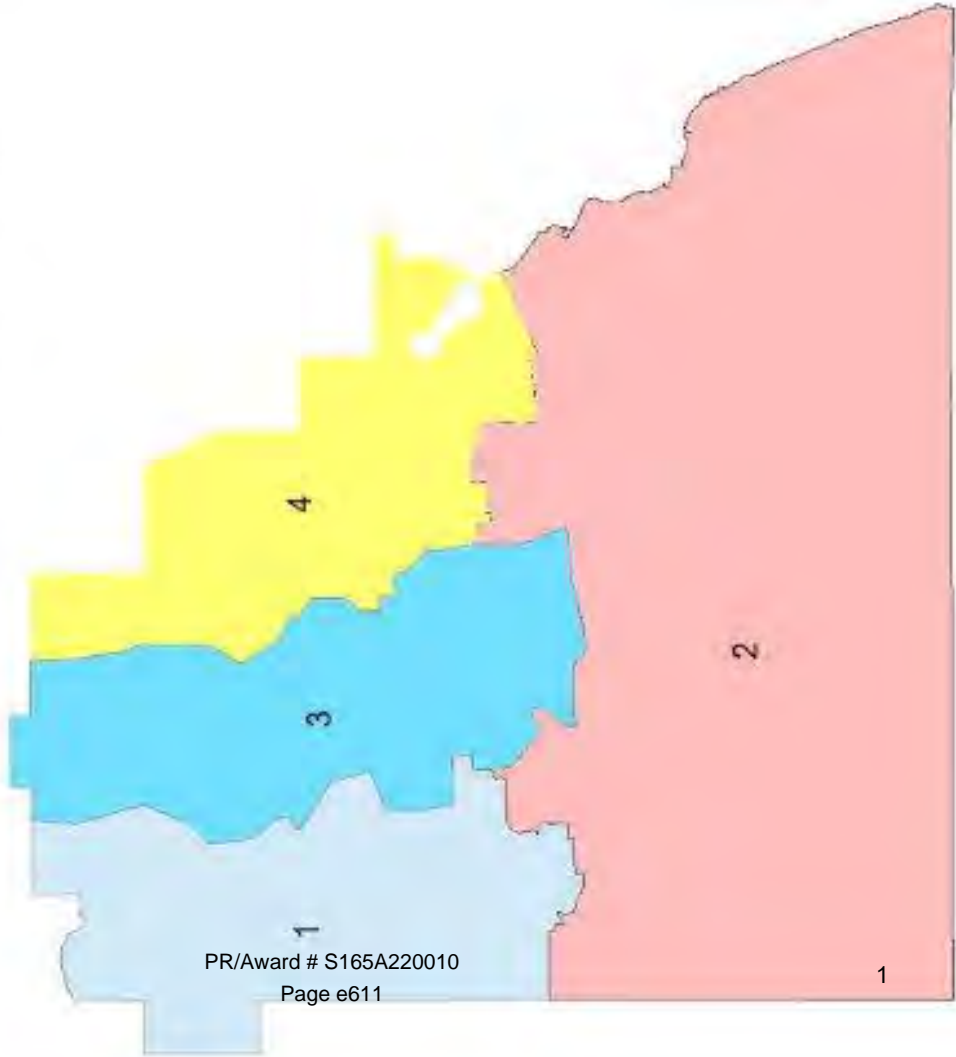


Overview

- Move from a multi-year waiting list to an annual applicant pool.
- Use county grids as basis for existing magnet zones.
 - Lakeland
 - Bartow/Mulberry/Frostproof/Ft. Meade/ Lake Wales
 - Winter Haven/Auburndale
 - Haines City/Davenport
- Based on AYP demographic factors.
- Part of an overall review of attendance and enrollment through existing requirements for class size, school size, transfers, etc.

Original 4 Magnet Areas- Polk County, Florida

- Magnet Area 1 (Greater Lakeland)
- Magnet Area 2 (Greater Bartow)
- Magnet Area 3 (Greater Winter Haven)
- Magnet Area 4 (Greater Haines City/Davenport)



Four Magnet Area Zones for Polk County

Existing Magnet Data Based on AYP Demographic Factors

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

*SWD: Students with Disabilities

**ELL: English Language Learners

W: White

B: Black

H: Hispanic

O: Other

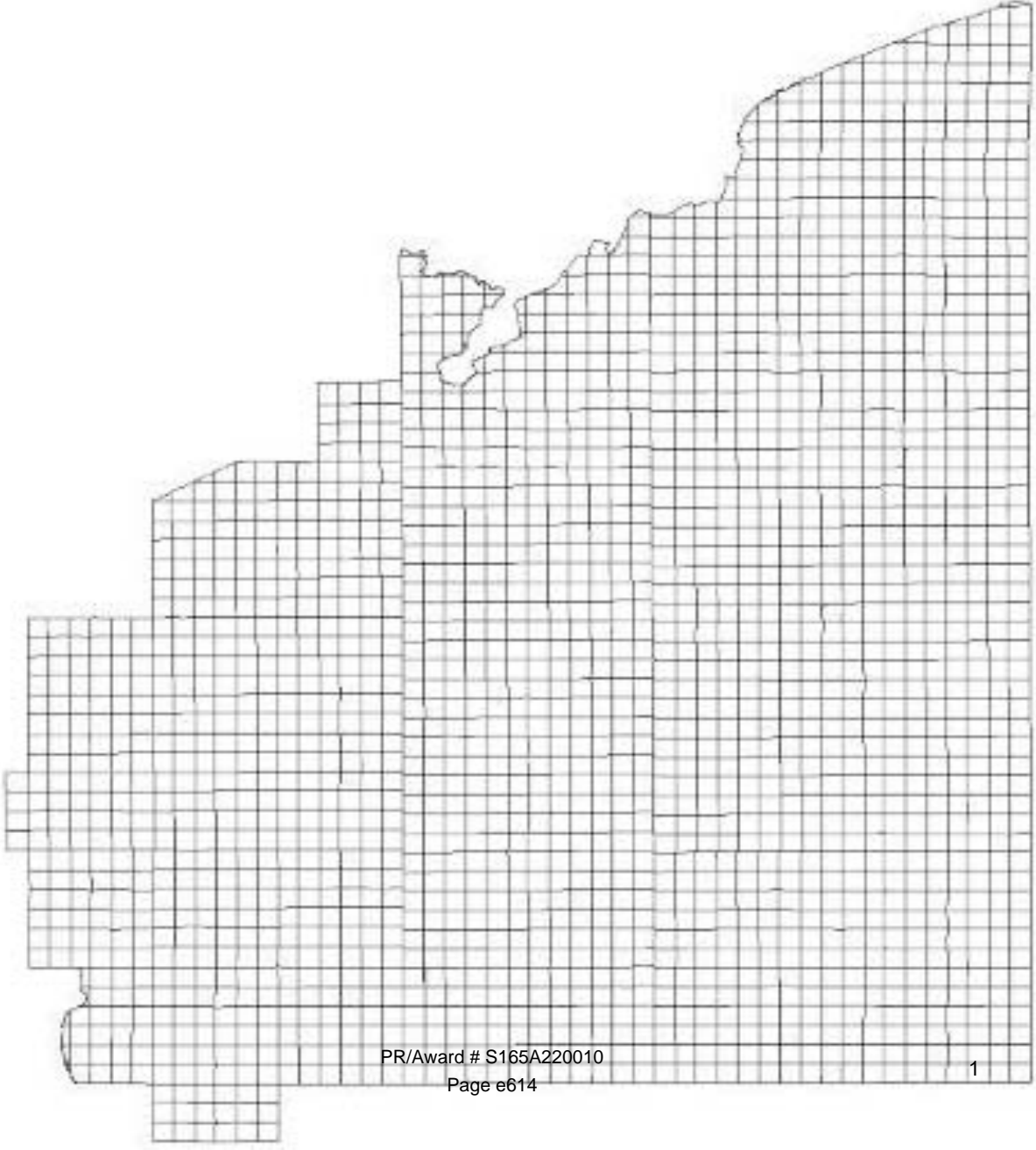
Four Zones Using County Grids

- 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)
 - Do not change
 - Identified by number that includes
 - Range
 - Township
 - Section



Polk County RTS Grids

Polk County Range, Township, and Section (RTS) Grids



Plotting Students into Grids

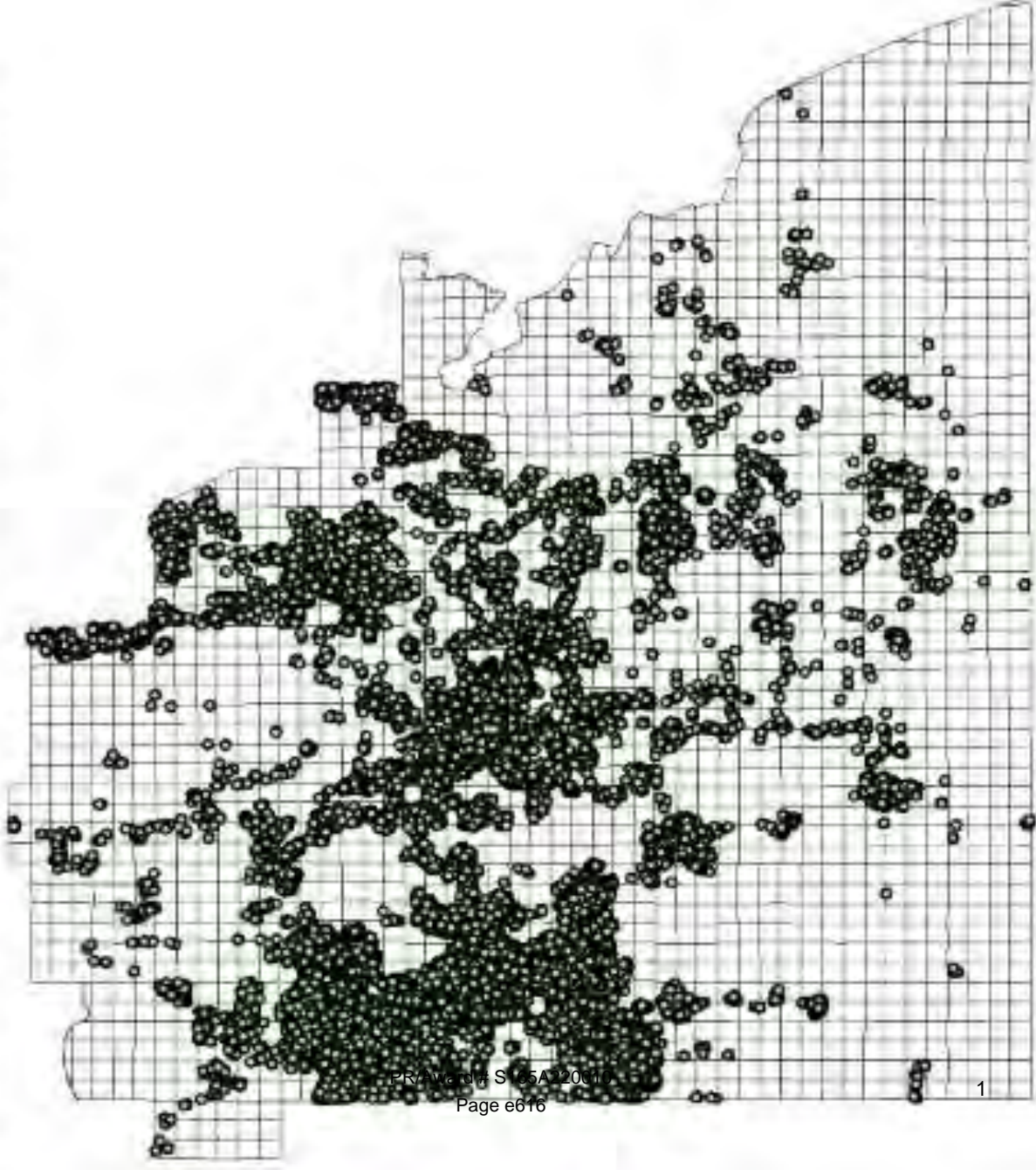
- Use student data from the district's Student Information System (SIS)*:
 - Verify that address data matches 911 site point addresses.
 - Feed student data into Grids to determine which grids have students.

* March 2011



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

Each dot
represents a
house that has
student
residents.



Prioritizing Grids

- 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.
- Based on AYP demographic factors.

Determining Magnet Zone Averages and Ranges

- Remove Grids that do not contain students.
- For each of the four categories (FRL, R, SWD, ELL):
 - Add total values for grids that contain students
 - Calculate the average
- Determine ranges by calculating the variation from the average for each category.

Applying Weights to Each Category: FRL, E, SWD, ELL

- Lunch Status (FRL)
 - Grids with values that fall within the highest percentage range of free or reduced lunch for the zone will receive 8 points.
 - Grids with values that fall within the middle percentage range of free or reduced lunch for the zone will receive 4 points.
 - Grids with values that fall within the lowest percentage range of free or reduced lunch for the zone will receive 0 points.

Applying Weights to Each Category: *FRL, R, SWD, ELL*

- Race (R)
 - Grids with values that fall within the lowest percentage range of minority for the zone will receive 0 points.
 - Grids with values that fall within the middle percentage range of minority for the zone will receive 3 points.
 - Grids with values that fall within the highest percentage range of minority for the zone will receive 6 points.

Applying Weights to Each Category: *FRL, E, SWD, ELL*

- Student With Disabilities (SWD)
 - Grids with values that fall within the highest percentage range of Students with Disabilities for the zone will receive 4 points.
 - Grids with values that fall within the middle percentage range of Students with Disabilities for the zone will receive 2 points.
 - Grids with values that fall within the lowest percentage range of Students with Disabilities for the zone will receive 0 points.

Applying Weights to Each Category: *FRL, E, SWD, ELL*

- English Language Learners (ELL)
 - Grids with values that fall within the highest percentage range of English Language Learners for the zone will receive 2 points.
 - Grids with values that fall within the middle percentage range of English Language Learners for the zone will receive 1 point.
 - Grids with values that fall within the lowest percentage range of English Language Learners for the zone will receive 0 points.

Lakeland Magnet Zone Category Ranges

Grid Number 242910: Example of Points by Category

Category	Low Category Range	Average Category Range	Above Category Range
FRL	Range: 0% - 29% Points Possible: 0	Range: 30% - 84% Points Possible: 4 Actual: 33%	Range: 85% - 100% Points Possible: 8
R	Range: 0% - 27% Points Possible: 0	Range: 28% - 82% Points Possible: 3 Actual: 72%	Range: 83% - 100% Points Possible: 6
SWD	Range: 0% - 6% Points Possible: 0	Range: 7% - 23% Points Possible: 2 Actual: 21%	Range: 24% - 100% Points Possible: 4
ELL	Range: 0% - 2% Points Possible: 0 Actual: 2%	Range: 3% - 21% Points Possible: 1	Range: 22% - 100% Points Possible: 2

Lakeland Magnet Zone Grid Ranges

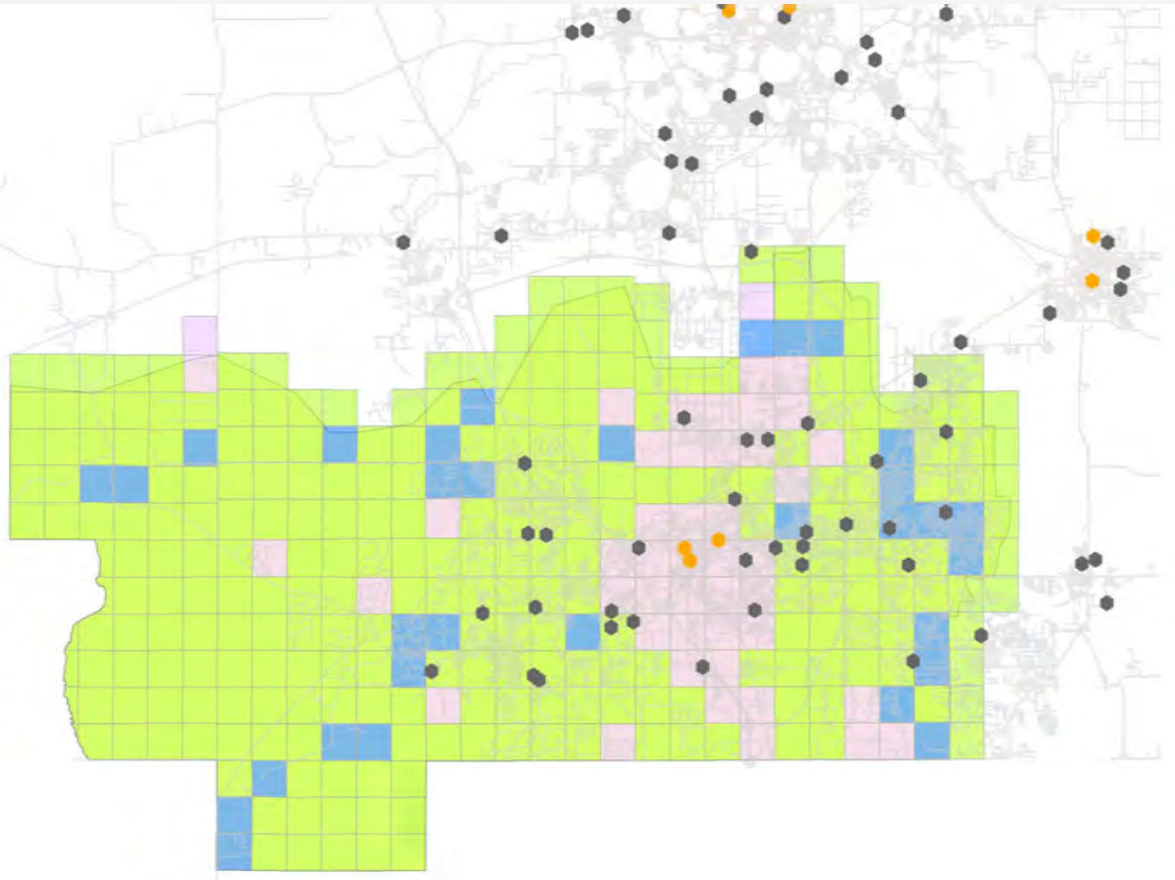
Grid Number 242910: 9 Category Points Earned

Low Range of Points Earned	Middle Range of Points Earned	High Range of Points Earned
0 - 5	6 - 14	15 - 20
	Grid 242910 = 9 points	

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.

LAKELAND AREA HIGHLIGHTED



Lakeland Magnet Area

showing Applicant Pool designations

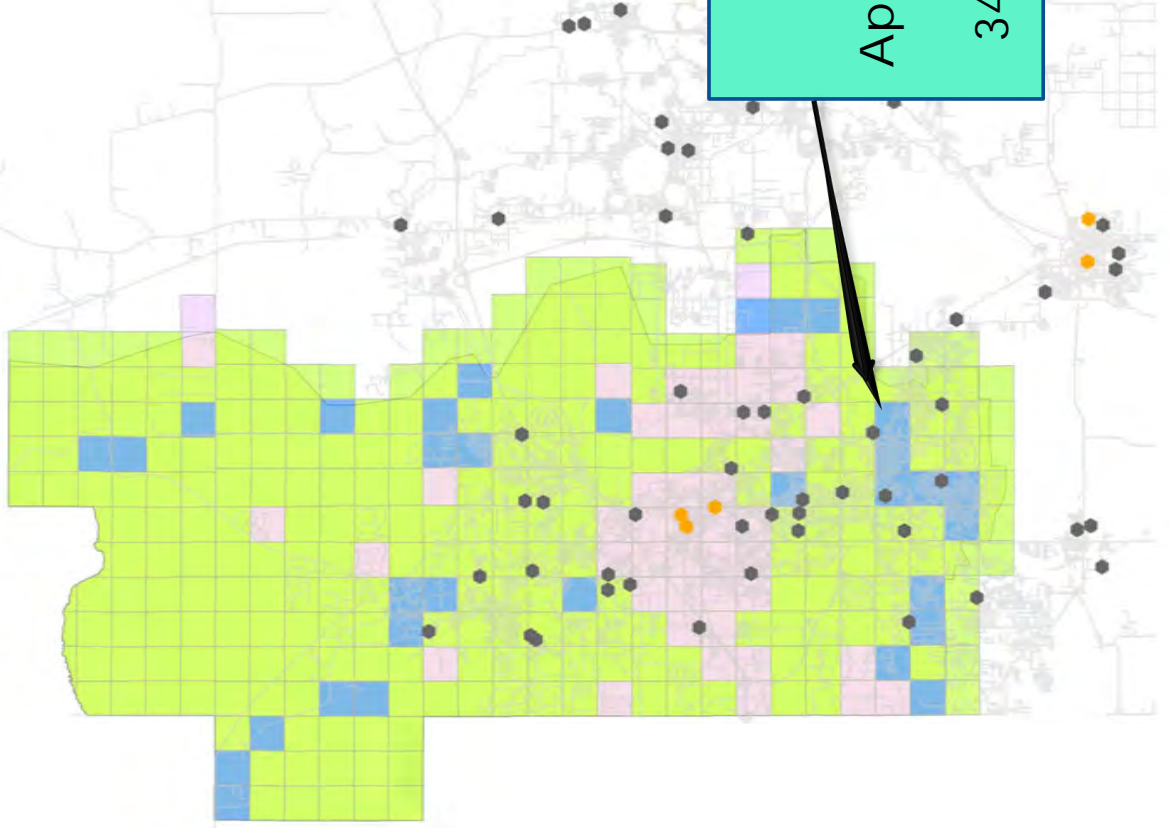
Violet = points in
below range

Green = points in
middle range

Blue = points in
high range

ELEMENTARY AND MIDDLE SCHOOLS IN POLK COUNTY 2011

LAKELAND AREA HIGHLIGHTED



Grid Number
242910
 (Range, Township,
 Section)

Example: 242910

Applicant Residential Address:

3450 Stoneway Dr, Lakeland

Magnet Application Process



Magnet Application Process

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

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.

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.
- 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.

AMP PERFORMANCE MEASURES			
Goal 1 (GPRA): Eliminate, reduce or prevent minority group isolation in the targeted schools without negatively impacting feeder schools.			
Objectives	Measures	Timeline	Data Source/ Instruments/ Responsible for data collection
1.1a Minority Group Isolation of Black students at Blake Academy will decrease from the baseline by 7.5%* (reflects change of the feeder pattern in grade 6, where the 5 th grade Combee Academy students will begin automatically rolling to Blake)	Baseline 2% point 4.5% points 7% points 7.5% points	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026	PCPS District Database/ Demographic Data/ Office of Acceleration & Innovation personnel
1.1b Minority Group Isolation of Black students at Bethune Academy will decrease from the baseline by 4%	Baseline 1% point 3% points 4% points 4.5% points	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026	PCPS District Database/ Demographic Data/ Office of Acceleration & Innovation personnel
1.1 c Minority Group Isolation of Black students at J. Stephens Academy will decrease from the baseline by 4%	Baseline 1% point 2% points 3% points 4% points	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026	PCPS District Database/ Demographic Data/ Office of Acceleration & Innovation personnel
1.1d Minority Group Isolation of Black students at F. Garner	Baseline 1% point 2% points	October 1, 2022 October 1, 2023 October 1, 2024	PCPS District Database/ Demographic Data/ Office of

Academy will decrease from the baseline by 4 %	3% points 4% points	October 1, 2025 October 1, 2026	Acceleration & Innovation personnel
1.1.e1 Minority Group Isolation of Black students at D. Jenkins Academy will decrease from the baseline by 2.5%	Baseline 1% point 1.5% points 2% points 2.5% points	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026	PCPS District Database/ Demographic Data/ Office of Acceleration & Innovation personnel
1.1f Minority Group Isolation of Hispanic students at Combee Academy will decrease from the baseline by 2 %	Baseline 0.5% point 1,5% points 2% points 2.5% points	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026	PCPS District Database/ Demographic Data/ Office of Acceleration & Innovation personnel
1.2 a Minority Group Isolation of economically disadvantaged students at Blake Academy will decrease from the baseline by 2.5%	Baseline 0.5% point 1% points 1.5% points 2% points 2.5%points	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	PCPS District Database (directly certified)/ Office of Acceleration & Innovation personnel
1.2 b Minority Group Isolation of economically disadvantaged students at Bethune Academy decrease from the baseline by 2.5%	Baseline 0.5% point 1% points 1.5% points 2% points 2.5%points	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	PCPS District Database(directly certified) / Office of Acceleration & Innovation personnel
1.2 c Minority Group Isolation of economically disadvantaged students at F. Garner Academy decrease from the baseline by 2.5%	Baseline 0.5% point 1% points 1.5% points 2% points 2.5%points	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	PCPS District Database(directly certified) / Office of Acceleration & Innovation personnel

1.2 d Minority Group Isolation of economically disadvantaged students at J. Stephens Academy will decrease from the baseline by 2.5%	Baseline 0.5% point 1% points 1.5% points 2% points 2.5% points	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	PCPS District Database(directly certified) / Office of Acceleration & Innovation personnel
1.2 e Population of economically disadvantaged students at D. Jenkins academy decrease from the baseline by 2.5% or remain at or below 56% of total student enrollment	Baseline 0.5% point 1% points 1.5% points 2% points 2.5% points	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	PCPS District Database(directly certified) / Office of Acceleration & Innovation personnel
1.2 f Minority Group Isolation of economically disadvantaged students at Combee Academy will decrease from the baseline by 2.5%	Baseline 0.5% point 1% points 1.5% points 2% points 2.5% points	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	PCPS District Database(directly certified) / Office of Acceleration & Innovation personnel
1.2 a-f Magnet school enrollees will not change enrollment percentages of major racial and ethnic subgroups (White, Black, Hispanic) at any MSAP feeder school by	Baseline ± 2 percentage points	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	PCPS District Database/ Office of Acceleration & Innovation personnel

more than ± 2 percentage points by October 1 of each year.			
1.3 Each of the six MSAP-funded schools will receive at least 250 applications annually.	Baseline Minimum 250 per year	Summer , 2023 Summer, 2024 Summer 2025 Summer, 2026 Summer, 2027	PCPS Office of Acceleration & Innovation Database/ Office of Acceleration & Innovation personnel
PM 2 (GPRA). Increase percentages of all magnet students, including those from major demographic subgroups and economically disadvantaged, who score at proficient or above level on the statewide assessment in language arts and mathematics			
2.1 a-f The percentage of students at MSAP magnet schools in each major racial and ethnic subgroup (White, Black, Hispanic) and economically disadvantaged students performing on or above the grade level on the Florida Assessment of Student Thinking /English Language Arts (FAST ELA) will increase annually over the baseline (or remain above 90%) established in 2022/2023 school year by total of	Baseline 1% points 2% points 3% points 4% points	Spring, 2023 Spring, 2024 Spring, 2025 Spring, 2026 Spring, 2027	Florida Department of education and/or PCPS achievement database/ Office of Acceleration & Innovation personnel
2.2 a-f The percentage of students at MSAP magnet schools in each major racial and ethnic subgroup (White, Black,	Baseline 1% points 2% points 3% points 4% points	Spring, 2023 Spring, 2024 Spring, 2025 Spring, 2026 Spring, 2027	Florida Department of education and/or PCPS achievement database/ Office of Acceleration & Innovation personnel

Hispanic) economically disadvantaged students performing on or above the grade level on the Florida Assessment Student Thinking /Mathematics (FAST Math) or End of Course (EOC) exams in Algebra and Geometry will remain over 90% or increase annually over the baseline established in 2022/2023 school year by total of			
Goal 3 (GPRA). Increase percentages of students, including those from major demographic subgroups, who meet high school graduation requirements			
3.3 a-f During the first year of implementation OR planning, each magnet school will develop a plan for ensuring that all classrooms are reflective of the racial, gender, and economic diversity of the school population; revisiting the plan each year in Years 2-5.	Written and published plan	Annually by September 30	School documentation , plan available on school's website, evaluator template/ School based magnet personnel and evaluator
3.2 a-f Core regular education classrooms are reflective of the racial and socio-economic diversity of the school population.	60% 65% 70% 75% 80% 85%	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	Individual School Pupil Assignment Records/and class schedules/ School administrators and school site magnet personnel

3.3 a-f	60%	October 1, 2022	Extracurricular rosters/
Extracurricular programs	65%	October 1, 2023	School administrators and
are reflective of the racial	70%	October 1, 2024	school site magnet personnel
and socio-economic	75%	October 1, 2025	
diversity of the school	80%	October 1, 2026	
population.	85%	October 1, 2027	
Goal 4. Implement innovative, differentiated, research-based curriculum and magnet themes			
4.1a	As required by	September 30,	School administrator, school
Annually, J Stephens	IBO	2027	site magnet personnel, Office
Academy will complete the			of Acceleration & Innovation
steps required by IBO and			personnel, evaluator
submit the appropriate			
documentation for IB PYP			
Authorization and by the			
end of the grant period, J			
Stephen Academy will			
become an IB accredited			
school			
4.1 (b-e)	As required by	September 30,	School administrator, school
Annually, Blake Academy,	Cambridge AICE	2027	site magnet personnel, Office
Bethune Academy, Combee			of Acceleration & Innovation
Academy, and Daniel			personnel, evaluator
Jenkins Academy will			
complete the steps required			
for the accreditation by the			
Cambridge AICE and by the			
end of the grant period will			
become an accredited			
Cambridge Schools			
4.2 (a-d)	50%	October 1, 2023	Evaluator designed staff
At least 50% of each	60%	October 1, 2024	survey/ evaluator
magnet school's staff will	70%	October 1, 2025	
indicate implementation of	75%	October 1, 2026	

magnet theme specific strategies in Year 1 of implementation; increasing by ten percentage points in years 2-3 and five percentage points each year in Years 4-5 *(Bethune, Blake, Combee & Daniel Jenkins)	80%	October 1, 2027	
4.2 (e-f) At least 50% of each magnet school's staff will indicate implementation of magnet theme specific strategies in year 1 of implementation; increasing by ten percentage points in years 2-3 and five percentage points each year in year *(Garner and Stephens)	Planning year 50% 60% 70% 75%	October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	Evaluator designed staff survey/ evaluator
4.3 At least 50% of each magnet school 's staff will indicate implementation of practices of "grant systemic reforms" in Year 1 of implementation (a-d); increasing by ten percentage points in years 2-3 and five percentage points each year in Years 4-5 *(Bethune, Blake, Combee & Daniel Jenkins)	50% 60% 70% 75% 80%	October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	Evaluator designed staff survey/ evaluator

<p>4.3 (e-f)</p> <p>At least 50% of each magnet school 's staff will indicate implementation of practices of “grant systemic reforms” in Year 1 of implementation (a-d); increasing by ten percentage points in years 2-3 and five percentage points each year in year 4</p> <p>*(Garner & Stephens)</p>	<p>Planning</p> <p>50%</p> <p>60%</p> <p>70%</p> <p>75%</p>	<p>October 1, 2023</p> <p>October 1, 2024</p> <p>October 1, 2025</p> <p>October 1, 2026</p> <p>October 1, 2027</p>	<p>Evaluator designed staff survey/ evaluator</p>
<p>4.4 a-d</p> <p>At each K-5 site, teachers will develop or revise, implement, reflect and peer review a minimum of two comprehensive multidisciplinary magnet theme units of study that incorporate the standards of learning, magnet theme, and MSAP grant initiatives and are on or above proficiency levels defined by the peer review rubric per grade level.</p>	<p>2 per grade level annually</p>	<p>October 1, 2022</p> <p>October 1, 2023</p> <p>October 1, 2024</p> <p>October 1, 2025</p> <p>October 1, 2026</p> <p>October 1, 2027</p>	<p>AMPX team and teacher designed peer review rubric; units of study/ site based magnet staff</p>
<p>4.4 e-f</p> <p>At 6-8 sites, teachers will develop or revise, implement, reflect and peer review a minimum of two comprehensive theme aligned units of study that</p>	<p>2 per subject area annually</p>	<p>October 1, 2022</p> <p>October 1, 2023</p> <p>October 1, 2024</p> <p>October 1, 2025</p> <p>October 1, 2026</p> <p>October 1, 2027</p>	<p>Grant team and teacher designed peer review rubric; units of study/ site based magnet staff</p>

incorporate the standards of learning, magnet theme, and MSAP grant initiatives and are on or above proficiency levels defined by the peer rubric per instructional subject			
Performance Measure 5. Build capacity of magnet school leadership teams to implement high quality, equitable educational practices to improve student outcomes and sustain programs			
5.1 Annually, 80% of each magnet school's administrative, leadership or coaching staff will complete a minimum of 60 hours of targeted professional development	80%	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	Professional development attendance records/ school site magnet personnel and evaluator
5.2 The number of recorded student discipline incidents at each school will decrease by 1% annually from the previous year	Baseline -1% annually	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	Disciplinary records/ school administrator or guidance counselor
5.3 The percentage of parents at each school reporting satisfaction with equity and discipline practices will increase by 3 percentage points	Baseline +3%	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	Evaluator and Office of Acceleration and Innovation survey/ evaluators and Office of Acceleration and Innovation personnel

annually based survey or remain above 90%			
5.4 The percentage of students in grades 3 and above at each school reporting satisfaction with equity and discipline practices will increase by 3 percentage points annually based survey or remain above 90%	Baseline +3%	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	Evaluator and Office of Acceleration and Innovation survey/ evaluators and Office of Acceleration and Innovation personnel
5.5 The percentage of school staff reporting implementing AMP equity and discipline practices will increase by 3 percentage points annually based survey or remain above 90%	Baseline +3%	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	Evaluator and Office of Acceleration and Innovation survey/ evaluators and Office of Acceleration and Innovation personnel
Performance Measure 6. To provide professional development for magnet school teachers related to implementing high-quality educational programs, increasing achievement for all students, improving instructional practices and ensuring program sustainability.			
6.1 Annually, 80% of each magnet school's teachers (including elective and special subject teachers) will complete a minimum of 60 hours of targeted professional development	80%	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	Professional development attendance records/ school site magnet personnel and evaluator

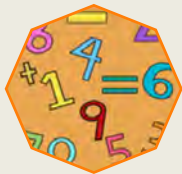
6.3 At least 60% of magnet school staff at each site will report that participation in AMP professional development is effective for their instructional practices. in Year 1 ; increasing by five percentage points each year in Years 2-5	60% 65% 70% 80% 85%	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	Evaluator designed staff survey/ evaluator
6.4 Magnet classrooms will incorporate magnet theme and systemic reforms defined by the grant	Baseline +10% annually or 95%	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	Walk through checklist (TRST) and evaluation visits
Goal 6. Ensure parents and community members are actively involved in project planning, implementation, and decision-making.			
7.1 The number of parents at each AMP school attending magnet theme-related parent events will increase from the baseline by 5% each year	Baseline +5 % each year after	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	Event chart with attendance numbers/ site-based magnet staff
7.2 The percentage of parents at each AMP school indicating satisfaction with school's program, communication and equal access to parental involvement will increase	Baseline + 10% or above 90% by the end of grant	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	Evaluator or Office of Acceleration and Innovation administered survey and/or focus groups / evaluator and Office of Acceleration and Innovation personnel

by 10% from the baseline or remain above 90%			
7.3 Annually, each site will develop two community or business partnerships that support the magnet theme or diversity initiatives	2 4 6 8 10	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	Partnership forms/ site based magnet personnel
7.4 Annually each school will administer parent decision making survey; the percentage of parents at each school who indicate active participation in decision making on the survey will increase by 5% from baseline or remain above 90%	Baseline +5% each year after	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	School and evaluator developed survey / evaluator
7.5 Annually, each site will host a minimum of two curriculum and magnet theme forums for families and community input	2 2 2 2 2	October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025 October 1, 2026 October 1, 2027	Attendance sheets/ school based magnet personnel

Program Goals



Produce a comprehensive array of standards aligned resources to bridge the summer learning gap for incoming K-5 students.



Create developmentally appropriate resources that can be differentiated for all needs, including enrichment and remediation.



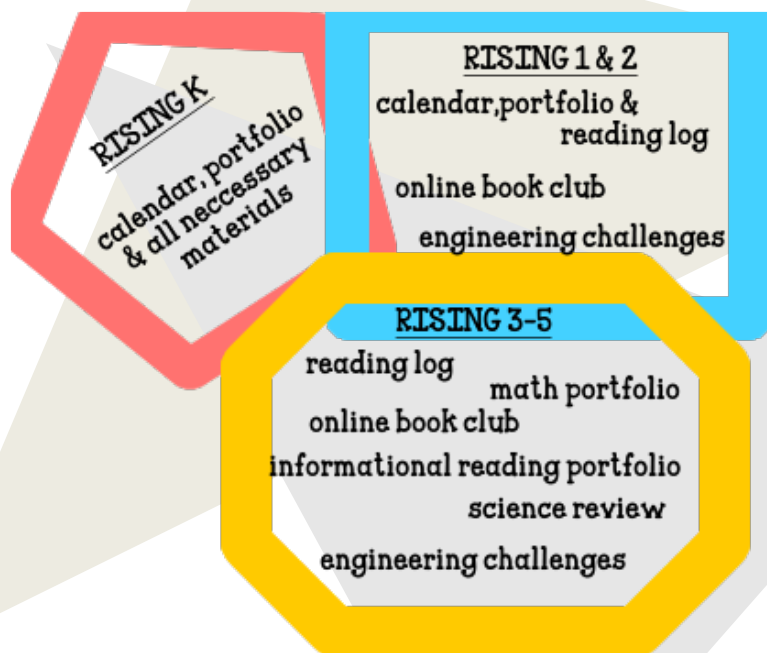
Develop resources that can be used beyond summer learning.

Summer Learning
for Rising K-5
Students

MSAP GRANT 2015

Elementary SUMMER LEARNING

PROGRAM COMPONENTS



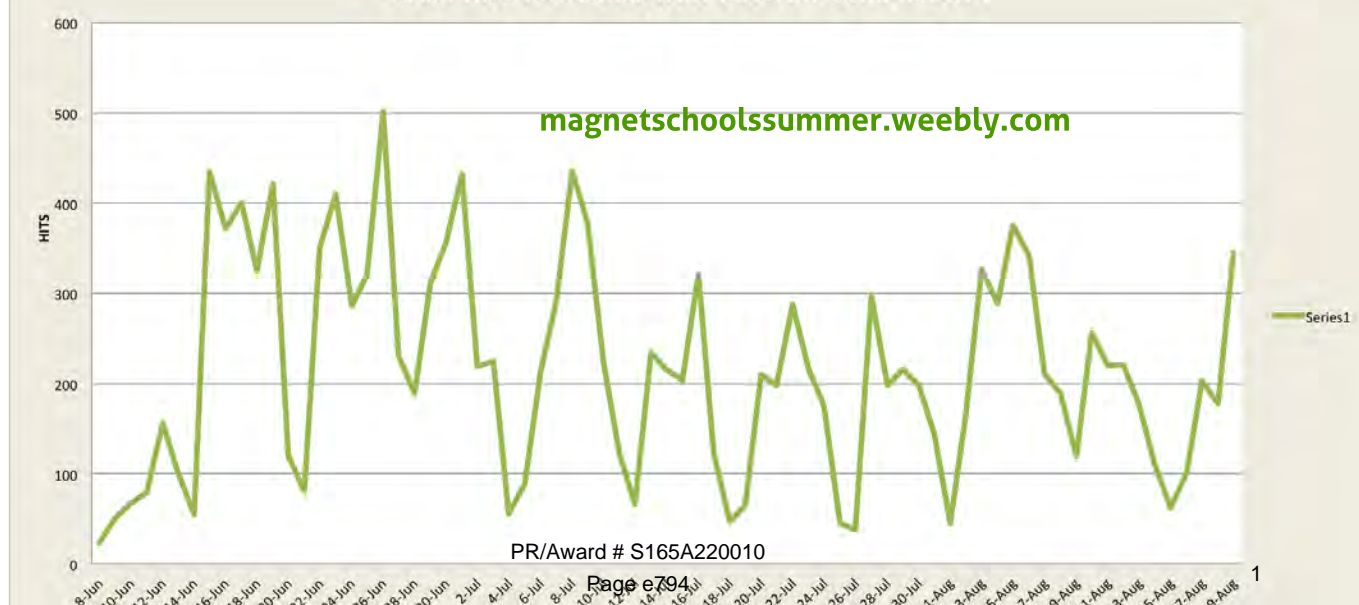
PROGRAM DISTRIBUTION:

- ▶ mandatory implementation for MSAP schools
- ▶ 700 K portfolios created & distributed to all elementary magnets

PARTICIPATION IN 3 MSAP ELEMENTARY MAGNETS

- ▶ 187 total required participants
- ▶ 202 voluntary participants
- ▶ required participants completion ranged from 48% to 100%
- ▶ 314 students completed a substantial portion of the program

DAILY HITS TO ELEMENTARY MAGNET SUMMER SITE



MEASURING THE EFFECTIVENESS OF THE PROGRAM

*TO WHICH EXTENT DOES THE SUMMER LEARNING PROGRAM
ALLEVIATE SUMMER LEARNING LOSS?*

GRADE LEVEL	EVALUATION TOOL(s)	TIME FRAME
Rising K	FLKRS	October 2015
Rising 1-2	Running Records Common Formative Assessments (math)	Late September 2015
Rising 3-5	Running Records & FAIR IBTP reading/math	Late September 2015

Sample Effectiveness of Reading Levels

(Fountas & Pinnell)

Student	May-15	Sep-15
33	D	E
78	F	
26	G	
57	G	M
68	G	
74	G	K
5	H	
77	H	
87	H	
54	I	
6	J	L
8	J	N
25	J	M
39	J	
88	K	K
38	L	
45	L	I
55	L	
92	L	

BEYOND SUMMER LEARNING

The elementary summer program was designed to be used beyond just summer. Since the program is comprehensive and fully differentiated it can be used during the school year. Here are some ways you can use it in your classrooms.

BOOK CLUBS

Whether a book club for your Reading Workshop, or an enrichment for your proficient readers, online book clubs can be used throughout the year. Students will never have to repeat a book - simply move on to the next level. Online book clubs are designed to be used following INDEPENDENT reading and include text based questions and extension projects. Students can also collaborate with students from other classrooms or schools. There are currently 7 books available, with 4 more coming by January.

FLIP YOUR MATH CLASS

The summer math program is ideal for flipping your class.

- assign a section of a standard to be taught in the near future to students
- take notes using the attached handout
- use a portfolio item as a "ticket to the class"

ENRICH

Students who already mastered the grade level math standards, can move on and work independently on the next standard.

REMEDiate

Create center based activities to reteach and review standards from the previous grade

INFORMATIONAL READING PORTFOLIOS

Use as

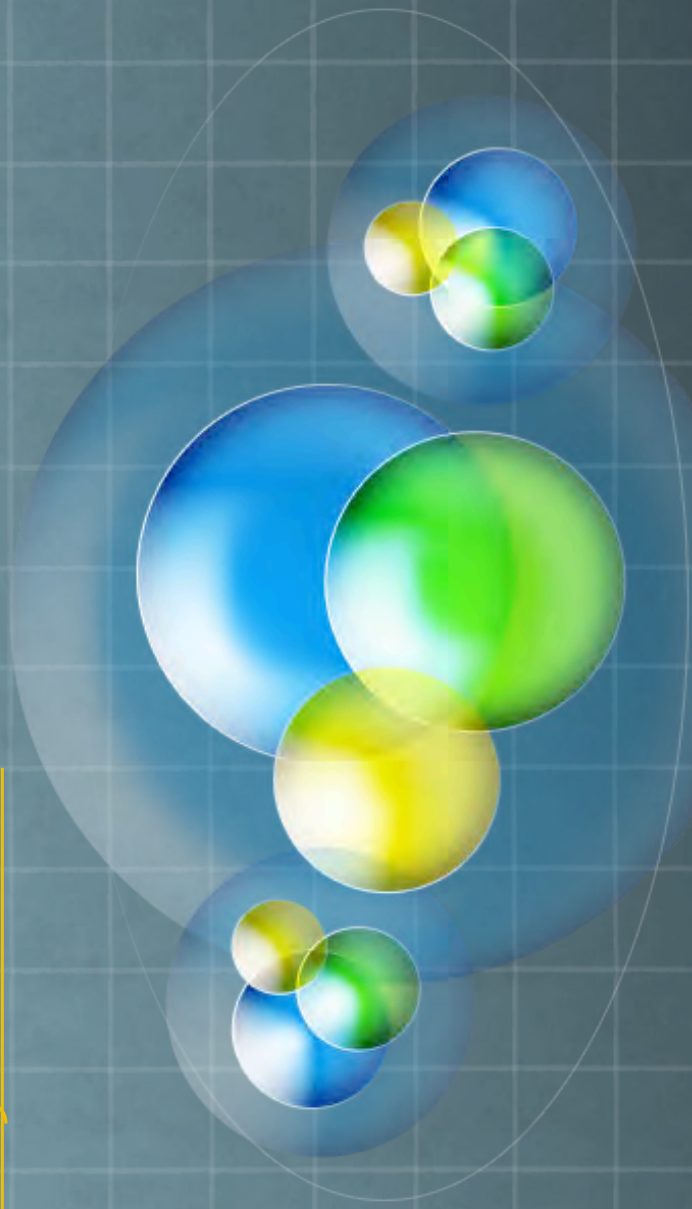
- on level reading centers
- skill/ guided reading
- enrichment

PR/Award # S165A220010
Page e795



For any questions or to involve your school
please email

mijana.lockard@polk-fl.net

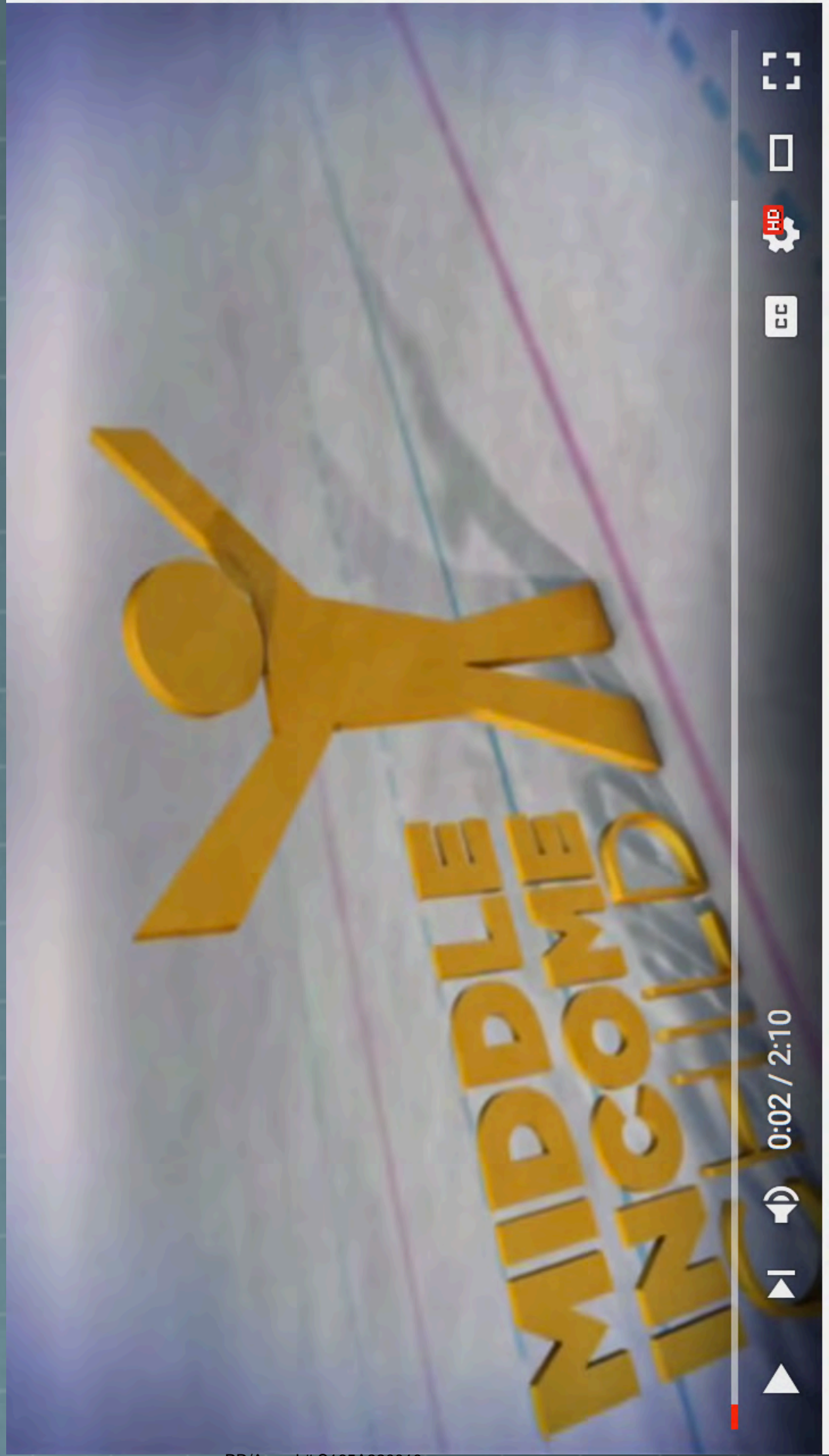


SUMMER LEARNING OVERVIEW

2016

<http://magnetschoolsummer.weebly.com/>

WHY SUMMER LEARNING



<https://www.youtube.com/watch?v=ZolcNG3GVCs>

RESEARCH SUMMARY



The only way to effectively REMEDIATE and CATCH UP with skills not learned during the school year is continuation of structured, quality school (for students in regular attendance)



“ Just because school year ended, the work year hasn’t”



Opportunity Gap

RESEARCH SUMMARY

- Research shows that the older the student is, the less likely that ANY program will be completed with fidelity
- Completion fidelity is “adult dependent”
- Lower income families lack access to materials and knowledge of how to assist students
- Most summer “packets” are completed the last weeks of summer (cramming)
- Effectiveness of “non-structured” summer learning
 - Not significant in RAISING performance
 - Some significance in reducing the slide for programs that
 - Students can complete independently (no NEW instruction)
 - Involve “free” and “logged” reading; students provided reading materials
 - Is monitored or incentivized

PURPOSE OF OUR SUMMER PROGRAM

- Provide schools with resources to customize summer learning
- Access to quality materials
- Available on and off line
- Available to all students
- Resource for remediation, practice, enrichment
- Usable during school year

OPTIONAL

Program is available to all students to use. It is up to individual schools to determine incentives for optional use. MSAP schools have to have a plan for use.

REQUIRED

Students who HAVE TO participate in a part or complete program. These students will be monitored during summer

- Summer (and other programs) part of contract
- For students in need of remediation
- Selection determined by individual schools
- Monitoring developed/implemented by individual schools
- JSOA Sample

GOAL SETTING

- Mandatory students set goals with teachers
- Optional students can set their own in agreement with teachers
- Each school can fully personalize and customize experiences based on student needs
- Goal setting sheet sample

SUGGESTIONS

- Create incentives for completion
- Provide students/families with information on where to access resources such as books and the Internet

PROGRAM STRUCTURE

- Online and offline options
- Based on standards
- Students can be assigned work that they need (keeping in mind that research point that introducing TOTALLY new skills is NOT effective)
- Middle school program modeled on requirements that students will have in high school honors/ AP courses during summer (with additional purpose of habit building)

Rising Grade K

- Calendar
- Portfolio
- Given to all students
- May be required for some
- Offline



<http://summerbridgek.weebly.com/>

RISING 1&2

 Portfolio of math
and reading
Offline

There is an online
book component
(rising 2)



June - Rising Grade 2 Summer Learning Calendar - June

Monday	Tuesday	Wednesday	Thursday	Friday
Portfolio item 8 Read a book by your favorite author. Visit www.bookadventure.com and take a quiz on this book (if a quiz is available). Illustrate your favorite part and write sentences to tell why you like this part best. Parent initial _____	Portfolio item 9 Visit www.dositay.com . Choose an addition game to play. Practice your basic addition facts. Work on getting these memorized. Parent initial _____	Portfolio item 10 Read a nonfiction book. Make a main idea map about the book. Include details that support the main idea. Visit www.bookadventure.com to take a quiz. Parent initial _____	Portfolio item 11 Skip count by 5's. Start with 35 and count to 100. Write down these numbers. Circle all of the odd numbers and underline all of the even numbers. Share your work with a friend. Parent initial _____	Portfolio item Write a letter to someone who is important to you. Tell your important person why they are special to you. Begin each sentence with a capital letter and use correct ending punctuation and correct letter formation. Parent initial _____
Portfolio item 15 Read a book with rhyming words. List the rhyming words and count the syllables in each word. Make a graph that shows the number of syllables. Parent initial _____	Portfolio item 16 Skip count by 3's. Start with 21 and stop at 90. Write down these numbers. Circle all of the numbers with a 3 in either the tens or ones place. How many numbers did you circle? Do you see a pattern? Tell a friend. Parent initial _____	Portfolio item 17 Read a book about friends. Write down the characters, setting, problem and solution for your book. Tell a friend about your story. Visit www.bookadventure.com to take a quiz. Parent initial _____	Portfolio item 18 Visit www.ixl.com and click on second grade. Play L.1 and L.2 mixed operations: addition and subtraction to 20. Write down your score and time. Play again later and see if you can improve your score and your time. Parent initial _____	Portfolio item Practice the 2 nd grade sight word list. Make flashcards for the words you don't know. Practice these words every day. Choose 10 sight words from the list and spell them using magnetic letters. Read these words to a friend. Parent initial _____
Portfolio item 22 Go to www.storylineonline.net . Listen to a story that you haven't heard before. Write who the characters are, where the setting is, what the problem is and how the problem in the story gets solved. Parent initial _____	Portfolio item 23 Roll a dice 3 times. Write down each number. Find the largest 3-digit number and the smallest 3-digit number you can make with the numbers rolled. Find the difference between the largest and smallest numbers. Do this 5 times. Parent initial _____	Portfolio item 24 Read a book. Write the beginning, middle and end of your story. Read your retelling to a friend. Visit www.bookadventure.com to take a quiz. Parent initial _____	Portfolio item 25 Estimate how many pieces of cereal, M&Ms or Skittles you can pick up with one hand. Was your estimate greater or less than the number of pieces you picked up? Share your numbers and treat with a friend. Parent initial _____	Portfolio item Practice adding two digit numbers. Be sure to show your work for every problem. Check your work along the way and when you are finished. Parent Initial _____

Read 30 minutes every day and record the information on the log!

El Calendario de Verano para un Camino Hacia Kindergarten

Lunes	Martes	Miercoles	Jueves	Viernes
Mayo 28 Artículo Cartera Usa las cartas de alfebeto o escribe las letras en cartas de indice para las letras mayúscula y minúsculas. Mesccla las cartas y lee todas las letras. Iniciales de tu padrés _____	29th Artículo Cartera Cuenta todas las puertas en su casa. Cuenta todas las ventanas, tambien. ¿Si tu casa tiene más puertas o más ventanas? Escribe los números. _____ puertas _____ ventanas Iniciales de tu padrés _____	30th Artículo Cartera Practica escribiendo tu nómbre y apellido. Recuerda, la primera letra en su nómbre y apellido es en letras mayúsculas. Las otras letras es en letras minúsculas. Iniciales de tu padrés _____	31st Artículo Cartera Lee un libro de canción infantil con un adulto. Tu recuerda algunas de las canciones? Comparte 1 de las canciones con 3 personas diferentes. Trata de memorizar 1 canción del libro. Iniciales de tu padrés _____	Junio 1st Artículo Cartera Dibuja lo que tu quiera para la persona mas importante en tu vida. Dile a la persona mas importante para ti porque ello/a es muy especial para ti. Iniciales de tu padrés _____
4th Visita la página www.abcy.com y escoje el grado K. Baja en la pagina y escoje "Letter Match". Tu puedes jugar con el nombre de las letras o con el sonido de las letras. ¿Tu puedes encontrar todas las palabras de las letras? Pronuncia cada letra cada vez que tu escojes en la carta. Juegas y ver que rapido que lo haces en cada intent. Iniciales de tu padrés _____	5th Artículo Cartera Continua a practicando escribiendo tu nombre y tu apellido. Corectamente forma las letras. Cuenta cada letra en tu nombre y tu apellido. ¿Tu tienes más letras en tu nombre o en tu apellido? Comparte con alguien como tú sabes la respuesta. Iniciales de tu padrés _____	6th Artículo Cartera Empieza con numeró 1. Cuenta hasta el numeró 20. ¿Puedes escribi los numerós 1-10 en orden? Un Reto: ¿Tú puedes empezar con 10 y cuenta hacia atrás hasta el numero 1? Escribe tu cuenta en papel. Iniciales de tu padrés _____	7th Artículo Cartera Usa las cartas de alfebeto o escribe las letras en cartas indices para las letras mayúsculas y minúsculas A-Z. Pronuncia cada letra. Escoge las cartas de las letras A-M y piensa en palabras que empieza con la letra. Completalo en lo mas rapido que tu puedas. Iniciales de tu padrés _____	8th Artículo Cartera ¡Vamos a conectar los puntos! Utiliza el material dado y conecta los puntos en forma ordenada.. Utiliza el Segundo material dado y trata de hacerlo en reversa. Iniciales de tu padrés _____
11th Artículo Cartera Dibuja una pictura de tu familia. Dile una oración que diga algo que tu y tu familia hacen juntos. Que un adulto escriba tu oración. Señala a la letra mayúscula que empeza la oración . Señala el punto final de la oración. Iniciales de tu padrés _____	12th Artículo Cartera Juega Memorizando con las cartas de alfebeto o cartas indices. Escoge 10 cartas mayúsculas y minúsculas por la misma letra. Mesccla las cartas con letras hacia abajo y trata de conseguir la pareja. Pronuncia la letras de cada carta. Iniciales de tu padrés _____	13th Visita la página www.starfall.com y escoje ABCs para practicar las letras y sonidos. Y despues escojes "I'm Reading for sight word practice". Iniciales de tu padrés _____	14th Artículo Cartera Escoje un numero de saltos que tu puedas hacer en un minuto. Ahora trata. El numero que tu escojistes fue mas o menor del numero de salto que tu completaste en el minuto? Iniciales de tu padrés _____	15th Artículo Cartera Visita a la página www.storylineonline.net . Escuchas a storia que tu nunca as escuchado. Dile a un amigo la parte favorita de la storia. Diguja una foto de la storia. Toma a un adulto para escriba una oración y lee la oración a alguien . Iniciales de tu padrés _____

Lee por 20 minutos cada día y escribe la información en el papel.

El Calendario de Verano para un Camino Hacia Kindergarten

Lunes	Martes	Miercoles	Jueves	Viernes
18th Artículo Cartera Practica escribiendo tu nombre y tu apellido. Utiliza las letras mayúsculas correctamente y escribe cada letra con cuidado. Tu sabes cuando es tu cumpleaños. Aprende el mes y el día. Y compártelo con un amigo Iniciales de tu padrés _____	19th Artículo Cartera Visita la página www.ixl.com y escoje "Kindergarten" y despues "C.1 Count to Ten". Completa la actividad para practicar contando objetos 1-10. Practica escribiendo los numeros 0 -10. Tu puedes dibujar 7 flores? Si tu dibujas 2 flores más, cuanto flores en total? Dile a un amigo la respuesta! Iniciales de tu padrés _____	20th La escuela proton va empezar! Tu puedes amarrar tu zapatos? Tu puedes cerrar tu sierra? Tu puedes cerrar los botones y amarrar tu correa? Practica estas cosas durante el verano en la casa hasta que tu puedas hacerlo solo sin la ayuda de un adulto. Iniciales de tu padrés _____	21st Artículo Cartera Lee tu libro de foto favorita. Tu te acuerdas quien esta en la storia? Dibuja una foto de todos los personajes en el libro y escribe un oración de tu personaje favorito del libro. Que un adulto te ayude con tu escritura. Circula la letra mayúscula y punto final. Iniciales de tu padrés _____	22nd Artículo Cartera ¡Vamos a crear un patrón! Visita la página www.ixl.com , escoje en Kindergarten, patrones y h2. También practicas con tu familia con él material dado por la maestra y incluyes figuras geométricas para crear un patrón. Iniciales de tu padrés _____
25th Artículo Cartera Visita la pagina: http://pbskids.org/wordworld/characters/game_frm.html Practica la canción con "Frogs Rhyming Machine". Iniciales de tu padrés _____	26th Artículo Cartera Cuenta el numero de pasos que te toma de la nevada hasta la puerta de tu casa. Escribe en un papel. Cuenta el numero de pasos que te toma de la television hasta el sillón. Escribe en un papel. ¿Cual número es más grande? Iniciales de tu padrés _____	27th Empeza practiando las primeras palabras de la lista de palabras de kindergarten. Hacer con las cartas de indices y escribe las palabras que has aprendido. Practica estas palabras todos los días! Lee las palabras y buscalas en libros que tu estás leyendo. Iniciales de tu padrés _____	28th Artículo Cartera Escucha el reporte de clima de hoy. ¿Cómo va hacer el clima hoy? Dibuja una foto del clima de hoy y con un adulto te ayude ha escribir una oración del clima de hoy. Empezar siempre con la letra mayúscula y termina con el punto final. Iniciales de tu padrés _____	29th Artículo Cartera ¿Tú estás practicando tu letras y sonidos todo los días? Cuantas letras y sonidos tu te sabes hoy. Usa plastilina y crea una figura geométrica como un cuadrado, circulo, y triangulo. Iniciales de tu padrés _____
Julio 2 Continua a practicando tu palabras de kindergarten. Practica las palabras cada día. Lee las palabras y buscalas en libros que tu estás leyendo. Iniciales de tu padrés _____	3rd Artículo Cartera ¿Tú estás practicando tu letras y sonidos todo los días? Cuantas letras y sonidos tu te sabes hoy. Un adulto te lee un libro y escucha la historia. Dile a un amigo los personajes de la historia y donde fue la historia creada. Dibuja una foto de los personajes y del sitio de la historia. Iniciales de tu padrés _____	4th Artículo Cartera Feliz cumpleaños a los Estados Unidos de América! ¿Puede colorear la bandera? Iniciales de tu padrés _____	5th Artículo Cartera Rebota una pelota y cuentas cuanta veces la pelota rebota en un minuto. Trata de rebotar la pelota con una mano y utiliza la otra mano para contar. ¿Cual número es mas grande y porque? Dile a un amigo. Iniciales de tu padrés _____	6th Visita la página www.abcya.com y escoje en "K". Escoge "Alphabet Bingo - Letter Sound". Escucha el sonido y escoje la letra correcta. Practicalo por lo menos 2 veces. Practica Practice the kindergarten sight words. Iniciales de tu padrés _____

Lee por 20 minutos cada día y escribe la información en el papel

El Calendario de Verano para un Camino Hacia Kindergarten

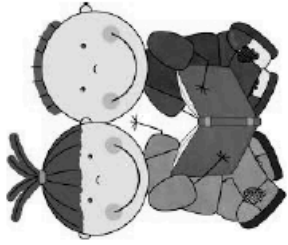
Lunes	Martes	Miércoles	Jueves	Viernes
9th Visita la página www.abcya.com . Escoge en K y juega "Birthday Candle Counting". Cuenta las velas y escoge el número correcto. Juega por lo menos 2 veces. Iniciales de tu padrés _____	10th Artículo Cartera Dibuja un foto de tu lugar favorito. Un adulto te ayuda escribir una oración que diga tu lugar favorito y porque a ti te gusta tanto. Lee tu oraciones a un amigo. Iniciales de tu padrés _____	11th Artículo Cartera Escucha a un libro de la página www.storyonline.com . Dile a alguien quienes son los personajes y donde fue la historia creada. Dibuja una foto de tu parte favorita. Iniciales de tu padrés _____	12th Artículo Cartera Continúa a practicando tu palabras de kindergarten. Practica las palabras cada día. Escoge un juego para jugar con tu familia. Lee las direcciones juntos y toma turnos. Iniciales de tu padrés _____	13th Practica tu letras con tiza o con creyones y papel. Que un adulto te lea las letras. Despues escribe las letras con la tiza o creyones y papel. Ve cuantas letras puedes escribir! Iniciales de tu padrés _____
16th Visita la página http://www.starfall.com/n/n/matching/sight-words/load.htm y compares las palabras. Tu puedes leerla? Practica las palabras y buscalas en tu libros. Iniciales de tu padrés _____	17th Artículo Cartera Dibuja un foto de tu actividad favorita del veranto. Pregunta a un adulto para ayudarte escribir 2 oraciones de tu foto. Apunta las primera palabras en la oración. Tiene una mayuscula? Circula la letra? Ve al final de la oración y circula en punto final. Iniciales de tu padrés _____	18th Artículo Cartera ¿Tú estás practicando tu letras y sonidas todo los días? Review letter names, letter sounds and kindergarten sight words today! Iniciales de tu padrés _____	19th Artículo Cartera Hacerla actividad con un adulto! Hoy practica cortando con Tijeras para niños. Usa el material dado para practicar cortando. Corta con cuidado. Iniciales de tu padrés _____	20th Artículo Cartera Como buscando un tesoro, busca en tu casa cosas y despues cuenta, cuanta pares de medias tienes, cuantas cucharillas y cuenta tu libros. Cual es el número mas pequeño y Cual es el número mas grande? Dile a un amigo lo que conseguiste? Iniciales de tu padrés _____

Lee por 20 minutos cada día y escribe la información en el papel.

El Calendario de Verano para un Camino Hacia Kindergarten

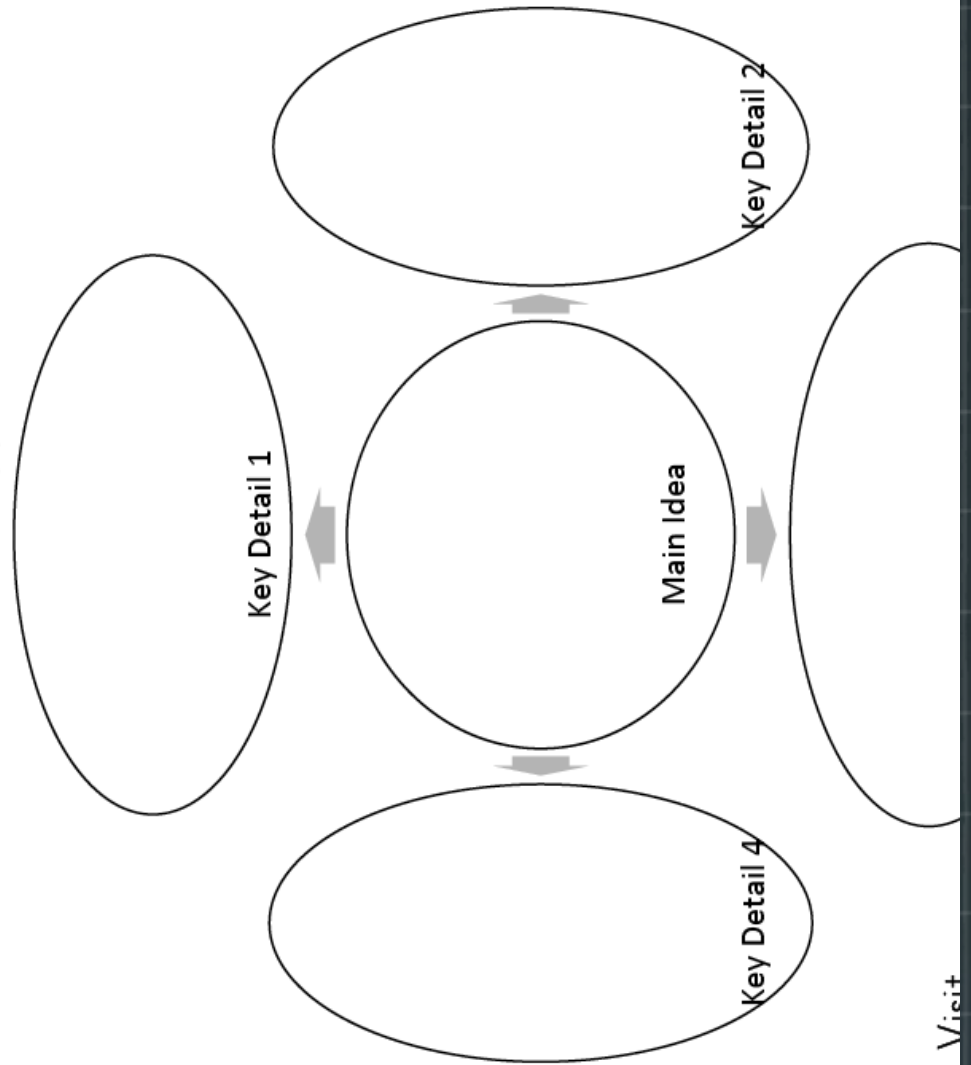
Lunes	Martes	Miércoles	Jueves	Viernes
<p>23rd Artículo Cartera La escuela va a empezar muy pronto! ¿Tu estás practicando tu letras y sonidos cada día? Hoy has estado practicando la letras, sonidos, y cartas de palabras de Kindergarten.</p> <p>Initiales de tu padrés _____</p>	<p>24th Artículo Cartera Visita la página http://www.starfall.com/n/levelc/fiction-nonfiction/load.htm?f Escoge un libro de ficción para leer o escuchar. Observa cuantas palabras tu conoces! Escoge un libro de non-ficción para leer o escuchar. Dibuja una foto del libro que más te gusta. Dile un adulto o un amigo sobre tu foto.</p> <p>Initiales de tu padrés _____</p>	<p>25th Artículo Cartera Visita la página www.ixl.com Escoge en Kindergarten y N.3 Same and Different. Completa la actividad para practicar tomando objetos con que son iguales y que son diferentes. Dibuja un círculo y dibuja las figuras que son diferentes. Y despues dibuja dos figuras que son iguales. Dile tu respuesta a un amigo.</p> <p>Initiales de tu padrés _____</p>	<p>26th Artículo Cartera Practica las cartas de palabras de kindergarten. ¿Cuantas palabras puedes leer ahora? Tú maestro va a estar muy orgullosa!</p> <p>Initiales de tu padrés _____</p>	<p>27th Artículo Cartera ¡Vamos a conectar los puntos! Utiliza el material dado y conecta los puntos en forma ordenada... Utiliza el Segundo material dado y trata de hacerlo en reversa.</p> <p>Initiales de tu padrés _____</p>
<p>Recipe: Sidewalk Chalk 1 1/2 taza de yeso 1 cup agua Témpera Mescle el yeso y agua juntos hasta que formes una substancia gruesa. Cuidado porque la substancia se endurece muy rapido. Para el color, mescal un poco de la tempera. Coloca la mescal en un molde. Dejelo toda la noche para que se sece.</p>	<p>Recipe: Playdough 1/2 taza de sal 2 tazas de harina 1/2 taza de agua Mescle el agua con harina mientras que estás meneando hasta que se ponga un poco grueso. Despues agreja el color que tu quieras. Despues colocalo que un pote plastico y cierralo.</p>	<p>Recipe: Bubbles 2 Taza de agua 1/4 Taza de Jarabe de Maiz 1/3 Taza de Jabón de platos Mesclelo todo in menalo muy bien, mejor resultado si lo deja por una hora.</p>	<p>Recipe: Flubber 1/4 Taza de agua 1/4 Taza de pega blanca 1/2 Taza de agua 1 1/2 cucharada de Borax Mescle la pega y agua en una bolsa pequeña. Mescle la otra taza de agua con el Borax en un plato ondo. Agrega la mescle con el Borax a la bolsa con el agua y la pega. Mescle todo adentro de la bolsa hasta que no veas mas liquid..</p>	<p>Recipe: Silly Putty 2 Taza de pega blanca 1 Taza de liquid de almidón Lentamente hecha el almidón y mescle con la pega menealo por 5-10 minutos. Si la mescle es muy grueso agrega mas almidón y si es muy suave o tiene mucho liquid agregale mas pega.</p>

Lee por 20 minutos cada día y escribe la información en el papel.



Wednesday
June 10th

Read a nonfiction book. Make a main idea map about the book. Include details that support the main idea.



Visit

ONLINE BOOK CLUBS

- Purpose: make them read!!!!
- Each book has projects that can be used to monitor completion- projects can be done offline
- We will monitor the blogs (they are not used as a part of monitoring of completion)
- Students who are **OPTIONAL** may choose book(s); those who are **MANDATORY** are assigned books

MY FATHER'S DRAGON A GOOD TIME FOR GHOSTS CHARLIE & THE CHOCOLATE FACTORY PICTURES OF HOLLIS WOODS

LILLY'S CROSSING THE WESTING GAME AMONG THE HIDDEN THE HOUSE OF SCORPION

INFORMATIONAL ONLY

READING PACKAGES

- Standards grade 2,3 and 4
- Mandatory for struggling readers; can be used with middle school students who are behind
- Two activities per week with selected texts
- Rising 5 has FSA practices
- Writing rich
- Off line

RTSING 5
INFORMATIONAL READING
SUMMER LEARNING PACKET



10 WEEKS OF SUMMER
Office of Acceleration & Innovation
Polk School District

WEEK 1- ARTICLE 1

Read the article 1 “ Ancient Village Near Stonehenge” and respond to all multiple choice and open response questions.

Then, choose **ONE** activity from the menu below to extend your learning. (You are welcome to use the other activities for even more practice)

If your activity is paper/pencil, please bring it with your portfolio. If you decided to create a digital product, save it on your jump drive or type a posting URL, so that your teacher can take a look.

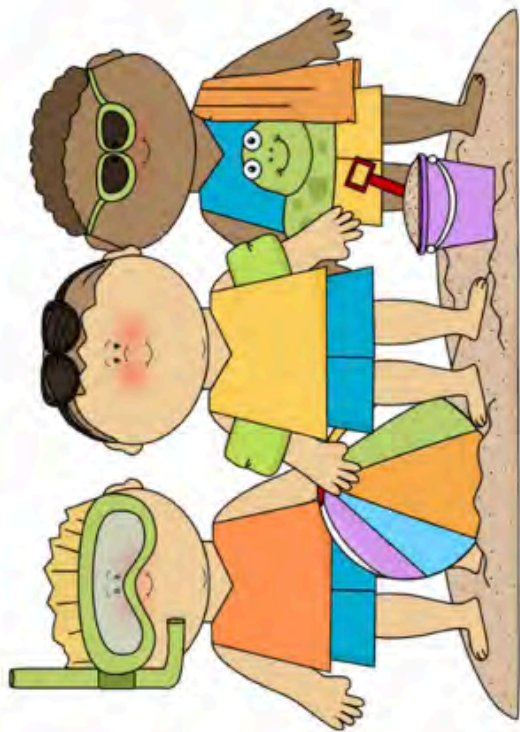
ALWAYS be careful when researching the Internet and make sure that an adult is supervising while you are on the Internet.

ACTIVITY 1:

Use Internet to learn more about Stonehenge. Take notes using Cornell notes template (remember, on the left side are main concepts and on the right details that support that concept). Create a presentation about Stonehenge using evidence from this article AND another research sources. To create presentation you can use any digital presentation tools (for example PowerPoint, Prezi, Animoto, 30hands...). If you do not have access to digital tool, you can create a poster or a brochure about this topic.

MATH 3-8

- Online tutorials and Portfolio
- Online paths through Prodigy (rising 1-3) and Khan Academy (rising 4- 8)
- Ties to standards grades 2-7 and Algebra 1
- <http://readyformath.weebly.com/>



Math summer learning support site
<http://readyformath.weebly.com/>

DAY 2





This number in expanded form is...	1,000 less than this number is...
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> 442,099 </div>	
The value of the underlined digit...	The place value of the underlined digit...

Tom wrote the number 45,378. Bill wrote the number 36,721

How many times greater is the 7 in Bill's number than the 7 in Tom's number? Answer _____

Use pictures, numbers, or words to demonstrate your reasoning.

STEM CHALLENGES

-  K-3 and 3-8
-  Enrichment
-  K-3 are based on picture books
-  3-8- some are book based and some are “free form”

English Language Arts Summer Learning Packet

Rising Grades 6-8



Rising Grade: _____

Subject: English Language Arts

Student Name: _____

Due on the first day of class

Rising6--8 Language Arts Summer Learning Project

Welcome to your next middle school grade!

In this Summer Project packet, you will find the following:

- Informational Article
- Three (3) Greek Myths
- Post-Reading Graphic Organizers
- Informative Writing Rubric
- Guide to close reading and annotating
- Summer reading log

Please follow the directions outlined below to complete the project properly.

Daily independent reading (minimum of 30 minutes a day- 60 minutes recommended) during the summer is required. IWe provided a list of “Recommended Titles” from which you may select if you would like to learn more about Mythology. If you cannot find these titles, you may select ANY books that interest you. Please complete a reading log summary for EACH title you complete. You can copy as many as you need OR just record same information on the notebook paper.

Summer Project Directions

1. First, read the **provided informational article**, “Greek Mythology: An Introduction” **before** reading the Greek myths. This article will provide background and focus for reading the myths. **Close read and annotate.** Complete a graphic organizer to summarize the article.
2. Independent Reading: **Close read myths** from the packet to **read and annotate (guide to close read and annotation is in the packet).**
3. Identify 12 new vocabulary words from your summer reading and complete graphic organizer for each (WORD organizer)
4. After completing your Close Reading of the two myths, complete the writing tasks provided for each.
5. Remember to write **well-organized responses** that provide **supporting text-based details** from the myths you have selected.
6. Submit your completed Summer Project **on the first day of the class.**

Summer Reading: Titles of Greek Myth Anthologies

You may go to your local library of bookstore to select books about Greek myths. The book list below includes a few of the recommended titles within a wide range of Lexile reading levels. Select two (2) books that you can read independently. If you cannot find any of these books, select 2 books of your choice. Read every day!

- ☐ *The Gods and Goddesses of Olympus* by Alik.
- ☐ *Mythology: The Gods, Heroes, and Monsters of Ancient Greece* by Lady Hestia Evans
- ☐ *The Mighty 12: Superheroes of Greek Myths* by Charles Smith
- ☐ *Greek Myths and Legends* by Cheryl Evans
- ☐ *Favorite Greek Myths* by Mary Pope Osborne
- ☐ *The Random House Book of Greek Myths* by Eric A. Kimmel and Pep Montserrat
- ☐ *Treasury of Greek Mythology: Classic Stories of Gods, Goddesses, Heroes & Monsters* by Donna Jo Napoli
- ☐ *DK Readers: Greek Myths* by Deborah Lock
- ☐ *Usborne Book of Greek Myths* by Anna Milbourne and Louie Stowell
- ☐ *Mythology* by Edith Hamilton

SUMMER 2016 READING LOG

STUDENT: _____

[illegible]

Middle School Reading Log- Summer Learning



Name _____

Rising Grade Level _____

Title: _____

Author: _____

Date Started: _____

Pages: _____

Date Finished: _____

TYPE

____ novel

____ drama/play

____ nonfiction

____ magazine article

____ essay

____ short story

____ newspaper article

GENRE

____ historical fiction

____ mystery

____ biography

____ science fiction/fantasy

____ realistic fiction

____ sports

____ autobiography

____ fairy tales/folk tales

____ horror/suspense

____ other

Setting (Time and Place): _____

Plot Summary: Use the sentence starters to summarize the plot of the story.

Somebody (Main characters and description)

Wanted (Main character goal or motivation)

But (Conflict)

So (What they did to achieve goal)

Then (Resolution to the problem)

Finally (Ending)

Our definition of a book :

Book - 100 pages
5 short stories

Magazine - 15 articles
1 full length drama/play

PR/Award # S165A22
Page e824

Newspaper - 15 articles
Text book - 100 pages (use reading per chapter)

CLOSE READING – STUDENT HANDOUT



Read actively. If you can write on the text, use this strategy:

Marking the Text

1. Number the paragraphs
2. Circle key terms, data; box words
3. Underline claims – main ideas
4. Use brackets for evidence, quotes
5. Use a ? to identify a point of confusion
6. Use ?? to identify an interesting point: makes me wonder...
7. Use ! to mark a great point or example
8. Write labels in the margins for a chunk of text
9. Write questions in the margins
10. Draw arrows to connect ideas.

Know what to look for before you read:

Language Arts - literature:

- look for **themes**: characters, setting, symbols, conflicts
- look for **characterization**: p.o.v, speech, thoughts, action, interaction, appearance
- look for **literary devices**: irony, symbolism, tone/mood, imagery, figurative language, flashback

Arguments:

- look for **claims, credibility, data, key terms, evidence, appeals**
- connections between **claim and support**
- **counterclaims and concessions**

Science & Math:

- look for **key terms** and definitions, data, processes, procedures, models, formulas
- make notes on **analogies and metaphors** that help to explain abstract concepts
- make notes on **examples** to refer to later

Social Studies:

- **Textbook reading** – focus on **key terms**, people, and events; causes and effects; sequence of events.
- **SPRITE**: look for the **social, political, religious, intellectual** (thinking), or **economical** big ideas.
- **DBQs** – look for evidence to answer the question; think of which “**bucket**” category it fits.

Grades 6-11 Informative/Explanatory Text-based Writing Rubric (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Clearly stated and strongly maintained controlling idea with little or no loosely related material • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion • Established and maintained appropriate style and objective tone 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques, (including but not limited to definitions, quotations, and examples) • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Various sentence structures creating language facility 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Clear and maintained controlling idea, though some loosely related material may be present • Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion • Established appropriate style and objective tone 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Generally integrated and relevant evidence from sources, though references may be general or imprecise • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure 	
Continued on the following page			

DRAFT ELA Text-based Writing Rubrics, Grades 6–11: Informative/Explanatory
Florida Standards Assessments

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • Focused on the controlling idea but insufficiently sustained or unclear • Inconsistent use of transitional strategies with little variety • Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • Weakly integrated evidence from sources and erratic or irrelevant references • Repetitive or ineffective use of elaborative techniques • Imprecise or simplistic expression of ideas • Some use of inappropriate domain-specific vocabulary • Most sentences limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • Confusing or ambiguous ideas • Few or no transitional strategies • Frequent extraneous ideas impeding understanding • Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • Minimal, absent, erroneous, or irrelevant evidence from the source material • Expression of ideas that is vague, unclear, or confusing • Limited and often inappropriate language or domain-specific vocabulary • Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

PR/Award # S165A220010

Name

Date

Period

Word:

Synonyms:

Associations:

Antonyms:

Word:

Synonyms:

Associations:

Antonyms:

Word:

Synonyms:

Associations:

Antonyms:

Informational Article

Greek Mythology: An Introduction

Thousands of years ago, a civilization flourished in Greece whose accomplishments remain with us today. They first came up with the idea of democracy, designed tools that helped make life better and even figured out how to sail ships by looking at the stars. The ancient Greeks told stories to help explain how different parts of the world worked. Today we call them "myths." They're a lot like fairy tales, such as Cinderella or Little Red Riding Hood—or even like stories you read today about Batman or Spiderman. To the Greeks, they were very important, and they held wise lessons for those who heard them.

Ancient Greek myths are wonderful stories that teach a life lesson or explain an event in the universe. Today, science can explain where rain comes from or why the seasons change, but many thousands of years ago, humans did not have this knowledge. Humans wanted to understand the world around them, so they created gods and goddesses who ruled the universe, and invented stories that answered their questions.

Greek myths were intended to provide a colorful explanation for things that went on in the world. For example, they explained thunderstorms as the god Zeus hurling lightning from his throne in the heavens. Or whenever winter came, they said it was Demeter, the goddess of nature, who was sad because her daughter had gone away from her. Other myths were stories of heroes or kings. They were supposed to be entertaining, but also to give lessons about how to do the right thing or how to live a good life.

Greek myths featured 12 major gods (and a lot of minor ones) who ruled the world from their home on the top of Mount Olympus. Their leader was Zeus, the king of the gods. Each of them controlled a single part of the world. For example, Poseidon was god of the sea, while Hermes was the god of travelers and thieves. The Greek gods were often petty and immature. They would get angry over little things or take what they wanted without asking other people. To the Greeks, that helped explain why life wasn't always fair, or why bad things sometimes happened to people who had done nothing wrong.

The Greeks had their share of mythic heroes, just as we have heroes like Spiderman today. They weren't gods (though many of them had parents who were gods), but rather men who fought to rid the world of monsters and other plagues. They were often aided by the gods, who gave them gifts such as magical swords, but in the end had to stand on their own and do their deeds without anyone helping them.

Monsters in Greek mythology fell into two categories. Some stood as obstacles to the heroes and their deeds—abominations that needed to be destroyed. The bull-headed Minotaur and the terrible Medusa are good examples of such monsters. Other Greek monsters were not slain by heroes, but rather existed eternally as part of some ongoing threat. The magical Sirens, who lured sailors to their deaths by wrecking their ships, are examples of this kind of monster.

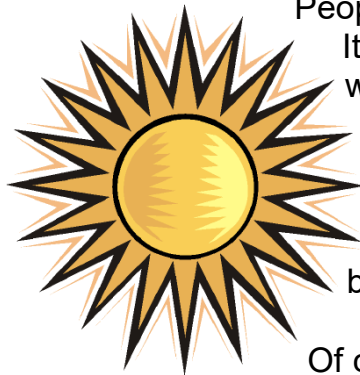
Some Greek myths ended sadly. The heroes would eventually die or learn their lessons too late. Many times, they were killed by things that they should have seen but didn't, or by flaws that they couldn't recognize until it was too late. Death is a part of life, and the Greek stories tried to show the sad times with their characters as well as the happy ones.



The End Of The Golden Age

Zeus and his mighty company had not always lived amongst the clouds on the mountain top. A very long time ago, a family called Titans had lived there and had ruled over all the world. There were twelve Titans - six brothers and six sisters - and they said that their father was the Sky and their mother the Earth. They had the form and looks of men and women, but they were much larger and far more beautiful.

The name of the youngest of these Titans was Cronus, and yet he was so very old that men often called him Father Time. He was the king of the Titans, and so, of course, was the king of all the earth besides.



People were never as happy as they were during Cronus's reign. It was the true Golden Age then. Spring lasted all year. The woods and meadows were always full of blossoms, and the music of singing birds was heard every day and every hour. It was summer and autumn, too, at the same time. Apples and figs and oranges always hung ripe from the trees, and there were purple grapes on the vines, and melons and berries of every kind, which everybody could pick and eat.

Of course nobody had to do any kind of work in that happy time! There was no such thing as sickness or sorrow or old age. Men and women lived for hundreds and hundreds of years and never became gray or wrinkled or ill, but were always handsome and young. They had no need of houses, for there were no cold days or storms, or indeed anything to make them afraid.

Nobody was poor, for everybody had the same precious things - the sunlight, the pure air, the good water from the springs, the grass for a carpet, the blue sky for a roof and the fruits and flowers of the woods and meadows. No one was richer than anyone else, and there was no money. There was no need for locks or bolts, because everybody was everybody's friend, and everybody was content.

When these happy people had lived long enough they fell asleep, and their bodies were seen no more. They flitted away through the air, and over the mountains, and across the sea, to a flowery land in the distant west. And some men say that, even to this day, they are wandering happily here and there about the earth, causing babies to smile in their cradles, easing the pain of the sad and the sick, and blessing mankind everywhere.

What a pity it is that this Golden Age should have come to an end! But it was Zeus and his brothers who brought about the change.

The stories tell that Zeus was the son of the old Titan king, Cronus. Did I warn you that these stories are wonderful and terrible? I think I did. Well, here is the first of the terrible things that we will read about. Cronus was told that his own child would one day kill him, and he did not want this to happen. So, as his children were born, he swallowed them up! But when his youngest child, Zeus, was born, he was tricked into swallowing a rock instead, and Zeus was saved to grow up elsewhere, plotting his revenge against his father. As soon as he was a man, he made his father vomit up his brothers, Poseidon and Hades, and his sisters, Hestia, Demeter and Hera. Then he persuaded his brothers and sisters to join him, and together they vowed that they would drive the Titans from the earth.

There followed a long and terrible war. But Zeus had many mighty helpers. A company of one-eyed monsters called Cyclopes were kept busy all the time, forging thunderbolts in the fire of burning mountains. Three other monsters, each with a hundred hands, were called in to throw rocks and trees against the castle of the Titans, and Zeus himself hurled his sharp lightning bolts so thick and fast that the woods were set on fire and the water in the rivers boiled with the heat.

Of course the Titans could not hold out against such terrible enemies as these. At the end of ten years they had to give up and beg for mercy. They were bound in chains of the hardest rock and thrown into a prison in the Lower Worlds, and the Cyclopes and the hundred-handed monsters were sent there to be their jailers and to keep guard over them forever.

But then the people began to grow unhappy with their lives. Some wanted to be rich and own all the good things in the world. Some wanted to be kings and rule over the others. Some who were strong wanted to make slaves of those who were weak. Some broke down the fruit trees in the woods, to stop others eating of the fruit. Some, just for fun, hunted the timid animals which had always been their friends.

Eventually, instead of everybody being everybody's friend, everybody was everybody's enemy.

So, in all the world, instead of peace, there was war; instead of plenty, there was hunger; instead of innocence, there was crime; and instead of happiness, there was misery.

So the Golden Age had come to an end, and that was the way in which Zeus made himself so mighty.



GREEK MYTHS RETOLD FOR CHILDREN



www.ActivityVillage.co.uk

Zeus And His Mighty Company

A long time ago, when the world was much younger than it is now, people told and believed a great many wonderful stories about incredible things which neither you nor I have ever seen. They often talked about a god called Zeus, who was king of the sky and the earth; and they said that he sat most of the time amongst the clouds on the top of a very high mountain where he could look down and see everything that was going on in the earth beneath. He liked to ride on the storm-clouds and hurl burning thunderbolts right and left among the trees and rocks, and he was so very, very mighty that when he nodded, the earth quaked, the mountains trembled and smoked, the sky grew black, and the sun hid his face.



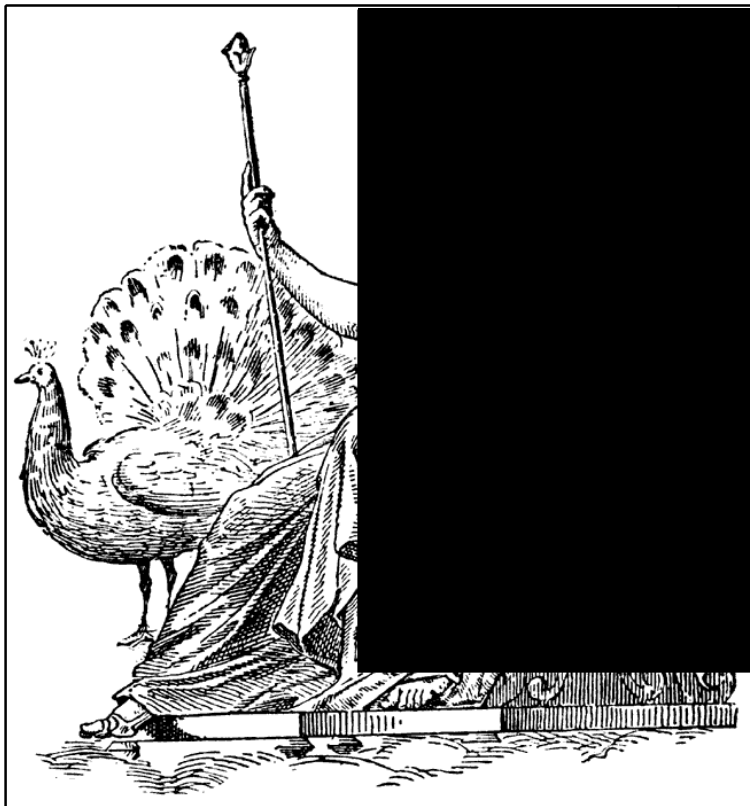
Zeus had two brothers, both of them terrible and great, but not nearly as great as Zeus himself. The name of one of them was Poseidon, and he was the king of the sea. He had a glittering, golden palace far down in the deep sea-caves where the fishes live and the red coral grows, and whenever he was angry the waves would rise mountain high, and the storm-winds would howl fearfully, and the sea would try to break over the land.

The other brother was a sad, pale-faced being, whose kingdom was underneath the earth, where the sun never shone and where there was darkness and weeping and sorrow all the time. His name was Hades, and his country was called the Lower World, or the Land of Shadows. Men said that whenever any one died, Hades would send his messenger to carry him down into his cheerless kingdom; and for that reason they never spoke well of Hades, but were scared of him and thought of him as the enemy of life.

A great number of other gods lived with Zeus amid the clouds on the mountain top - so many that I can name only a few. There was Aphrodite, the queen of love and beauty, who was fairer by far than any woman that you or I have ever seen. There was Athena, the queen of the air, who gave people wisdom and taught them how to do many useful things. There was Hera, the queen of earth and sky, who sat at the right hand of Zeus and gave him all kinds of advice. There was Ares, the great warrior, who delighted in battle. There was Hermes, the swift messenger, who had wings on his cap and shoes, and who flew from place to place like the summer clouds when they are driven before the wind. And besides these, there were many others about whom you will learn soon enough, and about whom are told strange and beautiful stories.

They lived in glittering, golden mansions, high up among the clouds - so high that the eyes of humans could never see them. But they could look down and see what humans were doing, and often they were said to leave their lofty homes and wander unknown across the land or over the sea.

And of all these mighty folk, Zeus was by far the mightiest.



Clipart courtesy FCIT



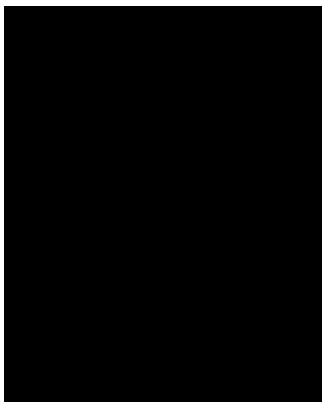
The Story Of Prometheus - Part 1

How Fire Was Given To Men

In those old, old times, there lived two brothers who were not like other men, or like the mighty gods who lived on the mountain top. They were the sons of one of those Titans who had fought against Zeus and been sent in chains to the prison of the Lower World.

The name of the elder of these brothers was Prometheus (which means Forethought). Prometheus was always thinking of the future and making things ready for what might happen tomorrow, or next week, or next year, or even in a hundred years time. The younger was called Epimetheus (which means Afterthought). Epimetheus was always so busy thinking of yesterday, or last year, or a hundred years ago, that he never worried at all about what might come to pass in the future.

Zeus had not sent these brothers to prison with the rest of the Titans.



Prometheus did not want to live with the Olympians amongst the clouds on the mountain top. He was too busy for that. While the gods were spending their time in idleness, drinking wonderful drinks and eating heavenly food, he was planning how to make the world wiser and better than it had ever been before.

The Olympians

Prometheus noticed that the people were no longer happy, as they had been in the Golden Age when Cronus was king of the world, and that made him very sad. So he went to live amongst the people to try to help them. Oh dear, how very poor and miserable they were! He found them living in caves and in ditches, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another. Humans had become the most miserable of all living creatures.

"If they only had fire," said Prometheus to himself, "they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts."



Prometheus went boldly to Zeus and begged him to give fire to the people, so that so they might have a little comfort through the long, dreary months of winter.

"Not likely!" said Zeus. "Not likely at all! If the people had fire they might become strong and wise like us, and after a while they would drive us out of our kingdom. I'm happy to let them shiver with cold, and live like the wild animals. It is best for them to be poor and ignorant, that so we gods can rule the world without threat and be happy."



Prometheus didn't answer, but he had set his heart on helping mankind, and he did not give up. But he turned away, and left Zeus and the rest of the gods forever.

As he was walking by the seashore he found a reed, or, as some say, a tall stalk of fennel, growing. He broke it off and then saw that its hollow center was filled with a dry, soft substance which would burn slowly and stay alight for a long time. He carried the stalk with him as he began a long journey to the place where the sun lived in the far east.

"Mankind shall have fire, despite that tyrant who sits on the mountain top," he said to himself.

He reached the home of the morning sun just as the glowing, golden globe was rising from the earth and beginning his daily journey through the sky. Prometheus touched the end of the long reed to the flames, and the dry substance within it caught on fire and burned slowly. Prometheus hurried back to his own land, carrying with him the precious spark hidden in the hollow center of the plant.

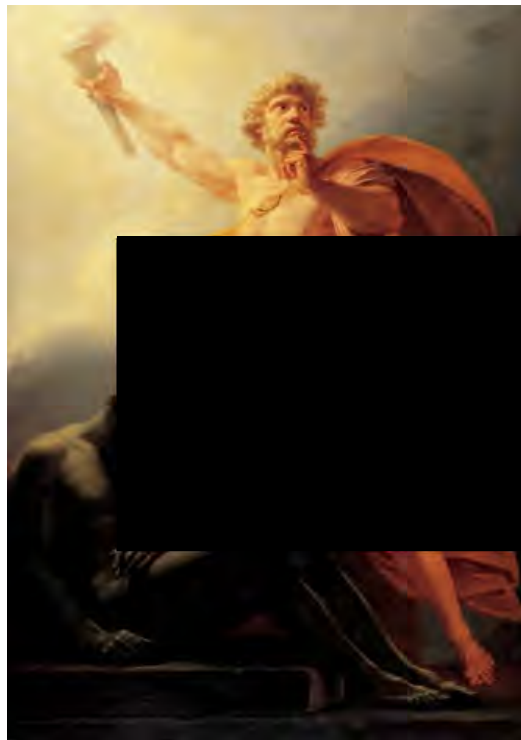
When he reached home, he called some of the shivering people from their caves and built a fire for them, and showed them how to warm themselves by it, and how to build other fires from the coals. Soon there was a cheerful blaze in every home in the land, and men and women gathered round the fire and were warm and happy, and thankful to Prometheus for the wonderful gift which he had brought to them from the sun.



It was not long until the people learned to cook their food and therefore to eat like men instead of like wild beasts. They began immediately to forget their wild and savage habits, and, instead of lurking in the dark places of the world, they came out into the open air and the bright sunlight, and were happy.

After that, Prometheus taught them, little by little, a thousand things. He showed them how to build houses of wood and stone, and how to tame sheep and cattle and make them useful, and how to plow and sow and reap to grow good food, and how to protect themselves from the storms of winter and the wild beasts. Then he showed them how to dig in the earth for copper and iron, and how to melt the ore, and how to hammer it into shape and make tools and weapons from it. When he saw how happy the world was becoming he thought:

"We shall have a new Golden Age, even better and brighter than the old one!"



Prometheus Brings Fire To Mankind
By Heinrich Friedrich Fuger c. 1817

MAGNET SCHOOL RECRUITMENT EFFORTS

Please upload the updated form the last school day of each month for MSAP XXX schools.

GOALS:

- *Receive application to fill XXX seats and have an XXX waiting list.*
- *Reduce minority isolation of XXX or increase minority participation.*
- *Specifically market the opportunity to students currently NOT attending PCSB schools (charter, private and homeschool).*

DIRECTIONS FOR MSAP 2016 SCHOOLS

(other schools can decide on documentation procedures)

1. *Please complete and update the form each month*
2. *Enter all planned events, as soon as those are planned.*
3. *Provide complete explanation of all activities.*
4. *Report participation and follow up.*
5. *If you need additional rows, please add them as needed.*
6. *Upload documentation, a minimum of 5 pictures, sign in sheets, and a copy of all handouts provided to participants to the dropbox.*

ACTIVITY 1: School Based Events for students NOT enrolled at school

Please note that these are not mandated monthly Title 1 or TOPS school activities- while they can coincide, the focus is on students NOT attending POLY at this time.

MONTH	EVENT	DATE	MARKETING	# REACHED	MSAP DOCUMENTATION
Example	Saturday Fair Created a fair of science, engineering and CS activities for rising grade K students from local preschools	TBA	Sent an invitation flyer to all head starts and pre-Ks in the neighborhoods surrounding school zones for three targeted schools; spoke to all targeted preschool providers, passed flyers at the XXX WH event advertised on our web page and social media	Number of new families Reached (students NOT currently enrolled)	Sign in sheet (uploaded to the dropbox on DATE) Follow up: sent a thank you email to each family and provided link to application and next month's event
October					
November					
December					
January					
February					
March					
April					
May					

PR/Award # 6165A220010

The sign in log should have a follow-up for EACH attendee. Please develop a spreadsheet for follow up documentation.

ACTIVITY 2: Participation in Community Events

	EVENT	DATE	ACTIVITY	# REACHED	MSAP DOCUMENTATION
Example	Winter Haven Saturday Market	TBA	Set up a booth with various coding activities and provided visitors with brochures and information on enrollment	12 families signed up for a school tour 26 families visited the booth 3 families applied on site	Sign in sheet (uploaded to the dropbox on DATE) Follow up: sent a thank you email to each family and provided link to application and next month's event
October					
November					
December					
January					
February					
March					
April					
May					

The sign in log should have a follow-up for EACH attendee. Please develop a spreadsheet for follow up documentation.

ACTIVITY 4. School Tours

Please develop a sign in log and have each family complete a survey FOLLOWING the tour of your school.
Upload the updated sheet by the last day of the month.

Survey Location: <https://www.surveymonkey.com/r/choicetours>

TEMPLATE EXAMPLE:

NAME	PHONE	EMAIL	RISING GRADE LEVEL	CURRENT SCHOOL	APPLIED AFTER TOUR	COMPLETED SURVEY
Marci Richardson	XXXXXXXXXX	xxxx@xxx.com	6	LCS	yes	yes

ACTIVITY 5. Direct Marketing

In this section please provide us with information on how you distributed information, other than events (mailers, flyers, etc). Please create a table that specifies:

- Type of direct marketing
- Number of persons reached

TEMPLATE EXAMPLE:

ACTIVITY	RATIONALE	REACH	FOLLOW UP
Distributed flyers to local preschools	Parents of incoming K informed about opportunity	7 preschools (250 rising K students)	Called schools weekly to ask about distribution; replenished materials on DATE

ACTIVITY 6. Intent to Return and Sibling Surveys

Assure that 100% of K-4 students sign an intent to return please provide:

- A spreadsheet that notes all students marked if they are returning or not (brought back the intent or not)

Assure that ALL K-4 Students with an incoming K complete sibling survey and that those siblings OFFICIALLY APPLY.

- A spreadsheet that notes all rising K siblings and note if the official application has been filed and if not, dates of contact.

RISING K	SIBLING OF/ GRADE	APPLICATION/ APPLICATION NUMBER	FOLLOW UP CONTACTS
Debbie C.	Marci R./3	Yes/ 325691	11/3- spoke to mom; 11/15- left message; 11/21- spoke to parent at open house; 11/29- spoke to mom, application complete

- Events specifically for rising K siblings

EVENT	DATE	MARKETING	# REACHED	MSAP DOCUMENTATION
Rising K sibling Information night	TBA	Sent flyer with siblings on DATE; sticker in student agenda (last 2 Fridays); email those on email list	29 people attended 15 applied on site	Stickers and flyers, handouts for parents, updated sibling application sheet, pics of event- follow up – called all parents of those not yet applied

ACTIVITY 7. Special Programs

These are additional recruitment opportunities that your school designed

- Classes and workshops
- Community events (not specifically targeted to recruitment)
- Activities with other magnet schools or sponsored by district and Office of A & I (example: Winter Wonderland, WE3)
- School to school outreach or collaboration
- Any other activity that you designed to attract interest in your school

FOR EACH ACTIVITY- COMPLETE THE TABLE AND UPLOAD

ACTIVITY/LOCATION	DATE	MARKETING	# REACHED	FOLLOW UP	MSAP DOCUMENTATION
EXAMPLE Winter Wonderland (magnet area recruitment)- Jewett School of the Arts	12/12/2017	A & I sent invitations to all pre-K and grade 5 students in WH area; Provided flyers at the first Friday event Signs in a community Posted on web site on DATE Flyers at following area businesses (list businesses)	125 visited 32 signed for a tour	Called all tour signees and all people on signup sheet	Pictures Sign in sheets Tour sign up Handouts from event

Standard	K-2 Benchmarks	3-5 Benchmarks	6-8 Benchmarks	9-12 Benchmarks
CSFS.PCGE.1 Responsible use of technology and information.	<p>CSFS.K2.PCGE.1.1. Demonstrate proper care for electronic devices (e.g., handling devices carefully, logging off or shutting down correctly, and keeping devices away from water/food).</p> <p>CSFS.K2.PCGE.1.2. Describe the attributes of a good digital citizen: one who protects private information, balances time online, reports cyberbullying, and recognizes inappropriate content/contact.</p> <p>CSFS.K2.PCGE.1.3 Identify safe and unsafe examples of online communications.</p>	<p>CSFS.35.PCGE.1.1. Identify appropriate and inappropriate uses of technology when posting to social media, sending e-mail, and browsing the Internet.</p> <p>CSFS.35.PCGE.1.2. Discuss responsible uses of modern communication media and devices</p> <p>CSFS.35.PCGE.1.3. Explain the proper use and operation of security technologies (e.g. passwords, virus</p>	<p>CSFS.68.PCGE.1.1. Recognize and discuss legal and ethical behaviors when using information and technology and discuss the consequences of misuse.</p> <p>CSFS.68.PCGE.1.2. Describe and use safe and appropriate practices when participating in online communities (e.g., discussion groups, blogs, and social networking sites).</p> <p>CSFS.68.PCGE.1.3. Evaluate the proper use and operation of security technologies (e.g. passwords, virus protection</p>	<p>CSFS.912.PCGE.1.1. Compare and contrast appropriate and inappropriate social networking behaviors.</p> <p>CSFS.912.PCGE.1.2. Describe and demonstrate ethical and responsible use of modern communication media and devices.</p> <p>CSFS.912.PCGE.1.3. Evaluate the impacts of irresponsible use of information (e.g., plagiarism</p>

	<p>CSFS.K2.PCGE.1.4. Explain that a password helps protect the privacy of information.</p>	<p>protection software, spam filters, pop-up blockers, cookies).</p>	<p>software, spam filters, pop-up blockers, cookies).</p>	<p>and falsification of data) on collaborative projects.</p> <p>CSFS.912.PCGE.1.4. Explain the principles of cryptography by examining encryption, digital signatures, and authentication methods (e.g. explain why and how certificates are used with https for authentication and encryption).</p> <p>CSFS.912.PCGE.1.5. Implement an encryption, digital signature, or authentication method.</p> <p>CSFS.912.PCGE.1.6. Describe computer security vulnerabilities and methods of attack, and evaluate their social and economic impact on computer systems and people.</p>
--	--	--	---	--

<p>CSFS.PCGE.2. The impact of computing resources on personal life and global society</p>	<p>CSFS.K2.PCGE.2.1. Identify and describe how people use many types of technologies in their daily work and personal lives.</p> <p>CSFS.K2.PCGE.2.2. Use developmentally appropriate terminology when communicating about technology.</p>	<p>CSFS.35.PCGE.2.1. Explain how computers and computing devices are used to communicate with others on a daily basis.</p> <p>CSFS.35.PCGE.2.2. Describe the computers and computing devices used to complete academic tasks such as completing daily assignments and doing research.</p> <p>CSFS.35.PCGE.2.3. Describe types of cyberbullying and explain what actions should be taken if students are either victims or witnesses of these behaviors.</p> <p>CSFS.35.PCGE.2.4. Identify the legal and</p>	<p>CSFS.68.PCGE.2.1. Analyze the positive and negative impacts of computing, social networking and web technologies on human culture.</p> <p>CSFS.68.PCGE.2.2. Explain the possible consequences of cyberbullying and inappropriate use of social media on personal life and society.</p> <p>CSFS.68.PCGE.2.3. Discuss the influence of access to information technologies over time and the effects those changes have had on education, the workplace, and the global society.</p> <p>CSFS.68.PCGE.2.4. Discuss how the unequal</p>	<p>CSFS.912.PCGE.2.1. Describe how the Internet facilitates global communication.</p> <p>CSFS.912.PCGE.2.2. Understand and identify ways to use technology to support lifelong learning.</p> <p>CSFS.912.PCGE.2.3. Discuss and analyze the impact of values and points of view that are presented in media messages (e.g. racial, gender, political).</p> <p>CSFS.912.PCGE.2.4. Analyze the positive and negative impacts of</p>
---	--	---	---	--

		social consequences of cyberbullying/harassment in social computing. CSFS.35.PCGE.2.5. Explain how access to technology helps empower individuals and groups (e.g., gives them access to information, the ability to communicate with others around the world, and allows them to buy and sell things).	distribution of computing resources in a global economy raises issues of equity, access, and power. CSFS.68.PCGE.2.5. Describe ways in which adaptive technologies can assist users with special needs to function in their daily lives.	technology on popular culture and personal life. CSFS.912.PCGE.2.5. Construct strategies to combat cyberbullying or online harassment.
		CSFS.35.PCGE.2.6. Identify ways in which people with special needs access and use adaptive technology.	CSFS.68.PCGE.2.6. Identify and discuss the technology proficiencies needed in the workplace as well as ways to prepare to meet these demands.	CSFS.912.PCGE.2.6. Discuss the impact of computing on business and commerce (e.g., automated inventory processing, financial transactions, e-commerce, virtualization, and cloud computing).
		CSFS.35.PCGE.2.7. Use developmentally appropriate terminology	CSFS.68.PCGE.2.7. Interpret writings and/or communications which use	CSFS.912.PCGE.2.7. Discuss how technology has changed the way people

		when communicating about technology.	developmentally appropriate terminology.	build and manage organizations and how technology impacts personal life. CSFS.912.PCGE.2.8. Evaluate ways in which adaptive technologies may assist users with special needs. CSFS.912.PCGE.2.9. Explain how societal and economic factors are affected by access to critical information. CSFS.912.PCGE.2.10. Discuss the challenges (e.g., political, social, and economic) in providing equal access and distribution of technology in a global society. CSFS.912.PCGE.2.11. Construct writings and/or communications using
--	--	--------------------------------------	--	--

				developmentally appropriate terminology.
CSFS.PCGE.3. Evaluation of digital information resources		CSFS.35.PCGE.3.1. Identify digital information resources used to answer research questions (e.g., online library catalog, online encyclopedias, databases, and websites.)	CSFS.68.PCGE.3.1. Analyze how media and technology can be used to distort, exaggerate, and misrepresent information.	CSFS.912.PCGE.3.1. Evaluate quality of digital resources for reliability (i.e., currency, relevancy, authority, accuracy, and purpose of digital information).
		CSFS.35.PCGE.3.2. Gather, organize, and analyze information from digital resources.	CSFS.68.PCGE.3.2. Describe strategies for determining the reliability of resources of information on the Internet.	CSFS.912.PCGE.3.2. Evaluate the accuracy, relevance, comprehensiveness, appropriateness, and bias of electronic information resources.
		CSFS.35.PCGE.3.3. Compare digital resources for accuracy, relevancy, and appropriateness.		

<p>CSFS.PCGE.4 Security, privacy, information sharing, ownership, licensure and copyright.</p>		<p>CSFS.35.PCGE.4.1. Describe the difference between digital artifacts that are open or free and those that are protected by copyright.</p> <p>CSFS.35.PCGE.4.2. Understand fair use for using copyrighted materials (e.g., images, music, video, and text).</p> <p>CSFS.35.PCGE.4.3. Describe the purpose of copyright and the possible consequences for inappropriate use of digital artifacts that are protected by copyright.</p> <p>CSFS.35.PCGE.4.4. Describe the threats to safe and efficient use of devices (e.g., SPAM, spyware, phishing, and viruses) associated with</p>	<p>CSFS.68.PCGE.4.1. Explain the guidelines for the fair use of downloading, sharing or modifying of digital artifacts.</p> <p>CSFS.68.PCGE.4.2. Explain how copyright law and licensing protect the owner of intellectual properties.</p> <p>CSFS.68.PCGE.4.3. Explain possible consequences of violating intellectual property law.</p> <p>CSFS.68.PCGE.4.4. Identify threats and actions that protect devices from viruses, intrusion, vandalism, and other malicious activities.</p>	<p>CSFS.912.PCGE.4.1. Describe how different types of software licenses (e.g., open source and proprietary licenses) can be used to share and protect intellectual property.</p> <p>CSFS.912.PCGE.4.2. Explain how access to information may not include the right to distribute the information.</p> <p>CSFS.912.PCGE.4.3. Describe differences between open source, freeware, and proprietary software licenses, and how they apply to different types of software.</p> <p>CSFS.912.PCGE.4.4. Discuss security and privacy issues that relate to computer networks.</p>
--	--	---	--	---

		<p>various forms of technology use (e.g., downloading and executing software programs, following hyperlinks, and opening files).</p>	<p>CSFS.68.PCGE.4.5. Demonstrate compliance with the school's Acceptable Use Policy.</p> <p>CSFS.68.PCGE.4.6. Use digital citation tools to cite sources using a school - or district - adopted format (e.g., MLA and APA) including proper citation for all text and non-text sources (e.g., images, audio, and video).</p>	<p>CSFS.912.PCGE.4.5. Identify computer-related laws and analyze their impact on digital privacy, security, intellectual property, network access, contracts, and harassment.</p> <p>CSFS.912.PCGE.4.6. Describe security and privacy issues that relate to computer networks including the permanency of data on the Internet, online identity, and privacy.</p> <p>CSFS.912.PCGE.4.7. Discuss the impact of</p>
--	--	--	--	---

CSFS.PCGE.5. Careers and Computers	CSFS. K2.PCGE.5.1. Recognize that people use computing technology in the workplace to perform many important tasks and functions.	CSFS. 35.PCGE.5. 1. Identify and describe how computing knowledge is essential to performing important tasks and functions.	CSFS. 68.PCGE.5.1. Identify interdisciplinary careers that are enhanced by computer science.	government regulation on privacy and security. CSFS. 912.PCGE.5.1. Explore a variety of careers to which computing is central. CSFS.912.PCGE.5.2. Predict future careers and the technologies that may exist based on current technology trends.
--	--	--	---	--

CSFS, CC: Communication and Collaboration

Standard	K-2 Benchmarks	3-5 Benchmarks	6-8 Benchmarks	9-12 Benchmarks
CSFS, CC 1. Communication and collaboration	<p>CSFS.K2.CC.1.1. Identify a variety of digital tools used for communication and collaboration (e.g., online library catalogs and databases).</p> <p>CSFS.K2.CC.1.2. Conduct basic keyword searches, and exchange information and feedback with teachers and other students (e.g., e-mail and text messaging).</p> <p>CSFS.K2.CC.1.3. Collaborate and cooperate with peers, teachers, and others using technology to solve problems.</p>	<p>CSFS.35.CC.1.1.1. Identify and utilize technology tools for individual and collaborative data collection, writing, communication, and publishing activities.</p> <p>CSFS.35.CC.1.2. Discuss key ideas and details while working individually or collaboratively using digital tools and media-rich resources in a way that informs, persuades, and/or entertains.</p> <p>CSFS.35.CC.1.3. Identify ways that teamwork and collaboration can support problem solving and innovation.</p>	<p>CSFS.68.CC.1.1. Demonstrate an ability to communicate appropriately through various online tools.</p> <p>CSFS.68.CC.1.2. Apply productivity and or multimedia tools for local and global group collaboration.</p> <p>CSFS.68.CC.1.3. Collaborate synchronously and asynchronously with peers, experts, and others to design, develop, and publish using a variety of</p>	<p>CSFS.912.CC.1.1. Evaluate modes of communication and collaboration.</p> <p>CSFS.912.CC.1.2. Select appropriate tools within a project environment to communicate with project team members.</p> <p>CSFS.912.CC.1.3. Use a variety of computing devices (e.g., probes, sensors, handheld devices, etc.) to collect, analyze, and present information for</p>

	<p>CSFS.K2.CC.1.4. Provide and accept constructive criticism on a collaborative project.</p>	<p>CSFS.35.CC.1.4. Describe how collaborating with others can be beneficial to a project.</p> <p>CSFS.35.CC.1.5. Understand that providing feedback to and receiving feedback from others can improve performance and outcomes.</p>	<p>digital tools and media-rich resources that demonstrate and communicate concepts to inform, persuade, and/or entertain.</p> <p>CSFS.68.CC.1.4. Utilize essential skills for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, and socialization.</p>	<p>content-related problems, individually and collaboratively.</p> <p>CSFS.912.CC.1.4. Utilize project collaboration tools (such as version control systems and integrated development environments) while working on a collaborative software project</p> <p>CSFS.912.CC.1.5. Generate, evaluate, and prioritize questions that can be researched through digital resources and online tools.</p> <p>CSFS.912.CC.1.6. Perform advanced searches to locate information and/or design a data-collection approach to gather original data (e.g., qualitative interviews,</p>
--	--	---	--	--

				surveys, prototypes, and simulations). CSFS.912.CC.1.7. Communicate and publish key ideas and details to a variety of audiences using digital tools and media-rich resources. CSFS.912.CC.1.8. Identify how collaboration influences the design and development of software artifacts. CSFS.912.CC.1.9. Evaluate program designs and implementations written by others for readability and usability.
--	--	--	--	---

CSFS.CCS.: Computing and Communication Systems

Standard	K-2 Benchmarks	3-5 Benchmarks	6-8 Benchmarks	9-12 Benchmarks
CSFS.CCS.1. Problem solving and Algorithms	<p>CSFS.K2.CCS.1.1. Understand how to arrange (sort) information into useful order, such as sorting students by birth date, with or without technology.</p> <p>CSFS.K2.CCS.1.2. Solve age-appropriate problems (puzzles, logical thinking programs) with or without technology.</p>	<p>CSFS.35.CCS.1.1. Use information organized using digital graphic organizers (concept maps, venn-diagrams) to solve age-appropriate problems.</p> <p>CSFS.35.CCS.1.2. Demonstrate the concepts of sequences, loops, and branches (conditionals and events) at an age-appropriate level without using technology.</p>	<p>CSFS.68.CCS.1.1. Create, modify, and use a database (e.g., define field formats, adding new records, manipulate data) to analyze data and propose solutions for a task/problem, individually and collaboratively.</p> <p>CSFS.68.CCS.1.2. Perform a variety of operations such as sorting, filtering, and searching in a database to organize and display information in a variety of ways such as number formats (e.g., scientific notation, percentages, and exponents), charts, tables and graphs.</p>	<p>CSFS.912.CCS.1.1. Explain intractable problems and understand that problems exists that are computationally unsolvable (undecidable). (e.g. classic intractable problems include Towers of Hanoi, TSP).</p> <p>CSFS.912.CCS.1.2. Explain the value of heuristic algorithms to approximate solutions for intractable problems (e.g. a heuristic solution to TSP).</p>

	<p>CSFS.K2.CCS.1.3. Define an algorithm as a sequence of defined steps.</p> <p>CSFS.K2.CCS.1.4. Create simple algorithm, individually and collaboratively, without using computers to complete the task (e.g., making a sandwich, getting ready for school).</p> <p>CSFS.K2.CCS.1.5. Use writing tools, digital cameras, and drawing tools to illustrate thoughts, ideas, and stories in a step-by-step manner.</p>	<p>CSFS.35.CCS.1.3. Explain the process of arranging (sorting) information into useful order as well as the purpose for doing so.</p> <p>CSFS.35.CCS.1.4. Identify the parts of an algorithm as sequences, loops, and branches.</p> <p>CSFS.35.CCS.1.5. Understand that there are several possible algorithms for searching within a dataset (such as finding a specific word in a word list or card in a deck of cards).</p>	<p>CSFS.68.CCS.1.3. Decompose a problem and create a function for one of its parts at a time (e.g., video game, robot obstacle course, making dinner), individually and collaboratively.</p> <p>CSFS.68.CCS.1.4. Create a program that implements an algorithm to achieve a given goal, individually and collaboratively.</p> <p>CSFS.68.CCS.1.5. Design solutions that use repetition and two-way selection (e.g., FOR, WHILE, IF/ELSE).</p>	<p>CSFS.912.CCS.1.3. Describe the concept of parallel processing as a strategy to solve large problems.</p> <p>CSFS.912.CCS.1.4. Demonstrate concurrency by separating processes into threads of execution and dividing data into parallel streams.</p> <p>CSFS.912.CCS.1.5. Use predefined functions and parameters, classes, and methods to divide a complex problem into simpler parts by using the principle of abstraction to manage complexity (e.g. by using searching and sorting as abstractions).</p>
--	---	---	---	---

	<p>CSFS.K2.CCS.1.6. Develop an algorithm using tangible materials or present the algorithm in a visual medium (e.g., storyboard)</p> <p>CSFS.K2.CCS.1.7. Gather and organize information using concept-mapping tools.</p>	<p>CSFS.35.CCS.1.6. Write an algorithm to solve a grade-level appropriate problem (e.g.move a character through a maze, instruct a character to draw a specific shape, have a character start, repeat or end activity as required or upon a specific event), individually or collaboratively.</p> <p>CSFS.35.CCS.1.7. Identify and correct logical errors in algorithms; written, mapped, live action, or digital.</p> <p>CSFS.35.CCS.1.8. Systematically test and identify logical errors in algorithms.</p> <p>CSFS.35.CCS.1.9. Explain how to correct logical errors in algorithms;</p>	<p>CSFS.68.CCS.1.6. Recognize that boundaries need to be taken into account for an algorithm to produce correct results.</p> <p>CSFS.68.CCS.1.7. Identify simple data structures.</p> <p>CSFS.68.CCS.1.8. Recognize that more than one algorithm can solve a given problem.</p> <p>CSFS.68.CCS.1.9. Use logical reasoning to predict</p>	<p>CSFS.912.CCS.1.6. Critically examine classical algorithms and implement an original algorithm.</p> <p>CSFS.912.CCS.1.7. Explain how sequence, selection, iteration, and recursion are building blocks of algorithms.</p> <p>CSFS.912.CCS.1.8. Decompose a problem by defining new functions and classes.</p> <p>CSFS.912.CCS.1.9. Evaluate ways to characterize how well algorithms perform and</p>
--	---	--	--	--

		written, mapped, live action, or digital.	<p>outputs while showing an understanding of inputs.</p> <p>CSFS.68.CCS.1.10. Select the 'best' algorithm based on a given criteria (e.g., time, resource, accessibility) to solve a problem, individually and collaboratively.</p> <p>CSFS.68.CCS.1.11. Use iterative development and debugging to explore the problem domain. [6-8.CT.d.7 p23]</p> <p>CSFS.68.CCS.1.12. Perform program tracing to predict the behavior of programs.</p>	<p>that two algorithms can perform differently for the same task.</p> <p>CSFS.912.CCS.1.10. Design and implement a simple simulation algorithm to analyze, represent and understand natural phenomena.</p> <p>CSFS.912.CCS.1.11. Evaluate algorithms by their efficiency, correctness, and clarity (e.g. by analyzing and comparing execution times, testing with multiple inputs or data sets, and by debugging).</p> <p>CSFS.912.CCS.1.12. Compare and contrast simple data structures and their uses.</p>
--	--	---	--	--

CSFS.CCS.2. Modeling and Simulations	<p>CSFS.K2.CCS.2.1. Define simulation and identify the concepts illustrated by a simple simulation (e.g. growth and health, butterfly life cycle.)</p> <p>CSFS.K2.CCS.2.2. Describe how models represent a real-life system (e.g. globe, map.)</p>	<p>CSFS.35.CCS.2.1. Identify the concepts illustrated by a simulation (e.g. ecosystem, predator/prey, invasive species).</p> <p>CSFS.35.CCS.2.2. Use data from a simulation to answer a question, individually and collaboratively.</p> <p>CSFS.35.CCS.2.3. Create a simple model of a system</p>	<p>CSFS.68.CCS.2.1. Examine connections between elements of mathematics and computer science including binary numbers, logic, sets, and functions.</p> <p>CSFS.68.CCS.2.2. Create/modify and use a simulation to analyze and illustrate a concept in depth (e.g., use a simulation to illustrate a genetic variation.), individually and collaboratively.</p> <p>CSFS.68.CCS.2.3. Evaluate what kinds of real-world</p>	<p>CSFS.912.CCS.1.13. Explain how automated software testing can reduce the cost of the testing effort.</p> <p>CSFS.912.CCS.1.14. Explain what tools are applied to provide automated testing environments.</p> <p>CSFS.912.CCS.2.1. Analyze data and identify patterns through modeling and simulation. [CSTAp57 3B-9]</p> <p>CSFS.68.CCS.2.2. Use models and simulations to help formulate, refine, and test scientific hypotheses.</p> <p>CSFS.68.CCS.2.3. Use data analysis to enhance the</p>

		(e.g. cell, solar system) and explain what the model shows and does not show.	problems can be solved using modeling and simulation. CSFS.68.CCS.2.4. Interact with content-specific models and simulations to support learning, research and problem solving (e.g., immigration, international trade, invasive species).	understanding of complex natural and human systems. CSFS.68.CCS.2.4. Compare techniques for analyzing massive data collections. CSFS.68.CCS.2.5. Describe how computation shares features with art and music (by translating human intention into an artifact). CSFS.68.CCS.2.6. Use modeling and simulation to represent and understand natural phenomena.
CSFS.CCS.3. Digital tools.	CSFS.K2.CCS.3.1.	CSFS.35.CCS.3.1.	CSFS.68.CCS.3.1.	CSFS.912.CCS.3.1.

CSFS.CCS.4. 4. Hardware and software	<p>Create a digital artifact (independently and collaboratively) that clearly expresses thoughts and ideas.</p> <p>CSFS.K2.CCS.3.2. Use digital tools to create, review and revise artifacts that include text, images and audio, individually or collaboratively.</p>	<p>Use digital tools (local and online) to manipulate and publish multimedia artifacts.</p> <p>CSFS.35.CCS.3.2. Create an artifact (independently and collaboratively) that answers a research question clearly communicating thoughts and ideas.</p>	<p>Create an artifact (independently and collaboratively) that answers a research question and communicates results and conclusions.</p> <p>CSFS.68.CCS.3.2. Explain why different file types exist (e.g., formats for word processing, images, music, and three-dimensional drawings).</p> <p>CSFS.68.CCS.3.3. Identify the kinds of content associated with different file types.</p> <p>CSFS.68.CCS.3.4. Integrate information from multiple file formats into a single artifact.</p>	<p>Discuss digital tools or resources to use for a real-world task based on their efficiency and effectiveness, individually and collaboratively.</p> <p>2. Evaluate different file types for different purposes (e.g., word processing, images, music, and three-dimensional drawings).</p>
	<p>CSFS.K2.CCS.4.1. Identify different kinds of computing devices in the classroom and other</p>	<p>CSFS.35.CCS.4.1. Identify the basic components of a computer (e.g., monitor,</p>	<p>CSFS.68.CCS.4.1. Identify and describe the function of the main internal parts of a basic computing device</p>	<p>CSFS.912.CCS.4.1. Describe a software development process that is used to solve problems at different</p>

places (e.g., laptops, tablets, smart phones, desktops, printers).	keyboard, mouse, controller, speakers).	(e.g., motherboard, hard drive, Central Processing Unit (CPU)).	software development stages (e.g. design, coding, testing, and verification).
CSFS.K2.CCS.4.2. Recognize and operate different types of computers, applications and peripherals (e.g., use input/output devices such as a mouse, keyboard, or touch screen; find, navigate, launch a program).	CSFS.35.CCS.4.2. Describe the function and purpose of various input/output devices and peripherals (e.g., monitor, screen, keyboard, controller, speakers).	CSFS.68.CCS.4.2. Describe the main functions of an operating system and explain how an operating system provides user and system services (e.g. user interface, IO device management, task management).	CSFS.912.CCS.4.2. Describe the organization of a computer and identify its principal components by name, function, and the flow of instructions and data between components (e.g. storage devices, memory, CPU, graphics processors, IO and network ports).
CSFS.K2.CCS.4.3 Understand that a computer program is running when a program or command is executed.	CSFS.35.CCS.4.3. Distinguish between hardware and software.	CSFS.68.CCS.4.3. Discuss the relationships between hardware and software (e.g., BIOS, operating systems and firmware)	CSFS.912.CCS.4.3. Differentiate between multiple levels of hardware and software (such as CPU hardware, operating system, translation, and interpretation) that support program execution.
	CSFS.35.CCS.4.4. Identify and solve simple hardware	CSFS.68.CCS.4.4. Identify and describe the use of	CSFS.912.CCS.4.4. Evaluate various forms of input and

		and software problems that may occur during everyday use (e.g., power, connections, application window or toolbar).	sensors, actuators, and control systems in an embodied system (e.g., a robot, an e-textile, installation art, smart room).	output (e.g., IO and storage devices and digital media).
			CSFS.68.CCS.4.5. Evaluate a hardware/software problem and construct the steps involved in diagnosing and solving the problem (e.g., power, connections, application window or toolbar, cables, ports, network resources, video, and sound).	CSFS.912.CCS.4.5. Develop and evaluate criteria for purchasing or upgrading computer system hardware (e.g., Wi-Fi, mobile devices, home and office machines).
			CSFS.68.CCS.4.6. Describe the essential characteristics of a software artifact.	CSFS.912.CCS.4.6. Develop criteria for selecting appropriate hardware and software when solving a specific real-world problem (such as business, educational, personal).
			CSFS.68.CCS.4.7. Describe the major components and	CSFS.912.CCS.4.7. Develop a software artifact (independently and

			functions of computer systems and networks. CSFS.68.CCS.4.8. Identify software used to support specialized forms of human-computer interaction	collaboratively) in phases (or stages) according to a common software development methodology (e.g. Waterfall or Spiral model). CSFS.912.CCS.4.8. Evaluate the basic components of computer networks. CSFS.912.CCS.4.9. Analyze historical trends in hardware and software to assess implications on computing devices for the future (e.g., upgrades for power/energy, computation capacity, speed, size, ease of use).
CSFS.CCS.5. Network systems			CSFS.68.CCS.5.1. Describe how information, both text and non-text, is translated and communicated between digital computers over a computer network. CSFS.68.CCS.5.2.	CSFS.912.CCS.5.1. Identify and select the most appropriate file format based on trade-offs (e.g. open file formats, text, proprietary and binary formats, compression and encryption formats).

			<p>Explain the difference between physical (wired), local area wireless, and mobile networks.</p> <p>CSFS.68.CCS.5.3. Model the components of a network.</p>	<p>CSFS.912.CCS.5.2. Describe the issues that impact network functionality (e.g. latency, bandwidth, firewalls and server capability).</p> <p>CSFS.912.CCS.5.3 Describe common network protocols, such as IP, TCP, SMTP, HTTP, and FTP, and how these are applied by client-server and peer-to-peer networks.</p>
<p>CSFS.CCS.6. 6. Human – Computer interactions and Artificial Intelligence</p>		<p>CSFS.35.CCS.6.1. Explain how hardware applications (e.g., Global Positioning System (GPS) navigation for driving directions, text-to-speech translation, and language translation) can enable everyone to do things they could not do otherwise.</p> <p>CSFS.35.CCS.6.2. Compare and contrast</p>	<p>CSFS.68.CCS.6.1. Explain why some tasks can be accomplished more easily by computers.</p> <p>CSFS.68.CCS.6.2. Describe how humans and machines</p>	<p>CSFS.912.CCS.6.1. Describe the unique features of computers embedded in mobile devices and vehicles.</p> <p>CSFS.912.CCS.6.2. Describe the common physical and</p>

		human and computer performance on similar tasks (e.g., sorting alphabetically or finding a path across a cluttered room) to understand which is best suited to the task.	interact to accomplish tasks that cannot be accomplished by either alone.	cognitive challenges faced by users when learning to use software and hardware
		CSFS.35.CCS.6.3. Recognize that computers model intelligent behavior (as found in robotics, speech and language recognition, and computer animation.)	CSFS.68.CCS.6.3. Identify novel ways humans interact with computers, including probes, sensors, and handheld devices.	CSFS.912.CCS.6.3. Describe the process of designing software to support specialized forms of human-computer interaction.
			CSFS.68.CCS.6.4. Describe ways in which computers use models of intelligent behavior (e.g., robot motion, speech and language understanding, and computer vision).	CSFS.912.CCS.6.4. Explain the notion of intelligent behavior through computer modeling and robotics.
			CSFS.68.CCS.6.5. Identify factors that distinguish humans from machines.	CSFS.912.CCS.6.5. Describe common measurements of machine intelligence (e.g. Turing test).

			<p>CSFS.68.CCS.6.6. Design and demonstrate the use of a device (e.g., robot, e-textile) to accomplish a task, individually and collaboratively.</p>	<p>CSFS.912.CCS.6.6. Describe a few of the major branches of artificial intelligence (e.g. expert systems, natural language processing, machine perception, machine learning).</p> <p>CSFS.912.CCS.6.7. Describe major applications of artificial intelligence and robotics, including, but not limited to, the medical, space, and automotive fields.</p>
--	--	--	---	--

CSFS.CPP: Computer Practices and Programming

Standard	K-2 Benchmarks	3-5 Benchmarks	6-8 Benchmarks	9-12 Benchmarks
CSFS.CPP1 Data Analysis	CSFS.K2.CPP1.1. Identify different kinds of data (eg. text, charts, graphs, numbers, pictures, audio, video, collections of objects.)	CSFS.35.CPP1.1. Identify and describe examples of databases from everyday life (e.g., library catalogs, school records, telephone directories, and contact lists).	CSFS.68.CPP1.1. Select and use data-collection technology (e.g., probes, handheld devices, geographic mapping systems and output from multiple runs of a computer program) to gather, view, organize, analyze, and report results for content-related problems, individually and collaboratively.	CSFS.912.CPP1.1. Analyze and manipulate data collected by a variety of data collection techniques to support a hypothesis.
	CSFS.K2.CPP1.2. Identify, research, and collect a data set on a topic, issue, problem, or question using age-appropriate technologies.	CSFS.35.CPP1.2. Collect and manipulate data using a variety of computing methods (e.g., sorting, totaling, and averaging). CSFS.35.CPP1.3.		CSFS.912.CPP1.2. Collect real-time data from sources such as simulations, scientific and robotic sensors, and device emulators, using this data to formulate strategies or algorithms to solve advanced problems.

	<p>CSFS.K2.CPP1.3. Propose a developmentally appropriate solution to a problem or question based on a analysis of the data and critical thinking, individually and collaboratively.</p> <p>CSFS.K2.CPP1.4. Create data visualizations (e.g., charts and infographics), individually and collaboratively.</p>	Utilize a database, such as a spreadsheet, to collect, organize, graph, and analyze data to answer a question.		
CSFS.CPP2	<p>CSFS.K2.CPP2.1. Define a computer program as a set of commands created by people to do something.</p> <p>CSFS.K2.CPP2.2. Perform a simple task (e.g. making a sandwich, brushing teeth) breaking it into small steps.</p> <p>CSFS.K2.CPP2.3. Explain that computers only</p>	<p>CSFS.35.CPP2.1. Create, test, and modify a program in a graphical environment (e.g., block-based visual programming language), individually and collaboratively.</p> <p>CSFS.35.CPP2.2. Use arithmetic operators, conditionals, and repetition in programs</p>	<p>CSFS.68.CPP2.1. Use visual representations of problem states, structures and data.</p> <p>CSFS.68.CPP2.2. Evaluate the logical flow of a step-by-step program by acting it out through computer-free activities..</p> <p>CSFS.68.CPP2.3. Develop problem solutions using a</p>	<p>CSFS.912.CPP2.1. Explain the program execution process (by an interpreter and in CPU hardware).</p> <p>CSFS.912.CPP2.2. Use global and local scope appropriately in program implementation.</p> <p>CSFS.912.CPP2.3. Use an industrial-strength</p>

	<p>follow the program's instructions.</p> <p>CSFS.K2.CPP2.4. Construct a simple program using tools that do not require a textual programming language (e.g. block-based programming language).</p> <p>CSFS.K2.CPP2.5. Use interactive debugging to detect and correct simple program errors.</p>	<p>CSFS.35.CPP2.3. Recognize that programs need known initial conditions (e.g., set initial score to zero in a game, initialize variables, or initial values set by hardware input.</p> <p>CSFS.35.CPP2.4. Use interactive debugging to detect and correct program errors, including those involving arithmetic operators, conditionals, and repetition.</p>	<p>block programming language, including all of the following: looping behavior, conditional statements, expressions, variables, and functions.</p> <p>CSFS.68.CPP2.4. Develop problem solutions using a programming language, including all of the following: looping behavior, conditional statements, expressions, variables, and functions.</p>	<p>integrated development environment to implement a program.</p> <p>CSFS.912.CPP2.4. Use application programming interfaces (APIs) and libraries to facilitate programming solutions.</p> <p>CSFS.912.CPP2.5. Explain the role of an API in the development of applications and the distinction between a programming language's syntax and the API.</p> <p>CSFS.912.CPP2.6. Describe a variety of commonly used programming languages.</p>
--	---	--	---	--

CSFS.CPP3 Program Product Development	CSFS.K2.CPP3.1. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.	CSFS.35.CPP3.1. Use technology tools for individual and collaborative writing, communication, and publishing activities.	CSFS.68.CPP3.1. Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems.	CSFS.912.CPP2.7. Classify programming languages by paradigm and application domain (e.g. imperative, functional, logic languages and how well suited they are for certain application domains such as web programming, symbolic processing, data/numerical processing etc.).
	CSFS.K2.CPP3.2. Give a simple presentation of products limited to presenting basic	CSFS.35.CPP3.2. Present created products either individually and	CSFS.68.CPP3.2. Use advanced tools to design and create online	CSFS.912.CPP3.1. Use a development process in creating a computational artifact, individually and collaboratively, followed by reflection, analysis, and iteration (e.g., data-set analysis program for science and engineering fair, capstone project that includes a program, term research project based on program data). CSFS.912.CPP3.2. Create mobile computing applications and/or dynamic

	information (e.g., title of project, a few basic facts) about the topic.	collaboratively where a topic, concept, or skill is carefully analyzed or thoughtfully explored.	content (e.g., webpage, blog, digital portfolio, multimedia), individually and collaboratively.	web pages through the use of a variety of design and development tools, programming languages and mobile devices/emulators.
--	--	--	---	---

M.O.S.T. PROGRAM

Multiple Opportunities for Student Targets

- **Opportunity for success in our program**
- **Intermediate between Tier 1 and Tier 2**
- **Targets students who struggle with academics, behavior, or attendance**
- **Teachers request placement based on student needs and data**
- **Teachers and Parents (& administrator as needed) meet monthly at designated time to review student progress**
- **Time is scheduled in September for entire year so families can plan**
- **Student can be released and placed as needed**
- **Prerequisite to MTSS and Tier 2**

Request for MOST Placement

Student Name:	Teacher:
---------------	----------

Select one from each box below:	
<input type="radio"/> Administrative Request for Placement <input type="radio"/> Teacher Request for Placement	<input type="radio"/> Academic MOST Request <input type="radio"/> Behavior MOST Request

Complete the following information:		
Current Performance Data	Data Source	Score
	FCAT Reading	
	FCAT Math	
	FCAT Writing	
	FAIR	
	Discovery	
	Grades:	
	✓ Reading	
	✓ Writing	
	✓ Language Arts	
	✓ Math	
	✓ Social Studies	
Report Card Marked Possible Retention	Yes	No

Complete the following information:		
Previous History Data	Data Source	Score/Information
	Previous MOST (include folder)	Yes No
	MTSS (include folder)	Yes No
	504	Yes No
	IEP	Yes No
	Speech/Language	Yes No
	Behavior Observations	
	Behavior Interventions	
	Absences	
	Medical History	
	Dates of conferences with previous teachers	

Parent/Teacher Conference Dates	
---------------------------------	--

Hypothesis: If grades don't match data form a hypothesis for the reason.	
--	--

I am requesting MOST placement in order to allow me to _____.

Administrative Decision	Administrative MOST	Non-Administrative MOST	No Placement
	MTSS Tier II		MTSS Tier III

NOTES
<div></div>

Doing the **MOST**...for your child!

Multiple Opportunities for Student Targets

Student Name

	Something positive about your child...
	
	
	
	
	
	
	
	
	

MOST

Check all that apply:

___ 504

___ IEP

___ Gifted

Student Name:

Teacher:

Student Status

Reading		Math		Writing		Other (as applicable)	
Grade		Grade		Grade		Science	
FAIR		Discovery		Formative Assessment		Social Studies	
Running Record		SMAD		FCAT		Behavior: Functional Behavior Report	
Word Wall Words		Formative Assessment		Florida Academic Standards		Attendance: Tardies	
FCAT		FCAT				Attendance: Absences	
Florida Academic Standards		Florida Academic Standards					

Date:

Additional Notes

In-School Interventions – Differentiation Beyond Regular Instruction

Dates:	Targeted Goal
Times:	By the next MOST meeting, _____
Person Responsible:	will _____
Differentiated Intervention:	_____

	as measured by _____

Home Support

<input type="checkbox"/> Daily Agenda Check	<input type="checkbox"/> Home reading log	Targeted Goal
<input type="checkbox"/> Provide an appropriate study environment	<input type="checkbox"/> Correspondence with teacher	By the next MOST meeting, the parent has agreed to _____
<input type="checkbox"/> SMAD practice	<input type="checkbox"/> Daily homework check	_____
<input type="checkbox"/> Behavior chart	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____

Additional Parent/Teacher Conference Dates

Signatures

Parent		Teacher	
Administrator		Other	

OFFICE OF
ACCELERATION & INNOVATION

MSAP GRANT 2016

THANK YOU

WINTER HAVEN
HIGH SCHOOL

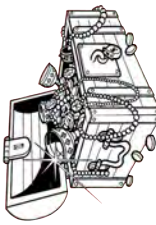
FOR HOSTING THIS EVENT

AUGUST, 2018



TABLE OF CONTENTS

ELECTIVE CLASSROOM MAP	1
DAILY SCHEDULE AND LUNCHES	2
MSAP 2016 SCHOOLS REQUIRED SESSIONS.....	3
MSAP 2016 SCHOOLS GENERAL SCHEDULE.....	4-5
CHOICE SESSION SCHEDULE.....	6-7
CHOICE SESSION DESCRIPTIONS.....	8-10
GUEST SCHOOL SCHEDULES	11
EMERGENETICS REQUIRED SCHEDULE (ONLY for teachers required to attend)	12
NOTES SPACE	13



TREASURE TIP

Most choice sessions seat up to 25 participants.
Once the room has reached capacity, the doors will close.
Choose the sessions that are most relevant
to you. Use the notes pages to jot down your top choices
and the map to locate each session.

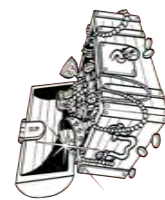
EMERGENETICS REQUIRED SESSIONS FOR MSAP 2016 SCHOOLS

Required Emergenetics sessions are designed for



ALL new-to- schools 5 and 6 grade teachers- TC
ALL grade 7 teachers- TC
ALL grade 6 teachers from Lake Alfred Poly -TC
ALL previously trained grade 5 and 6 teachers (refresher)

WEDNESDAY ALL DAY	THURSDAY ALL DAY	FRIDAY ALL DAY
TC DAY 2 All Rochelle and D. Jenkins NEW grade 5 and 6 teachers All Rochelle and D. Jenkins grade 7 teachers Room 34-207	TC DAY 1 CODE and Brigham NEW grade 5 teachers Room 34-207	TC DAY 2 CODE and Brigham NEW grade 5 teachers Room 34-207
	THURSDAY AM ONLY	FRIDAY PM ONLY
	Grades 5/6 Refresher MSAP 2016 grades 5 and 6 teachers who participated in a TC last school year Room 34-205	Grades 5/6 Refresher MSAP 2016 grades 5 and 6 teachers who participated in a TC last school year Room 34-205



TREASURE TIPS

Check with your administrator
to find out if you are a
part of the Emergenetics cohort.
All participants in TC
MUST
complete Meeting of the Minds
PRIOR to participating in the TC.

CHOICE SESSIONS MAP

BUILDING 34 DOWNSTAIRS

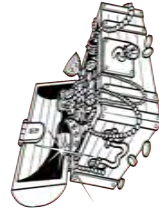
34-132	34-131	34-130	34-129	34-128	34-127
34-114	34-115	34-117		34-124	34-122
34-113			34-121	34-123	34-125

ENTRY FROM THE SCHOOL SIDE

BUILDING 34 UPSTAIRS

34-226	34-225	34-224	34-222	34-221	34-220
34-206	34-208	34-209		34-215	34-217
34-205	34-207			34-216	34-218

ENTRY FROM THE SCHOOL SIDE



TREASURE TIP

For sessions scheduled in the cafeteria
or the media center, please follow
the signs around the school.

DAILY SCHEDULE

SESSION 1:
8:30-11:30

LUNCH:
11:30- 12:15

SESSION 2:
12:15- 3:30
(session 2 includes
housekeeping and reflection)

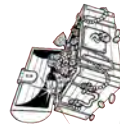
Lunch is available on-site for \$8 (cash only please) and includes an entree, chips, and a drink.
On-site lunch is a part of the fundraiser for our host school's (WHHS) band program.
Participants can enjoy their lunch in the cafeteria or the covered outdoor patio.

TREASURE TIPS

ALL winning prize tickets will be drawn and announced during the lunch.

Winners **MUST** be present to claim their prize.

As an alternative to lunches offered by the WHHS band, you are welcome to bring your own lunch to enjoy on-site.



GUEST SCHEDULE

ELEMENTARY SCHOOL GUESTS

WEDNESDAY AM	THURSDAY AM	FRIDAY AM
Personalized Learning Essentials CAFETERIA	Choice Session (page 6 for location and topics)	Choice Session (page 6 for location and topics)
WEDNESDAY PM	THURSDAY PM	FRIDAY PM
Karen Bailey Part C MEDIA CENTER	Karen Bailey Part D MEDIA CENTER	Choice Session (page 7 for location and topics)

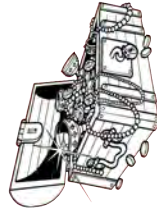
SECONDARY SCHOOL GUESTS

WEDNESDAY AM	THURSDAY AM	FRIDAY AM
Personalized Learning Essentials CAFETERIA	Karen Bailey Part C MEDIA CENTER	Karen Bailey Part D MEDIA CENTER
WEDNESDAY PM	THURSDAY PM	FRIDAY PM
Choice Session (page 7 for location and topics)	Choice Session (page 7 for location and topics)	Choice Session (page 7 for location and topics)

DUNDEE ELEMENTARY ACADEMY

WEDNESDAY AM	THURSDAY AM	FRIDAY AM
Personalized Learning Essentials CAFETERIA	Choice Session (page 6 for location and topics)	Choice Session (page 6 for location and topics)
WEDNESDAY PM	THURSDAY PM	FRIDAY PM
Karen Bailey Part C MEDIA CENTER	Karen Bailey Part D MEDIA CENTER	Choice Session (page 7 for location and topics)

TREASURE TIPS



These schedules show the available seats for sessions that are required for our MSAP 2016 schools. If you would prefer to participate in a choice sessuns instead of these, please see one of the A & I facilitators for assistance.

CHOICE SESSION DESCRIPTIONS

IPAD BOOTCAMP This session, presented by the district technology department, will focus on use of iPads in the classroom. Participants will learn about basic use of iPads, management of iPads and apps, use of various applications to create, explore and engage students in relevant, rigorous learning.

GOOGLE CLASSROOM This session, presented by the district technology department, will walk participants through all aspects of using Google Classroom to manage instruction and create dynamic and motivational online activities for students in all grade levels.

3D PRINTING This session explores basic concepts in 3D printing. Participants will learn how to set up a printer and print test objects. Participants will engage design using free source online software and learn how to adapt gallery objects or design their own.

K-2 TECH Presented by K-2 teachers, this session is geared toward primary teachers. Participants will learn about activities, tools and management of technology specifically applied in K-2 classroom. Specific emphasis will be on tools that allow our youngest students to create with technology tools.

EMERGENETICS APPLIED TO K-4 This session will present ideas, strategies and activities to apply Emergenetics theory in grades K-4, the grades in which students are too young to receive a profile. The session will explore groupings, activities and strategies to harness the power of Emergenetics theory with young students.

COLLABORATIVE INQUIRY Through simulations and rich resources, participants will co-design effective practices that address relational trust, using multiple methods for determining students' learning needs, hosting a meaningful data dialogues generated by reflective questions, analyzing strengths and learning needs or misconceptions evident from students' data and work samples, responding to students need through a powerful array of strategies and implementing engaging formative learning methods that ensure growth for each student.

NOTE:

Please note that most elective sessions are limited by space to maximum 25 participants. All elective sessions are "first come- first served" seating. Sessions will be closed once the maximum number of participants is reached. If the maximum number is reached in your first choice session, please move on to your next selection.

MSAP 2016 SCHOOLS REQUIRED SESSIONS

Required sessions are designed to support goals and requirements of the MSAP 2106 grant.

KAREN BAILEY FORMATIVE ASSESSMENTS (PART C & D)

This highly interactive workshop (Part C & D) focuses on effective use of common assessments to differentiate and design effective instruction. Participants will take an interactive journey through formative assessment process, understanding a big picture of the common assessment process while highlighting the keys to accurate design and effective use of classroom assessments. Through hands on activities relevant to classroom practice, participants will connect the process of creating and utilizing common assessments with the rigor and relevance of today's student-centered, standards-based learning environments.

EDUCATION ELEMENTS ESSENTIALS OF PERSONALIZED LEARNING

This workshop will clarify the essentials of implementation of personalized learning to develop a shared vision for each school site. Key elements will include personalized learning simulations with different learning paths to learn more about the essential elements of personalized learning and provide opportunities to explore examples of what personalized learning looks like in schools across the country. Education Elements will present turnkey materials to model personalized learning for all teachers. Participants will build knowledge around how the core elements of personalized learning live in instructional models and engage in personalized learning simulations that can translate into classroom practice.

POVERTY SIMULATION

This highly engaging simulation guides participants in understanding circumstances, stresses, and barriers that students and families in poverty experience every day. Participants will play the role of a person experiencing poverty to develop empathy and understand how to better meet the needs of students and families who face poverty.

MSAP 2016 SCHOOLS GENERAL SCHEDULE

CODE ACADEMY GENERAL SCHEDULE

WEDNESDAY AM	THURSDAY AM	FRIDAY AM
Personalized Learning Essentials CAFETERIA	Choice Session (page 6 for location and topics)	Choice Session (page 6 for location and topics)
WEDNESDAY PM	THURSDAY PM	FRIDAY PM
Karen Bailey Part C MEDIA CENTER	Karen Bailey Part D MEDIA CENTER	Poverty Simulation CAFETERIA

BRIGHAM ACADEMY GENERAL SCHEDULE

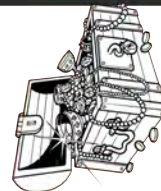
WEDNESDAY AM	THURSDAY AM	FRIDAY AM
Choice Session (page 6 for location and topics)	Choice Session (page 6 for location and topics)	Choice Session (page 6 for location and topics)
WEDNESDAY PM	THURSDAY PM	FRIDAY PM
Karen Bailey Part C MEDIA CENTER	Karen Bailey Part D MEDIA CENTER	Poverty Simulation CAFETERIA

ROCHELLE SCHOOL OF THE ARTS GENERAL SCHEDULE

WEDNESDAY AM	THURSDAY AM	FRIDAY AM
Karen Bailey Part C MEDIA CENTER	Personalized Learning Essentials CAFETERIA	Karen Bailey Part D MEDIA CENTER
WEDNESDAY PM	THURSDAY PM	FRIDAY PM
Choice Session (page 7 for location and topics)	Choice Session (page 7 for location and topics)	Poverty Simulation CAFETERIA

TREASURE TIPS

General schedule shows the flow for each day. Required sessions and locations are noted. For available sessions during your choice time, check pages 6 and 7.



CHOICE SESSION DESCRIPTIONS

ELEMENTARY MATH Developing fluency in the basic operations is an important part of elementary mathematics. Fluency has four components: flexibility, appropriate strategy use, efficiency, and accuracy. In this session, you will learn about the conceptual foundations for fluency and explore each of these elements. NOTE: MSAP Grant (both 2013 and 2016) will receive a complete classroom kit.

MIDDLE MATH Bridging from Arithmetic to Algebra: Closing the Gap for Critical Skills Middle school mathematics serves as an important bridge between numbers and algebra. This session shares models and strategies for making the connections between elementary mathematics and algebra. This hands-on session will share ideas for meeting learners where they are and helping them succeed in key areas of middle school mathematics.

ADVANCED READERS WORKSHOP Extension of work on the Reader's Workshop including standard connections, conferring, progress monitoring and discussion of classroom specific strategies for success. This session is appropriate for those who are already successfully implementing Readers Workshop and are seeking to fine tune their practice and focus on specific strategies to assure growth of each student.

READERS WORKSHOP REFRESHER/MODEL Refresher and review of structures, strategies and classroom implementation of basic Reader's Workshop. This session is for those in early implementation stages or new to reader's workshop. Through modeling and simulation, participants will learn strategies for classroom management and teaching reading using this model. Time for questions and answers will be embedded.

INFORMATIVE WRITING Teachers will become familiar with strategies for integration of increasingly complex informational text in content area. Working collaboratively, participants will create tools to show the progression of non-fiction text as it becomes more difficult for students based on Central Ideas, Text Structures, Language and Vocabulary, and necessary Knowledge Demands.

ARGUMENT AND DEBATE This session will take participants through the protocols for argument and debate, allowing students to fluently write argument-based essays following the essay structure that include persuasive techniques and evidence that is aligned to Florida Academic Standards. Through series of activities and discussions, participants will understand how to help students analyze the arguments of others and generate own arguments.

CHOICE SESSION DESCRIPTIONS

PERSONALIZED LEARNING PART B Presented by Education Elements, this continuation of the required Part A provides an overview and practical ideas for integrating personalized learning in your classroom. Walk away with thorough understanding of core elements of personalization, tools, and ideas that easily translate into any subject or grade.

FUTURE FOCUSED LEARNING Participants will examine the components of multidisciplinary, problem/solution-based units of study that are anchored on conceptual learning. In addition, they will also engage in a hands-on activity during the session to determine how to best stimulate students to cultivate the qualities and skills needed to meet future demands: *Thinking Dynamically: Curiosity, creativity, innovation, critical thinking & initiative; Knowing Oneself: Formative learning, mindfulness, awareness, growth mindset; Caring About Others: Cultural awareness and empathy for others; & Engaging With Others: Collaboration, social skills, and emotional intelligence*

INTRODUCING UNDERSTANDING BY DESIGN® For those new to the UbD Framework or for those who would like to revisit the central ideas of UbD, this workshop is for you! We will explore several questions to guide you in getting to know UbD—designing, assessing and learning for understanding in the 21st Century.

REVISITING & REFINING UBD This session is designed for educators who have a partial or complete unit design that they have or have not yet taught. Our content focus will be “alignment,” a lens through which to review the connections and through lines within and between the goals (UbD Stage 1), the assessments (UbD Stage 2), and the learning opportunities (UbD Stage 3).

ASSESSMENT FOR UNDERSTANDING This session will begin with an introduction to Performance-based Tasks, considering their characteristics and their advantages when assessing for understanding and transfer. We will explore examples of performance-based tasks, as well as a process for designing performance-based tasks that is aligned to a unit's goals.

Participants will have an opportunity to design an initial idea for a performance-based task.



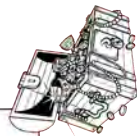
MSAP 2016 SCHOOLS GENERAL SCHEDULE

DANIEL JENKINS GENERAL SCHEDULE

WEDNESDAY AM Karen Bailey Part C MEDIA CENTER	THURSDAY AM Choice Session (page 6 for location and topics)	FRIDAY AM Poverty Simulation CAFETERIA
WEDNESDAY PM Choice Session (page 7 for location and topics)	THURSDAY PM Personalized Learning Essentials CAFETERIA	FRIDAY PM Karen Bailey Part D MEDIA CENTER

LAKE ALFRED POLY GENERAL SCHEDULE

WEDNESDAY AM Choice Session (page 6 for location and topics)	THURSDAY AM Karen Bailey Part C MEDIA CENTER	FRIDAY AM Poverty Simulation CAFETERIA
WEDNESDAY PM Choice Session (page 7 for location and topics)	THURSDAY PM Personalized Learning Essentials CAFETERIA	FRIDAY PM Karen Bailey Part D MEDIA CENTER



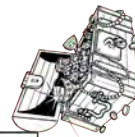
**TREASURE
TIPS**

Arts, PE, Network
Managers & Guidance-
CHECK THE SPECIAL INSERT
FOR YOUR SCHEDULE

CHOICE SESSIONS SCHEDULE

MORNING

WEDNESDAY AM	THURSDAY AM	FRIDAY AM
Middle School Math Room 34-206	Elementary Math Room 34-206	Elementary Math Room 34-206
ELA - Argument/Debate Room 34-208	Advanced Reading Workshop Room 34-208	Reading Workshop Refresher Room 34-208
Revisiting & Refining Understanding by Design (UbD) Room 34-224	Assessment for Understanding (UbD) Room 34-224	Revisiting & Refining Understanding by Design (UbD) Room 34-224
Future Focused Learning Room 34-222	Future Focused Learning Room 34-222	Future Focused Learning Room 34-222
Tech - iPad Bootcamp Room 34-225	Tech - 3-D Printing Room 34-226	Tech - Google Classroom Room 34-225
Personalized Learning Part A Cafeteria (choice for Brigham Academy only/up to 20 spaces)	Tech- Google Classroom Room 34-225	Personalized Learning Part B Room 34-220
K-2 Tech Room 34-226		Emergenetics applied to K-4 Room 34-205



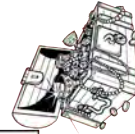
TREASURE TIPS

Check the general schedule for
your school to plan the
choice sessions you would
like to attend.

CHOICE SESSIONS SCHEDULE

AFTERNOON

WEDNESDAY PM	THURSDAY PM	FRIDAY PM
Middle School Math Room 34-206	Elementary Math Room 34-206	Middle Math Room 34-206
ELA - Informational Text Room 34-208	ELA - Argument/Debate Room 34-208	Reading Workshop Model Room 34-208
Introducing Understanding by Design (UbD) Room 34-224	Assessment for Understanding (UbD) Room 34-224	Introducing Understanding by Design (UbD) Room 34-224
Future Focused Learning Room 34-222	Collaborative Inquiry Room 34-222	Collaborative Inquiry Room 34-222
Tech - iPad Bootcamp Room 34-225	Tech- iPad Bootcamp Room 34-225	Personalized Learning Part B Room 34-220
Personalized Learning Part B Room Cafeteria	Emergenetics applied to K-4 Room 34-205	Poverty Simulation for non-MSAP 2016 schools Cafeteria



TREASURE TIPS

Check the general schedule for
your school to plan the
choice sessions you would
like to attend.

Stephens Elementary Academy Tentative Major Training PD Plan 2022 AMP Grant

Year	Activity/Topic	Presenter	Participant/D2: D38	# of hours	Teacher Outcomes
1, 2, 3,4, 5	PYP Level 1 Training	IB Trainer	all	24	Participants will be introduced to key elements to create Unit Plans
1,2,3,4,5	Vertical articulation with feeder Ib Programs	Office of Acceleration & Innovation	all teachers	8	Articulation to ensure seamless progression of adequate supports for all students, especially those with SES
1,2,3,4	Nearpod training	Nearpod	Nearpod consultant		Strategies for effective utilization of 1-1 technology in the magnet theme
2,3,4,5	Integrating Technology in Elementary Curriculum- Refresher	TRST-Onsite	Admin, all teachers, TRST, STEM Lead teacher	8	Workshops will assist participants in technology throughout the curriculum
2,3,4,5	Using Design process to develop IB units follow up and guided unit development	District MSAP Support team	all teachers	20	Participants will learn how to use and a design process as an integrating curriculum
1,2,3,4,5	NSTA Conference-Science and STEM	NSTA, National Science Teachers Association	4 teachers	16	Participants will learn about pedagogies and implementing New Generation Science Standards
1,2	Integrating Technology in PYP/STEM units	Tech Coaches	All teachers & Admin	8	Workshops will assist participants in technology throughout the curriculum
2,3,4	Performance Assessments	Lynn Coleman	TRST, admin, STEM lead teacher, 4 teachers	8	This training will provide participants with assessment design, aligning assessments with Standards, aligning assessments with mapped unit, hooking students with incorporating rigor and depth of knowledge with assessments within project based learning
1,2,3,4,5	PYP Internal Vertical Curriculum Alignment	PYP Coordinator	All teachers	8	Participants will align curriculum with spiraling the knowledge and level of rigor identifying common themes and terminology
1,2,3,4,5	IB of Americas Regional Conference	IB Workshops	Principal & PYP Coordinator	24	Participants will learn from IB practitioners regarding implementing a successful IB program
1,2,3,4,5	Magnet Schools of America Conference	Various Presenters at MSA	Admin	30	Networking and learning about best practices and alleviation of the achievement gap
1,2,3,4,5	Data Team meetings with grade level (monthly refresher and training)	Teacher Team Leader/IB Coordinator	All teachers	0.75	Participants will learn protocols and implementation of Instructional Data team driven instruction

1,2,3,4,5	FLIBS (Florida League of IB Schools) Meetings	Roundtable Professional Development led by FLIBS consultants	4 Teachers to Roundtables	24	Participants will network with other IB schools to share best practices for increasing student achievement.
1,2,3,4,5	FLIBS (Florida League of IB Schools) Meetings	Conference Mgt Professional Development led by FLIBS consultants	PYP Coordinator & Principal	64	Participants will network with other IB schools to share best practices for increasing student achievement.
1,2,3,4,5	Internal PYP Curriculum & Program Development – PYP Leadership Team	PYP Coordinator	7 Teachers; Admin, & TRST	16	Participants will map the curriculum and align it with CCSS skills, concepts and complexity.
1,2,3,4,5	Summer Summit 3 day LIFT Professional Development	Office of Acceleration & Innovation	All teachers	24	Participants will participate in a the LIFT summit that focuses on systemic reforms and innovation.
2,3	PYP Assessment Overview - Teacher Training	TBA	All teachers & Admin	8	Participants will be able to embed traditional assessments in transdisciplinary units.
2,3	PYP Level 1 Training	IB Workshops	7 teachers, Admin, IB Coordinator	24	Participants will learn about the IB curriculum and development of transdisciplinary units required of all PYP teachers for IB certification.
4,5	Official IBO Training Level 1 for all teachers who have not had Level 1 training	FLIBS Presenters	all new teachers who have not had Level 1 training	8	Participants will learn about the IB curriculum and development of transdisciplinary units required of all PYP teachers for IB certification.
1,2,3,4,5	PYP Incorporation of Key Components – Teacher Training	FLIBS Presenters	10 teachers & Admin	4	Participants will explore advanced topics in the PYP framework, such as methods of inquiry, collaborative practices, differentiation and technology to apply to transdisciplinary units.
1,2,3,4,5	Leadership For Equity Coaching	Carolyn Bridges	Leadership Team	40	Participants will explore advanced topics in the PYP framework, such as methods of inquiry, collaborative practices, differentiation and technology to apply to transdisciplinary units.
1,2,3,4,5	Florida Educational Technology Conference	FETC presenters	Admin, PYP Coordinator, 3 teachers	14	Workshops with up to date technology and participants in integrating acquired technology into the curriculum.
2,3	PYP Internal Vertical Language Policy Alignment	IB Coordinator	All teachers & Admin	16	Strategies for integrating and teaching reading and writing in CCSS ELA.
2,3	Literacy for all Content: Standard Alignment (text complexity)	Jeanne Tribuzzi	PYP Coordinator, Admin, 10 teachers	8	Select complex informational text and use it to develop strategies in content areas. Teachers will summarize and writing into unit plans a rubrics for writing (including creating, writing processes expected, conventions in the Common Core).

2,3,4,	PYP Grade -Specific Unit Development and Topics of Need as Identified by faculty (such as Design Cycle, Interdisciplinary Planning, Learner Profile, Developing Appropriate Summative Assessment Tasks, etc.)	PYP Consultants	All teachers & Admin	16	Participants will explore advanced top framework, such as methods of inquiry collaborative practices, differentiation technology to apply to transdisci
3	Literacy: Reading focus, text complexity, and aligning to the standards	Jeanne Tribuzzi	10 school teachers, TRST, IB Coordinator	16	Address text complexity of the Common infusing CCS and STEAM content into prepare students for new state test (pr
3,4	PYP Level 2 & 3 Training	IB Workshops	7 teachers, Principal, Assistant Principal, PYP Coordinator	24	Participants will explore advanced top framework, such as methods of inquiry collaborative practices, differentiation technology to apply to transdisci
3	PYP Rubrics- Teacher Training	PYP Trainer	All teachers & Admin	8	Participants will learn how to develop qua and assessments for learning.
3, 4,5	PYP Grade Specific Unit Development and Topics of Need as Identified by faculty	PYP Trainer	All teachers & Admin	16	Participants will explore advanced top framework, such as methods of inquiry collaborative practices, differentiation technology to apply to transdisci
5-Jan	Restorative practices Train the trainer	Office of Acceleration & Innovation	8 teachers, admin, PYP Coordinator	16	Participants will learn the 10 step process Formative Assessment and will develop with accompanying scoring guides. Th gathering of reliable and timely feedback
2,3,4	ISTE Conference - integration of technology across curriculum workshops	ISTE-International Society for Technology in Education	4 teachers	28	Workshops with up to date technology a participants in integrating acquired technr curriculum
2,3	Fab Lab / Makerspace Training	Sallye Coyle	Fab Lab Teacher	16	Familiarize all teachers with engineer Fabrication lab.
1,2,3,4,5	Diversity-Socioeconomic disadvantage	TBD	Entire Staff	TBD	To provide training on diversity in the
1,2,3,4,5	Diversity-Socioeconomic disadvantage	TBD	All	TBD	To provide training on diversity in th
1,2,3,4,5	Differentiation strategies	TBD	All	TBD	Strategies to ensure success of all st academic enviroenm
1,2,3,4,6	Cooperative Learning Strategi	TBD	All	TBD	Strategies to ensure success of all st academic enviroenm
1,2,3,4,7	Supported MTSS process	TBD	All	TBD	Strategies to ensure success of all st academic enviroenm

**CAMBRIDGE MAGNETS Tentative Major Training PD Plan
2022 AMP Grant**

Year	Activity/Topic	Presenter	Participants	# of hours	Teacher Outcomes
1,2,3,4,5	Cambridge Introductory Primary English, Math, Science combined	Cambridge Trainer	all teachers	12	Participants will be introduced to the aims and Cambridge Primary program, and will be introduced to methods, approaches, and available resources in the subjects of English, Math, and Science
1,2,3,4,5	Vertical articulation with feeder Cambridge Programs	Office of Acceleration & Innovation	all teachers	8	Articulation to ensure seamless programming and all students, especially minority and low SES
1,2,3,4	Nearpod training	Nearpod	Nearpod consultant		Strategies for effective utilization of 1-1 computing the magnet theme
2,3,4,5	Integrating Technology in Elementary Curriculum- Refresher	TRST-Onsite	Admin, all teachers, TRST, STEM Lead teacher	8	Workshops will assist participants in integrating throughout the curriculum.
2	Using Design process to develop Cambridge units follow up and guided unit development	TRST-onsite/ office of Acceleration & Innovation	all teachers	20	Participants will learn how to use and apply the process as an integrating curriculum focus
1,2,3,4,5	NSTA Conference-Science and STEM	NSTA, National Science Teachers Association	4 teachers	16	Participants will learn about pedagogies and the New Generation Science Standards.
1,2,3,4,5	Integrating Technology in Cambridge units	Tech Coaches	All teachers & Admin	8	Workshops will assist participants in integrating throughout the curriculum
2,3,4	Performance Assessments	Susie Kallan	TRST, admin, STEM lead teacher, 4 teachers	8	This training will provide participants with an assessment design, aligning assessments with the standards, aligning assessments with other aspects of the magnet program, incorporating students with essential questions, incorporating knowledge, and using rubrics with assessments learning

1,2,3,4,5	Cambridge Internal Vertical Curriculum Alignment	TRST	All teachers	8	Participants will align curriculum within subject knowledge and level of rigor from grade to grade themes and terminology to be u
1,2,3,4,5	Cambridge Regional Conference	Cambridge Workshops	Principal & TRST	24	Participants will learn from Cambridge practitioners regarding implementing a successful Camb
1,2,3,4,5	Magnet Schools of America Conference	Various Presenters at MSA	Admin	30	Networking and learning about best practices alleviation of the achievement gap
1,2,3,4,5	Data Team meetings with grade level (monthly refresher and training)	Teacher Team Leader/	All teachers	0.75	Participants will learn protocols and strategies for Instructional Data teams that will guide data
2,3	Cambridge Introductory <u>Primary Global Perspectives</u>	Cambridge Trainer	all teachers	12	Participants will be introduced to the aims and objectives perspectives curriculum, along with teaching methods available resources to carry out this interdisciplinary project-based global problem solving course.
3,4,5	Cambridge <u>Extension Primary Global Perspectives</u>	Cambridge Trainer	all Teachers	12	Participants will further an understanding of t concepts, and go into further depth of the GL curriculum, along with teaching methods, appro resources to carry out this interdisciplinary , collat global problem solving course.
1,2,3,4,5	Internal Cambridge Curriculum & Program Development –	TRST	7 Teachers; Admin, & TRST	16	Participants will map the curriculum and align unit concepts and complexity.
1,2,3,4,5	Summer Summit 3 day LIFT Professional Development	Office of Acceleration & Innovation	All teachers	24	Participants will participate in a the LIFT MSAP 2 focuses on systemic reforms and magnet theme
2,3	Cambridge Assessment Overview-Teacher Training	TBA	All teachers & Admin	8	Participants will be able to embed traditional and in transdisciplinary units.
4,5	Official Cambridge Training Level 1 for all teachers who have not had Level 1 training	Cambridge	all new teachers who have not had Level 1 training	8	Participants will learn about the Cambridge c and development of units.
3,4,5	Cambridge <u>Enrichment Primary s</u>	Cambridge Trainer	all Teachers	12	Participants will further an understanding of t concepts, and go into further depth of the s curriculum teaching methods, approaches, and available reso interdisciplinary , collaborative, project-based gl course.

1,2,3,4,5	Leadership For Equity Coaching	Carolyn Bridges	Leadership Team	40	intensive sequence of professional development to and strategies for equity. This training will enable participants to communicate with families effectively, engage all students in an equitable learning environment for all students, and programing to address the needs of diverse students, including those from poverty
1,2,3,4,5	Florida Educational Technology Conference	FETC presenters	Admin, TRST, 3 teachers	14	Workshops with up to date technology applications for participants in integrating acquired technology into curriculum
2,3	. Literacy for all Content: Standard Alignment (text complexity)	Jeanne Tribuzzi	TRST, Admin, 10 teachers	8	Select complex informational text and use it to develop strategies in content areas. Teachers will incorporate writing into unit plans and will create and use differentiated instruction (including creating, writing processes expectation and the Common Core)
1,2,3,4,5	(Backward Design) Curriculum Mapping and Unit Development	Jay McTighe	all teachers (across 5 years)	12	Understanding by Design® framework (UbD™) planning process and structure to guide curriculum development and instruction. Its two key ideas are contained in the design curriculum "backward" from the end goal of learning
2,3,4,	Cambridge Grade -Specific Unit Development and Topics of Need as Identified by faculty (TRST, Office of Acceleration & Innovation	All teachers & Admin	16	Participants will explore advanced topics in IB curriculum such as methods of inquiry, global connections, cross-curricular differentiation of instruction and technology integration in interdisciplinary units
3	. Literacy: Reading focus, text complexity, and aligning to the standards	Jeanne Tribuzzi	10 school teachers, TRST,	16	Address text complexity of the Common Core State Standards FAS and STEAM content into existing units and new state test
3, 4,5	Cambridge Grade Specific Unit Development and Topics of Need as Identified by faculty	TBA	All teachers & Admin	16	Participants will explore advanced topics in Common Core framework, such as methods of inquiry, global connections, collaborative practices, differentiation of instruction and technology integration in interdisciplinary units
1,2,3,4,5,	Restorative practices Train the trainer	Office of Acceleration & Innovation	8 teachers, admin, TRST	16	Implementation of schoolwide positive behavior practices
2,3,4	ISTE Conference -integration of technology across curriculum workshops	ISTE-International Society for Technology in Education	4 teachers	28	Workshops with up to date technology applications for participants in integrating acquired technology into curriculum
2,3	Fab Lab / Makerspace Training	Sallye Coyle	Fab Lab Teacher	16	Familiarize all teachers with engineering design lab.
1,2,3,4,5	Diversity-Socioeconomic disadvantage	TBD	Entire Staff	TBD	To provide training on diversity in the classroom
1,2,3,4,5	Diversity-Socioeconomic disadvantage	TBD	All	TBD	To provide training on diversity in the classroom
1,2,3,4,5	Differentiation strategies	TBD	All	TBD	Strategies to ensure success of all students in the classroom

1,2,3,4,6	Cooperative Learning Strategies	TBD	All	TBD	Strategies to ensure success of all students in academic environment
1,2,3,4,7	Supported MTSS process	TBD	All	TBD	Strategies to ensure success of all students in academic environment
Cambridge Middle Schools -6-8 Tentative Major Training PD Plan 2022 AMP Grant					
Year	Activity/Topic	Presenter	Participants	# of hours	Teacher Outcomes
1,2,3,4,5	Vertical articulation with feeder Cambridge Programs	Office of Acceleration & Innovation	all teachers	8	Articulation to ensure seamless programming for all students, especially minority and low socioeconomic students
2,3	(Backward Design) Curriculum Mapping and Unit Development	Jay McTighe	21 teachers, 2 admin	12	Understanding by Design® framework (UbD) process and structure to guide curriculum, assessment, and learning transfer, and 2) key ideas are contained in the title: 1) focus on understanding and learning transfer, and 2) from those end
2, 3,4,5,	Fab Lab Training	Sallye Coyle	Admin, TRST, Fab Lab Teacher	1.5	Familiarize all teachers with engineering and fabrication lab
1,2,3,4	Nearpod training	Nearpod	Nearpod consultant		Strategies for effective utilization of 1-1 devices in the magnet theme
2,3,4,5	Project-Based Learning and Performance Assessments	Buck Institute	TRST, admin, STEM lead teacher, 4 teachers	6	provide opportunities to tie to students' interests and effects of the lack of background knowledge on and collaborative nature of these activities engagement and equity in education
1,2,3,4,5	Magnet Schools of America Conference	Various Presenters at MSA	Admin	24	Training on multiple strands addressing magnet schools.
1,2,3,4,5	Teacher Stipends for Summer or Weekend Training Related to the Implementation	STEM teacher/Admin	All teachers	8	Participants will work together with experience knowledge
2,3,4,5	Quality Assessments	Karen Bailey	all teachers	8	Develop balanced assessment aligned to standards
2	Developing a Digital Mindset (Targeted Tech)	Office of Acceleration & Innovation	10 teachers, principal, assistant principal, TRST	8	Incorporate 21st century strategies into classroom

1, 2, 3,4,5,	Florida Educational Technology Conference	FETC presenters	Admin, TRST, 3 teachers	14	Workshops with up to date technology applications integrating acquired technology through
2,4	Quality Units and Integration of Mathematical Practices: content and mathematical practices and aligning components of the units.	District Math Coach	Math teachers,	6	Participants will learn how to embed standards mathematics instruction component
2	Future Focused Learning	Connie Kamm	All teachers	16	Core team will attend train the trainer workshop skills to support and train teachers in implementing sustainability of the p
1,2,	<u>Cambridge Introductory Lower Secondary English, Math, Science</u> (separate sessions)	Cambridge Trainer	all	12	Participants will be introduced to the aims and Lower Secondary program, and will be introduced approaches, and available resources in the English, Math, and Science in subject
1,2	<u>Cambridge Introductory Lower Secondary Global Perspectives</u>	Cambridge Trainer	all	12	Participants will be introduced to the aims and perspectives curriculum, along with teaching available resources to carry out this interdisciplinary based global problem solving
2,3,4	<u>Cambridge Extension Lower Secondary English, Math, Science</u> (separate sessions)	Cambridge Trainer	all	12	Participants will further an understanding of create schemes of work, develop curriculum approaches to teaching and learning in the English, Math, and Science
2,3,4	<u>Cambridge Extension Lower Secondary Global Perspectives</u>	Cambridge Trainer	all	12	Participants will further an understanding of go into further depth of the Global Perspectives teaching methods, approaches, and available interdisciplinary , collaborative, project-based
3,4,5	Cambridge Enrichment Trainings	Cambridge Trainer	all	12	In depth exploration of curricular and a intensive sequence of professional development strategies for equity. This training will enable with families effectively, engage all stakeholders learning environment for all students, and set needs of diverse students, including those
1,2,3,4,5	Leadership For Equity Coaching	Carolyn Bridges	Leadership Team	40	

2,3,4,5	Decision Making for Results/ Data Teams –data driven, differentiated instruction	Connie Kamm	Admin, all teachers, TRST,	16	Participants will learn protocols and strategies Instructional Data teams that will guide data d
2	Differentiated Science Strategies	FDLR-Florida Diagnostic and Learning Resource	Engineering Lab teacher, STEM Lead teacher	30	Participants will learn how to differentiate process to assure that all students are attai
2,3	Literacy for all Content: (text complexity)	Jeanne Tribuzzi	TRST, Admin, 6 teachers	3	Select complex informational text and use it content areas. Teachers will incorporate sum plans and will create and use rubrics for writ processes expectation
2,3,4,5	ASCD	ASCD-Educational Leadership	TRST, 1 teacher	21	Participants will learn the latest breakthrough administrators, new strategies and technolo performance, and allow for collaborative oppo and educational experts from
1,2,3,4,5	NSTA Conference-Science and STEM	NSTA, National Science Teachers Association	4 teachers	16	Participants will learn about pedagogy New Generation Science Standards.
1,2,3,4,5	ISTE Conference -integration of technology across curriculum workshops	ISTE-International Society for Technology in Education	4 teachers	28	Workshops with up to date technology applic integrating acquired technology throu
1,2,3,4,5	Summer Summit 3 day LIFT Professional Development	Office of Acceleration & Innovation	All teachers	24	Participants will participate in a the LI that focuses on systemic reforms
2,3,4,5	NCTM	NCTM, National Council form teachers of mathematics	4 teachers, TRST, Admin	16	Participants will learn about pedagogy Common Core Math Standards.
3	Differentiated Math Strategies	FDLR-Florida Diagnostic and Learning Resource	STEM Lead teacher, Engineering Lab teacher	30	Participants will learn how to differentiate ma to assure that all students are attai goals.
3	Authentic Performance Tasks require students to use skills, strategies, and knowledge learned while completing	Jay McTighe	5 teachers & admin	16	Participants will learn how to develop perform to assure mastery of standards within h
3, 4,5	Cambridge Grade Specific Unit Development and Topics of Need as Identified by faculty	TBA	All teachers & Admin	16	Participants will explore advanced topics inC such as methods of inquiry, global connec differentiation of instru technology to apply to transd
1,2,3,4,5,	Restorative practices Train the trainer	Office of Acceleration & Innovation	8 teachers, admin, TRST	16	Implementation of schoolwide positive practices
1,2,3,4,5	Diversity-Socioeconomic disadvantage	TBD	All	TBD	To provide training on diversity in th
1,2,3,4,5	Diversity-Socioeconomic disadvantage	TBD	All	TBD	To provide training on diversity in th

1,2,3,4,5	Differentiation strategies	TBD	All	TBD	Strategies to ensure success of all students in environment
1,2,3,4,6	Cooperative Learning Strategies	TBD	All	TBD	Strategies to ensure success of all students in environment
1,2,3,4,7	Supported MTSS process	TBD	All	TBD	Strategies to ensure success of all students in environment



Combee Academy of Design & Engineering



OCTOBER 5th
9 AM - 1 PM

FAMILIES TOGETHER LITERACY DAY



JOIN US FOR A FUN DAY OF LITERACY EXPLORATION

STUDENTS' CHOICE

READ ME A STORY
INTERACTIVE E-BOOK CLUB
LITERACY CENTERS
MYSTERY IN A BOOK CLUB
COMIC MASTERS
MOVIE MAKERS
WRITERS EXPRESS

PARENTS' CHOICE

FLORIDA STANDARDS
WRITING RUBRIC
HELPING YOUR CHILD
WITH HOMEWORK
PHONICS WITH YOUR
CHILD
FAMILY READING
RESOURCES FOR
LITERACY
PARENT FORUM



MOVIE & POPCORN

Finding Nemo



**STUDENT STEAM
SHOWCASE**

**FAMILY BOOK
CHECKOUT**

PR/Award # 8169/420010
Page 9 of 30



Florida Statute (1011.62

“(l) Calculation of additional full-time equivalent membership based on International Baccalaureate examination scores of students.—A value of 0.16 full-time equivalent student membership shall be calculated for each student enrolled in an International Baccalaureate course who receives a score of 4 or higher on a subject examination. A value of 0.3 full-time equivalent student membership shall be calculated for each student who receives an International Baccalaureate diploma.

And

(m) Calculation of additional full-time equivalent membership based on Advanced International Certificate of Education examination scores of students.—A value of 0.16 full-time equivalent student membership shall be calculated for each student enrolled in a full-credit Advanced International Certificate of Education course who receives a score of E or higher on a subject examination. A value of 0.08 full-time equivalent student membership shall be calculated for each student enrolled in a half-credit Advanced International Certificate of Education course who receives a score of E or higher on a subject examination. A value of 0.3 full-time equivalent student membership shall be calculated for each student who receives an Advanced International Certificate of Education diploma.” (FLDOE, 2019)

MSAP SUSTAINABILITY PLAN

GOAL 1: ONGOING PROFESSIONAL DEVELOPMENT FOR MAGNET THEME & SYSTEMIC REFORMS				
OBJECTIVES:				
NEED	AVAILABLE RESOURCE	FUNDING SOURCES	ESTIMATED ANNUAL COST	
GOAL 2: SUSTAINING THE MAGNET THEME				
OBJECTIVES				
NEED	AVAILABLE RESOURCE	FUNDING SOURCES	ESTIMATED ANNUAL COST	

Goal 3: MAINTAINING HIGH ACADEMIC ACHIEVEMENT				
OBJECTIVES				
NEED	AVAILABLE RESOURCE	FUNDING SOURCES	ESTIMATED ANNUAL COST	
GOAL 4: ENROLLMENT AND RETENTION OF DIVERSE POPULATION				
Objectives:				
NEED	AVAILABLE RESOURCE	FUNDING SOURCES	ESTIMATED ANNUAL COST	

INTERNAL CAPACITY FOR SUSTAINABILITY AND SUPPORT OF MSAP INITIATIEVES (please address all initiatives that will be sustained)

INITIATIVE	SUPPIRT	TRAINING FOR NEW STAFF	ON SITE TRAINERS
Exp. Reader’s Workshop	Classroom modeling, coaching,, PLCS on specific topics, implementation of	Peer coaching (peer cpaches on site: _	Reading coach has following credentials and capacity for support:

	assessments, whole staff workshops (dates:xxx)	PLCs for new staff with reading coach (ytopics) Outside training (dates , topics, cost)	Teacher Leaders: External trainers: COST: FUNDING SOURCE: FUNCTION

Amplify Magnet Programs (AMP)
Polk County Public Schools
MSAP 2022 Evaluation Services Scope of Work

1. Collaborate with the MSAP team to identify, collect, and examine relevant documents to support the development of the evaluation framework and data collection templates, as well as data analysis. Potential documents include:
 1. Descriptions and dosage of programs delivered at each school;
 2. MSAP Teacher professional development activities;
 3. Parent and community partnership involvement activities;
 4. MSAP School planning, implementation, and monitoring plans (to include school improvement plans); and
 5. MSAP Program or School schedules.
2. Develop and finalize the evaluation plan with Polk County Public Schools MSAP team.
 1. Design, review, and revise the evaluation framework based on MSAP objectives, aligned to performance measures and school level activities.
 2. Design and develop data collection templates for the four MSAP participating schools.
 - a) In collaboration with MSAP district staff, develop an on-line framework for MSAP evaluation document storage that will be implemented at each participating school site. This will include a system of Google folders, naming protocols, and files to house the data collection templates for easy access, input, and sharing of documents.
 - b) The folders and documents will be accessible only to designated MSAP district staff, site-based participants, and the evaluation team.
 - c) Send regularly scheduled, electronic reminders to school-based participants to ensure efficient communication and timely data collection on specific activities as they occur throughout the school year (professional development documentation, parent activities, community partnership activities, dosage of instruction units, etc.).
 3. Organize, merge, and analyze data collected from the evaluation plan templates regularly.
 4. Revise and share evaluation documentation based on each school's objectives, metrics, and activities annually as needed.
3. Conduct two site visits annually to work with the MSAP management team and the four participating MSAP schools, as well as monitor program implementation.
 1. Develop protocols for interviewing the MSAP management team.
 2. Conduct semi-structured interviews with the MSAP management team.
 3. Design observation protocols for school observations and target observations of implementation using the developed instrument.
 4. Conduct focus groups (additional details in section 8).

5. Discuss the documents submitted to the evaluation team by the MSAP management team on each school's progress.
 6. Provide verbal feedback on all observations and progress.
 7. Draft written progress reports to share with each school.
4. Design and facilitate three teacher feedback sessions annually to understand implementation of the program, addressing barriers to implementations, challenges and successes, student engagement, and overall impacts in the classroom.
 1. Draft facilitating questions for the teacher feedback sessions.
 2. Provide the teachers at each of the four participating MSAP schools with multiple avenues to provide the feedback based on their personal learning preferences and availability via video conferencing services or in a written format.
 5. Coordinate with the MSAP team to determine the timeline of existing and new data collection activities to ensure timely and efficient collection.
 1. Identify existing data collection activities throughout the district and at the school level to incorporate existing data into the evaluation framework (e.g., district staff classroom walk-through observations, student achievement testing, professional development activities).
 2. Collaborate and communicate with Global Education Advisors to provide data summaries on professional development capabilities and gaps, as well as leverage the professional development meeting schedule to collect evaluation data quarterly
 year (professional development documentation, parent activities, community partnership activities, dosage of instruction units, etc.).
 3. Organize, merge, and analyze data collected from the evaluation plan templates regularly.
 4. Revise and share evaluation documentation based on each school's objectives, metrics, and activities annually as needed.
 6. Conduct two site visits annually to work with the MSAP management team and the four participating MSAP schools, as well as monitor program implementation.
 1. Develop protocols for interviewing the MSAP management team.
 2. Conduct semi-structured interviews with the MSAP management team.
 3. Design observation protocols for school observations and target observations of implementation using the developed instrument.
 4. Conduct focus groups (additional details in section 8).
 5. Discuss the documents submitted to the evaluation team by the MSAP management team on each school's progress.
 6. Provide verbal feedback on all observations and progress.
 7. Draft written progress reports to share with each school.
 7. Design and facilitate three teacher feedback sessions annually to understand

implementation of the program, addressing barriers to implementations, challenges and successes, student engagement, and overall impacts in the classroom.

1. Draft facilitating questions for the teacher feedback sessions.
 2. Provide the teachers at each of the four participating MSAP schools with multiple avenues to provide the feedback based on their personal learning preferences and availability via video conferencing services or in a written format.
8. Coordinate with the MSAP team to determine the timeline of existing and new data collection activities to ensure timely and efficient collection.
 1. Identify existing data collection activities throughout the district and at the school level to incorporate existing data into the evaluation framework (e.g., district staff classroom walk-through observations, student achievement testing, professional development activities).
9. Collaborate and communicate with Global Education Advisors to provide data summaries on professional development capabilities and gaps, as well as leverage the professional development meeting schedule to collect evaluation data quarterly. Analyze aggregated data provided by the district for the four MSAP participating schools. Aggregated data will include:
 1. Student enrollment data (student data disaggregated by race/ethnicity, socioeconomic status (free or reduced lunch eligible), etc.); and
 2. Student achievement data (standardized test scores disaggregated by school, grade, class level, language arts, mathematics, science, etc.).
10. Draft, field, and analyze three surveys (one for teachers, one for parents, and one for students) in the four MSAP participating schools annually.
 1. Draft a total of three survey instruments, one for all the teachers and one for all the parents in the four MSAP participating schools, as well as one for students in a specific grade level at each participating school.
 2. Translate parent survey into Spanish.
 3. Field survey instrument annually.
 - a) Provide surveys to teachers in the four MSAP participating schools.
 - b) Provide survey, in English and in Spanish, to all parents whose children attend the four MSAP participating schools.
 - c) Provide surveys to students in one grade level at each of the four MSAP participating schools, with the earliest grade being grade four. The grade level will be selected in consultation with school leadership and the MSAP team.
 4. Clean, label, and analyze the survey data annually.
 5. Report findings from the survey to the MSAP management team annually.
11. Conduct three focus groups per year: one focus group with teachers, one with school leadership, and one with parents. The focus groups will be conducted in conjunction with one of the annual site visits.

1. Draft three focus group facilitation guides: one for teachers based on information from the teacher feedback session, one for school administrators, and one for parents.
 2. Recruit, schedule, and conduct three focus groups annually.
 - a) Purposefully select participants for focus groups with a focus on equity in consultation with school leadership and the MSAP management team. Focus group participants will be recruited from teachers, school leadership, and parents associated with all four MSAP participating schools.
 - b) Schedule and conduct the teacher and school leadership focus groups in conjunction with one of the two annual MSAP site visits.
 - c) Schedule and conduct the parent focus group in coordination with MSAP site-based coordinators. If permission is granted by all participants, audio record the focus groups for note taking purposes.
 3. Organize, clean, and code all qualitative data collected.
 4. Analyze, interpret, and report (in narrative and graphic form) findings from focus groups to share with the MSAP management team and others as requested.
12. Deliver the following reports and materials to the MSAP team annually:
1. The Reduction of Minority Group Isolation Report (MGI);
 2. Submissions for inclusion into ad hoc reports as requested; and
 3. The Annual Performance Report to include:
 - a) Summary of the MGI report;
 - b) Summary of analyzed aggregated data from the district for the four MSAP participating schools;
 - c) Findings and recommendations from the teacher, parent, and student survey data analyzed;
 - d) Findings and recommendations from the qualitative data analyzed from the focus groups and teacher journals;
 - e) Findings and recommendations from all of the data collected and analyzed based on the evaluation plan; and
 - f) Additional summaries of data as requested by the grant.
13. Advise and support the design and data analysis of the impact study conducted by the MSAP management team.
1. Consult and help outline the quasi-experimental study design, supporting the development of the sample, baseline, data collection, analysis, and interpretation of the findings to meet the WWC requirements for evidence of promise.
 2. Provide results from the teacher, parent, and student surveys listed in section 7, as well as assist in the development of additional surveys as needed based on the study design.
 3. Assist with the sample propensity matching
 4. Review and provide comments to the findings report annually.

14. Attend all meetings with the MSAP management team, school leadership, and the Federal MSAP program office as requested.

APPENDIX A
English/ Language Arts Tables

ENGLISH LANGUAGE ARTS

Table E.1 English Language Arts Paired Samples t-Test Results by Test Grade Level

Table E.2 English Language Arts Paired Samples t-Test Results by School

Table E.3 Subgroup Student English Language Arts Paired Samples t-Test Results

Table E.4 Black/African-American Student English Language Arts Paired Samples t-Test Results by School

Table E.5 Hispanic Student English Language Arts Paired Samples t-Test Results by School

Table E.6 White Student English Language Arts Paired Samples t-Test Results by School

Table E.7 Economically Disadvantaged Student English Language Arts Paired Samples t-Test Results by School

Table E.8 English Language Learner Student English Language Arts Paired Samples t-Test Results by School

Table E.1 English Language Arts Paired Samples t-Test Results by Test Grade Level

Test Grade Level	Group	N	Mean	LL	UL	t Value	pr > t **
5	Control	198	0.2698	-1.6669	2.3416	5.30	< 0.0001
	Treatment	198	0.2703	-1.9842	2.2005	4.90	< 0.0001
		198	1.5281	-1.7532	1.5281	0.01	0.9897
6	Control	42	0.0111	-0.9293	1.6341	0.11	0.91202
	Treatment	42	0.1815	-1.3954	1.5408	1.65	0.1064
		42	0.1703	-1.2118	1.3050	2.00	0.0522
7	Control	306	0.1933	-2.0985	2.2019	4.54	< 0.0001
	Treatment	306	0.0910	-2.5965	2.0208	1.91	0.0565
		306	-0.1023	-2.0759	1.2524	-3.08	0.0023**
8	Control	264	0.2125	-1.3375	2.6632	5.12	< 0.0001
	Treatment	264	0.2422	-2.5815	2.3494	5.26	< 0.0001
		264	0.0298	-1.5049	1.4344	0.96	0.3369

** p < 0.05

Table E.2 English Language Arts Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t Value	pr > t **
Combee Academy of Design and Engineering	Control	68	-0.1161	-2.0294	1.0250	-1.49	0.1409
	Treatment	68	-0.1279	-2.1844	1.6833	-1.47	0.1468
		68	-0.0118	-1.3434	1.2813	-0.19	0.8464
Daniel Jenkins Academy of Technology	Control	259	0.1803	-2.0080	2.1114	4.38	< 0.0001
	Treatment	259	0.1232	-1.5101	2.3494	2.78	0.0058
		259	-0.0571	-1.8624	1.4344	-1.74	0.0830
Frank E. Brigham Academy	Control	71	0.5154	-1.0640	2.3416	5.94	< 0.0001
	Treatment	71	0.4886	-1.4670	2.0595	5.60	< 0.0001
		71	-0.0268	-1.1218	1.5281	-0.38	0.7060
Lake Alfred Polytech Academy	Control	188	0.0725	-2.0985	1.9236	1.32	0.1881
	Treatment	188	-0.0288	-2.5965	1.6770	-0.43	0.6641
		188	-0.1014	-2.0823	1.4008	-2.32	0.0217**
Rochelle School of the Arts	Control	253	0.2850	-1.9778	2.6632	6.50	< 0.0001
	Treatment	253	0.3848	-2.5815	2.2005	8.28	< 0.0001
		253	0.0998	-1.6009	1.4983	3.02	0.0028**

** p < 0.05

Table E.3 Subgroup Student English Language Arts Paired Samples t-Test Results

Subgroup	Group	N	Mean	LL	UL	t Value	pr > t **
Black/African American	Control	259	0.0969	-2.0985	1.9184	-2.36	0.0188
	Treatment	259	0.0231	-2.5815	1.8714	-0.51	0.6125
		259	0.0738	-1.6009	1.5281	2.05	0.0414**
Hispanic	Control	301	0.1843	-2.0080	2.6632	4.61	< 0.0001
	Treatment	301	0.0923	-2.5965	2.0208	2.02	0.0443
		301	-0.0920	-2.0823	1.2813	-2.95	0.0035**
White	Control	267	0.4696	-2.0294	1.9236	11.72	< 0.0001
	Treatment	267	0.4548	-2.1891	2.2005	9.67	< 0.0001
		267	-0.0148	-1.9918	1.4008	-0.47	0.6401
English Language Learner	Control	68	-0.4557	-2.0080	0.6628	-7.38	< 0.0001
	Treatment	68	-0.5000	-2.5965	0.6908	-6.51	< 0.0001
		68	-0.0444	-1.8107	1.2813	-0.60	0.5510
Economically Disadvantaged	Control	634	0.0628	-2.0985	2.1114	2.34	0.0198
	Treatment	634	0.0529	-2.5965	2.0208	1.76	0.0783
		634	-0.0099	-2.0823	1.5281	-0.45	0.6512

** p < 0.05

Table E.4 Black/African-American Student English Language Arts Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t Value	pr > t **
Combee Academy of Design and Engineering	Control	19	-0.3081	-1.4905	0.7161	-2.27	0.0361
	Treatment	19	-0.1987	-1.5611	1.1191	-1.23	0.2361
		19	0.1093	-0.6784	0.9001	1.03	0.3174
Daniel Jenkins Academy of Technology	Control	62	-0.1190	-1.2773	1.6360	-1.49	0.1420
	Treatment	62	-0.0948	-1.4648	1.1607	-1.19	0.2368
		62	0.0242	-1.1770	1.2524	0.36	0.7217
Frank E. Brigham Academy	Control	20	0.1164	-1.0640	1.9184	0.58	0.5671
	Treatment	20	0.3456	-1.4670	1.8714	1.78	0.0912
		20	0.2292	-0.9874	1.5281	1.65	0.1164
Lake Alfred Polytech Academy	Control	50	-0.1317	-2.0985	1.5002	-1.30	0.2010
	Treatment	50	-0.2109	-2.0533	1.2965	-1.71	0.0937
		50	-0.0792	-1.3882	0.9118	-0.93	0.3587
Rochelle School of the Arts	Control	108	-0.0705	-1.9778	1.6363	-1.21	0.2303
	Treatment	108	0.0676	-2.5815	1.4081	1.05	0.2961
		108	0.1381	-1.6009	1.4983	2.41	0.0177**

** p < 0.05

Table E.5 Hispanic Student English Language Arts Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t Value	pr > t **
Combee Academy of Design and Engineering	Control	24	-0.1054	-1.667	1.025	-0.83	0.4174
	Treatment	24	-0.0828	-1.984	1.683	-0.56	0.5796
		24	0.0225	-1.343	1.281	0.21	0.8374
Daniel Jenkins Academy of Technology	Control	154	0.2471	-2.008	2.111	4.62	< 0.0001
	Treatment	154	0.1335	-1.510	2.021	2.30	0.0226
		154	-0.1136	-1.862	1.177	-2.70	0.0077**
Frank E. Brigham Academy	Control	11	0.6523	-0.352	2.342	3.17	0.0100
	Treatment	11	0.3497	-0.950	1.260	1.75	0.1102
		11	-0.3027	-1.081	0.302	-2.12	0.0601
Lake Alfred Polytech Academy	Control	69	-0.0307	-1.420	1.543	-0.35	0.7276
	Treatment	69	-0.2363	-2.596	1.677	-2.07	0.0424
		69	-0.2056	-2.082	1.132	-2.83	0.0061**
Rochelle School of the Arts	Control	43	0.3463	-0.838	2.663	3.52	0.0011
	Treatment	43	0.5036	-0.788	1.824	5.48	< 0.0001
		43	0.1572	-1.479	0.909	2.30	0.0267**

** p < 0.05

Table E.6 White Student English Language Arts Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t Value	pr > t **
Combee Academy of Design and Engineering	Control	25	0.0194	-2.0294	0.9646	0.14	0.8886
	Treatment	25	-0.1175	-2.1844	0.7899	-0.78	0.4409
		25	-0.1368	-1.0815	0.6113	-1.40	0.1740
Daniel Jenkins Academy of Technology	Control	37	0.3239	-0.5594	1.5229	3.40	0.0017
	Treatment	37	0.3323	-1.1027	1.7218	2.97	0.0056
		37	0.0085	-1.0864	1.0929	0.10	0.9207
Frank E. Brigham Academy	Control	39	0.7172	-0.1505	1.8512	8.43	< 0.0001
	Treatment	39	0.6067	-0.9968	2.0595	5.53	< 0.0001
		39	-0.1106	-1.1218	1.0076	-1.25	0.2176
Lake Alfred Polytech Academy	Control	68	0.3567	-1.5327	1.9236	4.24	< 0.0001
	Treatment	68	0.3260	-2.1891	1.5681	3.39	0.0012
		68	-0.0307	-1.9918	1.4008	-0.44	0.6595
Rochelle School of the Arts	Control	98	0.6191	-1.6363	1.8244	9.99	< 0.0001
	Treatment	98	0.6758	-1.2789	2.2005	9.20	< 0.0001
		98	0.0567	-1.1150	1.2222	1.20	0.2323

** p < 0.05

Table E.7 Economically Disadvantaged Student English Language Arts Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t Value	pr > t **
Combee Academy of Design and Engineering	Control	65	-0.1320	-2.0294	1.0250	-1.64	0.1065
	Treatment	65	-0.1479	-2.1844	1.6833	-1.64	0.1054
		65	-0.0159	-1.3434	1.2813	-0.25	0.8023
Daniel Jenkins Academy of Technology	Control	209	0.1037	-2.0080	2.1114	2.24	0.0260
	Treatment	209	0.0597	-1.5101	2.0208	1.23	0.2199
		209	-0.0440	-1.8624	1.2524	-1.19	0.2366
Frank E. Brigham Academy	Control	36	0.2163	-1.0640	1.9184	1.78	0.0829
	Treatment	36	0.3406	-1.4670	1.8714	2.86	0.0071
		36	0.1243	-0.8934	1.5281	1.30	0.2011
Lake Alfred Polytech Academy	Control	146	0.0220	-2.0985	1.5425	0.36	0.7200
	Treatment	146	-0.0790	-2.5965	1.6770	-1.08	0.2804
		146	-0.1010	-2.0823	1.4008	-2.06	0.0411**
Rochelle School of the Arts	Control	178	0.0883	-1.9778	1.7303	1.91	0.0583
	Treatment	178	0.1681	-2.5815	1.8244	3.26	0.0013
		178	0.0798	-1.6009	1.4983	1.98	0.0497**

** p < 0.05

Table E.8 English Language Learner Student English Language Arts Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t Value	pr > t **
Combee Academy of Design and Engineering	Control	*	*	*	*	*	*
	Treatment	*	*	*	*	*	*
		*	*	*	*	*	*
Daniel Jenkins Academy of Technology	Control	30	-0.4167	-2.008	0.6628	-4.42	0.0001
	Treatment	30	-0.3793	-1.238	0.6012	-4.36	0.0001
		30	0.0375	-0.899	1.1770	0.35	0.7303
Frank E. Brigham Academy	Control	*	*	*	*	*	*
	Treatment	*	*	*	*	*	*
		*	*	*	*	*	*
Lake Alfred Polytech Academy	Control	24	-0.5462	-1.304	0.5115	-5.47	< 0.0001
	Treatment	24	-0.7880	-2.596	0.6908	-5.32	< 0.0001
		24	-0.2418	-1.811	1.1207	-1.98	0.0604
Rochelle School of the Arts	Control	*	*	*	*	*	*
	Treatment	*	*	*	*	*	*
		*	*	*	*	*	*

* Less than 10 VCR matched students

** p < 0.05

APPENDIX B
Mathematics Tables

MATHEMATICS

Table M.1 Mathematics Paired Samples t-Test Results by Test Grade Level

Table M.2 Mathematics Paired Samples t-Test Results by School

Table M.3 Algebra I Paired Samples t-Test Results by School

Table M.4 Geometry Paired Samples t-Test Results by School

Table M.5 Subgroup Student Mathematics Paired Samples t-Test Results

Table M.6 Subgroup Student Algebra I Paired Samples t-Test Results

Table M.7 Subgroup Student Geometry Paired Samples t-Test Results by Race

Table M.8 Black/African-American Student Mathematics Paired Samples t-Test Results by School

Table M.9 Black/African-American Student Algebra I Paired Samples t-Test Results by School

Table M.10 Hispanic Student Mathematics Paired Samples t-Test Results by School

Table M.11 Hispanic Student Algebra I Paired Samples t-Test Results by School

Table M.12 Hispanic Student Geometry Paired Samples t-Test Results by School

Table M.13 White Student Mathematics Paired Samples t-Test Results by School

Table M.14 White Student Algebra I Paired Samples t-Test Results by School

Table M.15 White Student Geometry Paired Samples t-Test Results by School

Table M.16 Economically Disadvantaged Student Mathematics Paired Samples t-Test Results by School

Table M.17 Economically Disadvantaged Student Algebra I Paired Samples t-Test Results by School

Table M.18 Economically Disadvantaged Student Geometry Paired Samples t-Test Results by School

Table M.19 English Language Learner Student Mathematics Paired Samples t-Test Results by School

Table M.1 Mathematics Paired Samples t-Test Results by Test Grade Level

Test Grade Level	Group	N	Mean	LL	UL	t Value	pr > t **
4	Control	*	*	*	*	*	*
	Treatment	*	*	*	*	*	*
		*	*	*	*	*	*
5	Control	199	0.1904	-1.9430	2.7158	3.75	0.0002
	Treatment	199	0.2787	-2.1994	2.3739	4.69	< 0.0001
		199	0.0883	-2.1859	1.5448	2.02	0.0451**
6	Control	35	-0.0452	-1.4397	1.4148	-0.36	0.7215
	Treatment	35	-0.0671	-2.0687	1.5116	-0.52	0.6047
		35	-0.0219	-1.3386	1.4514	-0.24	0.8142
7	Control	270	0.8950	-2.4190	1.7701	2.00	0.0464
	Treatment	270	0.1699	-2.3680	1.9744	3.11	0.0021
		270	0.0805	-2.9193	2.0435	1.86	0.0644
8	Control	166	0.0890	-2.5738	1.4961	1.76	0.0809
	Treatment	166	0.3744	-2.3703	2.1066	6.32	< 0.0001
		166	0.2855	-1.7806	2.3402	4.92	< 0.0001**
Algebra I	Control	85	-0.1296	-1.6313	1.4826	-1.92	0.0579
	Treatment	85	-0.0874	-2.3542	1.3158	-1.08	0.2814
		85	0.0421	-2.7803	2.2798	0.47	0.6416
Geometry	Control	29	-0.0038	-1.1593	1.0899	-0.04	0.9692
	Treatment	29	0.5569	-0.6979	1.5512	5.57	< 0.0001
		29	0.5607	-0.5190	1.9896	4.59	< 0.0001**

* Less than 10 VCR matched students

** p < 0.05

Table M.2 Mathematics Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t	pr > t **
						Value	
Combee Academy of Design and Engineering	Control	73	-0.0237	-1.7514	1.1954	-0.37	0.7559
	Treatment	73	0.0059	-1.8575	1.8610	0.06	0.9534
		73	0.0295	-2.0393	1.4318	0.38	0.7048
Daniel Jenkins Academy of Technology	Control	192	0.1628	-1.9082	1.5657	3.74	0.0002
	Treatment	192	0.2374	-2.3680	2.1066	4.13	< 0.0001
		192	0.0746	-2.9485	1.9586	1.47	0.1436
Frank E. Brigham Academy	Control	68	0.3287	-1.1736	2.2456	4.20	< 0.0001
	Treatment	68	0.6378	-2.1994	2.3739	7.29	< 0.0001
		68	0.3092	-1.0258	1.4410	5.04	< 0.0001**
Lake Alfred Polytech Academy	Control	164	-0.0392	-2.5738	1.7701	-0.69	0.4884
	Treatment	164	0.0826	-2.3703	1.9744	1.12	0.2623
		164	0.1219	-1.8902	2.3402	2.03	0.0441**
Rochelle School of the Arts	Control	199	0.1868	-2.4190	1.8610	3.63	0.0004
	Treatment	199	0.2942	-2.0687	1.9037	5.11	< 0.0001
		199	0.1073	-1.7806	1.5326	2.49	0.0138**

** p < 0.05

Table M.3 Algebra I Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t Value	pr > t **
Daniel Jenkins Academy of Technology	Control	42	-0.1558	-1.2182	0.9821	-1.88	0.0676
	Treatment	42	-0.2849	-1.9093	1.3158	-2.85	0.0068
		42	-0.1291	-1.6602	1.1995	-1.33	0.1912
Lake Alfred Polytech Academy	Control	22	-0.1236	-1.6313	1.4826	-0.78	0.4462
	Treatment	22	-0.0718	-2.3542	1.2046	-0.40	0.6952
		22	0.0518	-2.7803	2.2798	0.22	0.8267
Rochelle School of the Arts	Control	29	-0.1241	-1.5479	1.0377	-1.05	0.3020
	Treatment	29	0.2420	-1.8537	1.3158	2.06	0.0490
		29	0.3662	-0.8202	1.7979	3.22	0.0032**

** p < 0.05

Table M.4 Geometry Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t Value	pr > t **
Daniel Jenkins Academy of Technology	Control	12	-0.4106	-1.4092	1.0899	-2.17	0.05250
	Treatment	12	0.6381	-0.5249	1.5512	3.83	0.0028
		12	1.0487	0.1730	2.5567	5.71	0.0001**
Lake Alfred Polytech Academy	Control	*	*	*	*	*	*
	Treatment	*	*	*	*	*	*
		*	*	*	*	*	*
Rochelle School of the Arts	Control	16	0.0253	-0.9286	0.6862	0.21	0.8328
	Treatment	16	0.3690	-0.6979	1.2629	2.65	0.0018
		16	0.3437	-0.5190	-0.5190	2.22	0.0419**

* Less than 10 VCR matched students

** p < 0.05

Table M.5 Subgroup Student Mathematics Paired Samples t-Test Results

Subgroup	Group	N	Mean	LL	UL	t	pr > t **
						Value	
Black/African American	Control	232	-0.1148	-2.4190	1.7701	-2.64	0.0090
	Treatment	232	0.0054	-2.3703	1.9031	0.09	0.9247
		232	0.1210	-1.6348	2.0435	2.73	0.0068**
Hispanic	Control	261	0.1339	-2.5738	2.2456	3.35	0.0009
	Treatment	261	0.2007	-2.3680	2.3739	3.89	0.0001
		261	0.0669	-2.9485	2.3402	1.53	0.1280
White	Control	198	0.3723	-1.7514	1.8182	7.98	< 0.0001
	Treatment	198	0.5434	-1.8575	2.3739	10.09	< 0.0001
		198	0.1718	-2.0393	1.9583	3.90	0.0001**
English Language Learner	Control	78	-0.2279	-2.5738	1.2337	-3.07	0.0029
	Treatment	78	-0.2162	-2.1636	1.3944	-2.48	0.0154
		78	0.0118	-1.8902	2.3402	0.14	0.8878
Economically Disadvantaged	Control	553	0.0382	-2.5738	1.7701	1.36	0.171
	Treatment	553	0.1490	-2.3703	2.1066	4.19	< 0.0001
		553	0.1108	-2.9485	2.3402	3.82	0.0001**

** p < 0.05

Table M.6 Subgroup Student Algebra I Paired Samples t-Test Results

Subgroup	Group	N	Mean	LL	UL	t Value	pr > t **
Black/African American	Control	17	0.0169	-1.1123	1.4826	0.10	0.9180
	Treatment	17	-0.1823	-1.2977	0.8709	-1.16	0.2631
		17	-0.1993	-2.7803	1.7979	-0.81	0.4308
Hispanic	Control	37	-1.5479	0.9821	-0.2119	-2.18	0.0361
	Treatment	37	-2.3542	1.3158	-0.1074	-0.78	0.4431
		37	-2.1130	1.7571	0.1044	0.85	0.4027
White	Control	39	-0.1362	-1.6313	1.0655	-1.37	0.1774
	Treatment	39	0.0140	-1.2421	1.2046	0.14	0.8916
		39	0.1502	-1.1399	2.2798	1.37	0.1786
Economically Disadvantaged	Control	59	-0.1587	-1.5479	1.4826	-1.99	0.0509
	Treatment	59	-0.1168	-2.3542	1.3158	-1.18	0.2438
		59	0.0419	-2.7803	1.7979	0.38	0.7089

** p < 0.05

Table M.7 Subgroup Student Geometry Paired Samples t-Test Results by Race

Subgroup	Group	N	Mean	LL	UL	t Value	pr > t **
Black/African American	Control	*	*	*	*	*	*
	Treatment	*	*	*	*	*	*
		*	*	*	*	*	*
Hispanic	Control	10	-0.2292	-1.3323	1.0899	-1.08	0.3099
	Treatment	10	0.5247	-0.5249	1.5512	3.11	0.0126
		10	0.7539	0.1730	1.4417	5.34	0.0005**
White	Control	19	0.0010	-0.9286	0.6862	0.01	0.9931
	Treatment	19	0.4221	-0.6979	1.4359	3.37	0.0034
		19	0.4211	-0.5190	1.9031	2.82	0.0113**
Economically Disadvantaged	Control	17	-0.3508	-1.4092	1.0899	-2.16	0.0467
	Treatment	17	0.5199	-1.0439	1.5512	3.09	0.0070
		17	0.8708	-0.1730	2.5567	4.74	0.0002**

* Less than 10 VCR matched students

** p < 0.05

Table M.8 Black/African-American Student Mathematics Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t	pr > t **
						Value	
Combee Academy of Design and Engineering	Control	20	-0.1466	-1.2377	0.5146	-1.25	0.2279
	Treatment	20	-0.0359	-1.3873	1.2199	-0.2	0.8406
		20	0.1107	-1.0014	1.4318	0.79	0.4419
Daniel Jenkins Academy of Technology	Control	52	-0.0484	-1.4995	1.2672	-0.55	0.5829
	Treatment	52	0.1299	-1.6527	1.4961	1.17	0.2494
		52	0.1783	-1.6348	1.2936	2.31	0.0251**
Frank E. Brigham Academy	Control	18	0.1659	-1.1736	1.1771	1.11	0.2805
	Treatment	18	0.5313	-2.1994	1.3908	2.70	0.0152
		18	0.3653	-1.0258	1.4410	2.40	0.0281**
Lake Alfred Polytech Academy	Control	46	-0.2860	-1.7598	1.7701	-2.57	0.0136
	Treatment	46	-0.2386	-2.3703	1.9031	-1.54	0.1298
		46	0.0474	-1.4535	2.0435	0.37	0.7123
Rochelle School of the Arts	Control	96	-0.1147	-2.4190	1.1729	-1.72	0.0891
	Treatment	96	-0.0351	-2.0687	1.5190	-0.43	0.6686
		96	0.0797	-1.3386	1.4304	1.24	0.2194

** p < 0.05

Table M.9 Black/African-American Student Algebra I Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t Value	pr > t **
Daniel Jenkins Academy of Technology	Control	*	*	*	*	*	*
	Treatment	*	*	*	*	*	*
		*	*	*	*	*	*
Rochelle School of the Arts	Control	*	*	*	*	*	*
	Treatment	*	*	*	*	*	*
		*	*	*	*	*	*

* Less than 10 VCR matched students

** p < 0.05

Table M.10 Hispanic Student Mathematics Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t Value	pr > t **
Combee Academy of Design and Engineering	Control	28	-0.0391	-1.3660	1.0855	-0.36	0.7226
	Treatment	28	-0.1480	-1.8147	1.8610	-0.96	0.3480
		28	-0.1088	-1.5509	0.9525	-0.93	0.3613
Daniel Jenkins Academy of Technology	Control	115	0.2259	-1.9082	1.4227	4.42	< 0.0001
	Treatment	115	0.2791	-2.3680	2.1066	3.72	0.0003
		115	0.0532	-2.9485	1.9586	0.77	0.4456
Frank E. Brigham Academy	Control	11	0.4345	-0.4812	2.2456	1.70	0.1199
	Treatment	11	0.6137	-0.3616	2.3739	2.25	0.0484
		11	0.1792	-0.4213	0.8805	1.50	0.1635
Lake Alfred Polytech Academy	Control	69	-0.1552	-2.5738	1.5116	-1.84	0.0702
	Treatment	69	-0.0793	-2.1636	1.6487	-0.77	0.4444
		69	0.0759	-1.8902	2.3402	0.83	0.4094
Rochelle School of the Arts	Control	38	0.4206	-0.6055	1.8610	4.43	< 0.0001
	Treatment	38	0.6095	-0.5753	1.9037	6.37	< 0.0001
		38	0.1889	-1.3891	1.5326	1.88	0.0674

** p < 0.05

Table M.11 Hispanic Student Algebra I Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t Value	pr > t **
Daniel Jenkins Academy of Technology	Control	25	-0.2122	-1.1865	0.9821	-2.06	0.0508
	Treatment	25	-0.1122	-1.9093	1.3158	-0.79	0.4359
		25	0.1000	-1.6602	1.1995	0.81	0.4266
Lake Alfred Polytech Academy	Control	*	*	*	*	*	*
	Treatment	*	*	*	*	*	*
		*	*	*	*	*	*
Rochelle School of the Arts	Control	*	*	*	*	*	*
	Treatment	*	*	*	*	*	*
		*	*	*	*	*	*

* Less than 10 VCR matched students

** p < 0.05

Table M.12 Hispanic Student Geometry Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t Value	pr > t **
Daniel Jenkins Academy of Technology	Control	*	*	*	*	*	*
	Treatment	*	*	*	*	*	*
		*	*	*	*	*	*

* Less than 10 VCR matched students

** p < 0.05

Table M.13 White Student Mathematics Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t Value	pr > t **
Combee Academy of Design and Engineering	Control	25	0.0920	-1.7514	1.1954	0.58	0.5703
	Treatment	25	0.2115	-1.8575	1.8610	1.14	0.2672
		25	0.1195	-2.0393	1.3677	0.82	0.4222
Daniel Jenkins Academy of Technology	Control	24	0.3296	-1.0397	1.5657	2.27	0.0326
	Treatment	24	0.2472	-1.4484	1.2417	1.58	0.1282
		24	-0.0824	-1.7152	1.2772	-0.52	0.6053
Frank E. Brigham Academy	Control	38	0.3809	-0.8744	1.5048	3.94	0.0003
	Treatment	38	0.7025	-0.1906	2.3739	6.94	< 0.0001
		38	0.3216	-0.6839	1.1418	4.20	0.0002**
Lake Alfred Polytech Academy	Control	48	0.3337	-0.9375	1.6679	4.27	< 0.0001
	Treatment	48	0.6157	-1.7038	1.9744	5.90	< 0.0001
		48	0.2820	-1.4943	1.9583	2.95	0.0049**
Rochelle School of the Arts	Control	63	0.5240	-1.2946	1.8182	6.24	< 0.0001
	Treatment	63	0.6369	-1.6010	1.8212	6.89	< 0.0001
		63	0.1130	-1.1796	1.4514	1.74	0.0860

** p < 0.05

Table M.14 White Student Algebra I Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t Value	pr > t **
Daniel Jenkins Academy of Technology	Control	*	*	*	*	*	*
	Treatment	*	*	*	*	*	*
		*	*	*	*	*	*
Lake Alfred Polytech Academy	Control	15	-0.2352	-1.6313	1.0655	-1.21	0.2450
	Treatment	15	0.1332	-0.9640	1.2046	0.76	0.4621
		15	0.3685	-1.0009	2.2798	1.69	0.1132
Rochelle School of the Arts	Control	16	-0.0127	-0.9084	1.0377	-0.09	0.9293
	Treatment	16	0.2037	-0.6860	1.2046	1.68	0.1135
		16	0.2164	-0.6209	0.8738	1.86	0.0820

* Less than 10 VCR matched students

** p < 0.05

Table M.15 White Student Geometry Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t Value	pr > t **
Daniel Jenkins Academy of Technology	Control	*	*	*	*	*	*
	Treatment	*	*	*	*	*	*
		*	*	*	*	*	*
Rochelle School of the Arts	Control	13	0.0126	-0.9286	0.6862	0.09	0.9302
	Treatment	13	0.2381	-0.6979	0.9745	1.67	0.1198
		13	0.2256	0.5190	1.9031	1.41	0.1849

* Less than 10 VCR matched students

** p < 0.05

Table M.16 Economically Disadvantaged Student Mathematics Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t Value	pr > t **
Combee Academy of Design and Engineering	Control	70	-0.0437	-1.7514	1.1954	-0.56	0.575
	Treatment	70	0.0106	-1.8147	1.8610	0.11	0.9146
		70	0.0543	-1.5509	1.4318	0.72	0.4712
Daniel Jenkins Academy of Technology	Control	163	0.1545	-1.4995	1.5657	3.30	0.0012
	Treatment	163	0.1996	-2.3680	2.1066	3.21	0.0016
		163	0.0451	-2.9485	1.9586	0.82	0.4143
Frank E. Brigham Academy	Control	34	0.0926	-1.1736	1.1771	0.97	0.3408
	Treatment	34	0.4116	-2.1994	1.3908	3.57	0.0011
		34	0.3189	-1.0258	1.4410	3.34	0.0018**
Lake Alfred Polytech Academy	Control	133	-0.0931	-2.5738	1.7701	-1.48	0.1423
	Treatment	133	0.0527	-2.3703	1.9744	0.66	0.5119
		133	0.1458	-1.7953	2.3402	2.20	0.0292**
Rochelle School of the Arts	Control	153	0.0536	-2.4190	1.7701	0.99	0.3218
	Treatment	153	0.1838	-2.0687	1.9037	2.75	0.0066
		153	0.1302	-1.7806	1.5326	2.55	0.0118**

** p < 0.05

Table M.17 Economically Disadvantaged Student Algebra I Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t Value	pr > t **
Daniel Jenkins Academy of Technology	Control	33	-0.1743	-1.1865	0.9821	-1.80	0.0808
	Treatment	33	-0.3002	-1.9093	1.3158	-2.54	0.0162
		33	-0.1259	-1.6602	1.1995	-1.06	0.2970
Lake Alfred Polytech Academy	Control	14	0.0011	-1.1309	1.4826	0.01	0.9956
	Treatment	14	-0.1578	-2.3542	1.1490	-0.62	0.5436
		14	-0.1589	-2.7803	1.3345	-0.53	0.6073
Rochelle School of the Arts	Control	12	-0.3022	-1.5479	0.9265	-1.72	0.1140
	Treatment	12	0.4354	-0.2968	1.3158	3.19	0.0086
		12	0.7375	-0.0556	1.7979	4.27	0.0013**

** p < 0.05

Table M.18 Economically Disadvantaged Student Geometry Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t	pr > t **
						Value	
Daniel Jenkins Academy of Technology	Control	*	*	*	*	*	*
	Treatment	*	*	*	*	*	*
		*	*	*	*	*	*
Rochelle School of the Arts	Control	*	*	*	*	*	*
	Treatment	*	*	*	*	*	*
		*	*	*	*	*	*

* Less than 10 VCR matched students

** p < 0.05

Table M.19 English Language Learner Student Mathematics Paired Samples t-Test Results by School

School	Group	N	Mean	LL	UL	t	
						Value	pr > t **
Combee Academy of Design and Engineering	Control	13	-0.2171	-0.8378	0.8352	-1.76	0.1039
	Treatment	13	-0.2599	-1.1736	1.0916	-1.56	0.1438
		13	-0.0427	-1.1540	0.6625	-0.28	0.7855
Daniel Jenkins Academy of Technology	Control	32	-0.1280	-1.9082	1.2337	-1.05	0.3020
	Treatment	32	-0.1541	-1.6527	1.3944	-0.96	0.3433
		32	-0.0261	-1.5326	1.9586	-0.20	0.8435
Frank E. Brigham Academy	Control	*	*	*	*	*	*
	Treatment	*	*	*	*	*	*
		*	*	*	*	*	*
Lake Alfred Polytech Academy	Control	27	-0.4176	-2.5738	0.6821	-3.08	0.0048
	Treatment	27	-0.3137	-2.1636	1.0891	-2.23	0.0349
		27	0.1039	-1.8902	2.3402	0.65	0.5233
Rochelle School of the Arts	Control	*	*	*	*	*	*
	Treatment	*	*	*	*	*	*
		*	*	*	*	*	*

* Less than 10 VCR matched students

** p < 0.05



The School Board of Polk County

<http://www.polk-fl.net>

Job Description

Position Title: Senior Director, Office of Acceleration & Innovation

FLSA Status: Exempt

Salary Grade, if non-union: SG22

Pay Grade, if union:

Non-Union or Specific Collective Bargaining Agreement: Non-Union

Our Mission:

The mission of Polk County Public Schools is to provide a high quality education for all students.

To perform this job successfully, the individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The duties are intended to describe the nature and level of work being performed by the employee assigned to the position. This job description is not meant to be construed as an exhaustive list of all responsibilities, duties, and skills required of this position. Other duties may be assigned which are not listed. Additionally, when duties and responsibilities of this job change, this job description will be reviewed and updated, subject to changes and business necessity.

Custom Job Purpose:

This position exists to perform highly responsible administrative work in supervising the management and procedural aspects of magnet and choice school programs. Serves as the District liaison for community assistance in implementing choice schools. Assists in the evaluation and coaching of magnet and choice principals. Oversees grants and pre-kindergarten.

Essential Functions of this Job

Develops plans for the overall implementation and operation of the magnet and choice schools. Disseminates information about the magnet and choice schools to parents and interested citizens. Serves as a liaison to all planning and advisory committees as related to magnet and choice schools. Coordinates appropriate staff as they disseminate materials, collect materials, input student assignments, and provide information to parents regarding student status. Monitors compliance of the magnet and choice schools as defined in the consent decree and within established guidelines. Provides leadership and technical assistance to administrators, teachers and interested citizens regarding the magnet and choice school programs. Serves as the hearing representative to determine whether students will be dismissed or allowed to remain in the magnet schools. Serves as a part of the administrative team for the purpose of hiring staff and evaluating administrators in magnet and choice schools.

Presents guideline changes in Board work sessions and at School Board meetings when parents grieve procedures with which they do not agree. Serves as the responder when parents disagree with policy and want to speak to another individual dealing with issues related to magnet and choice schools. Works with magnet and choice school administrators regarding efforts to recruit minority students. Supervises the administration and coordination of magnet and choice schools, including proposal development and review, guidelines and policies development and implementation, admissions procedures and processes, waiting

Position Title: Senior Director, Office of Acceleration & Innovation

lists, withdrawals, development and implementation of controlled choice plans. Supervises the implementation of other forms of school choice. Evaluates the impact of choice.

Ensures correlation of programs with the total school program.

Oversees State and Federal grants relating to child care education for programs such as Head Start, Voluntary Prekindergarten program, School Readiness Program, Florida First Start, Even Start, school-age child care, child care training, Family Literacy Program and related training, and monitors the status of grants and funding. Will oversee related programs according to Head Start Program Federal Regulations.

Provides oversight, direction, and coordination of the educational program and operations for Advanced Learning and acceleration programs.

Provides articulation between the district office and school personnel. Coordinates the programs of the magnet and choice schools with other departments within the school system and division. Works with Human Resource Development in the planning and execution of staff development activities for magnet and choice school personnel. Plans and schedules departmental activities and staff programs.

Interprets and applies school law, School Board policies and collective bargaining agreements to individual school principals and department staff as needed. Counsels and assists principals on how to deal with personnel problems, grievances, dismissals, and other personnel actions or school-related problems. Conducts student discipline hearings and Level I grievance employee hearings working in conjunction with other district personnel.

Performs research and studies and makes recommendations to the Associate Superintendent, Chief Academic Officer for the improvement of the magnet and choice school program. Works with administrators and school personnel in solving district-wide problems. Works closely with administrators, school personnel and staff in developing curriculum and instructional programs at the magnet and choice schools.

Directs and supervises Director, Grants and Acquisitions and Director, Preschool Programs, providing leadership, guidance and communication, as needed.

Non-Essential Functions of this Job

Performs other duties as assigned.

Knowledge, Skills and Abilities:

Extensive knowledge of School Board administrative policies and procedures. Ability to plan, design, and implement educational procedures and programs. Ability to evaluate personnel and programs. Considerable organizational skills and ability to express oneself orally and in writing. Knowledge of school administration. Ability to communicate ideas, concepts, and programs to instructional and non-instructional employees, students and parents. Bilingual/biliterate preferred.

Education, Experience and/or Certification/License Requirements

Graduation from an accredited college or university with a Master's Degree or higher and certification in educational leadership. Considerable experience as a School-based Administrator is preferred.

Work Context:

Requires sitting and some standing, walking and moving about to coordinate work. Requires coordinating or leading others in accomplishing work activities. Requires face-to-face discussions and contact with individuals and/or teams. Requires the use of alternative communication systems, such as electronic mail, telephones and computers. Requires coordination of work tasks to establish priorities, set goals and meet

Position Title: Senior Director, Office of Acceleration & Innovation

deadlines. Requires making decisions that affect other people, the financial resources, and/or the image and reputation of the District. Opportunity to make decisions without supervision. Responsible for work outcomes and results. Requires work with both internal and external contacts, and with the public.

Physical Environment:

Requires working indoors in environmentally controlled conditions. Requires sitting for the majority of the day, and the ability to lift, carry, move and/or position objects infrequently weighing up to 20 pounds. Requires travel to schools and work sites within the District.

Local Code: 10235

EEO5: 3

Approval Date: 2015-04-14

Date Last Revised:

The School Board of Polk County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, homelessness, or disability or other basis prohibited by law in any of its programs, services, activities or employment.



The School Board of Polk County

<http://www.polk-fl.net>

Job Description

Position Title: Teacher

FLSA Status: Exempt

Salary Grade, if non-union:

Pay Grade, if union: Teacher Salary Schedule

Non-Union or Specific Collective Bargaining Agreement: Teacher's Union

Our Mission:

The mission of Polk County Public Schools is to provide a high quality education for all students.

To perform this job successfully, the individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The duties are intended to describe the nature and level of work being performed by the employee assigned to the position. This job description is not meant to be construed as an exhaustive list of all responsibilities, duties, and skills required of this position. Other duties may be assigned which are not listed. Additionally, when duties and responsibilities of this job change, this job description will be reviewed and updated, subject to changes and business necessity.

Custom Job Purpose:

This position exists to ensure that all students learn the basic and essential skills at each grade level.

Essential Functions of this Job

A. Instructional Process

Plans and implements a program of instruction that adheres to the district's philosophy, goals and objectives as outlined in the adopted courses of study. Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task. Plans and implements a program of study designed to meet individual needs of students. Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies. Encourages student enthusiasm for the learning process and the development of good study habits. Provides progress and interim reports as required. Prepares substitute folder containing appropriate information as requested by the building principal. Plans and prescribes purposeful assignments for paraprofessionals, tutors, and volunteers as needed. Recognizes learning problems and make referrals as appropriate. Demonstrates a strong grasp of subject matter. Uses effective oral and written expression.

B. Curriculum Development

Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum. Assists in the on-going curriculum revision process, including the revision of written courses of study. Assists in the selection of books, equipment, and other instructional materials. Become acquainted with supplemental services beneficial to students as an

Position Title: Teacher
extension of regular classroom activities.

C. Classroom Management

Develops, in accordance with district and building guidelines, reasonable rules of classroom behavior and appropriate discipline techniques which are consistently applied. Takes necessary and reasonable precautions to protect students, equipment, materials and facilities. Share responsibility during the school day for supervision of students in all areas of the school. Provides for the supervision of assigned students when circumstances require a brief absence from the assignment.

D. Public Relations

Upholds and enforces board policy, administrative procedures, and school rules and regulations; and is supportive of them to the public. Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time. Strives to communicate the positive aspects of our school program to the public in word and deed. Works cooperatively with parents to strengthen the educational program for their children. Establishes and maintains cooperative relations with other staff.

E. Professional Growth

Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced coursework at institutions of higher learning. Maintains membership in appropriate professional organizations. Cooperates with the administration in planning appropriate inservice training programs on a building or district level. Attends staff, department, and committee meetings as required.

F. Student Evaluation

Evaluates accomplishments of students on a regular basis using multiple assessment methods such as teacher-made test, sample of students work, mastery skills check lists, criterion-referenced tests and norm-referenced tests. Make appropriate adjustments in the instructional program based on assessed results. Performs duties necessary to maintain the accountability required for the instructional program and as required by the building principal. Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Non-Essential Functions of this Job

Performs other duties as assigned.

Knowledge, Skills and Abilities:

Ability to work cooperatively with parents, school districts and agencies in providing services to students . Ability to develop concepts and ideas and relate both in oral and written form. Knowledge of child development. Ability to administer testing instruments as required. Must possess strong interpersonal skills and have the ability to work cooperatively and collaboratively with students, teams and groups. Must be able to work a flexible schedule to meet the needs of the position. Bilingual/biliterate preferred.

Education, Experience and/or Certification/License Requirements

Must possess a Bachelor's degree from an accredited college or university. Must be Certified, Qualified and Highly Qualified as defined by the Course Code(s) assigned.

Work Context:

Requires some sitting and standing, walking and moving about to coordinate work. Requires the use of

Position Title: Teacher

alternative communication systems, such as electronic mail, telephones and computers. Requires coordination of work tasks to establish priorities, set goals and meet deadlines. Requires face-to-face discussions and contact with individuals and/or teams. Requires work with students, internal and external contacts, and with the public.

Physical Environment:

Requires working indoors in environmentally controlled conditions. Requires sitting for the majority of the day, and the ability to lift, carry, move and/or position objects infrequently weighing up to 20 pounds.

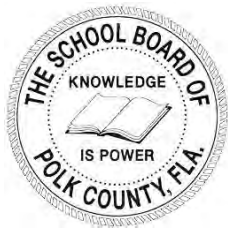
Local Code: 0007

EEO5: 43

Approval Date: 1993-06-01

Date Last Revised:

The School Board of Polk County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, homelessness, or disability or other basis prohibited by law in any of its programs, services, activities or employment.



The School Board of Polk County

<http://www.polk-fl.net>

Job Description

Position Title: Senior Coordinator, Curriculum and Pedagogy MSAP Grant (12 months)

FLSA Status: Exempt

Salary Grade, if non-union: SG19

Pay Grade, if union:

Non-Union or Specific Collective Bargaining Agreement: Non-Union

Our Mission:

The mission of Polk County Public Schools is to provide a high quality education for all students.

To perform this job successfully, the individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The duties are intended to describe the nature and level of work being performed by the employee assigned to the position. This job description is not meant to be construed as an exhaustive list of all responsibilities, duties, and skills required of this position. Other duties may be assigned which are not listed. Additionally, when duties and responsibilities of this job change, this job description will be reviewed and updated, subject to changes and business necessity.

Custom Job Purpose:

This position exists to provide support and assistance to teachers and administrators in implementation of magnet themes and curriculum. Provides extensive, responsible leadership in the provision of professional development, mentoring, and coaching for exemplary practices that lead to enhanced student learning.

Essential Functions of this Job

Coordinates and analyzes the instructional program and curriculum to improve identified areas of school strengths and weaknesses and continue enhancement of student performance. Provides assistance to schools to improve student achievement by facilitating development activities pertaining to magnet themes, technology and Fabrication Lab implementation, planning, recruitment and sustainability, addressing the needs of diverse learners, inclusionary practices, and high-yield strategies consistent with the latest research.

Works closely with Associate Superintendent, Senior Directors, Directors, school-based administrators, and teachers to enhance practices for the purpose of increased student achievement.

Non-Essential Functions of this Job

Performs other duties as assigned.

Knowledge, Skills and Abilities:

Thorough knowledge of most research based strategies to enhance student learning and STEM and IB magnet themes. Thorough knowledge of adult learning theory and competency acquisition processes. Thorough knowledge of the latest research relative to integration of technology and development of integrated curriculum Thorough knowledge of STEM, digital fabrication, and technology integration.

Position Title: Senior Coordinator, Curriculum and Pedagogy MSAP Grant (12 months)

Demonstrated grant writing ability. Demonstrated abilities in enhancing the professional development of others as well as in coaching and mentoring to improve practice and learning outcomes. Knowledge and experience in digital design and computer use for learning and professional development. Understanding of magnet school programs. Bilingual/biliterate preferred.

Education, Experience and/or Certification/License Requirements

Graduation from an accredited college or university with a Master's degree; considerable teaching experience as well as extensive knowledge and experience in professional development, STEM and curriculum development; experience working at magnet schools. Experience in teacher development, digital fabrication, grant writing, diversity and/ or supervisory experience preferred.

Work Context:

Requires some sitting and standing, walking and moving about to coordinate work. Requires the use of digital communication systems, such as electronic mail and computers. Requires coordination of work tasks to establish priorities, set goals and meet deadlines. Requires face-to-face discussions and contact with individuals and/or teams. Requires work with both internal and external contacts, and with the public.

Physical Environment:

Requires working indoors in environmentally controlled conditions. Requires sitting for the majority of the day, and the ability to lift, carry, move and/or position objects infrequently weighing up to 20 pounds.

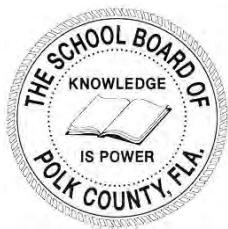
Local Code: 9994

EEO5: 43

Approval Date:

Date Last Revised: 2016-05-27

The School Board of Polk County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, homelessness, or disability or other basis prohibited by law in any of its programs, services, activities or employment.



The School Board of Polk County

<http://www.polk-fl.net>

Job Description

Position Title: Teacher Resource Specialist Trainer, Magnet Schools (10 month)

FLSA Status: Exempt

Salary Grade, if non-union:

Pay Grade, if union: Teacher Salary Schedule

Non-Union or Specific Collective Bargaining Agreement: Teacher's Union

Our Mission:

The mission of Polk County Public Schools is to provide a high quality education for all students.

To perform this job successfully, the individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The duties are intended to describe the nature and level of work being performed by the employee assigned to the position. This job description is not meant to be construed as an exhaustive list of all responsibilities, duties, and skills required of this position. Other duties may be assigned which are not listed. Additionally, when duties and responsibilities of this job change, this job description will be reviewed and updated, subject to changes and business necessity.

Custom Job Purpose:

This position exists to perform responsible work in Magnet schools, supporting students in achieving high levels of academic achievement.

Essential Functions of this Job

Organizes, administers and coordinates curriculum programs within Magnet schools. Will assist in refining and implementing program attractors. Will assist in the revision of selected Magnet schools and revamp the Magnet school application process. Will confer with teachers, parents, and District personnel.

Will communicate eligibility criteria, guidelines, policies and admissions procedures to parents, school sites and the public, as well as voucher programs.

Non-Essential Functions of this Job

Performs other duties as assigned.

Knowledge, Skills and Abilities:

Thorough experience within a Magnet, choice and/or charter school. Ability to plan, organize and facilitate improvements in student academic achievement. Ability to promote diversity and a choice of curriculum delivery. Ability to prepare records and reports and establish and maintain effective working relationships with students, various groups of employees, as well as the public and School and District administrators. Bilingual/biliterate preferred.

Education, Experience and/or Certification/License Requirements

PR/Award # S165A220010

Position Title: Teacher Resource Specialist Trainer, Magnet Schools (10 month)

Graduation from an accredited college or university with a minimum of a Bachelor's degree and Teaching Certification in subject specialty. A minimum of three years teaching experience in subject area is also required.

Work Context:

Requires some sitting and standing, walking and moving about to coordinate work. Requires the use of alternative communication systems, such as electronic mail, telephones and computers. Requires coordination of work tasks to establish priorities, set goals and meet deadlines. Requires face-to-face discussions and contact with individuals and/or teams. Requires work with students, internal and external contacts, and with the public.

Physical Environment:

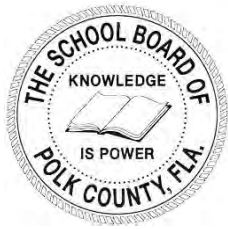
Requires working indoors in environmentally controlled conditions. Requires sitting for the majority of the day, and the ability to lift, carry, move and/or position objects infrequently weighing up to 20 pounds.

Local Code: 10027

EEO5: 43

Approval Date: 2010-05-26

The School Board of Polk County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, homelessness, or disability or other basis prohibited by law in any of its programs, services, activities or employment.



The School Board of Polk County

<http://www.polk-fl.net>

Job Description

Position Title: Technician, Grants

FLSA Status: Non-Exempt

Salary Grade, if non-union: SG14

Pay Grade, if union:

Non-Union or Specific Collective Bargaining Agreement: Non-Union

Our Mission:

The mission of Polk County Public Schools is to provide a high quality education for all students.

To perform this job successfully, the individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The duties are intended to describe the nature and level of work being performed by the employee assigned to the position. This job description is not meant to be construed as an exhaustive list of all responsibilities, duties, and skills required of this position. Other duties may be assigned which are not listed. Additionally, when duties and responsibilities of this job change, this job description will be reviewed and updated, subject to changes and business necessity.

Custom Job Purpose:

This position exists to support the production of grant proposals and support management of certain grant-funded projects. This includes gathering, managing, manipulating and displaying many types of data, and translating information into documents, spreadsheets and presentations using Microsoft Office software products; formatting and uploading electronic documents for electronic submission; providing technical assistance to grant managers in other departments regarding bookkeeping, government contacts, and general communications; and preparing documentation for School Board approval. Will also ensure efficiency in office functions and monitor the departmental and certain grant budgets.

Essential Functions of this Job

Design and update Grants web page, newsletter and database as needed. Produce statistical and informative materials related to grants. Prepare summaries of conversations and meeting minutes. Maintain positive communications and represent Grants Department with professionalism. Make arrangements for departmental attendance at conferences and off-site meetings to include travel plans, documents, approvals. Process budget forms, Budget Impact forms, and other forms that accompany grant applications. Consult with teachers and school representatives on proper grant writing procedures. Maintain and archive files on funded projects.

Non-Essential Functions of this Job

Performs other duties as assigned.

Knowledge, Skills and Abilities:

Considerable knowledge of business writing and composition with strong grammatical skills. Strong

Position Title: Technician, Grants

knowledge of business office practices and procedures. Ability keep accurate and retrievable records. Thorough understanding of applicable grant regulations. Demonstrated experience in working with budgets. Attention to detail and follow through. Bilingual/biliterate preferred.

Education, Experience and/or Certification/License Requirements

Graduation from an accredited college with an Associate's degree or equivalent technical training. Considerable experience in project budgets. Three to five years' relevant work experience is strongly desired.

Work Context:

Requires sitting and some standing, walking and moving about to coordinate work. Requires face-to-face discussions and contact with students, individuals and/or teams. Requires the use of alternative communication systems, such as electronic mail, telephones and computers. Requires coordination of work tasks to establish priorities, set goals and meet deadlines. Requires work with both internal and external contacts, and with the public.

Physical Environment:

Requires working indoors in environmentally controlled conditions. Requires sitting for the majority of the day, and the ability to lift, carry, move and/or position objects infrequently weighing up to 20 pounds.

Local Code: 9925
EEO5: 51
Approval Date: 2007-06-26
Date Last Revised: 2013-07-08

The School Board of Polk County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, homelessness, or disability or other basis prohibited by law in any of its programs, services, activities or employment.



The School Board of Polk County

<http://www.polk-fl.net>

Job Description

Position Title: Secretary III

FLSA Status: Non-Exempt

Salary Grade, if non-union:

Pay Grade, if union: PG03

Non-Union or Specific Collective Bargaining Agreement: Educational Support Personnel Union

Our Mission:

The mission of Polk County Public Schools is to provide a high quality education for all students.

To perform this job successfully, the individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The duties are intended to describe the nature and level of work being performed by the employee assigned to the position. This job description is not meant to be construed as an exhaustive list of all responsibilities, duties, and skills required of this position. Other duties may be assigned which are not listed. Additionally, when duties and responsibilities of this job change, this job description will be reviewed and updated, subject to changes and business necessity.

Custom Job Purpose:

This position exists to perform highly responsible and advanced secretarial work in administratively supporting the supervisor of a large operating unit. The level differs from that of a Secretary II in that the Secretary III participates more intensely in the management of the office by applying considerable knowledge of the substantive program or programs under the supervisor's control.

Essential Functions of this Job

Receives telephone and personal callers and when the supervisor is busy, screens those which in the secretary's judgment can be transferred to subordinates. Personally takes care of many matters and questions, including answering substantive questions not requiring extensive research or technical knowledge. Keeps the supervisor's calendar and schedules appointments and conferences without prior clearance. Assures that the supervisor is fully briefed on matters to be considered.

Receives requests for statistical or informative material concerning supervisor's program. Advises when materials can be furnished; prepares it personally or follows up to see that it is prepared within the specified time. Monitors telephone calls for the purpose of preparing summaries of conversations and commitments made, and reminds supervisor of same. Makes necessary arrangements for conferences, including space, time, people, etc. Assembles background material for supervisor. Attends meetings and prepares reports of the proceedings.

Non-Essential Functions of this Job

Performs other duties as assigned.

Position Title: Secretary III

Knowledge, Skills and Abilities:

Considerable knowledge of business English, spelling, punctuation and arithmetic. Considerable knowledge of modern office practices and procedures. Considerable knowledge of organizational rules, regulations, procedures, functions and personnel. Ability to apply these to complex work problems and situations. Working knowledge of principles of office management and supervision. Ability to compose effective and accurate correspondence and to deal with non-routine matters with minimum instruction. Ability to keep records and reference files, to assemble and organize data, and to prepare composite reports from such data. Ability to promote a harmonious atmosphere and smooth flow of business into and out of superior's office. Ability to meet and deal with the public in an effective and courteous manner. Skill in the application of modern secretarial techniques and practices and in sound principles underlying human relations. Bilingual/biliterate preferred.

Education, Experience and/or Certification/License Requirements

Graduation from high school or completion of GED and courses in typing and other commercial subjects. Considerable experience in responsible secretarial and clerical work; or an equivalent combination of training and experience.

Work Context:

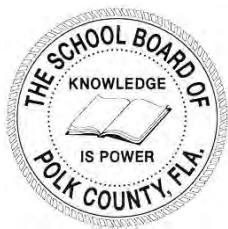
Requires sitting and some standing, walking and moving about to coordinate work. Requires face-to-face discussions and contact with individuals and/or teams. Requires the use of alternative communication systems, such as electronic mail, telephones and computers. Requires coordination of work tasks to establish priorities, set goals and meet deadlines. Requires work with both internal and external contacts, and with the public.

Physical Environment:

Requires working indoors in environmentally controlled conditions. Requires sitting for the majority of the day, and the ability to lift, carry, move and/or position objects infrequently weighing up to 20 pounds.

Local Code: 10041
EEO5: 51
Approval Date: 2012-11-13
Date Last Revised:

The School Board of Polk County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, homelessness, or disability or other basis prohibited by law in any of its programs, services, activities or employment.



The School Board of Polk County

<http://www.polk-fl.net>

Job Description

Position Title: Student Assignment Data Entry Clerk

FLSA Status: Non-Exempt

Salary Grade, if non-union:

Pay Grade, if union: PG02

Non-Union or Specific Collective Bargaining Agreement: Educational Support Personnel Union

Our Mission:

The mission of Polk County Public Schools is to provide a high quality education for all students.

To perform this job successfully, the individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The duties are intended to describe the nature and level of work being performed by the employee assigned to the position. This job description is not meant to be construed as an exhaustive list of all responsibilities, duties, and skills required of this position. Other duties may be assigned which are not listed. Additionally, when duties and responsibilities of this job change, this job description will be reviewed and updated, subject to changes and business necessity.

Custom Job Purpose:

This position exists to perform highly responsible work involving clerical duties in connection with the management of the magnet, choice, and charter office. It also involves clerical duties with student transfers and student zoning.

Essential Functions of this Job

Knowledge of the magnet system's database to ensure accurate entry of data from applications, forms, letters, and in sending Office Vision memos to the schools. Posts data and checks to ensure accuracy for the magnet, choice, and charter applications, and for student transfers from well established procedures.

Processed correspondence as directed, dealing with the responsibilities of the office. Operates Xerox and fax machines. Computes data from listings, reports or other records: assembles data in appropriate form for use in completing required reports.

Meets the public and receives, screens, and refers telephone calls. Takes care of routine matters personally, on the basis of non-technical and general information of the program or operation. Routes more technical or controversial matters to the proper person. Answers routine inquiries from well defined rules. Reviews outgoing correspondence to assure completeness.

Follows up on work in progress. Establishes and maintains files through sorting and filing correspondence, reports, or other materials numerical or alphabetically, or by other established methods; sorts and distributes all mail. Obtains documents, files and background information for the supervisor on the basis of general instructions.

Position Title: Student Assignment Data Entry Clerk

Non-Essential Functions of this Job

Performs other duties as assigned.

Knowledge, Skills and Abilities:

Knowledge of business English, spelling punctuation, and arithmetic. Knowledge of office and departmental rules, regulations, practices and procedures. Ability to comprehend and follow written and oral instructions. Advanced skills in data entry to ensure accuracy of reports and systems screens. Ability to prepare routine documents and compose business letters and memoranda. Ability to receive the public with considerable poise, tact, patience, and courtesy. Some skill in the use of office and duplication equipment. Bilingual/biliterate preferred.

Education, Experience and/or Certification/License Requirements

Graduation from high school or GED with courses in typing or data entry and other commercial subjects; experience in responsible secretarial and clerical work; or an equivalent combination of training and experience.

Work Context:

Requires sitting and some standing, walking and moving about to coordinate work. Requires face-to-face discussions and contact with individuals and/or teams. Requires the use of alternative communication systems, such as electronic mail, telephones and computers. Requires coordination of work tasks to establish priorities, set goals and meet deadlines. Requires work with both internal and external contacts, and with the public.

Physical Environment:

Requires working indoors in environmentally controlled conditions. Requires sitting for the majority of the day, and the ability to lift, carry, move and/or position objects infrequently weighing up to 20 pounds.

Local Code: 0534

EEO5: 51

Approval Date: 1997-11-18

The School Board of Polk County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, homelessness, or disability or other basis prohibited by law in any of its programs, services, activities or employment.



The School Board of Polk County

<http://www.polk-fl.net>

Job Description

Position Title: Assistant Principal, Senior High

FLSA Status: Exempt

Salary Grade, if non-union: School-Based Administrator - Assistant Pri

Pay Grade, if union:

Non-Union or Specific Collective Bargaining Agreement: Non-Union

Our Mission:

The mission of Polk County Public Schools is to provide a high quality education for all students.

To perform this job successfully, the individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The duties are intended to describe the nature and level of work being performed by the employee assigned to the position. This job description is not meant to be construed as an exhaustive list of all responsibilities, duties, and skills required of this position. Other duties may be assigned which are not listed. Additionally, when duties and responsibilities of this job change, this job description will be reviewed and updated, subject to changes and business necessity.

Custom Job Purpose:

This position exists to assist the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning.

Essential Functions of this Job

Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes, but is not limited to, responsibilities assigned by the principal which relate to the following:

- * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula;
- * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success;
- * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments;
- * recruiting, retaining, and developing an effective and diverse faculty and staff;

Position Title: Assistant Principal, Senior High

- * focusing on evidence, research, and classroom realities faced by teachers;
- * linking professional practice with student achievement to demonstrate the cause and effect relationship;
- * facilitating effective professional development;
- * monitoring implementation of critical initiatives;
- * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice;
- * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population;
- * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data;
- * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate;
- * establishing personal deadlines for self and the entire school;
- * using a transparent process for making decisions and articulating who makes which decisions;
- * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders;
- * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment;
- * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency;
- * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything;
- * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;
- * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;
- * recognizing individuals for good work;
- * maintaining high visibility at school and in the community;
- * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research;
- * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system;

Position Title: Assistant Principal, Senior High

* and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

Non-Essential Functions of this Job

Performs other duties as assigned.

Knowledge, Skills and Abilities:

Demonstrated behaviors related to each of the essential performance criteria for the position of a Florida School Leader as follows: Student Learning Results, Student Learning as a Priority, Instructional Plan Implementation, Faculty Development, Learning Environment, Decision Making, Leadership Development, School Management, Communication, and Professional and Ethical Behaviors. Bilingual/biliterate preferred.

Education, Experience and/or Certification/License Requirements

Master's Degree from an accredited educational institution. Certification in Educational Leadership, Administration, or Administration/Supervision. Successful completion of the district professional learning program for aspiring leaders, unless waived by the Superintendent. Minimum five (5) years effective teaching experience. Membership in the Assistant Principal Applicant Pool unless otherwise exempted as described in the screening, selection and appointment processes related to applying for open positions found in the district L.E.A.D. Plan.

Bilingual/biliterate preferred.

Work Context:

Requires sitting and some standing, walking and moving about to coordinate work. Requires coordinating or leading others in accomplishing work activities. Requires face-to-face discussions and contact with individuals and/or teams. Requires the use of alternative communication systems, such as electronic mail, telephones and computers. Requires coordination of work tasks to establish priorities, set goals and meet deadlines. Requires making decisions that affect other people, the financial resources, and/or the image and reputation of the District. Opportunity to make decisions without supervision. Responsible for work outcomes and results. Requires work with both internal and external contacts, and with the public.

Physical Environment:

Requires working indoors in environmentally controlled conditions and some areas not environmentally controlled. Requires sitting for a portion of the day, and the ability to lift, carry, move and/or position objects infrequently weighing up to 20 pounds. Requires travel to schools and work locations within the district.

Local Code: 0158

EEO5: 16

Approval Date: 2012-08-22

Date Last Revised:

The School Board of Polk County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, homelessness, or disability or other basis prohibited by law in any of its programs, services, activities or employment.



The School Board of Polk County

<http://www.polk-fl.net>

Job Description

Position Title: Assistant Principal, Senior High

FLSA Status: Exempt

Salary Grade, if non-union: School-Based Administrator - Assistant Pri

Pay Grade, if union:

Non-Union or Specific Collective Bargaining Agreement: Non-Union

Our Mission:

The mission of Polk County Public Schools is to provide a high quality education for all students.

To perform this job successfully, the individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The duties are intended to describe the nature and level of work being performed by the employee assigned to the position. This job description is not meant to be construed as an exhaustive list of all responsibilities, duties, and skills required of this position. Other duties may be assigned which are not listed. Additionally, when duties and responsibilities of this job change, this job description will be reviewed and updated, subject to changes and business necessity.

Custom Job Purpose:

This position exists to assist the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning.

Essential Functions of this Job

Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes, but is not limited to, responsibilities assigned by the principal which relate to the following:

- * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula;
- * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success;
- * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments;
- * recruiting, retaining, and developing an effective and diverse faculty and staff;

Position Title: Assistant Principal, Senior High

- * focusing on evidence, research, and classroom realities faced by teachers;
- * linking professional practice with student achievement to demonstrate the cause and effect relationship;
- * facilitating effective professional development;
- * monitoring implementation of critical initiatives;
- * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice;
- * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population;
- * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data;
- * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate;
- * establishing personal deadlines for self and the entire school;
- * using a transparent process for making decisions and articulating who makes which decisions;
- * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders;
- * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment;
- * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency;
- * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything;
- * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;
- * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;
- * recognizing individuals for good work;
- * maintaining high visibility at school and in the community;
- * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research;
- * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system;

Position Title: Assistant Principal, Senior High

* and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

Non-Essential Functions of this Job

Performs other duties as assigned.

Knowledge, Skills and Abilities:

Demonstrated behaviors related to each of the essential performance criteria for the position of a Florida School Leader as follows: Student Learning Results, Student Learning as a Priority, Instructional Plan Implementation, Faculty Development, Learning Environment, Decision Making, Leadership Development, School Management, Communication, and Professional and Ethical Behaviors. Bilingual/biliterate preferred.

Education, Experience and/or Certification/License Requirements

Master's Degree from an accredited educational institution. Certification in Educational Leadership, Administration, or Administration/Supervision. Successful completion of the district professional learning program for aspiring leaders, unless waived by the Superintendent. Minimum five (5) years effective teaching experience. Membership in the Assistant Principal Applicant Pool unless otherwise exempted as described in the screening, selection and appointment processes related to applying for open positions found in the district L.E.A.D. Plan.

Bilingual/biliterate preferred.

Work Context:

Requires sitting and some standing, walking and moving about to coordinate work. Requires coordinating or leading others in accomplishing work activities. Requires face-to-face discussions and contact with individuals and/or teams. Requires the use of alternative communication systems, such as electronic mail, telephones and computers. Requires coordination of work tasks to establish priorities, set goals and meet deadlines. Requires making decisions that affect other people, the financial resources, and/or the image and reputation of the District. Opportunity to make decisions without supervision. Responsible for work outcomes and results. Requires work with both internal and external contacts, and with the public.

Physical Environment:

Requires working indoors in environmentally controlled conditions and some areas not environmentally controlled. Requires sitting for a portion of the day, and the ability to lift, carry, move and/or position objects infrequently weighing up to 20 pounds. Requires travel to schools and work locations within the district.

Local Code: 0158

EEO5: 16

Approval Date: 2012-08-22

Date Last Revised:

The School Board of Polk County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, homelessness, or disability or other basis prohibited by law in any of its programs, services, activities or employment.



The School Board of Polk County

<http://www.polk-fl.net>

Job Description

Position Title: Principal, Elementary

FLSA Status: Exempt

Salary Grade, if non-union: School-Based Administrator - Principal

Pay Grade, if union:

Non-Union or Specific Collective Bargaining Agreement: Non-Union

Our Mission:

The mission of Polk County Public Schools is to provide a high quality education for all students.

To perform this job successfully, the individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The duties are intended to describe the nature and level of work being performed by the employee assigned to the position. This job description is not meant to be construed as an exhaustive list of all responsibilities, duties, and skills required of this position. Other duties may be assigned which are not listed. Additionally, when duties and responsibilities of this job change, this job description will be reviewed and updated, subject to changes and business necessity.

Custom Job Purpose:

This position exists to provide the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning.

Essential Functions of this Job

Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes but is not limited to the following:

- * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula;
- * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success;
- * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments;
- * recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers;

Position Title: Principal, Elementary

- * linking professional practice with student achievement to demonstrate the cause and effect relationship;
- * facilitating effective professional development;
- * monitoring implementation of critical initiatives;
- * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice;
- * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population;
- * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data;
- * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate;
- * establishing personal deadlines for self and the entire school;
- * using a transparent process for making decisions and articulating who makes which decisions;
- * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders;
- * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment;
- * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency;
- * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything;
- * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;
- * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;
- * recognizing individuals for good work;
- * maintaining high visibility at school and in the community;
- * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research;
- * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system;
- * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

Position Title: Principal, Elementary

Non-Essential Functions of this Job

Performs other duties as assigned.

Knowledge, Skills and Abilities:

Demonstrated behaviors related to each of the essential performance criteria for the position of a Florida School Leader as follows: Student Learning Results, Student Learning as a Priority, Instructional Plan Implementation, Faculty Development, Learning Environment, Decision Making, Leadership Development, School Management, Communication, and Professional and Ethical Behaviors. Bilingual/biliterate preferred.

Education, Experience and/or Certification/License Requirements

Master's Degree from an accredited educational institution. Certification as a School Principal Preferred (or Certification in Educational Leadership, Administration, or Administration/Supervision as in accordance with Florida Statute 231.0861 and Rule 6A-4.0083. A person without certification as School Principal who is appointed to the position of School Principal will be an Interim Principal subject to all elements of the Interim Principal professional learning program and certification process.) Minimum five (5) years effective teaching experience. Minimum three years effective experience as an assistant principal or in an equivalent non-school-based administrative position with five years preferred. Membership in the Principal Applicant Pool unless otherwise exempted as described in the screening, selection and appointment processes related to applying for open positions found in the district L.E.A.D. Plan.

Bilingual/biliterate preferred.

Work Context:

Requires sitting and some standing, walking and moving about to coordinate work. Requires coordinating or leading others in accomplishing work activities. Requires face-to-face discussions and contact with individuals and/or teams. Requires the use of alternative communication systems, such as electronic mail, telephones and computers. Requires coordination of work tasks to establish priorities, set goals and meet deadlines. Requires making decisions that affect other people, the financial resources, and/or the image and reputation of the District. Opportunity to make decisions without supervision. Responsible for work outcomes and results. Requires work with both internal and external contacts, and with the public.

Physical Environment:

Requires working indoors in environmentally controlled conditions and some areas not environmentally controlled. Requires sitting for a portion of the day, and the ability to lift, carry, move and/or position objects infrequently weighing up to 20 pounds. Requires travel to schools and work locations within the district.

Local Code: 0461

EEO5: 9

Approval Date: 2012-08-22

Date Last Revised:

The School Board of Polk County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, homelessness, or disability or other basis prohibited by law in any of its programs, services, activities or employment.



The School Board of Polk County

<http://www.polk-fl.net>

Job Description

Position Title: Principal, Middle/Junior

FLSA Status: Exempt

Salary Grade, if non-union: School-Based Administrator - Principal

Pay Grade, if union:

Non-Union or Specific Collective Bargaining Agreement: Non-Union

Our Mission:

The mission of Polk County Public Schools is to provide a high quality education for all students.

To perform this job successfully, the individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The duties are intended to describe the nature and level of work being performed by the employee assigned to the position. This job description is not meant to be construed as an exhaustive list of all responsibilities, duties, and skills required of this position. Other duties may be assigned which are not listed. Additionally, when duties and responsibilities of this job change, this job description will be reviewed and updated, subject to changes and business necessity.

Custom Job Purpose:

This position exists to provide the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning.

Essential Functions of this Job

Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes but is not limited to the following:

- * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula;
- * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success;
- * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments;
- * recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers;

Position Title: Principal, Middle/Junior

- * linking professional practice with student achievement to demonstrate the cause and effect relationship;
- * facilitating effective professional development;
- * monitoring implementation of critical initiatives;
- * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice;
- * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population;
- * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data;
- * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate;
- * establishing personal deadlines for self and the entire school;
- * using a transparent process for making decisions and articulating who makes which decisions;
- * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders;
- * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment;
- * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency;
- * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything;
- * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;
- * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;
- * recognizing individuals for good work;
- * maintaining high visibility at school and in the community;
- * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research;
- * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system;
- * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

Position Title: Principal, Middle/Junior

Non-Essential Functions of this Job

Performs other duties as assigned.

Knowledge, Skills and Abilities:

Demonstrated behaviors related to each of the essential performance criteria for the position of a Florida School Leader as follows: Student Learning Results, Student Learning as a Priority, Instructional Plan Implementation, Faculty Development, Learning Environment, Decision Making, Leadership Development, School Management, Communication, and Professional and Ethical Behaviors. Bilingual/biliterate preferred.

Education, Experience and/or Certification/License Requirements

Master's Degree from an accredited educational institution. Certification as a School Principal Preferred (or Certification in Educational Leadership, Administration, or Administration/Supervision as in accordance with Florida Statute 231.0861 and Rule 6A-4.0083. A person without certification as School Principal who is appointed to the position of School Principal will be an Interim Principal subject to all elements of the Interim Principal professional learning program and certification process.) Minimum five (5) years effective teaching experience. Minimum three years effective experience as an assistant principal or in an equivalent non-school-based administrative position with five years preferred. Membership in the Principal Applicant Pool unless otherwise exempted as described in the screening, selection and appointment processes related to applying for open positions found in the district L.E.A.D. Plan.

Bilingual/biliterate preferred.

Work Context:

Requires sitting and some standing, walking and moving about to coordinate work. Requires coordinating or leading others in accomplishing work activities. Requires face-to-face discussions and contact with individuals and/or teams. Requires the use of alternative communication systems, such as electronic mail, telephones and computers. Requires coordination of work tasks to establish priorities, set goals and meet deadlines. Requires making decisions that affect other people, the financial resources, and/or the image and reputation of the District. Opportunity to make decisions without supervision. Responsible for work outcomes and results. Requires work with both internal and external contacts, and with the public.

Physical Environment:

Requires working indoors in environmentally controlled conditions and some areas not environmentally controlled. Requires sitting for a portion of the day, and the ability to lift, carry, move and/or position objects infrequently weighing up to 20 pounds. Requires travel to schools and work locations within the district.

Local Code: 0462

EEO5: 10

Approval Date: 2012-08-22

Date Last Revised:

The School Board of Polk County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, homelessness, or disability or other basis prohibited by law in any of its programs, services, activities or employment.



The School Board of Polk County

<http://www.polk-fl.net>

Job Description

Position Title: Principal, Senior High

FLSA Status: Exempt

Salary Grade, if non-union: School-Based Administrator - Principal

Pay Grade, if union:

Non-Union or Specific Collective Bargaining Agreement: Non-Union

Our Mission:

The mission of Polk County Public Schools is to provide a high quality education for all students.

To perform this job successfully, the individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The duties are intended to describe the nature and level of work being performed by the employee assigned to the position. This job description is not meant to be construed as an exhaustive list of all responsibilities, duties, and skills required of this position. Other duties may be assigned which are not listed. Additionally, when duties and responsibilities of this job change, this job description will be reviewed and updated, subject to changes and business necessity.

Custom Job Purpose:

This position exists to provide the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning.

Essential Functions of this Job

Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes but is not limited to the following:

- * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula;
- * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success;
- * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments;
- * recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers;

Position Title: Principal, Senior High

- * linking professional practice with student achievement to demonstrate the cause and effect relationship;
- * facilitating effective professional development;
- * monitoring implementation of critical initiatives;
- * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice;
- * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population;
- * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data;
- * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate;
- * establishing personal deadlines for self and the entire school;
- * using a transparent process for making decisions and articulating who makes which decisions;
- * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders;
- * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment;
- * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency;
- * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything;
- * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;
- * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;
- * recognizing individuals for good work;
- * maintaining high visibility at school and in the community;
- * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research;
- * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system;
- * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

Position Title: Principal, Senior High

Non-Essential Functions of this Job

Performs other duties as assigned.

Knowledge, Skills and Abilities:

Demonstrated behaviors related to each of the essential performance criteria for the position of a Florida School Leader as follows: Student Learning Results, Student Learning as a Priority, Instructional Plan Implementation, Faculty Development, Learning Environment, Decision Making, Leadership Development, School Management, Communication, and Professional and Ethical Behaviors. Bilingual/biliterate preferred.

Education, Experience and/or Certification/License Requirements

Master's Degree from an accredited educational institution. Certification as a School Principal Preferred (or Certification in Educational Leadership, Administration, or Administration/Supervision as in accordance with Florida Statute 231.0861 and Rule 6A-4.0083. A person without certification as School Principal who is appointed to the position of School Principal will be an Interim Principal subject to all elements of the Interim Principal professional learning program and certification process.) Minimum five (5) years effective teaching experience. Minimum three years effective experience as an assistant principal or in an equivalent non-school-based administrative position with five years preferred. Membership in the Principal Applicant Pool unless otherwise exempted as described in the screening, selection and appointment processes related to applying for open positions found in the district L.E.A.D. Plan.

Bilingual/biliterate preferred.

Work Context:

Requires sitting and some standing, walking and moving about to coordinate work. Requires coordinating or leading others in accomplishing work activities. Requires face-to-face discussions and contact with individuals and/or teams. Requires the use of alternative communication systems, such as electronic mail, telephones and computers. Requires coordination of work tasks to establish priorities, set goals and meet deadlines. Requires making decisions that affect other people, the financial resources, and/or the image and reputation of the District. Opportunity to make decisions without supervision. Responsible for work outcomes and results. Requires work with both internal and external contacts, and with the public.

Physical Environment:

Requires working indoors in environmentally controlled conditions and some areas not environmentally controlled. Requires sitting for a portion of the day, and the ability to lift, carry, move and/or position objects infrequently weighing up to 20 pounds. Requires travel to schools and work locations within the district.

Local Code: 9010

EEO5: 11

Approval Date: 2012-08-22

Date Last Revised:

The School Board of Polk County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, homelessness, or disability or other basis prohibited by law in any of its programs, services, activities or employment.



The School Board of Polk County

<https://www.polk-fl.net>

Job Description

Position Title: Teacher Resource Specialist Trainer (Professional Development)
FLSA Status: Exempt
Salary Grade, if non-union:
Pay Grade, if union: Teacher Salary Schedule
Non-Union or Specific Collective Bargaining Agreement: Teacher's Union

Our Mission:

The mission of Polk County Public Schools is to provide a high quality education for all students.

To perform this job successfully, the individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The duties are intended to describe the nature and level of work being performed by the employee assigned to the position. This job description is not meant to be construed as an exhaustive list of all responsibilities, duties, and skills required of this position. Other duties may be assigned which are not listed. Additionally, when duties and responsibilities of this job change, this job description will be reviewed and updated, subject to changes and business necessity.

Custom Job Purpose:

This position exists to perform responsible work in planning, training, organizing, disseminating and communicating information to paraeducators and educational support personnel. Coordinates various other professional development and training activities as needed.

Essential Functions of this Job:

Coordinates the instructional program for paraeducators in order to meet collective bargaining requirements and No Child Left Behind requirements. Ability to organize and implement training for paraeducators in effective classroom management and instructional strategies and educational support personnel in district protocol and expectations. Coordinates the district's tuition reimbursement program (Greenhouse Project) in order for non-instructional personnel to obtain degrees in education.

Non-Essential Functions of this Job:

Performs other duties as assigned.

Knowledge, Skills and Abilities:

Thorough knowledge of existing requirements and programs for non-instructional personnel. Ability to plan, organize and direct activities for paraeducators and educational support personnel. Ability to prepare records and reports and establish and maintain effective working relationships with various groups of employees as well as the public and School and District administrators. Bilingual/biliterate preferred.

Education, Experience and/or Certification/License Requirements:

Graduation from an accredited college or university with a minimum of a Bachelor's degree and Teaching

Certification in subject specialty. A minimum of five years teaching experience in subject area is also required.

Work Context:

Requires some sitting and standing, walking and moving about to coordinate work. Requires the use of alternative communication systems, such as electronic mail, telephones and computers. Requires coordination of work tasks to establish priorities, set goals and meet deadlines. Requires face-to-face discussions and contact with individuals and/or teams. Requires work with students, internal and external contacts, and with the public.

Physical Environment:

Requires working indoors in environmentally controlled conditions. Requires sitting for the majority of the day, and the ability to lift, carry, move and/or position objects infrequently weighing up to 20 pounds.

Local Code: 10183

EEO5: 43

Approval Date: 2009-01-27

Date Last Revised:

The School Board of Polk County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, homelessness, or disability or other basis prohibited by law in any of its programs, services, activities or employment.



The School Board of Polk County

<http://www.polk-fl.net>

Job Description

Position Title: Assistant Principal II (APII) SH - 10 month

FLSA Status: Exempt

Salary Grade, if non-union: School-Based Administrator - Assistant Pri

Pay Grade, if union:

Non-Union or Specific Collective Bargaining Agreement: Non-Union

Our Mission:

The mission of Polk County Public Schools is to provide a high quality education for all students.

To perform this job successfully, the individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The duties are intended to describe the nature and level of work being performed by the employee assigned to the position. This job description is not meant to be construed as an exhaustive list of all responsibilities, duties, and skills required of this position. Other duties may be assigned which are not listed. Additionally, when duties and responsibilities of this job change, this job description will be reviewed and updated, subject to changes and business necessity.

Custom Job Purpose:

The Assistant Principal II will be able to provide additional staff to assist with the non-evaluative walk-throughs and other routine job functions of an existing Assistant Principal. This approach provides job-embedded experiences that ensure success as a school level Assistant Principal.

Essential Functions of this Job

Assist with oversight and responsibility for school's instructional program, to include career education, and its results.

Assist with oversight and responsibility for safety and discipline of school's students.

Assist with oversight and responsibility for school's administration and operation.

Assist with oversight and responsibility for school's property and physical plant.

Serve on the leadership team providing oversight for the school's human resource selection, management and development.

Assist with provision of leadership in the development or revision and implementation of the School Improvement Plan.

Perform other related tasks as may be assigned by the Principal.

Focus on evidence-based classroom instruction through walk-through and informal observation processes. (Formal observations will be conducted by the current Assistant Principal(s) and the Principal).

Facilitate effective professional development.

Secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

Provide structure for and monitor the school learning environment that improves learning for the school's diverse student population.

Establish personal deadlines for self and the entire school.

Position Title: Assistant Principal II (APII) SH - 10 month

Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

Use of appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community.

Manage a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school.

Maintain high visibility at school and in the community.

Demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research.

Engage in professional development opportunities that improve personal professional practice and align with the needs of the school.

Performs other administrative duties as assigned.

Non-Essential Functions of this Job

Performs other duties as assigned.

Knowledge, Skills and Abilities:

Demonstrated behaviors related to each of the essential performance criteria for the position of a Florida School Leader as follows: Student Learning Results, Student Learning as a Priority, Instructional Plan Implementation, Faculty Development, Learning Environment, Decision Making, Leadership Development, School Management, Communication, and Professional and Ethical Behaviors.

Additional Requirements: APII (within the first year)

Participate in the Teacher Evaluator Certification.

Participate in specific job-embedded leadership professional learning to enhance individual skills in preparation to be better prepared as a school-based instructional leader.

Required participation in "Assistant Principal Induction Program."

Note: If selected the applicant must serve a minimum of one school year in the position to be eligible to apply for an Assistant Principal position.

Education, Experience and/or Certification/License Requirements

Membership in the Assistant Principal selection/appointment processes (AP Pool) according to the District L.E.A.D. Plan. Membership in the Assistant Principal Applicant Pool.

Minimum Qualifications:

Degree: Masters

Certification: Secondary Administration and Supervision, or Educational Leadership, or School Principal certification.

Experience: Five years successful teaching experience.

Other: 1. Membership in the Assistant Principal screening selection and appointment process outlined in the District L.E.A.D. Plan. 2. Membership in the Assistant Principal Pool.

Work Context:

Requires sitting and some standing, walking and moving about to coordinate work. Requires coordinating or leading others in accomplishing work activities. Requires face-to-face discussions and contact with individuals and/or teams. Requires the use of alternative communication systems, such as electronic mail, telephones and computers. Requires coordination of work tasks to establish priorities, set goals and meet

Position Title: Assistant Principal II (APII) SH - 10 month

deadlines. Requires making decisions that affect other people, the financial resources, and/or the image and reputation of the District. Opportunity to make decisions without supervision. Responsible for work outcomes and results. Requires work with both internal and external contacts, and with the public.

Physical Environment:

Requires working indoors in environmentally controlled conditions and some areas not environmentally controlled. Requires sitting for a portion of the day, and the ability to lift, carry, move and/or position objects infrequently weighing up to 20 pounds. Requires travel to schools and work locations within the district.

Local Code: 10240
EEO5: 16
Approval Date: 2015-11-10
Date Last Revised: 2016-07-05

The School Board of Polk County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, homelessness, or disability or other basis prohibited by law in any of its programs, services, activities or employment.



The School Board of Polk County

<http://www.polk-fl.net>

Job Description

Position Title: Assistant Principal II (APII) SH - 11 month
FLSA Status: Exempt
Salary Grade, if non-union: School-Based Administrator - Assistant Pri
Pay Grade, if union:
Non-Union or Specific Collective Bargaining Agreement: Non-Union

Our Mission:

The mission of Polk County Public Schools is to provide a high quality education for all students.

To perform this job successfully, the individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The duties are intended to describe the nature and level of work being performed by the employee assigned to the position. This job description is not meant to be construed as an exhaustive list of all responsibilities, duties, and skills required of this position. Other duties may be assigned which are not listed. Additionally, when duties and responsibilities of this job change, this job description will be reviewed and updated, subject to changes and business necessity.

Custom Job Purpose:

The Assistant Principal II will be able to provide additional staff to assist with the non-evaluative walk-throughs and other routine job functions of an existing Assistant Principal. This approach provides job-embedded experiences that ensure success as a school level Assistant Principal.

Essential Functions of this Job

Assist with oversight and responsibility for school's instructional program, to include career education, and its results.

Assist with oversight and responsibility for safety and discipline of school's students.

Assist with oversight and responsibility for school's administration and operation.

Assist with oversight and responsibility for school's property and physical plant.

Serve on the leadership team providing oversight for the school's human resource selection, management and development.

Assist with provision of leadership in the development or revision and implementation of the School Improvement Plan.

Perform other related tasks as may be assigned by the Principal.

Focus on evidence-based classroom instruction through walk-through and informal observation processes. (Formal observations will be conducted by the current Assistant Principal(s) and the Principal).

Facilitate effective professional development.

Secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

Provide structure for and monitor the school learning environment that improves learning for the school's diverse student population.

Establish personal deadlines for self and the entire school.

PR/Award # S165A220010

Position Title: Assistant Principal II (APII) SH - 11 month

Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

Use of appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community.

Manage a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school.

Maintain high visibility at school and in the community.

Demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research.

Engage in professional development opportunities that improve personal professional practice and align with the needs of the school.

Performs other administrative duties as assigned.

Non-Essential Functions of this Job

Performs other duties as assigned.

Knowledge, Skills and Abilities:

Demonstrated behaviors related to each of the essential performance criteria for the position of a Florida School Leader as follows: Student Learning Results, Student Learning as a Priority, Instructional Plan Implementation, Faculty Development, Learning Environment, Decision Making, Leadership Development, School Management, Communication, and Professional and Ethical Behaviors.

Additional Requirements: APII (within the first year)

Participate in the Teacher Evaluator Certification.

Participate in specific job-embedded leadership professional learning to enhance individual skills in preparation to be better prepared as a school-based instructional leader.

Required participation in "Assistant Principal Induction Program."

Note: If selected the applicant must serve a minimum of one school year in the position to be eligible to apply for an Assistant Principal position.

Education, Experience and/or Certification/License Requirements

Membership in the Assistant Principal selection/appointment processes (AP Pool) according to the District L.E.A.D. Plan. Membership in the Assistant Principal Applicant Pool.

Minimum Qualifications:

Degree: Masters

Certification: Secondary Administration and Supervision, or Educational Leadership, or School Principal certification.

Experience: Five years successful teaching experience.

Other: 1. Membership in the Assistant Principal screening selection and appointment process outlined in the District L.E.A.D. Plan. 2. Membership in the Assistant Principal Pool.

Work Context:

Requires sitting and some standing, walking and moving about to coordinate work. Requires coordinating or leading others in accomplishing work activities. Requires face-to-face discussions and contact with individuals and/or teams. Requires the use of alternative communication systems, such as electronic mail, telephones and computers. Requires coordination of work tasks to establish priorities, set goals and meet

Position Title: Assistant Principal II (APII) SH - 11 month

deadlines. Requires making decisions that affect other people, the financial resources, and/or the image and reputation of the District. Opportunity to make decisions without supervision. Responsible for work outcomes and results. Requires work with both internal and external contacts, and with the public.

Physical Environment:

Requires working indoors in environmentally controlled conditions and some areas not environmentally controlled. Requires sitting for a portion of the day, and the ability to lift, carry, move and/or position objects infrequently weighing up to 20 pounds. Requires travel to schools and work locations within the district.

Local Code: 10239
EEO5: 16
Approval Date: 2015-11-10
Date Last Revised: 2016-07-05

The School Board of Polk County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, homelessness, or disability or other basis prohibited by law in any of its programs, services, activities or employment.



The School Board of Polk County

<https://www.polk-fl.net>

Job Description

Position Title: Teacher (TRST, Program Specialist)(11 month)
FLSA Status: Exempt
Salary Grade, if non-union:
Pay Grade, if union: Teacher Salary Schedule
Non-Union or Specific Collective Bargaining Agreement: Teacher's Union

Our Mission:

The mission of Polk County Public Schools is to provide a high quality education for all students.

To perform this job successfully, the individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The duties are intended to describe the nature and level of work being performed by the employee assigned to the position. This job description is not meant to be construed as an exhaustive list of all responsibilities, duties, and skills required of this position. Other duties may be assigned which are not listed. Additionally, when duties and responsibilities of this job change, this job description will be reviewed and updated, subject to changes and business necessity.

Custom Job Purpose:

This position exists to ensure that all students learn the basic and essential skills at each grade level.

Essential Functions of this Job:

A. Instructional Process

Plans and implements a program of instruction that adheres to the district's philosophy, goals and objectives as outlined in the adopted courses of study. Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task. Plans and implements a program of study designed to meet individual needs of students. Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies. Encourages student enthusiasm for the learning process and the development of good study habits. Provides progress and interim reports as required. Prepares substitute folder containing appropriate information as requested by the building principal. Plans and prescribes purposeful assignments for paraprofessionals, tutors, and volunteers as needed. Recognizes learning problems and make referrals as appropriate. Demonstrates a strong grasp of subject matter. Uses effective oral and written expression.

B. Curriculum Development

Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum. Assists in the on-going curriculum revision process, including the revision of written courses of study. Assists in the selection of books, equipment, and other instructional materials. Become acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

C. Classroom Management

Develops, in accordance with district and building guidelines, reasonable rules of classroom behavior and appropriate discipline techniques which are consistently applied. Takes necessary and reasonable precautions to protect students, equipment, materials and facilities. Share responsibility during the school day for supervision of students in all areas of the school. Provides for the supervision of assigned students when circumstances require a brief absence from the assignment.

D. Public Relations

Upholds and enforces board policy, administrative procedures, and school rules and regulations; and is supportive of them to the public. Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time. Strives to communicate the positive aspects of our school program to the public in word and deed. Works cooperatively with parents to strengthen the educational program for their children. Establishes and maintains cooperative relations with other staff.

E. Professional Growth

Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced coursework at institutions of higher learning. Maintains membership in appropriate professional organizations. Cooperates with the administration in planning appropriate inservice training programs on a building or district level. Attends staff, department, and committee meetings as required.

F. Student Evaluation

Evaluates accomplishments of students on a regular basis using multiple assessment methods such as teacher-made test, sample of students work, mastery skills check lists, criterion-referenced tests and norm-referenced tests. Make appropriate adjustments in the instructional program based on assessed results. Performs duties necessary to maintain the accountability required for the instructional program and as required by the building principal. Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Non-Essential Functions of this Job:

Performs other duties as assigned.

Knowledge, Skills and Abilities:

Ability to work cooperatively with parents, school districts and agencies in providing services to students . Ability to develop concepts and ideas and relate both in oral and written form. Knowledge of child development. Ability to administer testing instruments as required. Must possess strong interpersonal skills and have the ability to work cooperatively and collaboratively with students, teams and groups. Must be able to work a flexible schedule to meet the needs of the position. Bilingual/biliterate preferred.

Education, Experience and/or Certification/License Requirements:

Must possess a Bachelor's degree from an accredited college or university. Must be Certified, Qualified and Highly Qualified as defined by the Course Code(s) assigned.

Work Context:

Requires some sitting and standing, walking and moving about to coordinate work. Requires the use of alternative communication systems, such as electronic mail, telephones and computers. Requires coordination of work tasks to establish priorities, set goals and meet deadlines. Requires face-to-face discussions and contact with individuals and/or teams. Requires work with students, internal and external contacts, and with the public.

Physical Environment:

Requires working indoors in environmentally controlled conditions. Requires sitting for the majority of the day, and the ability to lift, carry, move and/or position objects infrequently weighing up to 20 pounds.

Local Code: 10194

EEO5: 43

Approval Date: 1993-06-01

Date Last Revised:

The School Board of Polk County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, homelessness, or disability or other basis prohibited by law in any of its programs, services, activities or employment.

References

- Allington, R. L., McGill-Franzen, A., Camilli, G., Williams, L., Graff, J., Zeig, J., et al. (2010). *Addressing summer reading setback among economically disadvantaged elementary students*. Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education, Grant # R305T010692-02.
- Au, W., Bigelow, B., & Karp, S. (Eds.). (2007). *Rethinking our classrooms: Teaching for equity and justice* (Rev. ed, 2nd ed., Vol. 1). Milwaukee, WI: Rethinking Schools
- Barr, V., & Stephenson, C. (2011). Bringing computational thinking to K-12. *ACM Inroads*, 2(1), 48-66.
- Black, P., & Wiliam, D. (2010). Kappan classic: inside the black box: raising standards through classroom assessment. *Phi Delta Kappan*, 92(1), 81-98.
- Blikstein, P. (2013). *Digital Fabrication and 'Making' in education: The democratization of invention*. In J. Walter-Herrmann & C. Büching (Eds.), *FabLabs: Of Machines, Makers and Inventors*. Bielefeld: Transcript Publishers
- Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of Schoolwide Positive Behavioral Interventions and Supports on student outcomes. *Journal of Positive Behavior Interventions*, 12(3), 133–148. doi: 10.1177/1098300709334798
- Bull, G., & Garofolo, J. (2009). Personal Fabrication Systems: From Bits to Atoms. *Learning & Leading with Technology*, 10-12.
- Burke, K. (2010). *Balanced assessment; from formative to summative*. Bloomington, IN: Solution Tree Press.
- Calkins, L. (2001). *The art of teaching reading*. New York: Longman.
- Calkins, L., Ehrenworth, M., & Lehman, C. (2012). *Pathways to the common core: Accelerating*

- achievement*. Portsmouth, NH: Heinemann.
- Cambridge AICE Diploma. (n.d.). Retrieved from <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-advanced/cambridge-aice-diploma/>
- Central Florida Economic Development Council. (n.d.). Retrieved May 28, 2016, from <http://www.cfdc.org/innovations/research-engineering-other-high-tech/>
- Civil Rights Data Collection. (n.d.). Retrieved from <https://ocrdata.ed.gov/>
- Cohen, G. L., Garcia, J., Purdie-Vaughns, V., Apfel, N., & Brzustoski, P. (2009). *Recursive processes in self-affirmation: Intervening to close the minority achievement gap*. *Science*, 324, 400–403.
- Creswell & Creswell, J. W (2018). *Research design qualitative, quantitative, and mixed methods approaches*. Los Angeles: Sage.
- Cuny, J., Snyder, L., & Wing, J.M. (2010). *Demystifying computational thinking for noncomputer scientists*. Unpublished manuscript in progress, referenced in <http://www.cs.cmu.edu/~CompThink/resources/TheLinkWing.pdf>
- Davis, D. and Raymond, M. (2012). Choices for studying choice: Assessing charter school effectiveness using two quasi-experimental methods. *Economics of Education Review*, 31(2),225-236.
- Dobbie, W., and R.G. Fryer. (2009). *Are high-quality schools enough to close the achievement gap? Evidence from a bold social experiment in Harlem*. Cambridge, MA: Harvard University Press.
- Egalite, A.& Anderson, M. (2016). Rethinking charter school evaluations .When the gold standard is off the table. *Education Next*, Spring 2016.

Equal Justice Society. (n.d.). *Breaking the chains - The school-to-prison pipeline, implicit bias, and racial trauma: An executive summary*. Retrieved from http://scs.verona.k12.wi.us/UserFiles/Servers/Server_160111/File/EJS-Breaking-the-Chains-Report-Summary-Sept-2016.pdf.

Ericsson, L. (2012). *Concept-based teaching and learning (Issue brief)*. The Hagues: International Baccalaureate Organization.

Every child deserves opportunity. (n.d.). Retrieved April 23, 2020, from <https://code.org/>

Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). *Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review*. Chicago, IL: University of Chicago Consortium on Chicago School Research.

Fisher, D., & Frey, N. (2013). Gradual release of responsibility instructional framework. *IRA Essentials IRAE*, 1-8. doi:10.1598/e-ssentials.8037

Flay, B. R. & Allred, C. G. (2003). Long-term effects of the Positive Action Program. *American Journal of Health Behavior*.

Florida Department of Education (n.d.). Retrieved from <http://fldoe.org/>

Florida Education Information & Accountability Services. (n.d.). Retrieved April 28, 2020, from <http://www.fns.usda.gov/pd/slsummar.htm>

Florida Statutes. Title XLVIII, K-20 Education Code, § 1011.62 Funds for operation of schools

Fortson, K., Verbitsky-Savitz, N., Kopa, E. & Gleason, P. (2012). *Using an experimental evaluation of charter schools to test whether nonexperimental comparison group methods can replicate experimental impact estimates*. NCEE Technical Methods Report 2012- 4019. Washington, DC: National Center for Education

Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

Framework for 21st Century Learning. (n.d.). Retrieved March 12, 2020, from <http://www.p21.org/>

Hanover Research. (2014). *Improving student achievement and closing the achievement gap.* Retrieved from https://www.rcoe.us/educational-services/files/2015/12/10cHanover_Improving_Student_Achievement_and_Closing_the_Achievement_Gap__12-2014.pdf

Interlandi, J. (2015, May 11). *What drives subconscious racial prejudice?* Retrieved from <https://blogs.scientificamerican.com/mind-guest-blog/what-drivessubconscious-racial-prejudice/>

International Education. (n.d.). Retrieved from <https://ibo.org/>

Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it.* Alexandria, VA: ASCD.

Kafai, Y. B., Lee, E., Searle, K., Fields, D., Kaplan, E., & Lui, D. (2014). A crafts-oriented approach to computing in high school. *TOCE ACM Transactions on Computing Education Trans. Comput. Educ.*, 14(1), 1-20.

Kahlenberg, R. D. (2012). *The future of school integration: Socioeconomic diversity as an education reform strategy.* New York: The Century Foundation Press.

Lakeland Economic Development Council. (n.d.). Retrieved March 20, 2020, from <http://www.lakelandcdc.com/>

Lamont, J.H (2013). Policy statement: Out-of-school suspension and expulsion. *American Academy Of Pediatrics Comm. On Sch. Health*, 112(5) 1206-1209

- Lane FC, To YM, Shelley K, Henson RK (2012). An illustrative example of propensity score matching with education research. *Career Technical Education Research* 37, 187–21
- Lowest administrative costs-Florida Department Of Education. (n.d.). Retrieved April 10, 2020, from <http://www.fldoe.org/fefp/AdministrativeExpenditures.asp>
- Nagaoka, J., Farrington, C. A., Ehrlich, S. B., & Heath, R. D. (2015). *Foundations for young adult success: A developmental framework*. Chicago, IL: University of Chicago, Consortium on Chicago School Research
- Papert, S. (1991). Situating constructionism. In I. Harel & S. Papert (Eds.). *Constructionism* (11). Norwood, NJ: Ablex.
- Payne, K., Niemi, L. & Doris, J. M. (2018, March 27). *How to think about "implicit bias"*. Retrieved from <https://www.scientificamerican.com/article/how-to-thinkabout-implicit-bias/>
- Pearson, G., & Young, A. T. (2002). *Technically speaking: Why all Americans need to know more about technology*. Washington, D.C.: National Academy Press.
- Public Counsel. (2019). *Fix school discipline toolkit for educators*. Retrieved from <http://fixschooldiscipline.org/>
- Raz, A. (2017, February 21). Get Started with Design Thinking. Retrieved from <https://dschool.stanford.edu/resources/getting-started-with-design-thinking>
- Restorative Practices Working Group (2014). *Restorative practices: Fostering healthy relationships and promoting positive discipline in schools*. Advancement Project, American Federation of Teachers, National Education Association, and National Opportunity to Learn Campaign.
- Ross, S., & Laurenzano, M. (2012). *Implementation quality and outcomes of The Leader In Me*

- (TLIM) program: Case studies at two diverse elementary schools [Executive Summary].*
Baltimore, MD: Center for Research Reform, John Hopkins University
- Spainhower, T. A. (2008). *A descriptive study describing the emotional intelligence domains and associated competencies as perceived by elementary school principals in high performing and low-performing Title-I schools. (Doctoral dissertation).* Available from ProQuest Dissertations and Theses database. (UMI No. 3351127)
- Stiggins, R., & DuFour, R. (2009). Maximizing the power of formative assessments. *Phi Delta Kappan*, 90(9), 640-644
- Stufflebeam, D. L. (2003). *The CIPP Model for evaluation.* International Handbook of Educational Evaluation, 31-62.
- The Growth and Spread of Concentrated Poverty. (n.d.). Retrieved March 21, 2020 from <http://www.brookings.org>
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (2006). *Multiple case studies of teachers and classrooms successful in supporting academic success of high potential low economic students of color.* Storrs, CT: National Research Center on the Gifted and Talented.
- Transportation efficiency-Florida Department of Education. (n.d.). Retrieved May 12, 2020, from <http://www.fldoe.org/core/fileparse.php/7585/urlt/2013-14-Quality-Link.pdf>
- U.S. Department of Justice, Civil Rights Division. 2014. *Notice of language assistance: Dear colleague letter on the nondiscriminatory administration of school discipline.* Washington, DC: <http://www.justice.gov/crt/about/edu/documents/dcl.pdf>.
- Walton, G. M. & Cohen, G. L. (2011). A brief social-belonging intervention improves academic

and health outcomes among minority students. *Science*, 331, 1447–1451.

West, T. (2013) *Just the right mix: Using an early warning indicators approach to identify potential dropouts across all grades*. Everyone Graduates

Ctr<http://new.every1graduates.org/wp>

[content/uploads/2013/07/JusttheRightMixWest20131.pdf](http://new.every1graduates.org/wp-content/uploads/2013/07/JusttheRightMixWest20131.pdf).

Wiggins, G. P., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

POLK COUNTY PUBLIC SCHOOLS

AMPLIFYING MAGNET SCHOOLS (AMP)

MSAP 2022

BUDGET NARRATIVE

The included budget narrative details the cost of all resources that will be funded through the MSAP 2022 grant to implement and sustain magnet programs proposed by the AMP project. The need for the project funding is included in the Competitive Priority 1. This budget narrative provides for the breakdown of costs, cost per student projections, and description of specific line items requested. The prices are projected based on current quotes and estimates.

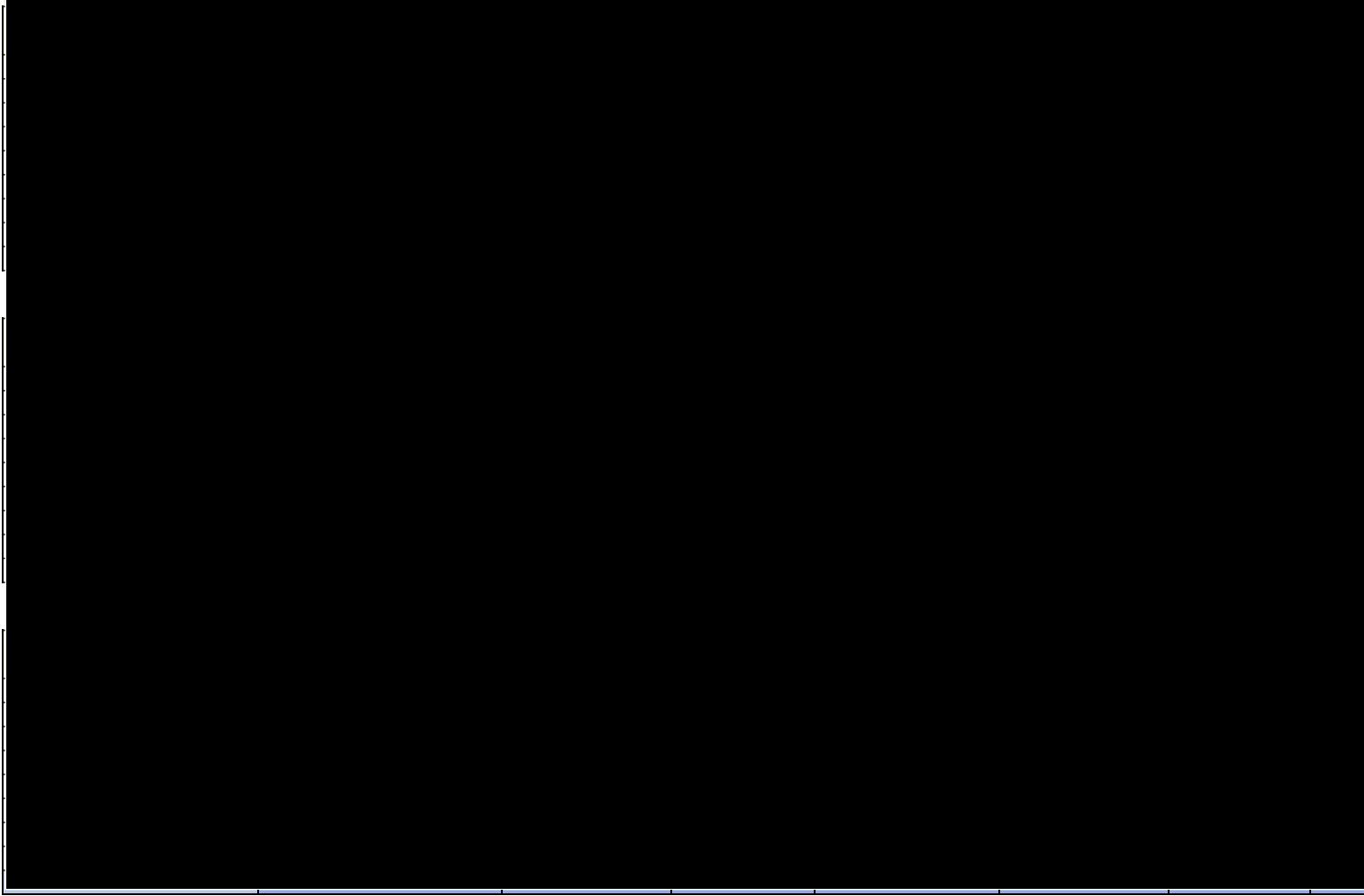
TABLE OF CONTENTS

Item	Page
Overall Proposed Budget	1
Overall Proposed Budget by Grant Year	1
Percentage Expenses by Budget Category	3
Per Site/ Per Student Costs	4
Planning v Implementation Funds	5
Budget Allocated to Evaluation Costs	5
Office of Acceleration & Innovation	6
Blake Academy K-8 (new magnet)	10
Bethune Academy K-5 (revised magnet)	14
Combee Academy K-5 (revised magnet)	19
D. Jenkins Academy 6-8 (revised magnet)	22
Garner Elementary K-5 (new magnet)	25
Stephens Elementary K-5 (new magnet)	29
District Indirect Cost Agreement	33

OVERALL



YEAR 3



PERCENTAGE EXPENSES PER CATEGORY

SUMMARY BY BUDGET CATEGORY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PERSONNEL					
BENEFITS					
TRAVEL/TRAINING					
EQUIPMENT					
SUPPLIES					
CONTRACTUAL					
OTHER					
INDIRECT COST					
TOTAL					
SUMMARY BY BUDGET CATEGORY					
PERSONNEL					
BENEFITS					
TRAVEL/TRAINING					
EQUIPMENT					
SUPPLIES					
CONTRACTUAL					
OTHER					
INDIRECT COST					
TOTAL					

PER SITE/ PER STUDENT COSTS

SUMMARY BY BUDGET CATEGORY	OFFICE OF ACCELERATION AND INNOVATION	BLAKE ACADEMY	BETHUNE ACADEMY	COMBEE ACADEMY	D. JENKINS ACADEMY	GARNER ACADEMY
PERSONNEL						
BENEFITS						
TRAVEL/TRAINING						
EQUIPMENT						
SUPPLIES						
CONTRACTUAL						
OTHER						
INDIRECT COST						
TOTAL						
PROJECTED ENROLLMENT						
PER STUDENT EXPENSES in \$						

PLANNING V IMPLEMENTATION FUNDS

YEAR 1

	Acceleration & Innovation	Blake Academy	Bethune Academy	Combee Academy	D. Jenkins Academy	Garner Elementary	Stephens Elementary
Planning							
Implementation							

In years 2-5 100% of the budget is dedicated to the project implementation

OVERALL COST OF EVALUATION AND IMPACT STUDY CONTRACTUAL SERVICES

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
Total evaluation and impact study contractual services						
Percentage of total budget						

OFFICE OF ACCELERATION AND INNOVATION						
Category	Description	Project Year 1	Project Year	Project Year	Project Year 4	Project Year 5
PERSONNEL	Project Director, TRST 100% 11 month position; Project Director to direct and oversee all aspects of the MSAP grant implementation and reporting (2% annual raise)					
	MSAP, Technical Project Manager 100% 12 month position; For coordination of budget, purchases, inventory and oversight of fiscal management at 6 school sites (2% annual raise)					
	TRST, Curriculum & Instruction 100% 11 month position; Coordination of the school's curricular reforms objectives of the grant, such as coaching, unit planning, curriculum development, training, etc (2% annual raise)					
	TRST, Equity Liaison 100% 11 month position; Coordination of the school's curricular reforms objectives of the grant, such as coaching, unit planning, curriculum development, training, etc (2% annual raise)					
	Senior Coordinator, Assessment, Evaluation & Accountability 18% funding; This position will allocate 18% of time to the grant, primarily working with external evaluators on implementation evaluation and providing, safe data to external evaluator for purposes of reporting (2% annual raise)					
	Senior Coordinator, Assessment, Evaluation & Accountability 18% funding; This position will allocate 18% of time to the grant, primarily working with external evaluators and local MSAP leadership on impact evaluation and studies (2% annual raise)					
	Supervisor of Student Assignment 15% , 12 month position; (2% annual raise), This position will dedicate 15% of time to the grant, specifically working on updated enrollment system integration and communicating the updated system to school sites and families					
	Out of Contractual Time Compensation for Exempt Employees. extra compensation for participants in AMP Pathways for Educator growth and for District MSAP TRSTs to carry out their duties - at \$█ per hour as per average compensation (compensated at their hourly rate of pay)					
	TOTAL PERSONNEL					
	Project Director, TRST 100% 11 month position; Project Director to direct and oversee all aspects of the MSAP grant implementation and reporting (2% annual raise)					

BENEFITS	MSAP, Technical Project Manager 100% 12 month position; For coordination of budget, purchases, inventory and oversight of fiscal management at 6 school sites (2% annual raise)
	TRST, Curriculum & Instruction 100% 11 month position; Coordination of the school's curricular reforms objectives of the grant, such as coaching, unit planning, curriculum development, training, etc (2% annual raise)
	TRST, Equity Liaison 100% 11 months position; Coordination of the school's curricular reforms objectives of the grant, such as coaching, unit planning, curriculum development, training, etc (2% annual raise)
	Senior Coordinator, Assessment, Evaluation & Accountability 18% funding; This position will allocate 18% of time to the grant, primarily working with external evaluators on implementation evaluation and providing, safe data to external evaluator for purposes of reporting (2% annual raise)
	Senior Coordinator, Assessment, Evaluation & Accountability 18% funding; This position will allocate 18% of time to the grant, primarily working with external evaluators and local MSAP leadership on impact evaluation and studies (2% annual raise)
	Supervisor of Student Assignment 15%, 12 month position; (2% annual raise), This position will dedicate 15% of time to the grant, specifically working on updated enrollment system integration and communicating the updated system to school sites and families
	Out of Contractual Time Compensation for Exempt Employees. extra compensation for participants in AMP Pathways for Educator growth and for District MSAP TRSTs to carry out their duties - at \$█ per hour
	TOTAL BENEFITS
L/TRAINING	Florida League of IB Schools (FLIBS) meetings for Key MSAP Staff \$█.54/mile, Hotel: \$█/night, Per Diem: \$█/day, Registration: \$█/person) IB training for Key MSAP staff in order to work with IB MSAP schools to implement magnet program, develop curriculum and plan units
	MSAP Key Staff Travel-Magnet Themes (\$█/mile, Hotel \$varies, Per Diem \$█/day, Flight \$varies, Registration \$varies, etc) Travel to other districts and other states to visit Cambridge or IB programs
	Travel Training for Key MSAP Staff (\$█/mile, Hotel \$varies, Per Diem \$█/day, Flight \$varies, Registration \$varies, etc) Travel for Key MSAP Staff to attend trainings necessary to continue working with MSAP schools to ensure successful implementation of magnet theme in IB, Cambridge, STEM, and Systemic reforms leading to increase of district;s capacity to sustain the programming; presentation and dissemination of findings of the impact study

TRAVEL	Magnet Schools of America Conferences (3 people-\$ reg, \$ hotel, \$ flight, \$100 mileage, \$ per diem) To learn about current best practices in instructional strategies and school leadership affecting diverse populations
	Dr. Karen Mapp -Family Engagement in Education: Creating Effective Home and School Partnerships for Student Success (4 day leadership institute) (Institute cost - \$ flights \$ hotel \$ rental car \$ per diem (dinner only) \$ _ project Director and SD of Equity
	Project Director's Meetings (4 people-\$ hotel, \$ flight, \$ mileage, \$ per diem) and full time district based magnet staff learn about current MSAP best practices in implementing successful magnet programs
	TOTAL TRAVEL/TRAINING
EQUIPMENT	Laptop Computers/ Tablets For Key MSAP staff in order to work at MSAP schools
	Furniture needed for Key MSAP staff to perform duties to ensure successful implementation of the project objectives
	Technology (including printers) needed for Key MSAP staff to perform duties to ensure successful implementation of the project objectives
	TOTAL EQUIPMENT
SUPPLIES	Classroom Materials for Key MSAP Staff Instructional Materials needed for Key MSAP Staff to train, model and coach MSAP schools teachers in the classroom
	Miscellaneous Supplies District Office Consumable supplies needed for implementation of the grant objectives
	Statistical Software Package for analysis, coding and production of evaluation and impact data
	Recruitment Materials and Supplies needed for recruitment events at school or common sites to address the enrollment and desegregation PMs
	Summer Learning Materials and Supplies needed for development, creation and distribution of MSAP summer learning materials to address equity and achievement gap
	Miscellaneous Technology Supplies Includes all technology consumables such as paper, poster maker supplies, ink cartridges, sublimation supplies etc.
	Summer and Saturday PD Summit Materials and Supplies needed to organize a conference style summer learning summits or Saturday workshops to assure all teachers are meeting MSAP PD requirements
	TOTAL SUPPLIES

CONTRACTUAL	Enrollment lottery design and implementation- revision and implementation of equitable lottery enrollment system adapted to Census 2020
	Impact study methodoloogist and data analysis
	Reporting and evaluation support for feedback on reports, and assistance in compiling documentation for impact studies
	Systemic reform training for leadership and interdistrict support staff to ensure that district supports are up to date with reforms at school sites (including Cambridge/ IBO, STEM, PBL, etc)
	Recruitment material production and design - design, production, and distribution of recruitment materials to achieve adequate enrollment and meet the MGI performance measures
	Legal Services (M. Sneed) to ensure enrollment lottery is well aligned to the law, Polk's Consent Decree, and OCR requirments
	TOTAL CONTRACTUAL
OTHER	Magnet Schools of America - Dues and Fees for Category I membership
	Professional Organizations- Dues and Fees Membership fees for professional organizations, such as FLIBS, ASCD, Learning Forward, Catapult , Scopes, NSTA
	Postage to mail marketing materials that promote district magnet programs to meet the objectives of the grant.
	Rental for various trainings and recruitment/ to reserve local meeting space to provide professional development or recruitment events to project schools and staff
	TOTAL OTHER
	TOTAL DIRECT COSTS
	INDIRECT COST [REDACTED]
	TOTAL PROJECT BUDGET
	SUMMARY BY BUDGET CATEGORY
	PERSONNEL
	BENEFITS
	TRAVEL/TRAINING
	EQUIPMENT
	SUPPLIES
	CONTRACTUAL
	OTHER
	INDIRECT COST
	TOTAL

BLAKE ACADEMY K-8						
Category	Description	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Pro
PERSONNEL	School-Based Cambridge Coordinator 10 month position; Coordination of the school's IB PYP program to meet objectives of the grant, such as coaching, unit planning, curriculum development, training, etc (2% annual raise) 100% grant					
	Technician, Budgetary Accountant 12 month position; Coordination of school-based MSAP budget, purchasing, inventory, data collection, evaluation coordination, reporting, etc (2% annual raise) 100% Grant					
	Special Activity: Cambridge Coordinator (10 days per year-\$ /hour) Work with Key MSAP staff and school teachers during summer and additional days for curriculum and program development					
	Substitutes: Various Conferences (6 teachers for 3 days @ \$ /day) Workshops with up to date technology applications will assist participants in integrating acquired technology throughout the curriculum					
	Substitutes: Official Cambridge Training Level 1 (7 teachers*5 day*\$ /day) Official training required of all teachers who teach at Cambridge Schools					
	Special Activity/Substitutes: Summer Learning Summit (\$ /hour or \$ /day) Teachers will work in large and small groups for IB PYP curriculum development, unit planning, on-site trainings on topics such as: *(45teachers for 1 day) Overview of grade and subject specific IB PYP pedagogy *(45 teachers for 2 days) Participants will assure that all units are aligned to the Florida standards and IB requirements and are aligned vertically to maximize student learning gains					
	Substitutes: Official Cambridge Training (7 teachers*5 day*\$ /day) Advanced training in Cambridge pedagogy and strategies					
	TOTAL PERSONNEL					
BENEFITS	School-Based Cambridge Coordinator 10 month position; Coordination of the school's IB PYP program to meet objectives of the grant, such as coaching, unit planning, curriculum development, training, etc (2% annual raise) 100% grant					
	Technician, Budgetary Accountant 12 month position; Coordination of school-based MSAP budget, purchasing, inventory, data collection, evaluation coordination, reporting, etc (2% annual raise) 100% Grant					

	Special Activity/ Substitutes
	TOTAL BENEFITS
TRAVEL/ TRAINING	Dr. Karen Mapp -Family Engagement in Education: <i>Creating Effective Home and School Partnerships for Student Success (4 day leadership institute) (Institute cost - \$ flights \$ hotel \$ rental car \$ per diem (dinner only) \$ - Principal / Ap</i>
	Travel to Cambridge Schools (\$/mile, Hotel \$ varies, Per Diem \$/day) In or out of county travel to model IB PYP schools
	Magnet Schools of America Conferences (2 people-\$ reg, \$ hotel, \$ flight, \$ mileage, \$ per diem) To learn about current best practices in instructional strategies and school leadership affecting diverse populations
	Official Cambridge training (\$ reg., \$ Hotel, \$ Flight, \$ Mileage, \$ Per Diem, \$ Rental Car) Travel to workshops and seminars provided by IB organization, required for Cambridgeschools
	Various Cambridge and STEM/STEAM Conferences
	Florida Educational Technology Conference (FETC) (3 teachers/admin, TRST-\$ reg, \$ mileage) Up to date technology applications will assist participants in integrating acquired technology throughout the curriculum
	TOTAL TRAVEL/TRAINING
EQUIPMENT	Computers/ Laptops (\$ for delivering instruction and student use in
	Furniture for personalized and blended learning and collaboration in central hubs of the school including library and commons areas
	Furniture for STEM labs and exploration areas
	Furniture for outdoor commons classrooms and exploratoriums
	Aerospace Lab Equipment (flight simulators, cockpit furniture...)
	Technology (including printers) needed for staff to perform duties to ensure successful implementation of the project objectives
	MakerCart 2.0 for maker commons K-5
	Middle School Fab Lab (Shop Bot Desktop CNC router, 12,000 Epilogue Laser cutter 16750, vinyl cutters 5,000, sublimation printers, 4500, heat presses, 3, 000, 3D printers, 12,000, and vrious support furniture and equipment 35,000)

	Makerspace Digital Fab Lab <i>(Grades K-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 (\$ vinyl cutter (\$ Sublimation Printers (\$ and Laser cutter (\$ heat presses (\$ and other equipment.</i>					
	TOTAL EQUIPMENT					
SUPPLIES	Inspired Inventors Pack- cublets kits for computation thinking and STEM 2					
	Fab Lab Supplies (Acrylic, wood, 3D filament, vinyl)					
	Nearpod Licences for K-2 students and ELL specific students					
	Cambridge Instructional Materials A variety of materials that will be purchased as Cambridge/STEM units are developed and may involve kits, supplies, teacher materials, student materials needed to implement each instructional unit					
	Supplemental Curriculum Materials guides needed to support Cambridge and materials to correspond with newly developed units					
	Fab Maker Lab Software and CT certification for makerspace and classroom STEM+C projects					
	Fab Maker Lab Software for makerspace and classroom STEM+C projects					
	Collective efficacy and Leadership pd materials and profile licenses					
	Aerospace program supplies (includes instructional materials and consumables)					
	Miscellaneous Technology Supplies Includes all technology consumables such as paper, poster maker supplies, ink cartridges, sublimation supplies etc.					
	Recruitment materials - design, production, and distribution of recruitment materials/ school recruitment set up such as wrapped windows, banners and school signage to achieve adequate enrollment and meet the MGI performance measures					
	Miscellaneous Supplies needed to implement Cambridge units that will be developed during the grant					
	TOTAL SUPPLIES					
	Systemic reforms (balanced assessment, UBD, performance assessment)					
	External Evaluator - to provide rigorous implementation and impact studies, feedback on specific school needs for improvement					
	Reporting and evaluation support for feedback on reports, and assistance in compiling documentation for impact studies					

CONTRACTUAL	Project Based Learning comprehensive training
	Makerspace and STEM training- <i>to provide technical and pedagogical support in implementation of design ,making, and STEM as a part of magnet theme</i>
	Nearpod Official training (to effectively implement summer programming , hybrid units, and other instruction with 1-1 student to device ratio)
	Misc. Training <i>based on evaluative feedback</i>
	Aersopace Lab Training <i>to ensure sustainability and viability and integration of Cambridge Global Perspectives</i>
	Cambridge on site official training <i>and guidance toward accreditation</i>
	Leadership for Equity Coaching and PD- <i>to provide key train ing for leadership teams in equity, desegregation, and diversity leadership to ensure equitable practices, promote desegregation and meet PM objectives of a grant</i>
	TOTAL CONTRACTUAL
OTHER	Cambridge Application Fee <i>required to become Primary and Lower Secondry Cambridge certified program</i>
	Cambridge candidacy <i>and consultation services fee</i>
	Postage <i>to mail marketing materials that promote district magnet programs to meet the objectives of the grant.</i>
	TOTAL OTHER
	TOTAL DIRECT COSTS
	INDIRECT COST ()
	TOTAL PROJECT BUDGET
	SUMMARY BY BUDGET CATEGORY
	PERSONNEL
	BENEFITS
	TRAVEL/TRAINING
	EQUIPMENT
	SUPPLIES
	CONTRACTUAL
	OTHER
	INDIRECT COST
	TOTAL

BETHUNE ACADEMY K-5						
Category	Description	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Pr
PERSONNEL	School-Based Cambridge Coordinator 10 month position; Coordination of the school's IB PYP program to meet objectives of the grant, such as coaching, unit planning, curriculum development, training, etc (2% annual raise) 100% grant					
	Technician, Budgetary Accountant 12 month position; Coordination of school-based MSAP budget, purchasing, inventory, data collection, evaluation coordination, reporting, etc (2% annual raise) 100% Grant					
	Special Activity: Cambridge Coordinator (10 days per year-\$█/hour) Work with Key MSAP staff and school teachers during summer and additional days for curriculum and program development					
	Substitutes: Various Conferences (3 teachers for 3 days @ \$█/day) Workshops with up to date technology applications will assist participants in integrating acquired technology throughout the curriculum					
	Substitutes: Official Cambridge Training Level 1 (7 teachers*5 day*\$█/day) Official training required of all teachers who teach at Cambridge Schools					
	Special Activity/Substitutes: Summer Learning Summit (\$█/hour or \$█/day) Teachers will work in large and small groups for IB PYP curriculum development, unit planning, on-site trainings on topics such as: *(28 teachers for 1 day) Overview of grade and subject specific IB PYP pedagogy *(28 teachers for 2 days) Participants will assure that all units are aligned to the Florida standards and IB requirements and are aligned vertically to maximize student learning gains					
	Substitutes: Official Cambridge Training (7 teachers*5 day*\$█/day) Advanced training in Cambridge pedagogy and strategies					
	TOTAL PERSONNEL					
BENEFITS	School-Based Cambridge Coordinator 10 month position; Coordination of the school's IB PYP program to meet objectives of the grant, such as coaching, unit planning, curriculum development, training, etc (2% annual raise) 100% grant					
	Technician, Budgetary Accountant 12 month position; Coordination of school-based MSAP budget, purchasing, inventory, data collection, evaluation coordination, reporting, etc (2% annual raise) 100% Grant					

	Special Activity/ Substitutes
	TOTAL BENEFITS
TRAVEL/TRAINING	Dr. Karen Mapp -Family Engagement in Education: <i>Creating Effective Home and School Partnerships for Student Success (4 day leadership institute) (Institute cost - \$ flights \$ hotel \$ rental car \$ per diem (dinner only) \$ - Principal</i>
	Travel to Cambridge Schools (/mile, Hotel \$ varies, Per Diem \$ /day) In or out of county travel to model IB PYP schools
	Magnet Schools of America Conferences (2 people-\$ reg, \$ hotel, \$ flight, \$ mileage, \$ per diem) To learn about current best practices in instructional strategies and school leadership affecting diverse populations
	Official Cambridge (\$ reg., \$ Hotel, \$ Flight, \$ Mileage, \$ Per Diem, \$ Rental Car) Travel to workshops and seminars
	Various Cambridge and STEM/STEAM Conferences
	Florida Educational Technology Conference (FETC) (3 teachers/admin, TRST-\$ reg, \$ mileage) Up to date technology applications will assist participants in integrating acquired technology throughout the curriculum
	TOTAL TRAVEL/TRAINING
EQUIPMENT	Computers/ Laptops (\$ ea:15/20/20/10/20) Class set of laptops for
	Furniture for personalized and blended learning and collaboration in central hubs of the school including library and commons areas
	Furniture for STEM labs and exploration areas
	Furniture for outdoor commons classrooms and exploratoriums
	Technology (including printers) needed for staff to perform duties to ensure successful implementation of the project objectives
	Furniture for personalized centers within classrooms
	MakerCart 2.0 for maker commons

EQ	Makerspace Digital Fab Lab <i>(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 (\$ vinyl cutter (\$ Sublimation Printers (\$ and Laser cutter (\$ heat presses (\$ and other equipment.</i>					
	TOTAL EQUIPMENT					
SUPPLIES	Inspired Inventors Pack- cublets kits for computation thinking and STEM (2) Nearpod Licences for K-2 students and ELL specific students Cambridge Instructional Materials A variety of materials that will be purchased as Cambridge/STEM units are developed and may involve kits, supplies, teacher materials, student materials needed to implement each instructional unit Supplemental Curriculum Materials guides needed to support IB and materials to correspond with newly developed IB units Fab Maker Lab Software for makerspace and classroom STEM+C projects Collective efficacy and Leadership pd materials and profile licenses Renzulli Total Talent Development portfolio and year round access to enrichment activities for personalization and global perspectives Miscellaneous Technology Supplies Includes all technology consumables such as paper, poster maker supplies, ink cartridges, sublimation supplies etc. Recruitment materials - design, production, and distribution of recruitment materials/ school recruitment set up such as wrapped windows, banners and school signage to achieve adequate enrollment and meet the MGI performance measures Miscellaneous Supplies needed to implementCambridge PBL units that will be developed during grant					
	TOTAL SUPPLIES					
	Systemic reforms (balanced assessment, UBD, performance assessment) External Evaluator - to provide rigorois implementation and impact studies, feedback on specific school needs for improvement					

CONTRACTUAL	Reporting and evaluation support for feedback on reports, and assistance in compiling documentation for impact studies
	Project Based Learning comprehensive training
	Makerspace and STEM training- to provide technical and pedagogical support in implementation of design ,making, and STEM as a part of magnet theme
	Nearpod Official training (to effectively implement summer programming , hybrid units, and other instruction with 1-1 student to device ratio)
	Renzulli Total Talent Development Training to enable teachers to implemet differentiated, personalized enroachment with global perspectives and implement summer enrichment
	Misc. Training based on evaluative feedback
	Cambridge Official on site training and guidance toward accreditation
	Leadership for Equity Coaching and PD- to provide key train ing for leadership teams in equity, desegregation, and diversity leadership to ensure equitable practices, promote desegregation and meet PM objectives of a grant
	TOTAL CONTRACTUAL
OTHER	Cambridge Application Fee Application fee required to become Cambrid
	Cambridge candidacy and consultation services fee
	Postage to mail marketing materials that promote district magnet programs to meet the objectives of the grant.
	TOTAL OTHER
	TOTAL DIRECT COSTS
	INDIRECT COST
	TOTAL PROJECT BUDGET
	SUMMARY BY BUDGET CATEGORY
	PERSONNEL
	BENEFITS
	TRAVEL/TRAINING
	EQUIPMENT
	SUPPLIES
	CONTRACTUAL
	OTHER

	INDIRECT COST	
	TOTAL	

COMBEE ACADEMY K-5						
Category	Description	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
PERSONNEL	School-Based Cambridge Coordinator 10 month position; Coordination of the school's IB PYP program to meet objectives of the grant, such as coaching, unit planning, curriculum development, training, etc (2% annual raise) 100% grant					
	Special Activity: Cambridge Coordinator (10 days per year-\$ /hour) Work with Key MSAP staff and school teachers during summer and additional days for curriculum and program development					
	Special Activity/Substitute Days: Vertical and Horizontal Curriculum Alignment at school site and with Blake Academy (\$ /hour or \$ /day)					
	Substitutes: Various Conferenees (3 teachers for 3 days @ \$ /day) Workshops with up to date technology applications will assist participants in integrating acquired technology throughout the curriculum					
	Substitutes: Official Cambridge Training L(7 teachers*5 day*\$ /day) Official training required of all teachers who teach at Cambridge schools					
	Special Activity/Substitutes: Summer Learning Summit (\$ /hour or \$ /day) Teachers will work in large and small groups for IB PYP curriculum development, unit planning, on-site trainings on topics such as: *(28 teachers for 1 day) Overview of grade and subject specific IB PYP pedagogy *(28 teachers for 2 days) Participants will assure that all units are aligned to the Florida standards and IB requirements and are aligned vertically to maximize student learning gains					
	TOTAL PERSONNEL					
BENEFITS	School-Based CambridgeCoordinator 10 month position; Coordination of the school's IB PYP program to meet objectives of the grant, such as coaching, unit planning, curriculum development, training, etc (2% annual raise) 100% grant					
	Special Activity/ Substitutes					
	TOTAL BENEFITS					
TRAVEL/TRAINING	Travel to Cambridge Schools /mile, Hotel \$ varies, Per Diem \$ /day) In or out of county travel to model IB PYP schools					
	Dr. Karen Mapp -Family Engagement in Education: Creating Effective Home and School Partnerships for Student Success (4 day leadership institute) (Institute cost - \$ flights \$ hotel \$ rental car \$ per diem (dinner only) \$ - Principal					
	Magnet Schools of America Conferences (3 people-\$ reg, \$ hotel, \$ flight, \$ mileage, \$ per diem) To learn about current best practices in instructional strategies and school leadership affecting diverse populations					

TRAVEL	Official Cambridge Training Workshops (\$ reg., \$ Hotel, \$ Flight, \$ Mileage, \$ Per Diem, \$ Rental Car) Travel to workshops and seminars provided by Cambridge
	Florida Educational Technology Conference (FETC) (3 teachers/admin, TRST-\$ reg, \$ mileage) Up to date technology applications will assist participants in integrating acquired technology throughout the curriculum
	PBL Workshops and Conferences
	TOTAL TRAVEL/TRAINING
EQUIPMENT	Computers/ Laptops (\$ ea:15/20/20/10/20) Class set of laptops for d
	Furniture for STEM labs and exploration areas
	Furniture for outdoor commons classrooms and exploratoriums
	Technology (including printers) needed for staff to perform duties to ensure successful implementation of the project objectives
	Furniture for personalized centers within classrooms
	MakerCart 2.0 for maker commons
	Makerspace Digital Fab Lab (Grades Kg-5) Primary years Fab Lab equipment and furniture for elementary grades K-5 to experience Fabrication technology
	TOTAL EQUIPMENT
SUPPLIES	Inspired Inventors Pack- cublets kits for computation thinking and STEM
	Nearpod Licences for K-2 students and ELL specific students
	Cambridge Instructional Materials A variety of materials that will be purchased as Cambridge PBL units are developed and may involve kits, supplies, teacher materials, student materials needed to implement each instructional unit
	Supplemental Curriculum Materials guides needed to support IB and materials to correspond with newly developed IB units
	Fab Maker Lab Software for makerspace and classroom STEM+C projects
	Collective efficacy and Leadership pd materials and profile licenses
	Miscellaneous Technology Supplies Includes all technology consumables such as paper, poster maker supplies, ink cartridges, sublimation supplies etc.
	Recruitment materials - design, production, and distribution of recruitment materials/ school recruitment set up such as wrapped windows, banners and school signage to achieve adequate enrollment and meet the MGI performance measures
	Miscellaneous Supplies needed to implement Cambridge units that will be developed during the grant
	TOTAL SUPPLIES
	Systemic reforms (balanced assessment, UBD, performance assessment)
	External Evaluator - to provide rigorous implementation and impact studies, feedback on specific school needs for improvement
	Project Based Learning comprehensive training

CONTRACTUAL	Reporting and evaluation support for feedback on reports, and assistance in compiling documentation for impact studies
	Makerspace and STEM training- to provide technical and pedagogical support in implementation of design ,making, and STEM as a part of magnet theme
	Misc. Training based on evaluative feedback
	Cambridge Official training and guidance toward accreditation
	Nearpod Official training (to effectively implement summer programming , hybrid units, and other instruction with 1-1 student to device ratio)
	Leadership for Equity Coaching and PD- to provide key train ing for leadership teams in equity, desegregation, and diversity leadership to ensure equitable practices, promote desegregation and meet PM objectives of a grant
	TOTAL CONTRACTUAL
OTHER	Cambridge Application Fee required to become Cambridge Primary cert
	Cambridge candidacy a nd consultation services fee
	Postage to mail marketing materials that promote district magnet programs to meet the objectives of the grant.
	TOTAL OTHER
	TOTAL DIRECT COSTS
	INDIRECT COST
	TOTAL PROJECT BUDGET
	SUMMARY BY BUDGET CATEGORY
	PERSONNEL
	BENEFITS
	TRAVEL/TRAINING
	EQUIPMENT
	SUPPLIES
	CONTRACTUAL
	OTHER
	INDIRECT COST
	TOTAL

D. JENKINS ACADEMY 6-8					
Category	Description	Project Year 1	Project Year 2	Project Year 3	Project Year 4
PERSONNEL	School-Based Cambridge Coordinator 10 month position; Coordination of the school's IB PYP program to meet objectives of the grant, such as coaching, unit planning, curriculum development, training, etc (2% annual raise) 100% grant				
	Special Activity: Cambridge Coordinator (10 days per year-\$ /hour) Work with Key MSAP staff and school teachers during summer and additional days for curriculum and program development				
	Special Activity/Substitute Days: Vertical and Horizontal Curriculum Alignment at school site and with Bethune Academy (\$ /hour or \$ /day)				
	Substitutes: Various Conferences (3 teachers for 3 days @ \$ /day) Workshops with up to date technology applications will assist participants in integrating acquired technology throughout the curriculum				
	Substitutes: Official Cambridge Training L(7 teachers*5 day*\$ /day) Official training required of all teachers who teach at Cambridge schools				
	Special Activity/Substitutes: Summer Learning Summit (\$ /hour or \$ /day) Teachers will work in large and small groups for IB PYP curriculum development, unit planning, on-site trainings on topics such as: *(28 teachers for 1 day) Overview of grade and subject specific IB PYP pedagogy *(28 teachers for 2 days) Participants will assure that all units are aligned to the Florida standards and IB requirements and are aligned vertically to maximize student learning gains				
	TOTAL PERSONNEL				
BENEFITS	School-Based Cambridge Coordinator 10 month position; Coordination of the school's IB PYP program to meet objectives of the grant, such as coaching, unit planning, curriculum development, training, etc (2% annual raise) 100% grant				
	Special Activity/ Substitutes				
	TOTAL BENEFITS				
TRAVEL	Travel to Cambridge Schools /mile, Hotel \$ varies, Per Diem \$36/day) In or out of county travel to model IB PYP schools				
	Dr. Karen Mapp -Family Engagement in Education: Creating Effective Home and School Partnerships for Student Success (4 day leadership institute) (Institute cost - \$ flights \$ hotel \$ rental car \$ per diem (dinner only) \$ - Principal				

TRAVEL/TRAIN	Magnet Schools of America Conferences (3 people-\$ reg, \$ hotel, \$ flight, \$ mileage, \$ per diem) To learn about current best practices in instructional strategies and school leadership affecting diverse populations				
	Official Cambridge Training Workshops (\$ reg., \$ Hotel, \$ Flight, \$ Mileage, \$ Per Diem, \$ Rental Car) Travel to workshops and seminars provided by Cambridge				
	Florida Educational Technology Conference (FETC) (3 teachers/admin, TRST-\$ reg, \$ mileage) Up to date technology applications will assist participants in integrating acquired technology throughout the curriculum				
	PBL Workshops and Conferences				
	TOTAL TRAVEL/TRAINING				
EQUIPMENT	Computers/ Laptops (\$ ea. for delivering instruction and student use)				
	Furniture for outdoor commons classrooms and exploratoriums				
	Technology (including printers) needed for staff to perform duties to ensure successful implementation of the project objectives				
	Fab Lab Equipment additions (as needed)				
	TOTAL EQUIPMENT				
	Cambridge Instructional Materials A variety of materials that will be purchased as Cambridge units are developed and may involve kits, supplies, teacher materials, student materials needed to implement each instructional unit				
	Supplemental Curriculum Materials guides needed to supportCambridge and materials to correspond with newly developed IB units				
	Fab Maker Lab Software and CT certification for makerspace and classroom STEM+C projects				
	Fab Lab Supplies (Acrylic, wood, 3D filament, vinyl)				
	Renzulli Total Talent Development				
	Collective efficacy and Leadership pd materials and profile licenses				
	Miscellaneous Technology Supplies Includes all technology consumables such as paper, poster maker supplies, ink cartridges, sublimation supplies etc.				
	Recruitment materials - design, production, and distribution of recruitment materials/ school recruitment set up such as wrapped windows, banners and school signage to achieve adequate enrollment and meet the MGI performance measures				
	Miscellaneous Supplies needed to implement Cambridge units that will be developed during the grant				
	TOTAL SUPPLIES				
	Systemic reforms (balanced assessment, UBD, performance assessment)				

CONTRACTUAL	External Evaluator - to provide rigorous implementation and impact studies, feedback on specific school needs for improvement			
	Renzulli Total Talent Development Training to support enrichment of Cambridge units and alignments with a feeder pattern school			
	Project Based Learning comprehensive training			
	Reporting and evaluation support for feedback on reports, and assistance in compiling documentation for impact studies			
	Nearpod Official training (to effectively implement summer programming , hybrid units, and other instruction with 1-1 student to device ratio)			
	Makerspace and STEM training- to provide technical and pedagogical support in implementation of design ,making, and STEM as a part of magnet theme			
	Misc. Training based on evaluative feedback			
	Cambridge Official training and guidance toward accreditation			
	Leadership for Equity Coaching and PD- to provide key training for leadership teams in equity, desegregation, and diversity leadership to ensure equitable practices, promote desegregation and meet PM objectives of a grant			
	TOTAL CONTRACTUAL			
OTHER	Cambridge Application Fee required to become a Cambridge Lower Sec			
	Cambridge candidacy and consultation services fee			
	Postage to mail marketing materials that promote district magnet programs to meet the objectives of the grant.			
	TOTAL OTHER			
	TOTAL DIRECT COSTS			
	INDIRECT COST			
	TOTAL PROJECT BUDGET			
	SUMMARY BY BUDGET CATEGORY			
	PERSONNEL			
	BENEFITS			
	TRAVEL/TRAINING			
	EQUIPMENT			
	SUPPLIES			
	CONTRACTUAL			
	OTHER			
	INDIRECT COST			
	TOTAL			

GARNER ELEMENTARY K-5					
Category	Description	Project Year 1	Project Year 2	Project Year 3	Project Year 4
PERSONNEL	School-Based STEM Coordinator 10 month position; Coordination of the school's IB PYP program to meet objectives of the grant, such as coaching, unit planning, curriculum development, training, etc (2% annual raise) 100% grant				
	Technician, Budgetary Accountant 12 month position; Coordination of school-based MSAP budget, purchasing, inventory, data collection, evaluation coordination, reporting, etc (2% annual raise) 100% Grant				
	Special Activity: STEM Coordinator (10 days per year-\$ /hour) Work with Key MSAP staff and school teachers during summer and additional days for curriculum and program development				
	Special Activity/Substitute Days: Vertical Curriculum Alignment with feeder school (Lake Alfred Polytech) (\$ /hour or \$ /day)				
	Substitutes: FETC (3 teachers for 3 days @ \$ /day) Workshops with up to date technology applications will assist participants in integrating acquired technology throughout the curriculum				
	Substitutes: STEM conferences/workshops 7 teachers*5 day*\$ /day)				
	Special Activity/Substitutes: Summer Learning Summit (\$ /hour or \$ /day) Teachers will work in large and small groups for IB PYP curriculum development, unit planning, on-site trainings on topics such as: *(45teachers for 1 day) Overview of grade and subject specific IB PYP pedagogy *(45 teachers for 2 days) Participants will assure that all units are aligned to the Florida standards and IB requirements and are aligned vertically to maximize student learning gains				
	TOTAL PERSONNEL				
BENEFITS	School-Based STEM Coordinator 10 month position; Coordination of the school's IB PYP program to meet objectives of the grant, such as coaching, unit planning, curriculum development, training, etc (2% annual raise) 100% grant				
	Technician, Budgetary Accountant 12 month position; Coordination of school-based MSAP budget, purchasing, inventory, data collection, evaluation coordination, reporting, etc (2% annual raise) 100% Grant				
	Special Activity/ Substitutes				
	TOTAL BENEFITS				
	NSTA/ NCTM/ ISTE conferences (Admin, STEM Coordinator, 5 teachers) \$ reg., \$ Hotel, \$ Flight, \$ Mileage, \$ Per Diem, \$ Rental Car)				

TRAVEL/TRAINING	Ron Clark Two Day Leadership Team Experience (4 members of [REDACTED])
	Travel to STEM exemplar Schools [REDACTED]/mile, Hotel \$ varies, Per Diem \$ [REDACTED]/day) In or out of county travel to model IB PYP schools
	Magnet Schools of America Conferences [REDACTED] [REDACTED]) To learn about current best practices in instructional strategies and school leadership affecting diverse populations
	ASCD/ Restorative Practices/ Systemic reform conferences or workshops [REDACTED] [REDACTED] Rental Car) workshops for school administrators, STEM Coordinator and teachers
	Dr. Karen Mapp -Family Engagement in Education: Creating Effective Home and School Partnerships for Student Success (4 day leadership institute) (Institute cost - [REDACTED] [REDACTED] 2 Administrators
	Florida Educational Technology Conference (FETC) or other STEM Related Conferences [REDACTED] [REDACTED] 0 Rental Car)- national Up to date technology applications will assist participants in integrating acquired technology throughout the curriculum
	TOTAL TRAVEL/TRAINING
EQUIPMENT	Computers/ Laptops (\$ [REDACTED] ea:15/20/20/10/20) Class set of laptops for d
	Furniture for personalized and blended learning and collaboration in central hubs of the school including library and commons areas
	Furniture for STEM labs and exploration areas
	Furniture for outdoor commons classrooms and exploratoriums and sensory gardens and areas
	Technology (including printers) needed for staff to perform duties to ensure successful implementation of the project objectives
	Furniture for personalized centers within classrooms
	MakerCart 2.0 for maker commons (2)
	2 Makerspace Digital Fab Lab (K-2 and 3-5) (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 [REDACTED] [REDACTED] and other equipment.
	TOTAL EQUIPMENT
	Inspired Inventors Pack- cublets kits for computation thinking and STEM (6)
	Nearpod Licences for K-2 students and ELL specific students
	STEM Instructional Materials A variety of materials that will be purchased asSTEM units are developed and may involve kits, robotics, supplies, teacher materials, student materials needed to implement each instructional unit

SUPPLIES	Supplemental Curriculum Materials guides needed to support STEM and materials to correspond with newly developed STEM units
	Fab Maker Lab Software for makerspace and classroom STEM+C projects
	Collective efficacy and Leadership pd materials and profile licenses
	Miscellaneous Technology Supplies Includes all technology consumables such as paper, poster maker supplies, ink cartridges, sublimation supplies etc.
	Recruitment materials - design, production, and distribution of recruitment materials/ school recruitment set up such as wrapped windows, banners and school signage to achieve adequate enrollment and meet the MGI performance measures
	Miscellaneous Supplies needed to implement STEM units that will be developed during the grant
	Miscellaneous Supplies Feeder Site Supplies needed for Lake Alfred Poly feeder Site to work with Garner Academy teachers
	TOTAL SUPPLIES
CONTRACTUAL	Systemic reforms (balanced assessment, UBD, performance assessment)
	Project Based Learning comprehensive training
	External Evaluator - to provide rigorous implementation and impact studies, feedback on specific school needs for improvement
	Reporting and evaluation support for feedback on reports, and assistance in compiling documentation for impact studies
	Makerspace and STEM training - to provide technical and pedagogical support in implementation of design ,making, and STEM as a part of magnet theme
	Misc. Training based on evaluative feedback
	Nearpod Official training (to effectively implement summer programming , hybrid units, and other instruction with 1-1 student to device ratio)
	Leadership for Equity Coaching and PD- to provide key training for leadership teams in equity, desegregation, and diversity leadership to ensure equitable practices, promote desegregation and meet PM objectives of a grant
	TOTAL CONTRACTUAL
	Postage to mail marketing materials that promote district magnet programs to meet the objectives of the grant.
	TOTAL OTHER
	TOTAL DIRECT COSTS
	INDIRECT COST
	TOTAL PROJECT BUDGET
	SUMMARY BY BUDGET CATEGORY
	PERSONNEL
	BENEFITS

	TRAVEL/TRAINING	
	EQUIPMENT	
	SUPPLIES	
	CONTRACTUAL	
	OTHER	
	INDIRECT COST	
	TOTAL	

STEPHENS ACADEMY K-5					
Category	Description	Project Year 1	Project Year 2	Project Year 3	Project Year 4
PERSONNEL	School-Based PYP Coordinator 10 month position; Coordination of the school's IB PYP program to meet objectives of the grant, such as coaching, unit planning, curriculum development, training, etc (2% annual raise) 100% grant				
	Technician, Budgetary Accountant 12 month position; Coordination of school-based MSAP budget, purchasing, inventory, data collection, evaluation coordination, reporting, etc (2% annual raise) 100% Grant				
	Special Activity/Substitute Days: Demonstration Site Brigham Academy work with project school with implementation of magnet program including mentoring teachers, curriculum development, unit planning and training				
	Special Activity: PYP Coordinator (10 days per year-\$ /hour) Work with Key MSAP staff and school teachers during summer and additional days for curriculum and program development				
	Special Activity/Substitute Days: Vertical and Horizontal Curriculum Alignment Demonstration Site /day) Teachers from Brigham Academy Demonstrate Site to complete vertical and horizontal curriculum alignment and assist Brigham teachers to align their curriculum				
	Substitutes: Various Conferences (3 teachers for 3 days @ \$ /day) Workshops with up to date technology applications will assist participants in integrating acquired technology throughout the curriculum				
	Substitutes: Official IB Training Level 1 (7 teachers*5 day*\$ /day) Official training required of all teachers who teach at IB PYP Schools				
	Special Activity/Substitutes: Summer Learning Summit (\$ /hour or \$ /day) Teachers will work in large and small groups for IB PYP curriculum development, unit planning, on-site trainings on topics such as: *(28 teachers for 1 day) Overview of grade and subject specific IB PYP pedagogy *(28 teachers for 2 days) Participants will assure that all units are aligned to the Florida standards and IB requirements and are aligned vertically to maximize student learning gains				
	Substitutes: Official IB PYP Training Levels 2-3 (7 teachers*5 day*\$ /day) Advanced training in IB PYP pedagogy and strategies				
	TOTAL PERSONNEL				
TS	School-Based PYP Coordinator 10 month position; Coordination of the school's IB PYP program to meet objectives of the grant, such as coaching, unit planning, curriculum development, training, etc (2% annual raise) 100% grant				

BENEFIT	<p>Technician, Budgetary Accountant 12 month position; Coordination of school-based MSAP budget, purchasing, inventory, data collection, evaluation coordination, reporting, etc (2% annual raise) 100% Grant</p>
	<p>Special Activity/ Substitutes</p>
TRAVEL/TRAINING	<p>TOTAL BENEFITS</p>
	<p>Florida League of IB Schools (Admin, PYP Coordinator, 4 times per year, [REDACTED] Hotel) Required administrative workshops for IB school administrators and IB PYP Coordinator</p>
	<p>Travel to IB PYP Schools [REDACTED] /day) In or out of county travel to model IB PYP schools</p>
	<p>Florida League of IB Schools (FLIBS) meetings for IB Demonstration Site [REDACTED] [REDACTED] /person) Continued training for IB Demonstration Site coordinator, teachers and Principal who will work with Brigham</p>
	<p>Magnet Schools of America Conferences (2 [REDACTED] per diem) To learn about current best practices in instructional strategies and school leadership affecting diverse populations</p>
	<p>Official IB Training Levels 1-3 [REDACTED] Rental Car) Travel to workshops and seminars provided by IB organization, required for IB schools</p>
	<p>IB Americas Conference [REDACTED] Rental Car) IB workshops for school administrators, IB PYP Coordinator and teachers</p>
	<p>Dr. Karen Mapp -Family Engagement in Education: Creating Effective Home and School Partnerships for Student Success (4 day leadership institute) (Institute cost - [REDACTED]) - Principal or designee</p>
	<p>Official IB Trainings Levels 1-3 IB Demonstration Site [REDACTED] mile, Hotel \$varies, Per Diem \$ [REDACTED] /day, Flight \$varies, Registration \$varies) Continued training for Brigham Academy IB Demonstration Sites teachers who will work with Brigham</p>
	<p>TOTAL TRAVEL/TRAINING</p>
JIPMENT	<p>Computers/ Laptops (\$ [REDACTED] ea for delivering instruction and student use)</p>
	<p>Furniture for personalized and blended learning and collaboration in central hubs of the school including library and commons areas</p>
	<p>Furniture for STEM labs and exploration areas</p>
	<p>Furniture for outdoor commons classrooms and exploratoriums</p>
	<p>Technology (including printers) needed for staff to perform duties to ensure successful implementation of the project objectives</p>
	<p>Interactive whiteboards for classrooms (10/10/10)</p>
	<p>MakerCart 2.0 for maker commons (2)</p>

EQU	Makerspace Digital Fab Lab <i>(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 (\$ vinyl cutter and other equipment.</i>				
	TOTAL EQUIPMENT				
SUPPLIES	Inspired Inventors Pack- cublets kits for computation thinking and STEM (3)				
	IB Instructional Materials A variety of materials that will be purchased as IB/STEM units are developed and may involve kits, supplies, teacher materials, student materials needed to implement each instructional unit				
	Supplemental Curriculum Materials guides needed to support IB and materials to correspond with newly developed IB units				
	Fab Maker Lab Software for makerspace and classroom STEM+C projects				
	Collective efficacy and Leadership pd materials and profile licenses				
	Miscellaneous Technology Supplies Includes all technology consumables such as paper, poster maker supplies, ink cartridges, sublimation supplies etc.				
	Nearpod Licences for K-2 students and ELL specific students				
	Recruitment materials - design, production, and distribution of recruitment materials/ school recruitment set up such as wrapped windows, banners and school signage to achieve adequate enrollment and meet the MGI performance measures				
	Miscellaneous Supplies needed to implement IB units that will be developed during the grant				
	Miscellaneous Supplies Demonstration Site Supplies needed for Brigham Academy Demonstration Site to work with Stephens Academy teachers				
	TOTAL SUPPLIES				
CONTRACTUAL	Systemic reforms (balanced assessment, UBD, performance assessment)				
	Nearpod Official training (to effectively implement summer programming , hybrid units, and other instruction with 1-1 student to device ratio)				
	External Evaluator - to provide rigorois implementation and impact studies, feedback on specific school needs for improvement				
	Reporting and evaluation support for feedback on reports, and assistance in compiling documentation for impact studies				
	Makerspace and STEM training- to provide technical and pedagogical support in implementation of design ,making, and STEM as a part of magnet theme				
	Misc. Training based on evaluative feedback				
	IB Official training and guidance toward accreditation				

	Leadership for Equity Coaching and PD- to provide key training for leadership teams in equity, desegregation, and diversity leadership to ensure equitable practices, promote desegregation and meet PM objectives of a grant				
	TOTAL CONTRACTUAL				
OTHER	IB PYP Application Fee required to become IB PYP certified program				
	IB/PYP candidacy and consultation services fee				
	Postage to mail marketing materials that promote district magnet programs to meet the objectives of the grant.				
	TOTAL OTHER				
	TOTAL DIRECT COSTS				
	INDIRECT COST				
	TOTAL PROJECT BUDGET				
	SUMMARY BY BUDGET CATEGORY				
	PERSONNEL				
	BENEFITS				
	TRAVEL/TRAINING				
	EQUIPMENT				
	SUPPLIES				
	CONTRACTUAL				
	OTHER				
	INDIRECT COST				
	TOTAL				

State Board of Education

Andy Tuck, *Chair*
Marva Johnson, *Vice Chair*
Members
Monesia Brown
Ben Gibson
Tom Grady
Ryan Petty
Joe York



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Richard Corcoran
Commissioner of Education

April 14, 2021

Mr. Michael Perrone
Polk County School District
1915 South Floral Avenue
Bartow, Florida 33830

Mr. Perrone,

Your indirect cost proposal for fiscal year 2021-2022 has been reviewed and the restricted [REDACTED] and unrestricted rate of [REDACTED] is approved with an effective date of July 1, 2021 through June 30, 2022.

If you have any questions please call Don Crumbliss at (850) 245-9214.

[REDACTED]

Matt Kirkland
Chief Comptroller

Suzanne Pridgeon
Deputy Commissioner, Finance and Operations

**DISTRICT SCHOOL BOARD OF POLK COUNTY
CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE
PLAN B**

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in 2 CFR 200, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward	Federal Programs - Unrestricted with Carry Forward
---	---

I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2019-2020, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

3/30/2021 Date Signed	3/20/21 Date Signed

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward	Federal Programs - Unrestricted with Carry Forward
---	---

These rates become effective **July 1, 2021, and remain in effect until June 30, 2022**, and will apply to all eligible federally assisted programs as

Signature of Comptroller, Florida Department of Education	4/14/21 Date Signed



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

The School Board of Polk County, Florida

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)								

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2021 To: 06/30/2022 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): State of Florida - Department of Education

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

(6) For Training Rate Programs (check one) -- Are you using a rate that:

☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S165A220010

Page 1 of 13

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
The School Board of Polk County, Florida	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">The School Board of Polk County, Florida</div>	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
---	---

IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Fringe Benefits Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Travel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Contractual Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Construction Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Other Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Total Direct Administrative Costs (lines 1-6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Indirect Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Total Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Total Percentage of Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

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

OMB Number: 4040-0013

Expiration Date: 02/28/2025

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="The School Board of Polk County, FL"/> * Street 1 <input type="text" value="1915 S. Floral Avenue"/> Street 2 <input type="text"/> * City <input type="text" value="Bartow"/> State <input type="text" value="FL: Florida"/> Zip <input type="text" value="33830"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Magnet Schools Assistance"/> CFDA Number, if applicable: <input type="text" value="84.165"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
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 tier above when the transaction was 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 \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Andrew Baldwin"/> * Name: Prefix <input type="text" value="Mr."/> * First Name <input type="text" value="Frederick"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Heid"/> Suffix <input type="text"/> Title: <input type="text" value="Superintendent"/> Telephone No.: <input type="text"/> Date: <input type="text" value="04/22/2022"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S165A220010

Page e1716



U.S. Department of Education
Evidence Form

OMB Number: 1894-0001
Expiration Date: 05/31/2022

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale ☐ Promising Evidence ☒ Moderate Evidence ☐ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Allington, R. L., McGill-Franzen, A., Camilli, G., Williams, L., Graff, J., Zeig, J., et al. (2010).Addressing summer reading setback among economically disadvantaged elementary students. Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education, Grant # R305T010692-02. Study available as Attachment 3	Meets WWC standards without reservation (strong evidence) https://ies.ed.gov/ncee/wwc/Study/67300 The study found that students who received three consecutive years of free, self-selected summer reading books had statistically significantly higher reading test scores, as assessed by state standardized tests than students who did not receive summer reading books. <ul style="list-style-type: none">• The reported effect size of was 0.14 (per WWC - roughly an equivalent to moving a student from the 50th percentile to the 56th percentile of reading achievement)• The highest size effects (0.21) were for most economically disadvantaged students	The study sample included students in the region where PCPS is located and had demographic characteristics similar to the PCPS (especially when it comes to SES) This strategy will address the retention and success of diverse student groups, including minority and low socioeconomic students. Many of these students experience a "summer slide," a loss of learning competencies during the lengthy period with no school. Most of our economically disadvantaged students do not have the means to participate in quality summer educational experiences available to their middle and upper-class peers. In addition, their parents often lack access to quality educational materials. This promotes the increase in the achievement gap among the demographic groups. Research indicates that students experience a "summer learning loss" that compounds over the years and adversely affects academic achievement. The AMP program will develop a mandatory summer learning program for all students. The program will include self-study, interest-based, academically warranted, and teacher monitored components. The strategy will directly affect all AMP magnet students. The program will consist of several elements in common with the study including <ul style="list-style-type: none">• Self-selected reading materials and activities that are at the students' interest and reading level• Availability of materials throughout the summer Attachment 5 provides information and examples of proposed summer programming. The summer learning program will be a part of the impact study. The specific focus will be on

PR/Award # S165A220010
Page e1717

		our youngest students (K-3) who often are not encompassed in the impact study since most state standardized tests begin in grades 3 or above. The study
Augustine, C. H., Engberg, J., Grimm, G., Lee, E., Wang, E., Christianson, K. & Joseph, A. (2018). Can restorative practices improve school climate and curb suspensions? An evaluation of the impact of restorative practices in a mid-sized urban school district. RAND Corporation. Santa Monica.RR-2840-DOJ. Study available as Attachment 4	Meets WWC standards with reservations because it is a compromised cluster randomized controlled trial, but it satisfies the baseline equivalence requirement for the individuals in the analytic intervention and comparison groups. (moderate evidence) https://ies.ed.gov/ncee/wwc/Study/88826 The study found that students participating in the restorative practice schools showed significant reduction in exclusionary discipline referrals and decreased instructional days loss due to exclusionary discipline (moderate effect size) The study further found strong evidence that program implementation had positive impacts on teachers' perceptions of teaching and learning conditions The intervention further reduced disparities in suspension rates by race and income. Fewer African American and low-income students were suspended in the implementation schools than in control schools.	The study took place in majority/minority district that includes significant number of low income students. Most study settings were urban. Five out of six schools included in AMP project are located in predominantly minority, low income urban setting. Therefore, there is a significant population overlap with the presented study sample. AMP project will deliberately address behavior and discipline equity to increase intraschool desegregation and retention of minority and economically disadvantaged students in our rigorous programs, while simultaneously building social and emotional competencies and improving academic outcomes. Disciplinary inequity is well documented for many of our diverse students, impacting the school culture, self-esteem, and, ultimately, academic performance and postsecondary outcomes. As a part of the program, all schools will implement positive behavior and restorative practices that will lead to a reduction of disciplinary referrals and equitable discipline protocols and implementation. The strategy will directly affect all AMP magnet students. The AMP program will include several elements in common with the study <ul style="list-style-type: none"> • Intensive professional development for school staff in equity, strategies for engagement of diverse students, positive behavior and restorative practices • Monitoring of implementation of these practices through observation, walkthroughs, as well as discipline records • Focus on positive and culturally relevant practices Attachment 6 presents a toolkit that will be used in implementation of restorative practices. Implementation of equitable discipline practices will be a part of the impact study. The study design is described in the Quality of Evaluation Plan. The outcomes will be measured by the available discipline data, as well as by a perception of equity surveys for students, staff, and families
	PR/Award # S165A220010 Page e1718	

--	--	--

Instructions for Evidence Form

- 1. Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
- 2. Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
 - a. Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
 - b. Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
 - c. Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22 . This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., & Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

Paperwork Burden Statement: 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. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

PR/Award # S165A220010