Magnet Schools Assistance Program (CFDA # 84.165A)

Seminole County Public Schools

Project Narrative

ePathways for Elementary Schools: Small Steps to Big Careers

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COMPETITIVE PREFERENCE PRIORITIES

Competitive Preference Priority 1 – Need for Assistance

Introduction and Background for Need: Seminole County Public Schools (SCPS) has been on a journey of excellence and equity for several decades, constantly examining student achievement data from multiple subgroups and perspectives, and then analyzing the policies, practices and procedures that created those results. In particular, the district began a deliberate road to unitary status in 1995 by addressing equity for all students in the areas of student assignment, faculty assignment, facilities, resources, transportation, staff, extracurricular activities, student achievement and student discipline. As a result of this work, the district was declared Unitary in March of 2006 by the United States District Court.

Over the past eleven years since attaining unitary status, the district has maintained its excellence and equity commitment and has used the continuous improvement process to seek innovative methods and strategies to engage all subgroups of learners. In fact, the district has been designated an Academically High Performing district by the Florida Department of Education for five consecutive years, and based on 2016 Florida State Assessment data is ranked 6th out of 67 Florida district in English Language Arts academic achievement and 8th in math while reflecting a 47.29% districtwide free and reduced (F/R) priced lunch student population.

From 2005-2010, SCPS students continuously increased their performance on state standardized assessments. In the 2010-2011 school year, the state of Florida released new, more rigorous statewide assessments. Even with these more challenging assessments, the district's students improved in reading from 65% in 2005 to 70% in 2014. In addition, SCPS students maintained their performance of about 70% in math after the change in the assessment. In 2015, Florida implemented other new assessments which were based on new state adopted standards.

As a result, the reading assessment was changed to an English Language Arts assessment. Once again, rigor was raised. Expectedly, proficiency scores across the state decreased; however, through 2016 SCPS has maintained its relative position in the state, ranking 1st in Central Florida and also among the 17 largest districts in the state in both ELA and math. Despite the increased rigor and more challenging standards, the achievement gap has not increased between minority students and their white peers.

While academic achievement of all students is of major concern for the district, also of great importance is the opportunity gap created through lack of access to experiences by certain populations of students. As such, district leadership seeks to ensure all students have access to high-quality educational opportunities. One example of such access is the identification and placement of students into gifted and talented programs within the school district. Driven by the district's strive to ensure all students are provided individualized, personalized learning, leadership has focused work on deep analysis of student data to guide instructional decisions. In the 2012/13 school year, this data review was concentrated on the demographics of students across the district who enroll in advanced coursework, such as classes noted as honors, Advanced Placement (AP) and dual enrollment, as well as students who participate in gifted education programs. The resulting profile painted a telling picture – *schools with higher free- or reduced lunch rates (higher poverty schools) had fewer students participating in advanced courses and/or gifted education programs*. This information commanded action, and district introduced the Gifted and Talented (G/T) Development Elementary Initiative.

Recently recognized by EdWeek, the G/T Development Elementary Initiative seeks to engage all students – including those who are traditionally underrepresented – in programs for the gifted and talented. A specific focus has been placed on referral and identification of

traditionally underrepresented students for gifted services – to include students in the accountability subgroups of black and Hispanic, as well as those who are classified as economically disadvantaged and/or English language learners. The G/T Initiative includes the use of grade level screenings, utilization of diverse assessments and alternative plans, infusing multicultural education in professional development, and community outreach. Significant gains have been noted at the five elementary schools identified for this initiative during the two years.

Although the district is on the road to reducing disparities in both academic achievement and access to opportunities among subgroups, much work still needs to be done. District leaders have taken a focused, school-centered approach to guarantee equity and excellence, and ensure all students are prepared for postgraduation success. While the district as a whole is demonstrating gradual and sustained success in narrowing achievement gaps among subgroups, some schools within the system struggle to reach this level of accomplishment. As such, the district intends to utilize funds under the 2017 MSAP competition to create three new magnet schools in the northern regional of the county to reduce minority isolation in these high minority, high poverty, and persistently low performing elementary schools. The district has a history of success in *nurturing and sustaining high-quality magnet programs and schools* under the Magnet Schools Assistance Program (1998, 2001, 2007, and 2013) and is confident in the impact these new, strategically located, and skillfully developed magnet schools will make to achievement.

(a) Costs of fully implementing the magnet schools project as proposed. The district is requesting $15m over the five year project period to transform three existing schools into magnet schools in the northern region of the county through MSAP implementation – **Idyllwilde Elementary**, **Pine Crest Elementary**, and **Wicklow Elementary**. Each of these schools will integrate core themes into the curriculum which reflect both the broader community need and

student interests -- Idyllwilde Elementary: Future Ready Academy -- An International Baccalaureate Primary Years Programme School; Pine Crest Elementary School of Innovation -- A computer science immersion school; and Wicklow Elementary School for Global Pathways -- An International Baccalaureate Primary Years Programme School.

MSAP funds will be used to provide school-based theme integration, curriculum materials and supplies, educational technology to support enhanced student learning through application, professional development of teachers (stipends, extended contract, substitutes, professional development providers, travel, registrations, and materials), curriculum writing opportunities for teachers, recruitment and marketing resources, and program evaluation.

Table 1: Project Implementation Costs

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Total*
Personnel	849,336	1,014,074	1,035,108	1,038,535	1,060,852	4,997,905
Benefits	238,343	263,644	266,573	268,099	271,207	1,307,866
Travel	62,000	76,000	76,000	76,000	46,000	336,000
Equipment	3,876,565	0	0	120,000	0	3,996,565
Supplies	515,135	223,800	223,800	223,800	223,800	1,410,335
Contractual	443,699	336,890	318,850	226,761	226,962	1,553,162
Other	64,100	137,600	137,600	137,600	72,700	549,600
Indirect Costs	79,517	75,103	75,320	72,131	69,596	371,667
Stipends	78,100	99,700	99,700	99,700	99,700	476,900
TOTAL	6,206,795	2,226,811	2,232,951	2,262,626	2,070,817	15,000,000

Costs presented are reasonable and necessary to carry out the schoolwide project, which will impact an estimated 2,285 students in each year of the project. The cost per student

impacted across the five-year project (2,285 x 5 years = 11,425 student units) is $1,313. Most costs included in the project are one-time program establishment expenses. The magnet schools will attract diverse student populations by offering curricula and programs that are unique and of the highest quality. To this end, the personnel requested in this application are those whose functions are critical to implementing high quality magnet school programs that have the potential to attract students of all socioeconomic, racial and ethnic groups. Further, materials and equipment requested represent a necessary investment to initiate the project as described.

The district will augment the federal funds with local funds, including project contributions from district staff. At the core of this local support is the work of the Choices and Student Assignment Office. Nearly two decades ago, the district established the Choices and Student Assignment Office to administer and coordinate efforts for the first magnet schools established in the district. Choices built on the initial efforts and has developed finely tuned procedures and mechanisms to process student applications and make student assignments to all magnet schools and programs. The three new magnets will have the benefits of the Choices team. The district will provide the services of the Coordinator for Choices as supervisor to the Project Director. Further, staff within Choices will assist with program-related marketing, recruitment, application, and assignment of students. In addition to the work of Choices will be the contributions offered by the district's Office of Teaching and Learning. Ongoing collaboration between Choices, district instructional leaders, school administrators and staff from Teaching and Learning will ensure that prudent and informed resource choices are made to ensure high-quality materials and services as selected. Further, non-MSAP funds will also be used to enhance school facilities, as well as the use of school staff to serve as effective classroom teachers and school administrators. An additional cost to implement the districtwide magnet is

transportation. This cost includes daily transportation to the school of choice, as well as experiential learning and educational field trip bus expenses. School day transportation costs are absorbed by the district, while the experimental learning and educational field trip expenses are paid for by the school and/or Choices office budget.

The district has developed a budget for the use of MSAP funds that will allow the project to meet its objectives at a reasonable cost that can be assumed at the end of the project. The costs represented in the MSAP budget reflect the commitment of the district to implement a program that is rigorous, relevant, sustainable, and presents a high-quality educational experience. Given the goals of the magnets, costs are necessary to achieve the academic impact presented.

(b) Resources available to the applicant to carry out the project; (c) extent to which the costs of the project exceed the applicant's resources; and d) difficulty of effectively carrying out the plan the project. The school district has consistently been able to maintain a high-quality educational program for students, with a high percentage of the local budget dedicated to the classroom and corresponding low administrative costs. As noted in the 2016-2017 Annual Budget, the district continues to be among the lowest funded of Florida school districts (ranked 61st of 67 districts) in total per student education funding provided by the state, yet is ranked number one in the state for percentage of expenditures spent in the classroom (Florida Department of Education, 2015). With 95% of the district's budget expended at the school level, SCPS demonstrates a strong dedication to academic performance of students and the importance of school programs. Historical budget data demonstrates the current fiscal year per pupil funding by the State is still below our highest funding in (FY) 2008 in the past decade. Additionally per pupil funding has not kept up with inflation. Currently for fiscal year 2016-17, per pupil funding is approximately $1,063 below funding adjusted for inflation; the equivalent of $71.2 million dollars in funding.

Table 2: Funding Trend per FTE, Fiscal Year (FY) 2007 thru FY2017

FY	Total Revenue	Student FTE	Funding per Pupil	Inflation Rate *(Based on CPI Used by FLDOR for Save Our Homes)*	Per Pupil Funding Adjusted for Inflation	Per Pupil Funding Over or (Under) Inflation adjusted Funding	Total Funding Over or (Under) Inflation adjusted Funding
07	441,456,772	65,943.08	6,694.51	2.50%	6,694.51		
08	453,565,507	65,022.82	**6,975.48**	4.10%	6,968.98	6.50	422,456
09	428,947,988	64,596.25	6,640.45	0.10%	6,975.95	-335.51	-21,672,474
10	434,436,428	64,196.66	6,767.27	2.70%	7,164.30	-397.03	-25,488,002
11	431,776,279	63,864.95	6,760.77	1.50%	7,271.77	-511.00	-32,634,899
12	386,620,349	63,909.50	6,049.50	3.00%	7,489.92	-1,440.42	-92,056,840
13	399,411,433	64,335.95	6,208.22	1.70%	7,617.25	-1,409.04	-90,651,645
14	421,773,766	64,088.80	6,581.08	1.50%	7,731.51	-1,150.43	-73,729,415
15	438,259,806	65,426.97	6,698.46	0.80%	7,793.36	-1,094.90	-71,636,244
16	455,847,078	66,306.77	**6,874.82**	0.70%	7,847.92	-973.10	-64,522,840
17	465,501,911	66,977.90	**6,950.08**	2.10%	8,012.72	-1,062.64	-71,173,353

Due to this per FTE funding decline, schools operate on *stringent* budgets. An analysis of school budgets are included below. These budgets represent site costs such as staffing, instructional

materials, capital outlay, custodial supplies, electricity, other utilities, and telephone.

Table 3: Funding Analysis FY 17

	Idyllwilde	**Pine Crest**	**Wicklow**
Staffing: Salary/Benefits	4,347,385.43	4,447,352.71	4,492,498.12
FTE Budget (*principal discretion*)	41,644.47	32,477.21	32,155.95
School Improvement (*school advisory council discretion*)	4,042.66	2,004.63	1,608.15
Instructional Materials: flex funds, library media materials and science supplies	11,123.99	11,557.59	10,052.87
Capital Outlay	21,827.24	19,522.24	16,643.61
Custodial Supplies	6,681.00	6,698.00	6,044.00
Electricity	133,273.00	104,209.00	148,154.00
Other Utilities	9,299.00	30,560.00	43,000.00
Telephones	2,556.00	2,290.00	2,993.00
Total	**4,577,832.79**	**4,656,671.38**	**4,753,149.70**
Unweighted FTE (one student attending full time for 180 days = 1 FTE)	786	788	711

As evidenced by Table 3, the flexible funds available for school-based initiatives are minimal in comparison to the number of students to be served. Based on unweighted FTE counts noted in the table, funds available to be used at school leadership and School Advisory Committee discretion in the FTE and School Improvement budgets equate to $58 per student at Idyllwilde, $44 per student at Pine Crest, and $48 per student at Wicklow. This funding is not sufficient for the schools to develop new magnet programs solely utilizing local school funds.

All three target schools reside in communities of high poverty and are among the highest free or reduced meals rates across the district: Pine Crest, ranked 1st at 91%, Idyllwilde, #4 at 82%, and Wicklow, #5 at 80%. As such, the schools receive Title I funds that provide district level instructional support, additional staff, professional development, and parent involvement activities. While the supplemental resources from Title I entitlement funds will *support* implementation of the magnet programs at these schools, program regulations and available funding amount limit the assistance this funding can provide to establish a magnet program.

At present, the funds dedicated to academic performance at these schools are not sufficient to provide the level of teacher support (professional development and instructional coaching), curriculum development, instructional materials and supplies, educational equipment, and marketing/recruitment efforts necessary to implement this magnet program with fidelity. The costs to establish these magnet far exceed the funds available to the district at present.

The district has developed a sound sustainability plan for post-award costs to maintain the magnet activities; however, local and state entitlement funds simply do not cover the costs to initiate entirely new and innovative programs. A significant portion of the resources needed to ensure proper implementation and program fidelity of the magnets are comprised of one-time, program establishment costs. The combination of local (district and school) operating funds and supplemental entitlement (and/or school improvement) funds will allow district leaders to sustain the vision of these three new magnet schools.

Competitive Preference Priority 2a – Revised or New Magnet Schools Projects

Please see MSAP Required Table 6, per RFP instructions.

Competitive Preference Priority 2b – Strength of Evidence to Support Proposed Projects

While empirical research on the effects of the International Baccalaureate Primary Years

Programme (IB PYP) is still in its infancy, recent studies reveal evidence of promise for academic and socioemotional impact on student-level outcomes. Case studies and academic performance analyses for IB PYP implementation are found across the world, with student populations from the United States, Turkey, Hong Kong and Australia, as well as global impact studies. According to IB, overall, 60% of all public schools that offered IB programmes in the United States were designated Title I schoolwide programs (Hemelt, 2015). Evidence provided indicates a statistically significant impact on students related to English language arts and science performance. Mathematics does not yield significant outcomes in these studies; however, it is theorized that local implementation strategies focused on student achievement in math will ensure success of the IB PYP in this content area, as well (Hemelt, 2014).

Citation: Hemelt, S.W. (2014). The Impact of International Baccalaureate's Primary Years Program (PYP) on Student Performance: Evidence from Michigan and North Carolina. Research report. Chapel Hill, NC: University of North Carolina.

Study Outcomes: This study found that exposure to the PYP improves reading performance of economically disadvantaged third-graders (by approximately 0.10 standard deviations). No evidence of offsetting, harmful effects on reading achievement of other students is noted.

Relevance to Proposed Project: The purpose of the study presented was to assess the performance of elementary school students in an IB PYP school relative to their peers not exposed to the IB PYP's curricula, resources, support, and culture. The studies were conducted on academic performance of elementary students in two states – North Carolina and Michigan. Because the IB PYP is a structured curricular framework, the relevance to the proposed project is significant, as the implementation model will be identical. The only variance will be the addition of a specific magnet theme in each school, as well as unique staffing models for instructional

support in SCPS. While the sample size will be smaller, student population in the study is a similar demographic to the proposed magnet schools for the district.

Further, the proposed evaluation for the MSAP funded schools will measure student outcomes on English language arts, mathematics and science performance.

Citation: Campbell, C.; Chittleborough, G., Jobling, W.; Tytler, R. & Doig, B. (2014). Science Literacy in the International Baccalaureate Primary Years Programme (PYP): NAP-SL Outcomes. Research report. Melbourne, Australia: Deakin University.

Study Outcomes: This study found that on the 2012 National Sample Assessment in Science Literacy (NAP-SL) in Australia, Year 6 students' mean scores result was nearly 74 scale points higher than the national average (475.4089 versus 401.1667). Further, 83.3% of IB PYP students in the study were at or above the suggested Year 6 proficiency level of 3.2, which is compared to 51.4% of students nationally who took the NAP-SL assessment. The study also indicated that IB PYP students from urban schools generally performed better on the NAP-SL than other IB PYP students from regional schools.

Relevance to Proposed Project: The higher academic performance of IB PYP students in urban schools over their IB PYP counterparts in regional (suburban) schools could signal evidence of promise for economically disadvantaged students within each of the proposed magnet schools.

In addition to the evidence of success for the IB PYP curriculum framework, the **transdisciplinary approach to the curriculum, combined with inquiry-based learning strategies and the development of global competencies**, is intended to engage all students in the learning process. Noted as a best-practice in classroom instruction by Marzano (2007), project-(or problem), inquiry-based learning provides students with the opportunity to generate and test hypotheses which in turn requires students to ask essential questions about information

being learned. Further, this learning emphasizes depth of understanding over covered content by challenging students to think critically, conceptualize connections between disciplines, and investigate personal research interests (Campbell & Campbell, 1999; Newell, 2003). Within the construct of project-based learning, the teacher sets a clear and reasonable outcome, and structures the classroom as a collaborative environment devoted to an end product which benefits all students (Marzano, 2007). As framed in notable research by Gardner (1984), offering various modes of learning provides more opportunity for students to be successful at learning tasks and achieve their fullest potential (in Campbell & Campbell, 1999). These learning structures are designed to facilitate development of student autonomy, self-regulation, and executive functioning; thus leading to improved motivation towards learning and an increased academic achievement. It is through these research- and evidenced-based educational approaches and instructional strategies that Pine Crest Elementary School of Innovation, Idyllwilde Elementary: Future Ready Academy, and Wicklow Elementary School for Global Pathways will reach the established goals, objectives and outcomes.

Competitive Preference Priority 3 – Selection of Students

Please see MSAP Required Table 5, per RFP instructions.

Competitive Preference Priority 4 – Increasing Racial Integration and Socioeconomic Diversity

If awarded this grant, the proposed schools will become districtwide magnets open by application to K-5 students that reside in the county. To ensure equity and access, there will be equal access to the proposed magnet schools available to all eligible students. District policy allows all students interested in a magnet school to submit an application. There are no entry criteria, auditions, or letters of recommendation. Applicants are offered a seat at a magnet school based on a random selection; a computerized, arbitrary, non-biased process.

While arbitrary and random, the district's magnet schools assignment procedures follow a specific process to ensure diversity within schools. Priorities are provided within this process to ensure equitable access of underrepresented populations. The selection process for on-time student assignment has two phases. In the first phase, the district identifies the total number of available seats in each magnet school. Students who live within 1/2 mile of the school (preference zone), siblings of current students in the school, and children of school staff (employee transfers) are given first priority in assignment. Random assignment for the seats remaining after the first pool of students are assigned is implemented as the second phase of the assignment process. Within this phase, a portion of the seats will be reserved within parent preference placement for priority selection in two bands – Priority #1, for students who live within any of the three northern regions; and Priority #2, for students in specific targeted schools that are outside of the regions but geographically closest to the regions. Seats open after these priority placements will be allocated to students who apply from all other schools within the district. Additionally, transfer options are offered based on diversity incentives that bring the school closer to the district average percentage of free and reduced lunch students. All assignments are based on random selection.

The purpose of these assignment strategies is to ensure students who live within the regions, areas documented as communities with high poverty and high minority populations, have direct access to the innovative and high-quality curriculum being offered through the proposed magnet schools. This strategy ensures that students with the highest needs in the district have open access to magnet programs within the county, while still offering opportunities for open access to the schools to ensure diversity is maintained. SCPS achieved unitary status and does not use race/ethnicity as a factor in school assignment. [The Controlled Open

Enrollment Plan for the district is included in the appendix.]

While capacity will not be increased in the targeted schools due to facility constraints, student recruitment will be phased-in to allow for a more diverse student population in these schools over the project period. Of significance is the introduction in 2017/18 of a Pre-K/Kindergarten center in the Sanford region for non-magnet school children. This center will accept incoming pre-kindergarten and kindergarten students who would have otherwise been assigned through the region application process to one of the non-magnet elementary schools. This will allow the non-magnet region elementary schools to transition pre-K and kindergarten classrooms into spaces for students in grades 1-5. The result will be the opening of 200 seats (estimated) for other students in the region to attend these schools. Due to choice options, this will open capacity in the three magnet schools and ensure a well-diversified population.

SELECTION CRITERIA

Background and Needs Assessment: With nearly 68,000 students, Seminole County Public Schools (SCPS) is the 12th largest among the 67 school districts in Florida and comprises 68 schools -- 36 elementary schools, 12 middle schools, 9 high schools, 6 special centers, Seminole Virtual School, and 4 charter schools. Another elementary school will be opened in the 17-18 school year. Across all schools is much ethnic diversity, with ethnic minorities accounting for 49% of the student population.

Through a dedication to high standards and academic performance, the district strives to meet its vision to “provide a high quality education that results in every child being well educated and prepared for success as a productive citizen and member of a world class workforce.” This vision ensures that every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society; All students and all schools will

perform at the highest levels; there will be equitable facilities and opportunities for all students; and, the district's personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission. This vision, along with the district's beliefs, mission, guiding principles and system initiatives, aid in the realization of high quality education which results in all children being well educated and prepared for success as productive citizens of the 21st century workforce. SCPS boasts multiple accomplishments in recent years, such as:

- SCPS graduation rate for 2015-2016 was 86%, which is 9% above the state average (77%).
- SCPS 2016 High School SAT scores exceeded the state and national averages for the 39th consecutive year.
- 14,929 AP Exams were given during the 2015-2016 school year.
- SCPS ranked #1 in the state in STEM (Science, Technology, Engineering, & Math).
- SCPS is one of the top districts in the state in Calculus & Physics enrollment.
- SCPS is the top district, out of Florida's largest school districts, in highest number of students taking and passing Algebra 1 at the 7th and 8th grade level from spring 2016.
- SCPS is a proud member of the League of Innovative Schools, a national coalition of forward-thinking school districts organized by Digital Promise
- SCPS has been awarded a $1 Million Re-think Award by XQ: The Super School Project to help fund its problem-solving high school concept PSI High (SCPS was the ONLY district in Florida to receive an award).
- SCPS has been named the first full-immersion computer science lighthouse district in Florida by Code to the Future.

Seminole County is the third most densely populated area in the state. According to the University of Florida's Bureau of Economic Statistics (BEBR) "Florida Estimates of Population

2016" as of April 1, 2016, Seminole County was the 13 largest county (population) in the state. Since 2000, the population of the county has increased 23% from approximately 365,196 to a 2016 estimate of 449,124. While the county hosts one of the largest populations in the state, the total land area is 309.22 square miles which is the 3rd smallest in the state. The population density is the 3rd highest in the state (BEBR, 2016) only behind Pinellas and Broward counties. Miami-Dade and Orange have the 4th and 5th highest population densities in the state.

The county's close proximity to Orlando has created immense cultural, economic and social diversity. While agriculture and light manufacturing make the county a vital part of Central Florida, the atmosphere of the county favors family development and a comfortable quality of life. The county is corporate headquarters for the American Automobile Association (AAA), Mitsubishi Power Systems, and Scholastic Book Fairs and many high-tech companies like Convergys and Faro Technologies. Several institutions of higher education (public and private) are nearby including: University of Central Florida, Rollins College, Seminole State College of Florida, Stetson University, and Valencia College.

The rich cultural, economic, and social diversity has also presented the county with a vast number of social issues and economic challenges. The range of incomes within the county reflects a great disparity in socioeconomic conditions. Statistics show that the median household income for 2015 ranged from $19,688 to $152,425, with several large pockets of poverty amid tracts of affluence. The median household income for all of Seminole County is $57,010 (American Community Survey 2011-2015, 5 Year Estimates). The number of students eligible for free or reduced price meals within Seminole County Public Schools is 47.29% and a number of schools have larger populations (47.61%-90.74%) of economically disadvantaged students (Survey 2, October 2016).

The system employs approximately 10,000 people and is the largest employer in Seminole County. Forty-six percent of SCPS teachers in the school district have a master's degree or higher and 98% are designated as highly qualified.

Since 2000, minority representation in the district has increased from 31% to 49% (5% Asian, 15% Black, 25% Hispanic, and 3.0% Multiracial). Overall, the school district represents 147 countries (February 2017) with 78 different languages spoken and 19.8% of the population over 5 years old speak a language other than English at home.

While the racial and ethnic diversity across the school district in whole is nearly 50%, there are a number of schools that are minority group isolated. These schools are located in the city of Sanford, which forms the urban core of the district. This disparity in student enrollment resulted in action before the United States District Court which led to six Consent Decrees beginning in January 1997. The extensive Consent Decrees required school desegregation and a modification of intra-district transfer policies. These decrees also established cluster areas in the northern section of the county. The decrees addressed desegregation issues including the creation of elementary, middle, and high school magnet programs and new elementary school construction. In 2004, the U.S. Justice Department acknowledged the efforts of the district to eliminate racial group isolation and the district began the process toward achieving unitary status. In 2006, the U.S. Department of Justice granted that status to the district. Even with unitary status, the district strives for racially and ethnically diverse enrollments.

SCPS recognizes the importance of socioeconomic, racial and ethnic diversity among student populations and the impact of minority isolation on student achievement. As such, the school district proposes to establish magnet school programs at three of the district's highest need schools: Pine Crest Elementary, Idyllwilde Elementary, and Wicklow Elementary.

Utilizing a transdisciplinary approach, students will engage in learning that is infused with unique and engaging magnet themes, using the Learning Science International (LSI) instructional model at two of the three schools as the primary vehicle for teaching and learning.

Through the proposed magnet schools project - **ePathways for Elementary Schools: Small Steps to Big Careers**, the district will introduce innovative and effective educational practices into these targeted elementary schools to ensure a high level of instruction that allows students to meet high academic standards and master a rigorous curriculum that exceeds state standards, as well as that prepares them for a globally interconnected world. The project will reduce the minority group and socioeconomic isolation at the schools, with the ultimate outcome of improving student learning and academic achievement while closing the achievement gap.

Pine Crest Elementary, Idyllwilde Elementary and Wicklow Elementary are each racially isolated (72%, 81% and 75% minority, respectively), each a Title I school with the highest free and reduced lunch (FRL) rates in the district (91%, 82%, and 80% FRL, respectively), and the most academically low-performing schools in the district (per Florida 2016 school grades: F, D and D, respectively). These schools reside in the historical City of Sanford, a region of generationally high poverty, high minority, high crime, and low educational attainment. These schools are among the nine elementary schools within the city, each with relatively high poverty and high minority populations. These nine schools comprise the district's three regional clusters. Within these clusters, and across the district, students are provided choice due to diversity transfer options. Three existing elementary school magnet school programs – Goldsboro Elementary School (STEM), Hamilton Elementary School of Engineering and Technology, and Midway School of the Arts – have demonstrated success in reducing minority isolation among the student populations, while improving achievement. Parents and students across the district

have demonstrated interest in magnet programs in the Sanford cluster schools. Waiting lists at Goldsboro Elementary Math and Science Magnet School and the Sanford Middle School for Science, Technology and Mathematics are evidence of interest from the community. The school district believes the addition of these magnet programs within the Sanford region will ensure equitable access to *all students* in these high-need regions.

Needs Assessment: The district has identified priorities based on the approved Voluntary Desegregation Plan, the purposes of the MSAP, and the identified needs of students in the targeted areas. These needs, and supporting data, follow:

NEED #1: ***Reduce minority group isolation and ensure socioeconomic diversity among schools***: The districtwide (all grade bands) minority population comprises 49% of all students, with 5% Asian, 15% Black, 25% Hispanic, and 4% Other. The minority population in specific communities and at certain schools within Seminole County are well above the district average.

Table 4: Student Demographics, Proposed Magnet Schools - District Survey 2: October 2016

	# Students	*Minority*	*Hispanic*	*Black*	*Asian*	*Other*	*Non-Minority (White, Non-Hispanic)*	*FRL*
Pine Crest	756	**72%**	29%	37%	1%	3%	28%	91%
Idyllwilde	849	**81%**	31%	41%	3%	5%	19%	82%
Wicklow	782	**75%**	40%	29%	2%	3%	25%	80%
Region	6,673	**68%**	28%	31%	4%	5%	32%	68%
District (ES)	28,835	**52%**	28%	16%	5%	4%	48%	53%

Students within the current school populations at Pine Crest, Idyllwilde and Wicklow possess a high-level of poverty and significant free- and reduced-priced lunch (FRL) rates, as compared to neighboring schools in the region which are noted as an average 68% minority and 68% FRL, and the district (elementary) minority rate of 52% and a FRL rate of 53%.

There is a significant need to diversify the socioeconomic status of students in all three schools, as well as to reduce the percentage of students in the Black subgroups at Pine Crest and Idyllwilde, and Hispanic subgroup at Wicklow to ensure the ethnic diversity within the schools.

Through targeted recruitment, the district seeks to draw a more diverse student population to the region with the proposed magnet school curriculum and high-interest themes. While the schools will be open as districtwide magnets, the following schools are located geographically near the magnet school facilities and offer opportunities for recruitment of students that will not negatively impact the feeder school diversity: Crystal Lake Elementary, Heathrow Elementary, Lake Mary Elementary, and Wilson Elementary.

Table 5. Student Demographics, Targeted Feeder Schools, October 2016

	# Students	*Minority*	*Hispanic*	*Black*	*Asian*	*Other*	*Non-Minority (White, Non-Hispanic)*	*FRL*
Crystal Lake	724	51%	28%	11%	6%	6%	49%	44%
Heathrow	874	44%	16%	5%	19%	4%	56%	20%
Lake Mary	909	42%	27%	8%	5%	3%	58%	51%

Wilson	987	44%	15%	12%	13%	13%	56%	26%
District (ES)	28,835	52%	28%	16%	5%	4%	48%	53%

NEED #2: ***Promote national, state, and local systemic reforms which are aligned to the rigorous Florida Standards and Next Generation State Standards in order to improve academic performance of all accountability subgroups.*** Need for systematic, schoolwide academic intervention at the target schools is demonstrated through a review of 2016 Florida Standards Assessment (FSA) results for the core areas of English language arts (ELA), mathematics and science.

Figure 1. Students Scoring Level 3+ (Satisfactory) on the FSA 2016: Proposed Magnet Schools

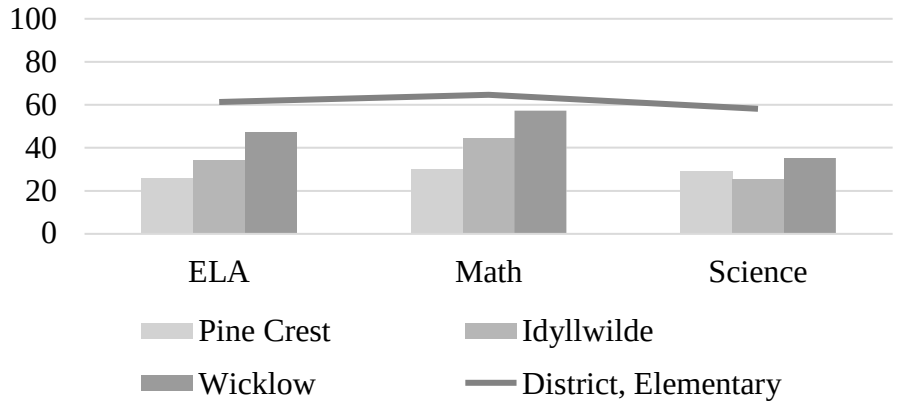


Table 6: FSA, ELA % Level 3+ Achievement Gaps

ELA	**White**	**Black**		**Hispanic**		**Non FRL**	**FRL**	
	2016	**2016**	**GAP**	**2016**	**GAP**	**2016**	**2016**	**GAP**
Idyllwilde	45.1	23.8	-21.3	36.5	-8.6	58.9	28.6	-30.4
Pine Crest	35.0	23.0	-12.0	18.8	-16.2	46.9	23.6	-23.3
Wicklow	56.4	34.4	-22.0	47.1	-9.3	68.3	41.9	-26.4

Table 7: FSA, Math % Level 3+ Achievement Gaps

ELA	White	Black		Hispanic		Non FRL	FRL	
	2016	2016	GAP	2016	GAP	2016	2016	GAP
Idyllwilde	52.1	35.2	-16.9	47.4	-4.7	62.5	40.5	-22.0
Pine Crest	38.1	24.6	-13.5	29.2	-8.9	39.4	29.0	-10.4
Wicklow	69.9	38.3	-31.6	61.2	-8.7	78.7	52.0	-26.7

Table 8: Florida Standards % Level 3+ Achievement Gaps

ELA	White	Black		Hispanic		Non FRL	FRL	
	2016	2016	GAP	2016	GAP	2016	2016	GAP
Idyllwilde	20.0	18.2	-1.8	34.5	14.5	25.0	25.4	0.4
Pine Crest	45.5	21.1	-24.4	20.8	-24.6	33.3	28.7	-4.6
Wicklow	54.5	10.0	-44.5	35.3	-19.3	54.2	29.5	-24.7

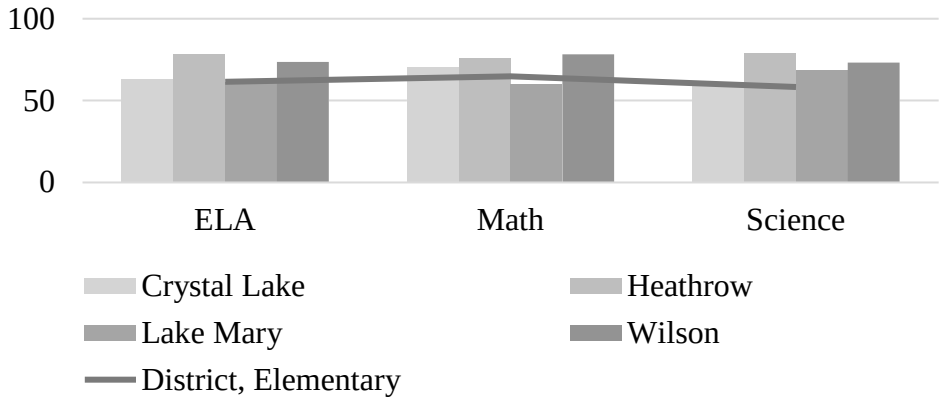
These data demonstrate a lower rate of satisfactory performance across all content areas for all students in the schools compared to the district's elementary average, as well as a considerable disparity in satisfactory performance between subgroups. At the school level, on average across all three schools and all content area assessments, students in the white subgroup performed at a satisfactory level at a higher rate than the minority subgroups of black and Hispanic. Further, with 10%, 8% and 19% of students who are considered English language learners (ELL) at Pine Crest, Idyllwilde and Wicklow, respectively, it is important to note that a significant performance gap exists between the proposed magnet schools and the district's elementary average [*Note: an exception is seen in Wicklow's math performance by ELL students*]:

Table 9: ELL FSA % Level 3+

FSA16 Lv3+	Pine Crest	Idyllwilde	Wicklow	District, Elem
ELA	5.9	20.8	29.3	34.9
Math	23.5	33.3	53.4	44.6
Science (Gr. 5)	0.0	0.0	20.0	24.3

Within the targeted feeder schools, a higher satisfactory rate for all three state standardized assessment content areas is recognized. This data is presented in Figure 3 below.

Figure 2. Students Scoring Level 3+ (Satisfactory) on the FSA 2016 – Targeted Feeder Schools



A diverse setting – to include academic, racial and socioeconomic diversity – will benefit all students. As noted in the district's School Board Policy Manual, Policy 2.60 – Excellence and Equity, "… *the Board believes, and research supports, that quality education is most effective in a diverse setting. In Seminole County, this diversity includes socioeconomic status, gender, race/ethnicity, English Speakers of Other Languages (ESOL), and disability. One of the key educational benefits associated with diversity is improved achievement for all students. Other educational benefits are (A) Students are better prepared to live and work in an increasingly diverse world; (B) Students engage in deeper and richer class discussions and debates; (C) Peers are more likely to provide a positive influence; (D) Parents are more likely to*

be involved in school; (E) Teachers are more likely to have high expectations for all students; and (F) Students learn about and appreciate other cultures."

NEED #3: ***Feature innovative and research-based educational methods, including a variety of instructional modalities, which meet a diverse student population's unique needs and interests in preparation for college and/or career, and demonstrate cultural competency.*** Seminole County's magnet schools must feature innovative educational methods and practices. This is specified in the Voluntary Plan. The Plan mandates that "curricular content, instructional methodology, magnet program facilities, technology, equipment and other resources" be state-of-the-art. This means that all aspects of a magnet program must be on the cutting edge of technology and pedagogy. In order to attain the goals listed in the Voluntary Plan, the new magnet schools will adopt new practices and teaching methods. These methods will be oriented toward improving student academic achievement and enabling students to meet the higher state student performance standards.

Further, district leadership recognizes that today's students learn in different ways, at different rates, and on different schedules. As such, schools offer the flexibility to accommodate today's students and families through a variety of choice programs that include magnet schools and programs of emphasis, as well as virtual options for full-time Kindergarten through grade 12 and part-time virtual coursework for students in grades 6-12.

Beginning with the 2012-2013 school year, the district embarked on an extraordinary journey implementing educational pathways – ePathways, focused on personalized learning experiences that are most appropriate for preparing students to be highly successful academically, and to pursue college and/or careers in the global workforce postgraduation. Aligned with the Florida Standards and the Next Generation State Standards, the ePathways

provides Seminole County Public Schools' students with personalized support in cultivating and accomplishing individual goals. Through ePathways, Seminole County students now have increased opportunities to choose the learning pathway that best suits their learning style, personal interests and academic strengths.

The ePathways philosophy presents the district with the opportunity to transform learning in the public school setting. Implementation of the magnet school programs will allow the ePathways philosophy to be expanded to include a K-12 continuum for both computer science immersion and the International Baccalaureate Primary Years Programme. Students with an interest and passion for pursuing computer science across their educational career will be able to transition from Pine Crest Elementary through choice options to Sanford Middle School STEM Magnet and onto any high school program in the district to finish this concentration. Similarly, a student dedicated to earning an International Baccalaureate Diploma at the conclusion of their studies will have the opportunity to engage in this learning beginning in Kindergarten, and transitioning into one of four SCPS-developed preparatory programs in middle school and then onto their option of IB Diploma Programmes at Seminole High or Winter Springs High.

NEED #4: ***Cultivate improved student academic performance through increased capacity of instructional staff and school leaders through professional development and curriculum support specific to the International Baccalaureate Primary Years Programme framework, core content areas, and integration of these content areas to support literacy growth.*** The magnet schools must have academic and career courses (where appropriate) that are of high quality and meet the needs of the enrolled students. The Voluntary Plan mandates that the district provide high quality instruction. It particularly calls for improvement of the preparation that students receive toward successful attainment of tangible and marketable vocational skills. The

Plan states that it is essential to ensure minority students are provided with the opportunity to be academically prepared for the rigorous curriculum offered in magnet programs; such preparation must begin before high school. The magnet elementary schools can effectively address this item.

Educators at the targeted schools, while highly qualified, are elementary education generalists. As such, with the implementation of a magnet theme into the school, there is a need for these teachers to be provided support specific to computer science, global competencies, future ready skills attainment, inquiry and concept-based instruction, the IB PYP or Code to the Future (CTTF) frameworks, and transdisciplinary presentation of content. Through the project, teachers will be provided learning opportunities in problem- and project-based, inquiry- and concept-based approaches to classroom instruction, as well as content/curriculum support.

From Need to Action: A Theory of Change: SCPS recognizes the importance of socioeconomic, racial and ethnic diversity among student populations and the impact of minority isolation on student achievement. As such, through the proposed project - *ePathways for Elementary Schools: Small Steps to Big Careers* - the school district will establish three new magnet schools to assist in reducing minority and non-minority group isolation across a number of schools within Seminole County. Utilizing a transdisciplinary approach, both schools will implement evidence-based, proven instructional approaches as the underlying curriculum framework. Pine Crest Elementary will concentrate on *computer science immersion through their School of Innovation*, while Idyllwilde Elementary and Wicklow Elementary will transition into IB PYP schools with future ready skills and global pathways as each school's core themes, respectively. The proposed project designs have been crafted to support the district's Theory of Change for all magnet programs in SCPS [The complete Theory of Change is presented in the Appendix]:

Seminole County Public Schools will introduce innovative and effective educational

practices into three of the district's highest need elementary schools through the establishment of new magnet schools programs, to include the Pine Crest Elementary School of Innovation, Idyllwilde Elementary Future Ready Academy, and Wicklow Elementary School for Global Pathways, in order to ensure a high level of instruction that allows students to meet high academic standards and master a rigorous curriculum that exceeds state standards. The project will ensure a racially and socioeconomically diverse student population within the magnet schools, with the ultimate outcome of improving student learning and academic achievement while closing the achievement gap.

(a) Desegregation **- (1) Effectiveness of the plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools**.

A growing body of research on the effects of racial and socioeconomic integration of schools on the student body indicates a positive relationship between a diverse school population and a variety of student outcomes. According to a recent study by the Century Foundation, this effect was found within *academic achievement*, as well as other socioemotional outcomes, to include "*student social and civic engagement, inter-group relations, emotional well-being, and life-course trajectories*" (Stuart, Wells, Fox & Cordova-Cobo, 2016). Further, a research brief by the National Coalition on School Diversity reports that in addition to enhancing academic achievement for students, school diversity increases the likelihood of students in all subgroups to *graduate from high school and successfully complete postsecondary education* (2015).

Recognizing the impact of diverse school populations on student achievement and noncognitive abilities, the school district seeks to diversify school populations through a variety of choice options, including an array of magnet schools and programs at the elementary, middle and high school levels. While these options are available, the decision to participate is based on

individual family choice. It is the district's obligation to ensure all families are aware of the options and be sure the process for participating in these choice options is equitable to all populations. Research indicates that when it comes to choosing a school for their child, parents fall into one of three categories: privileged/skilled choosers, semi-skilled choosers, or disconnected choosers. Relying on Bordieu's theory on social and cultural capital, Gerwitz et al. (1995), define privileged choosers as those parents who have a "strong inclination to choice" – they are proactive about finding the best program for their student, and they have a "strong capacity to engage with and utilize the possibilities of choice." These parents generally know how to look for information about schools and are comfortable interacting with the system and other networks – utilizing their social and cultural capitals – in order to gather enough to make a more informed choice. Semi-skilled choosers, on the other hand, may have a "strong inclination but limited capacity to engage 'effectively' with the market," meaning that while they may be interested in choosing alternatives for their child's education, they may struggle to collect the information needed to feel as though they are making the best decision. Finally, the disconnected choosers tend to have a more "reactive response" to making educational choices for their student. These parents rely on the school district to approach them with information first rather than seeking out information themselves.

The divisions between the three categories of school choosers often fall along class lines, meaning that people with different socioeconomic statuses (SES) have different abilities to access educational opportunities that a district has to offer. Therefore, the main challenge in recruiting a diverse student body – pulling from a range of SES and racial and ethnic identities – is to ensure that all families receive information and support throughout the choice process. This means that magnet school marketing should occur in all communities and materials should be

targeted to the diverse crowd that the schools wish to attract.

In terms of equalizing the distribution of school information across a diverse population, the Seminole County Public School system employs a number of effective strategies. The following sections explore strategies in place within the district that will be utilized to ensure students from across the system are recruited from different social, economic, ethnic, and racial backgrounds into the magnet schools.

Printed Media: Preceding the elementary application period and using census data, the Choices department sends out informational postcards to all families in the county with children between three and six years old. These postcards include information about available magnet programs, as well as important dates for the application process and contact information for the Choices office. By sending these postcards to all families with children between certain age ranges, the department ensures that all eligible families – regardless of SES or racial/ethnic identity – are provided with preliminary information about options available to them. This is important because, as Hale (1987) discovered after conducting a survey of 56 magnet program administrators, the "most effective information dissemination strategy is the one that reaches and informs the maximum number of potential choosers," and 75% of administrators from districts with enrollments over 40,000 (Seminole County has an enrollment over 67,000) "believe that dissemination of printed materials mailed to the homes of students was the single most effective part of their strategy." (Haye & Maynard, 1987) A field experiment in the Charlotte-Mecklenburg Public School District corroborates these findings, as researchers found that parents who had access to a school choice guide and simplified information about the schools' test scores chose "higher-performing alternative schools" (Hastings & Weinstein, 2007). While the district studied operated on a larger scale choice system than does SCPS, the findings are

relevant in that parents who received in-depth school information combining "positive aspects of each school" and "objective statistics on student achievement," were more likely to opt in to choice programs by selecting "non-guaranteed schools." Researchers found that this effect also showed statistical significance across ethnic/racial differences (Hastings & Weinstein, 2007).

Because magnet programs rely on parents choosing to "opt in" to their programs, (even though acceptance isn't guaranteed), providing potential students and their families with in-depth, printed information may aid in the recruitment of more families across diverse backgrounds. SCPS provides pamphlets that offer this type of in-depth information about its magnet programs. These pamphlets employ a number of effective data presentation strategies. In addition to information about the magnet programs, most pamphlets included parent testimonials, which research has shown to be enormously influential when presented along with data on school performance. Respondents from a survey conducted by YouGov "preferred their source (parents rather than government) and style (narrative comments rather than numerical ratings) (Valant, 2014). This kind of narrative approach is especially effective because it also appeals to Gewirtz et al.'s privileged choosers, as they often rely on "impressionistic, affective, [and] personal responses to schools" when making a decision about where to send their student.

Community Engagement: One way to amplify the distribution of school information across all communities is through increased community-specific engagement. In a study on the components of successful magnet schools, Bryant (1987) found positive recruitment results from effective communication with the "total community." The study suggests that magnet programs that work with local civic groups, churches, professional groups, and employees of different institutions are able to reach individuals who may otherwise miss access to information if they do not know to seek it out themselves. Furthermore, Hale (1987) found that many of the magnet

schools surveyed – all of which were MSAP grant recipients – utilized local media, neighborhood group meetings, and recruitment booths at local malls, in order to bring information about magnet programs into the larger community. Interactions between schools and the community allowed for more opportunities for information dissemination, and for schools to target specific communities that generally have less information available to them.

The SCPS Choices department executes a high level of community outreach initiatives. During application season, the department runs a poster campaign, which displays information about the timeline and existence of magnet programs throughout the community. This community-based outreach is possible through partnerships that the department forged with local organizations such as Sanford Front Porch, which helps distribute information to potential choosers throughout the Sanford area (the community where the proposed magnet schools are located). The department also organizes information distribution booths at local community events across a variety of neighborhoods that represent a diverse population of potential student recruits. Other events – including expo nights and magnet nights at specific schools – allow the community to come into the schools and collect further information. Finally, SCPS advertises magnet programs in select magazines which targets a variety of SES populations.

Because "school-choosing families typically turn first to friends, neighbors, and family members whose voices are familiar and relatable," community outreach can be a valuable resource in ensuring that those individuals or community groups that school choosers may turn to for advice are aware of and endorse the different magnet options available (Valant, 2014). The U.S. Department of Education recommends that student recruitment plans should "include community participation in order to build community ownership and ensure representation of diverse perspectives" and posits that family engagement can be ensured through partnerships

between parents, schools, and community partners. Through this level of community outreach, the district is able to expand the network through which families are able to access valuable information and ensure enrollment efforts are available to all.

Language: A potential downfall of the materials that many districts use to recruit a diverse student population is language. Materials "should be clear, correct, and available in multiple forms, accessible to persons with disabilities, and in other languages" (U.S. Department of Education, 2017). Because of cultural or linguistic differences, some families "might have difficulty communicating with school personnel who do not speak their language [or] understanding documents that are available exclusively in English" (Yettick, 2014). This can ultimately lead to "uneven access to information" – because, even if the information exists, families may not be able to understand it fully – which in turn "may result in uneven access to choices." However, Yettick (2016) found that when families were provided with enrollment guides available in multiple languages and were able to use the guide that would best help them process the information, not only were "traditionally disadvantaged groups (low-income and minority parents) overrepresented among enrollment guide users" but they also ultimately selected higher quality school programs for their students. Therefore, making information available in multiple languages served a dual purpose: it increased typically marginalized groups' ability to interact with information, thereby leveling the access to information among the more disenfranchised and the privileged chooser, and it also had the effect of increasing the low-SES and minority students opting in to a choice program. The current SCPS magnet program application is available online in over 90 different languages, therefore making the process for students to apply to magnet programs available to all. Recruitment materials will be available in English and Spanish. Translation into other languages will be conducted, should need arise.

Other Considerations: While marketing materials play an important role in recruiting a diverse student body across SES and racial/ethnic identities, other factors also play a role, and, in the development of new magnet programs, should be considered as well. Because magnet programs are available to students cross-school zone, location and transportation plays an important role in the decision making process for many families. For example, in a study of magnet school access in Chicago, Allensworth & Rosenkranz (2000) found that "because of geographical clustering of schools, residents in many parts of the city are not within the residential neighborhood area of any magnet elementary schools while others are within the residential neighborhood area of three or more." Therefore, it is important to place "magnet schools in locations that will attract all ethnic groups" (Bryant, 1987). Research has shown that alternative educational opportunities – such as magnet programs – are most effective when the programs are "within a reasonable distance" from where the families live (Hastings & Weinstein, 2007). Yettick (2016) found that "even if parents would easily obtain information on transportation, they might still select lower quality schools that were closer to home." The research showed that this tendency was especially prevalent among "low-income families who were most likely to lack such information because the district offers limited, free school bus transportation to students." Meanwhile, African American students are seen to "travel farther than students of other ethnicities to attend magnet schools" (Allensworth & Rosenkranz, 2000). This research was taken into consideration when selecting the placement of the magnets, with each residing in areas with students who would most benefit from the proposed programs.

To engage students from outside the current geographic region of the new magnet schools and ensure equal access to all programs in the district, SCPS is committed to magnet school transportation for students. As a school board priority, the district ensures all students

have equitable access to magnet schools by providing transportation to participants. Transportation is noted by the University of California at Los Angeles (UCLA) Civil Rights Project (2011) as a critical element to the successful integration of schools, because the schools are able to attract a diverse subset of students from across the district. The small geographic size of the county gives the district an advantage in the successful recruitment and retention of students in the magnet programs, especially with the option for transportation to the schools.

Using these best practices, as well as others, the magnet schools will focus recruitment on ensuring a diverse population of students from various social, economic, ethnic and racial backgrounds. While the schools will be districtwide magnets, special recruitment efforts will be targeted toward students at schools with either higher than average minority or higher than average non-minority student populations. The intended result will be more diverse student populations across the district. The specific marketing strategies and plan of action are further described in the information below.

Seminole County Marketing Strategies: In the 2015/16 school year, district staff and existing magnet school personnel participated in on-site technical assistance with an expert in the area of magnet school marketing. Through this consultation, the district made significant improvements to recruitment and communication efforts, with the assurance that the best practices detailed previously were executed seamlessly. These strategies will be carried forward into the marketing plan for the proposed magnet schools.

1. School Level Pamphlets: Each school will develop a pamphlet describing its program and the characteristics that make it special and unique. These will be used at the kick-off presentations and to inform parents of the opportunities available. [*Note: Pamphlet will be available in English and Spanish, with translations available in other languages as needed*.]

2. Kick-off Presentations: Elementary families are invited to take part in "Elementary Magnet Information Sessions" to learn about the exciting programs at each school across the district. The session is conducted at the district's Educational Support Center, providing a centralized facility for recruitment. The sessions are advertised to all Kindergarten – Grade 4 students, and showcase elementary choice options. Highlights of the sessions include presentations by school principals, program videos, and student portfolio displays.

3. Video: Each school will work in collaboration with the Choices Office to develop a video to be used as a promotional tool throughout the recruitment campaign. These videos will be shown on television and will be made available for use throughout the county as requested.

4. Community Outreach/Presentations: Numerous presentations will be given to groups such as Realtors, PTAs, School Advisory Committees, community clubs and others. Presentations are designed for parents, school personnel, teachers, Realtors, daycare providers, and media representatives. To ensure a variety of populations are reached, these presentations will take place in communities across the district with a specific focus on targeted recruitment areas. In addition, the district will utilize "Choices Chats," which are informal information sessions at the highly targeted feeder schools. The Choices Chats provide a small group environment for parent and student interaction with magnet school representatives.

5. Media Involvement: Press conferences provide uniform information to local media.

6. Written Communication: Written communication is distributed through flyers, school newspapers, and county level publications. All communications will be available in English and Spanish, with translations into other languages as needed.

7. Special Events: Special events include the Kick-off Presentations, Grand Opening Celebrations, and magnet school information meetings.

8. Social Media: Social media outlets, such as Facebook and Twitter, will be used in combination with the district's website to provide real-time information and updates on magnet school recruitment. The marketing of the magnet programs involves the complete school community in the recruitment process and demands the joint efforts of the Project Director, school administrators, magnet program staff, teachers and other school-based staff. The following is the Marketing Timeline, detailing the events, dates, and persons responsible for implementing the various recruitment activities.

Table 10. Marketing Timeline

Milestone / Timeframe	Staff Responsible	Y1	Y2	Y3
Design Three-Year Marketing Plan (update annually) / October-November	Project Director/School Administration	◆	◆	◆
Approve Annual Marketing Plan / November	Project Director/Principal	◆	◆	◆
Develop Brochure and Other Print Materials / December	Project Director/District Communications Office	◆	◆	◆
Develop Electronic Media Materials / January	Project Director/ School Administration/District Communications Office	◆	◆	◆
Student Recruitment / February - August	School Administration	◆	◆	◆
Mail Brochures and Applications to Homes / February	School Administration	◆	◆	◆
Newspaper and Television Ads / March	School Administration	◆	◆	◆
Conduct District Magnet Information Sessions /February	Project Director/School Administration	◆	◆	◆

Milestone / Timeframe	Staff Responsible	Y1	Y2	Y3
Conduct School Open House / April	School Administration	◆	◆	◆
Conduct School Tours / April	School Administration	◆	◆	◆
Conduct Grand Opening Event / August	School Administration		◆	
Print News Releases and Disseminate Media Releases / Ongoing	School Administration / District Communications Office	◆	◆	◆
Make Pre-Scheduled Media Appearances / Ongoing	School Administration / District Communications Office	◆	◆	◆
Assess Recruitment Process / September	Project Director/ Evaluator	◆	◆	◆

(2) How the plan will foster interaction among students of different social, economic, ethnic, and racial backgrounds in classroom activities, extracurricular activities, or other activities in the magnet schools. Inspiring students from different social, economic, ethnic and racial backgrounds to collaborate, communicate and build relationships is a primary outcome of the district's equitable magnet implementations. Each school's theme and area of focus allows for unique classroom activities intentionally designed to increase capacity for teamwork, perseverance and tenacity. Through the proposed curriculum elements, collaborative and inquiry-based approaches to teaching and learning, students will experience an array of opportunities to interact with students from various backgrounds. Celebrating diversity is a way to engage learners from vastly different backgrounds in real world problem solving. In class, student groups reflect intentionality and mindful pairings. Groups are fluid in an effort to constantly expose learners to different ways of thinking, and the gift of being influenced by a variety of

cultural differences. The rigorous academic offerings, as well as unique opportunities for knowledge application through experiences which allow students to inquire, create and reflect, will attract and cultivate creative, understanding lifetime learners who appreciate diversity and academic excellence. Further, IB PYP specifically requires the development of social-emotional learning skills such as communication, collaboration, social and self-management skills. Recognizing students' potential is a central theme, highlighted with culminating demonstrations of learning occurring in capstone projects, EPIC builds, as well as project-based experiences.

Engaging extracurricular activities for students attending our magnet schools entice learners equitably through camps, clubs and relevant community involvement. Perhaps a round of blind-folded chess with a second grader will assure a visitor that they are indeed in a special space where being awesome is the new normal. Visualizing chess moves engages the learner's brain as it is prepared for advanced problem-solving, debugging and decoding skills; or maybe being different is redefined when a fourth grader enthusiastically assumes the role of the instructor. After all, one truly owns learning when roles transcend, and the student becomes the teacher. The vision for SCPS magnet students is that in result of exemplar mastery, they become experts and share what they know with others in their own community, nationally and globally leveraging state-of-the-art collaboration and telecommunication technologies. Exceptional leadership opportunities abound as students become ambassadors of modern learning.

Support for understanding how our diverse learners are progressing with rigorous and rich extracurricular and classroom experiences is provided by the research and findings of Robert Marzano. The district's relationship with Learning Sciences International affords instructors the ability to know in the instructional moment when students are experiencing the synergy of success through the implementation of consistent progress monitoring. Critical thinking,

discernment, information validity and the spirit of learning through iteration are traits deliberately offered to learners through carefully crafted educational experiences.

(3) How the plan will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school. The district elected to transform three existing, currently academically struggling, elementary schools which reside in neighborhoods that comprise populations who have been traditionally underrepresented in choice programs, into magnet schools. As noted previously, if awarded this grant, the proposed schools will become districtwide magnets open by application to K-5 students that reside in Seminole County.

There will be equal access to the proposed magnet schools available for all eligible students. District policy allows all students interested in a magnet school to submit an application. There are no entry criteria, auditions, or letters of recommendation. Applicants are offered a seat at a magnet school based on a random selection process. This process is an arbitrary, non-biased process run through a computerized system.

While arbitrary and random, the district's magnet schools assignment procedures follow a specific process to ensure diversity within schools. *Priorities are provided within this process to ensure equitable access of underrepresented populations.* This selection process for on-time student assignment has two phases. In the first phase, the district identifies the total number of available seats in each magnet school. This first assignment process includes students who are in the defined preference zone, including students who live within 1/2 mile of the target school, siblings of current students in the school and employee transfers (students who are children of the school staff). The second phase of this assignment process provides a random assignment based on the seats remaining after the first pool of students are assigned. Within this phase, a

portion of the seats will be reserved within parent preference placement for priority selection in two bands – Priority #1, for students who live within any of the three northern regions, also known as clusters, (characterized by neighborhoods of high poverty and high minority populations, as well as pockets of affluence); and Priority #2, for students in specific targeted schools that are outside of the regions but geographically closest (characterized by neighborhoods of middle income and affluence). Seats open after these priority placements will be allocated to students who apply from all other schools within the district. Additionally, as noted in the district's existing choice options, transfer options are offered based on diversity incentives that bring the school closer to the district average percentage of free and reduced lunch students. This process is random and ongoing into the start of the school year.

The purpose of these assignment strategies is to ensure students who live within the three northern regions of the county, (areas documented as communities with high poverty and high minority populations) have direct access to the innovative and high-quality curriculum being offered through the proposed magnet schools. This strategy allows students with the highest needs in the district to have open access to magnet programs within Seminole County, while still offering opportunities for open access to the schools to ensure diversity is maintained. The district achieved unitary status and does not use race/ethnicity as a factor in school assignment. The Controlled Open Enrollment Plan for the district is included in the appendix.

(4) Effectiveness of all other desegregation strategies … for the elimination, reduction, or prevention of minority group isolation in elementary schools and secondary schools with substantial proportions of minority students. In addition to targeted recruitment efforts, the school district will use resources requested under this application to ensure attractive, engaging and effective school models are in place to reduce minority group isolation at the target magnet

school programs, as well as balance racial and socioeconomic populations within target recruitment feeder elementary schools. The focus of this strategy is to develop appealing and exciting magnet programs that will attract a well-balanced racial and socioeconomic student population. The school design for these magnets has been cultivated to ensure these facilities present high-quality teaching and learning for all student populations, with the advantages for all students clearly publicized to students and families across the county.

While capacity will not be increased in these schools due to facility constraints, student recruitment will be phased in to allow for a more diverse student population within these schools over the project period. Of significance is the introduction in 2017/18 of a Pre-K/Kindergarten center in the Sanford region for non-magnet school children. This center will accept incoming pre-kindergarten and kindergarten students who would have otherwise been assigned through the region application process to one of the non-magnet elementary schools in the region. This will allow the non-magnet region elementary schools to transition the pre-K and kindergarten classrooms into spaces for students in grades 1-5. The result will be the opening of an estimated 200 seats for other students in the region to attend these schools. Due to the region's choice options, this will ultimately open capacity within the three target schools and ensure a well-diversified student population. The projected enrollment at each of the magnet schools will remain unchanged over the course of the five year-project period; however, recruitment and placement efforts described in this proposed project will ensure minority group isolation (MGI) and socioeconomic status (SES), as measured by free- or reduced lunch recipient rates, goals are achieved. Annual projections for MGI and SES are detailed below.

Table 11: Pine Crest Elementary, Projected Student Population by Year

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Black (MGI Target)	37%	36%	35%	34%	33%	32%
Non-Black Minority	35%	35%	35%	35%	35%	35%
White	28%	29%	30%	31%	32%	33%
FRL Students	91%	90%	89%	88%	87%	86%
Non-FRL Students	9%	10%	11%	12%	13%	14%

Table 12: Idyllwilde Elementary, Projected Student Population by Year

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Black (MGI Target)	41%	40%	39%	38%	37%	36%
Non-Black Minority	40%	40%	40%	40%	40%	40%
White	19%	20%	21%	22%	23%	24%
FRL Students	82%	81%	80%	79%	78%	77%
Non-FRL Students	18%	19%	20%	21%	22%	23%

Table 13: Wicklow Elementary, Projected Student Population by Year

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Hispanic (MGI Target)	40%	39%	38%	37%	36%	35%
Non-Hispanic Minority	35%	35%	35%	35%	35%	35%
White	25%	26%	27%	28%	29%	30%
FRL Students	80%	79%	78%	77%	76%	75%
Non-FRL Students	20%	21%	22%	23%	24%	25%

The project will aim to closer align student populations in each subgroup to the district average and reduce, or eliminate, minority isolation within the project's schools. At the time of application, the districtwide minority population comprises 49% of all students, with 5% Asian, 15% Black, 25% Hispanic, and 3% Multiracial. As noted previously, minority populations at the proposed magnet schools are the majority of the overall students at Pine Crest, Idyllwilde and Wicklow (72%, 81% and 75%, respectively). At each school, the targeted MGI subgroup is nearly half of the total student population: 37% black at Pine Crest, 41% black at Idyllwilde, and 40% Hispanic at Wicklow.

Across the district elementary schools, the black subgroup population averages at 16% and the Hispanic subgroup population averages at 28%. This data reveals that the selected MGI subgroup populations at each proposed magnet schools are significantly higher than the district average. As such, the district has determined that the black subgroup population at Pine Crest, black subgroup at Idyllwilde, and Hispanic subgroup at Wicklow constitutes minority group isolation. While the district's goal within the MSAP application is to *reduce* the minority group isolation to 51%, in order to eliminate specific MGI, the targeted schools would need to reduce subgroup populations to the following percentages to achieve this outcome: lower than 30% for the black subgroup populations at Pine Crest and Idyllwilde, and lower than 28% Hispanic at Wicklow. In the five year project, the district intends to get closer to these student population targets by reducing the MGI subgroup selected by 5% over the project. These thresholds were determined by the average black and Hispanic subgroup populations for neighboring elementary schools in the northern regions of Seminole County. These MGI definitions will be the targets for program success at the conclusion of the project period.

(b) Quality of Project Design - **(1) Manner and extent to which the magnet school program will improve student academic achievement for all students … including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school, including any evidence, or … rationale based on current research findings, to support such description.** The school district recognizes that today's students learn in different ways, at different rates, and on different schedules. As such, the district's schools offer the flexibility to accommodate today's students and families through a variety of choice programs that include magnet schools and Programs of Emphasis, as well as virtual course options for students K-12. Nearly four school years ago, SCPS began an extraordinary journey to implement educational pathways – *ePathways*. This districtwide initiative has reinvigorated approaches to teaching and learning that meet the school board's strategic plan, which aims to improve student achievement, eliminate the achievement gap between subgroups, and increase the numbers of students prepared for college and career at graduation. Under ePathways, the district re-imagined its educational experience into a transformational system aligned with rigorous state academic standards focused on personalized learning experiences most appropriate for preparing students to pursue college and/or careers. With a specific focus on the district's currently lowest performing schools, the proposed project - ***ePathways for Elementary Schools: Small Steps to Big Careers*** – centers on **choices** for students at the elementary level and articulates the district's mission of preparing all students to be productive citizens in our global workforce.

As stated in the U.S. Department of Education's (USDE) Blueprint for Transforming Career and Technical Education (2012), "…American employers need a workforce that is skilled, adaptable, creative, and equipped for success in the global marketplace." Responding to

this need, ePathways integrates career-and-college readiness with best practices and theories presented by educational researchers William Symonds et al. and Tony Wagner, among other educational theorists. ePathways serves to advance the field of education by implementing strategies to nurture students through pathways most appropriate to their own learning style, ability, and end goal -- postsecondary employment, serving to enhance not only public education but the quality of life in the community for these students.

The recent work of Symonds et al. and Wagner framed the district's pathway concept, with a focus on engaging high-need students and preparing these students for college and/or career. In Symonds' et al. Pathways to Prosperity report (2011), the authors rally the field of education to assume a more expansive concept of postsecondary pathways, declaring that, "Our current system places far too much emphasis on a single pathway to success: attending and graduating from a four-year college after completing an academic program of study in high school." As noted in the report, the reality of this pathway is that only 40% of young adults successfully complete college. Further, the report concludes that widening the range of options available to students may prove to be the "most promising strategy" for preparing students to "embark on a meaningful career" following some level of postsecondary education – whether that is a degree or a vocational credential (24). Wagner (2012) takes this theory one step further, recognizing that traditional school settings provide students with the tools to be college-ready, but do not prepare students to be innovators in the global economy. Moreover, Wagner (2012) suggests that to truly prepare students for postgraduation success, schools must ensure hands-on experiences that allow students to "analyze and solve problems, collaborate, persevere, take calculated risks and learn from failure".

The ePathways vision responds to the students' need to have opportunities to explore

various options in college and/or career fields throughout the educational experience. ePathways has increased opportunities for SCPS students to choose the learning pathway best suited for their *learning style, personal interests and academic strengths*. The ePathways philosophy enables the district to *transform learning* within its schools by providing students an enhanced educational experience and course options. Supporting the district's aspiration for every student to graduate from high school college- *and* career-ready, this initiative strengthens **choice programs of study** and ensures students have equitable access to these opportunities by empowering staff with the *power of YES – yes, you can*. This districtwide philosophy centers on providing educational experiences that align to *individual* student needs.

As a major vehicle to the empowerment of students to pursue personal interests within their learning experiences, the district offers a variety of options for students to engage in personalized, deep learning. While these choice options in SCPS take many forms, one of the most powerful is that of engaging and innovative magnet schools.

As noted, **systemic transformation is needed within the district to yield and sustain change in the academic proficiency of all students and to eliminate disparities in achievement between subgroups.** Introduction of the proposed magnet school programs into the northern Seminole County community will not only attract students from diverse socioeconomic, ethnic and racial backgrounds, but will also initiate a culture of academic success through student motivation and eagerness to learn. This modification in the school cultures is intended to alter the way in which students think about going to school. As presented by Gilberto Conchas (2006) and echoed in the works of Tefera, Frankenberg, Siegel-Hawley & Chirichigno (2011), "Some institutional arrangements successfully channel students of varying academic abilities into a culture of academic achievement." Conchas further describes a level of

faculty expectation that encourages achievement by presenting relevant, rigorous, and relationship-oriented curriculum and pedagogy.

The proposed magnets will create a culture shift within the target schools. An expectation of excellence for *all students* will be echoed through the halls of these schools. The three magnet schools will be: Idyllwilde Elementary – Future Ready Academy, Pine Crest Elementary School of Innovation, and Wicklow Elementary School for Global Pathways.

PINE CREST ELEMENTARY SCHOOL OF INNOVATION - Through the transformation of Pine Crest Elementary into a magnet school, the district intends to offer a forward-thinking model for teaching and learning at the elementary level, as well as cultivate a *demonstration center for innovative learning* at the system's highest need elementary school. The Pine Crest Elementary School of Innovation presents a fresh approach to learning through high-level, high-quality infusion of educational technology pedagogy in classrooms, while serving as a model of best practices for educators across the nation. Building on promising practices offered by research in the area of educational technology, the district seeks to present a model for *diversified learning in high-poverty, low-achieving schools through the developmentally appropriate integration of technology in the classroom for students in kindergarten through Grade 5*. The vision is to transform the overall school culture to engage students in cutting-edge learning across all disciplines while serving as a demonstration center for teachers within the district and ultimately nationwide.

The essential question to be answered through this magnet school implementation is: "*How does the education system respond to the needs of 21st century digital learners to ensure these students **engage in learning** to the same extent they engage in digital media for entertainment purposes, and how might we capture this level of engagement to **ensure academic***

achievement *through* ***increased motivation to learn***?" The project allows for a fluid change in instructional strategies that maximize developmentally appropriate use of technologies. **The aim is to design more individualized approaches to learning, connect to a new age of digital learners, improve engagement in learning, and increase academic success**.

Pine Crest School of Innovation will meet each unique learner where they are academically, socially and as members of the creative community promising to increase capacity for one year's growth in one year's time. Why innovation? Innovation can refer to something new or to a change made to an existing product, idea, or field. Pine Crest School of Innovation students will experience innovative approaches to learning, and capitalize on unique opportunities to turn personal passions, talents and interests into innovations used to demonstrate understandings they share with others around the world.

Each day, Pine Crest students will participate in activities that intertwine innovations in computer science, problem-solving, and critical thinking with core academics. The framework will be built collectively upon the ISTE 2016 Standards for Students, Seminole County Public Schools own ePathways Skills for Future Ready Graduates, as well as the Florida Standards. Instructional Structure: As the underlying theme, the Pine Crest School of Innovation will focus on **computer science immersion** through this integration of technology across all grades and disciplines. The magnet school will utilize a fresh curriculum to ensure student interest. This curriculum, **Code to the Future**, provides a structured environment for this immersion.

As a partner of the League of Innovative Schools, Code to the Future is considered a leader for computer science immersion within the United States. Notably, Code to the Future is recognized as playing a major role in the establishment of the nation's first computer science magnet school. The Code to the Future curriculum seeks to not only prepare students for high-

demand careers, but also to develop an array of workforce ready skills at an early age.

The evidence regarding benefits for student exposure to coding and computer science into elementary school level learning, as well as the impact of computational thinking on student outcomes, is building in educational research. Acknowledged nearly a decade ago by Wing (2006), as a "universally applicable attitude and skill set for everyone, not just computer scientists", the concept of computer science for all is growing (Grover & Pea, 2013). As noted by Angeli et al (2016) in a review of relevant literature, integration of computer science into the educational curriculum has both educational and economic impacts. Research reviewed (Barr & Stephenson, 2011; Fluck, Webb, Cox, Angeli, Malyn-Smith, Voogt, & Zagami, 2016; Goode, Chapman, & Margolis, 2012; Hazzan, Lapidot, & Ragonis, 2011; Tucker, Deek, Jones, McCowan, Stephenson, & Verno, 2003 in Angeli, 2016) by Angeli et al affirms that computer science education cultivates a "unique way of thinking about problems", "empowers" students to transition from being consumers of technology to producers of technology, and changes the way students look at other disciplines.

While direct skill is being gained by students through the establishment of computer science immersion curricula, improved sequencing skills, computational thinking ability and noncognitive skills, such as collaboration, creativity, perseverance and problem-solving, are also major returns of this learning process. Computational thinking, one of the major takeaways from learning through computer science and coding, is a pathway to problem solving with is easily transferable to other academic subjects and even everyday life (ISTE, 2015).

Further, computer science is currently deemed as an interesting and high demand focus for schools. According to a Gallup research study (commissioned by Google) released in 2016, 93% of parents surveyed view computer science education as "a good use of resources at their

child's school". Students echoed this perspective in a separate research report by Change the Equation and C+R Research, with analysis completed by Code.org, which asked high school students, for each course they have taken or plan to take, whether they "like it a lot," "like it a little," "dislike it a little," or "dislike it a lot." When comparing computer science courses to other courses, more students like graphic arts, performing arts, and *computer science* courses. Awareness of the field is growing.

Of extreme importance, given the current demographics of the school's population and surrounding region, is the low percentage of underrepresented minorities who seek out computer science as a career. In 2014, these minority subgroups represented 17% of computer science bachelor's degrees (9% Hispanic, 8% Black), and 14% of people employed in computing occupations (8% Black, 6% Hispanic), according to the National Center for Education Statistics [college graduates by degree in 2014], and the Bureau of Labor Statistics Current Population Survey [people employed in computing occupations in 2014] (code.org, 2017).

The School of Innovation presents students with learning opportunities that are unique and personalized to individual needs. The transition of this school into a digitally rich environment that embeds computer science and coding reaches far beyond the presence of technology in classrooms; rather, the transition represents a shift to a school culture of digital learners. The vision for learning within the school focuses on cultivating a generation of "systems thinkers", who not only know *how* to locate information, but have the ability to *analyze and connect* interrelated information into coherent concepts. Further, the integration of computer science into every aspect of learning truly teaches students how to move from being consumers of technology to creators. This computer science immersion will focus on improved skills in logic, problem solving, and creativity, while guiding children to seek out diverse ways of

thinking and allowing them freedom to explore different ways of solving a variety of problems.

Code to the Future offers comprehensive and differentiated computer science curriculum including specific lessons and content for each grade level Kindergarten through Grade 5. With over 180 days of instruction, this intentionally sequenced immersive curriculum is designed to deliver advanced computer science outcomes through developmentally appropriate experiences. Rigorous outcomes include introducing Java into the Grade 4 vocabulary with extensive building and creating opportunities woven throughout. Through this format, each learning module concludes with an *EPIC Build*, which is an opportunity for all students to apply what has been learned throughout the set of lessons. Importantly, this curriculum is not an "add on" to instruction, but rather integrated within core content standards. This approach directly supports the vision to increase student learning gains as students realize how programming leads to the ability to apply computational thinking, problem solving and coding skills.

The curriculum is fully adaptable to meet the needs of Pine Crest School of Innovation students in accordance with Seminole County Public Schools expectations for equity and excellence. The Code to the Future model was designed specifically with the magnet environment in mind, enabling computer science and computational thinking to be experienced daily, schoolwide by every teacher in the best interest of every learner. Not solely focused on coding, Code to the Future curriculum includes engineering, mathematics, design principles and science embedded across all content areas. Code to the Future offers teachers the opportunity to be honored as life-long learners providing frequent face-to-face coaching, professional learning, and co-teaching as critical components of program implementation to simultaneously build teacher and student capacity through a gradual release model.

A Day at Pine Crest Elementary School of Innovation: The vision for the Pine Crest

Elementary School of Innovation will ensure students are eager to learn every day. Due to this school's current absenteeism trends (as noted in the needs assessment), this heightened level of student engagement is a major component of the magnet's implementation. While the school will need to maintain various state-mandated learning blocks due to its most recent school grade of "F", all elements of the learning process will be transformed with this computer science immersion. The traditional academic blocks will be altered to present the classroom teacher as a facilitator of learning, integrating technology in a meaningful and productive manner that provides students the opportunity to collaborate with classmates on a variety of work products that evidence a high level of learning.

On a typical day for students at this magnet school, students will begin the day with a morning meeting with their class. This time will include the development of an algorithm (a plan) for the day and the opportunity for teacher facilitated conversations with students that reinforce the nurturing of a culture of caring at Pine Crest. Academic language related to the computer science theme will be integrated in all aspects of the day. Students will select a space for breakfast – with choices that range from interacting in a collaborative group space to private quiet thinking spaces. The breakfast time activities are flexible and may cross over grades, as this component begins before the school day. Given the significant number of students who are participating in the free or reduced meals program, this is an opportunity for students to get a nutritious meal, while also having the opportunity to explore theme-based academic activities.

Following the morning meeting, students will transition to work on their computer science skill activities. Depending on the grade level, these activities may include direct work in the coding environment. The intention is to start the day with these engaging activities to increase student attendance, reduce tardiness, and improve student participation. At the

conclusion of the skills project time, students will participate in transdisciplinary learning activities (infused with computational thinking skill work) during the academic and specials blocks that present standards-based teaching and learning in all academic content areas (English language arts, mathematics, social studies and science), as well as in the special areas of art, music and physical education. The lunch period will be conducted in a similar manner to breakfast, with students being provided options for eating in collaborative spaces to work on projects with other students, participate in club time, or focus on their own individual projects.

As a demonstration school, visitors abound at the school. On any given day, students interact with teachers from other schools both face-to-face and virtually using global collaboration tools. Being a demonstration school for computer science, computational thinking and best teaching practices, affords learners to demonstrate understanding by teaching others.

Wander into an art class to see how coding is interwoven into detailed patterns in both two- and three-dimensional art, then find a physical education class that is “debugging” their dances as they learn algorithms within sequences of bodies in motion. The music classes feature students learning to write music using code, then translating code into choreographed dance.

Capstone Experience: While students will participate in several EPIC Builds each year, a capstone experience will be completed by each student in fifth grade. This culminating event will allow students to apply learning from each grade level and to reflect on their journey through the program. Capstone projects will be aligned to the magnet theme, and will allow students to use knowledge gained over their academic career to identify positive action to be taken as a solution to a real-world issue or problem. Students will be encouraged to select projects that benefit the greater good, and demonstrate an understanding of global and local competencies gained during their time at the school. These real-world solutions will be presented to the school community.

Epic Build Framework Example

Grade	**Epic Build 1** **Using Scratch**	**Epic Build 2** **Using Lego**	**Epic Build 3** **Using Minecraft**
KG	"My Name"	"Our Neighborhood" "My Room" - Blocks	"Day and Night"
1st	"My Story"	"Our City" / "My House" - Blocks	"Farm and Weather Command"
2nd	"Maze Game:	"Dancing Birds" - WeDo	"House and Multiple Arguments"
3rd	"Pole Position Racing"	"Robo Delay" - WeDo	"Build and Organize a Library"
4th	"Projectile Game"	"Driving Base" - EV3	"Minecraft Modding- Block" - Java
5th	"Story Game"	"Robotic Factory" - EV3	"Minecraft Modding- Multiple Blocks" - Java

Kindergarten Immersion Epic Build #3 Example: Kindergarten students will demonstrate understanding of "Day and Night" by participating in an Epic Build. Using Minecraft, students create code to control whether their world is in day or night mode, and what types of activities would naturally occur in day or night. Using the online virtual world as a space to share visual displays, publish writing and collaborate with others, students learn critical aspects of what it means to be a good digital citizen.

Table 14. Example Program of Inquiry Framework for Grade 4 – Pine Crest School of Innovation

Central Idea	Learners recognize their role in communities through digital collaboration and communication.	Communication systems and computing influence digital connectivity with choice over path, place and space.	Communication systems and computing enable manipulation, publication of creative artifacts to express thoughts, ideas.	The evaluation of digital information resources has personal, community, global and ethical implications.	Personal, community, global and ethical impact computer science immersion through responsible use of technology and information.	The impact of computing resources on local and global society.
Essential Guiding Questions	How is communication in the community changed by	How will understanding the language of computer code increase our	How does creative computational expression enable others	How do algorithms contribute to the building blocks of our	How can access to and positive use of online media to consume and produce	How can participation in an immersive virtual world community connect us to

	technology? How do communities come together as a team to overcome problems and challenges?	ability to solve problems and share understandings within our technologies, our teams, and our world?	to visualize our solutions to real life issues involving science and engineering?	world and help us solve problems using computational thinking?	information increase our impact on and understanding of the world around us?	viewpoints of others within our community and our world? What value can virtual collaborations bring to our future world of work?
Text Genre Focus	Reference text; online discussion, blogs, diaries, journals; speeches; informational / scientific text	Informational text; digital visual arts; online discussions, blogs, diaries, journals; storyboard	Digital visual arts; graphic organizers; drama; narrative nonfiction; musical score / lyrics	Informational text; scientific text; digital media; science fiction; storyboard	Online journal or newspaper; informational text; timelines/graphic sources; blog, Tweet, and/or social media post	Storyboard; realistic fiction; short stories; online journal or newspaper; informational text; digital media

Magnet Focus: School of Innovation Computer Science Immersion between Code to the Future and Next Generation Science Standards	Crosscutting science concepts aid learners in making connections in Physical Science. Code to the Future EPIC Build: Scratch and Block Coding; culminating demonstration of understanding	Crosscutting science concepts aid learners in making connections in Physical Science. Code to the Future EPIC Build: Scratch and Block Coding culminating demonstration of understanding using team work and	Crosscutting science concepts aid learners in making connections in Engineering Design. EPIC Build: Driving Base using Lego EV3 Robotics allows learners to extend and build upon the engineering	Completing EPIC Build: Driving Base using Lego EV3 Robotics enables learners to extend and deepen the meaning of inquiry in science and the vast range of cognitive, social, and physical	Crosscutting science concepts aid learners in making connection in Life Science. EPIC Build: Block Mod using Minecraft and Eclipse with Java represents a place for demonstration of depth of knowledge creating virtual worlds to explain how access to technology helps empower	Crosscutting science concepts aid learners in making connection in Life Science. EPIC Build: Block Mod using Minecraft and Eclipse with Java represents a place for demonstration of depth of knowledge creating virtual worlds to explain how access to technology helps empower

	using team work and collaborative problem solving.	collaborative problem solving.	design process.	practices. It requires learners to Crosscut science concepts that assist in making connections to the Engineering Design Process.	individuals and groups by giving access to information, communicating with others around the world, and enables entrepreneurship.	individuals and groups by giving access to information, communicating with others around the world, and enables entrepreneurship.
Florida Computer Science	Identify technology tools for	Use modeling and simulation to solve real	Solve age-appropriate problems using	Solve real-world problems in science and	Analyze the positive and negative impacts of	Explain how access to technology helps empower individual

Focus Standards for Grades 3-5	individual and collaborative data collection, writing, communication, and publishing activities. Identify ways technology can foster teamwork; how collaboration supports problem solving and innovation.	world issues in science and engineering using computational thinking skills. Identify and debug logical errors in algorithms: written, mapped, live action and/or digital. Manipulate and publish media artifacts.	information organized using digital graphic organizers such as concepts maps and Venn-diagrams. Describe how computational thinking can be used to solve real life issues in science and engineering.	engineering using computational thinking skills. Explain use of multiple algorithms for searching within a dataset. Construct an algorithm to solve a grade-appropriate problem.	computer, social networking and web technologies on human culture. Describe influence of access to information technologies over time and effects changes have on education, workplace and global society. Identify and discuss technology skills for future workforces.	and group by giving them access to information, the ability to communicate with others around the world, and allow them to build entrepreneurial skills. Communicate about technology using appropriate forms of technology.

Learning Environment: Pine Crest Elementary is fortunate to be undergoing a major renovation within the next couple of years. As such, the facility is being developed in a manner that maximizes learning for children of the digital age. Collaborative learning spaces will be a highlight of the design. To ensure the learning environment will be optimal for implementation of the computer science immersion, the school will be equipped through the MSAP grant with flexible seating arrangements and technology that is available schoolwide in both formal and informal manners. This structure will allow teachers and students the opportunity to physically transform the learning environment into a space that best suits students' personal learning styles.

Under the project the district requests funds to introduce digital learning devices into the both the classroom and collaborative spaces. While the school currently hosts a number of laptops, desktops and tablets, the age of these devices will not fully permit a one-to-one digital learning environment that would be ideal for this immersion education. The proposal fills the device gap, allowing the school to achieve a one-to-one laptop environment, as recommended by Code to the Future to fully immerse students. In addition, the school will have technologies available to students in common spaces across school, such as in hallways and building foyers. These tools will allow teachers to seamlessly infuse the theme into daily instruction with students, as well as allow students the opportunity to engage in less structured exploration of computer science/coding during flexible periods (i.e. lunch and before/after-school times).

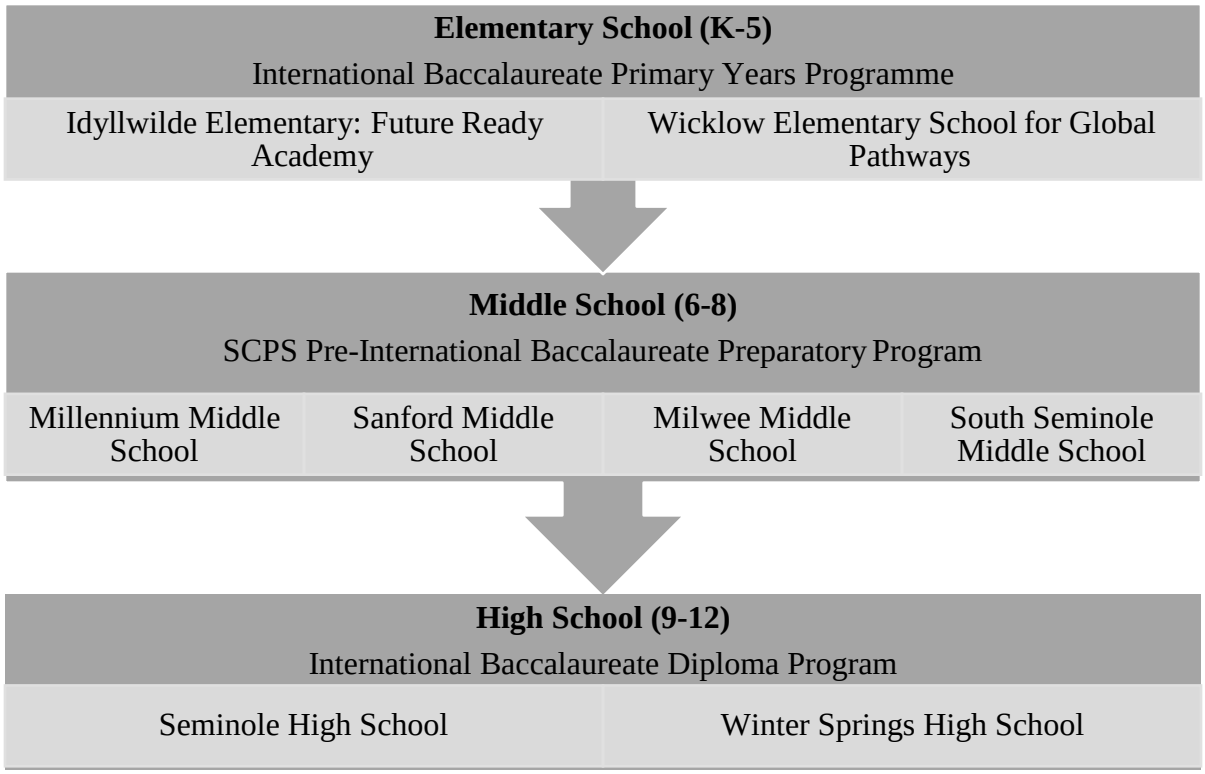
Co-curricular Opportunities and Community Partnerships: Students will also be able to participate after school in a variety magnet-themed clubs to further reinforce lessons learned during the school day. These clubs may include *SECME* (Science, Engineering, Computer and Mathematics Education), a club initially established to engage traditionally underrepresented student populations into STEM fields; *Odyssey of the Mind;* or *Game Design*. [Note: After-

school offerings will be guided by student voice and student choice; therefore, final determination of clubs will not be completed until Year 2.]

Community partnerships will be a vital component to the implementation of the Pine Crest School of Innovation. District partners such as .Decimal and other technology partners will work as mentors and guest speakers to reinforce the magnet theme and integration of computer science into all aspects of the school. Further, the vision for Pine Crest includes a high-level of family interaction. The school is envisioned with the concept of families learning alongside students, both accessing new skills sets that engage the adults in possible new job opportunities; potentially disrupting the generational poverty currently experienced in the region.

IDYLLWILDE ELEMENTARY – FUTURE READY ACADEMY AND WICKLOW ELEMENTARY SCHOOL FOR GLOBAL PATHWAYS -- Idyllwilde Elementary – Future Ready Academy and Wicklow Elementary School for Global Pathways will introduce the International Baccalaureate Primary Years Programme (IB PYP) to SCPS. As the first elementary IB programs in the district, these implementations will create a **K-12 continuum**. All schools noted in the continuum are either districtwide or regional magnet schools or programs, thus allowing access for students regardless of school zone.

[*Note: IB program instruction and use of the curriculum model within a school must be authorized by the IB Organization. At present, the IB Diploma Programs at the high school level are sanctioned by the organization; however, the middle school program is a school district-developed program intended to prepare students for entrance into the IB Diploma Program. Under the MSAP project, SCPS will apply for the targeted schools to become IB PYP World Schools. This application process is noted in the project implementation timeline. The district is also investigating opportunities for linkage to the IB Career-Related program.*]



The International Baccalaureate (IB) Organization provides widely recognized and highly respected frameworks of international education that nurture the whole child – developing intellectual, personal, emotional and social skills that are vital in our global society. The programs offered by the IB Organization have been the subject of various educational research studies and demonstrate positive impact on academic achievement of students from all socioeconomic and ethnic backgrounds.

While empirical research on the effects of the International Baccalaureate Primary Years Programme is still in its infancy, recent studies (*Hemelt, 2014; Campbell, et al, 2014)* reveal evidence of promise for academic and socioemotional impact on student-level outcomes. Case studies and academic performance analyses for IB PYP implementation are found across the world, with student populations from the United States, Turkey, Hong Kong and Australia, as well as global impact studies. Evidence provided indicates a statistically significant impact on

students related to English language arts and science performance. Mathematics does not yield significant outcomes in these studies; however, it is theorized that district- and school-level implementation strategies focused on student achievement in math will ensure success of the IB PYP in this content area, as well.

In addition to the evidence of success for the IB PYP curriculum framework, the integrated approach to the curriculum, combined with inquiry-based learning strategies, is intended to engage all students in the learning process. Noted as a best-practice in classroom instruction by Marzano (2007), project-(or problem), inquiry-based learning provides students with the opportunity to generate and test hypotheses which in turn requires students to ask essential questions about information being learned. Further, this learning emphasizes depth of understanding over content covered by challenging students to think critically, conceptualize connections between disciplines, and investigate personal research interests (Campbell & Campbell, 1999; Newell, 2003). Within the construct of project-based learning, the teacher sets a clear and reasonable outcome, and structures the classroom as a team devoted to an end product which benefits all students (Marzano, 2007). As framed in notable research by Gardner (1984), offering various modes of learning provides more opportunity for students to be successful at learning tasks (in Campbell & Campbell, 1999).

Instructional Structure: The IB PYP is a comprehensive framework for teaching and learning that focuses on the development of the *whole child*; offering children ages 3-12 support in academic, social, physical, emotional and cultural awareness. The IB PYP provides students with an educational framework that while grounded in traditional content areas of language, mathematics, social studies, science, the arts, and physical, social and personal education, offers students and teachers a model for learning through and across the discipline via a

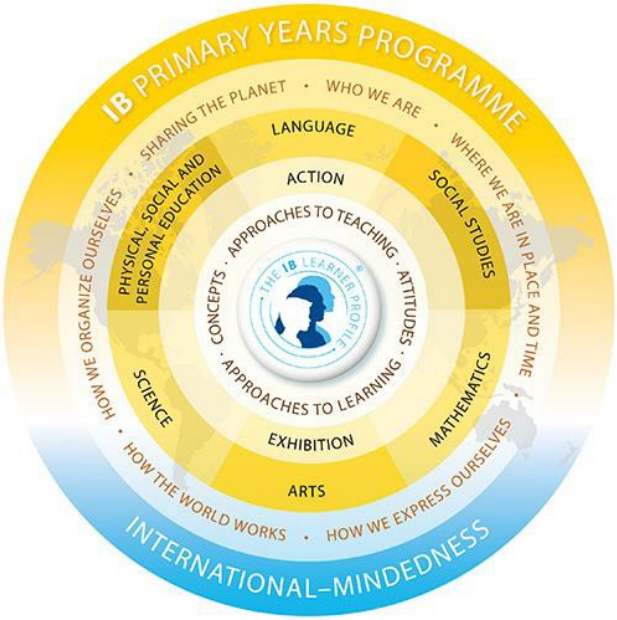
transdisciplinary learning process that emphasizes student inquiry, action and authentic assessment. Teachers will support inquiry-based learning through the schoolwide transdisciplinary program of inquiry that emphasizes the interconnectedness of all academic disciplines and provides a forum for teacher collaborations, as well as vertical and horizontal articulation of the written and assessed curriculum.

The IB PYP curriculum framework focuses on nurturing a balance between knowledge, concepts, skills, attitudes and action. Units of inquiry presented at each grade level centers on six transdisciplinary units of study: **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**. Each of these transdisciplinary themes foster student engagement, action, collaboration and the development of essential global learning competencies. Students are provided multiple opportunities to engage in learning through a collaborative approach that enhances opportunities for student reflection, critical-thinking, and a project-based approach to learning.

As noted by the IBO, the aim of all IB programs is to develop internationally-minded individuals who help to create a better and more peaceful world. This outcome is achieved through children's ability to recognize their common humanity and shared guardianship of the planet. The IB Learner Profile is a foundational element used to guide and frame each child's development towards the overall aims of the program. The profile contains ten attributes valued by IB schools. In the IB PYP, learners will strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes are developed through the six transdisciplinary units of study and are further reinforced by each schoolwide magnet theme which focuses on future-readiness and global pathways to learning. As presented in the figure below, the IB PYP framework is highly structured and

provides a significant focus on the development of internationally-minded learners who are prepared to become active and contributing members of our global society.

Figure 3. International Baccalaureate Primary Years Programme Curriculum Framework



The IB PYP curriculum framework creates a structure, purpose and process for teaching and learning within the magnet schools. The instructional plan and daily lessons will be established at the school-level during Year 1 of the proposed project. The IB PYP position is that students are best served by a program of study which is commonly agreed upon by school's teachers and administrators; and therefore, collaborative planning is a core requirement of the plans' development. All units of inquiry will be based in the six transdisciplinary units, and will have the following characteristics: be *Significant* - Contribute to an understanding of the overall theme; be *Relevant* - Link to students' prior knowledge and experiences; be *Engaging* - Actively engage students in their own learning; and be *Challenging* - Provide prior knowledge and experiences of students. Instructional plans and classroom activities will focus on each schoolwide theme: Idyllwilde– Future Ready Academy and Wicklow School for Global

Pathways. Each of these themes aligns to and supports the IBO's desire for the nurturing and development of internationally minded students who find a true balance between knowledge, concepts, skills, attitudes and *action*.

The focus of the ***Idyllwilde Elementary – Future Ready Academy*** is on the early preparation of students to become engaged, productive and contributing citizens in our diverse global community. With a solid base in the SCPS vision for multiple pathways for all learners, the district has recently adopted a foundational model to ensure students are prepared for postgraduation success – whether that be college or career. This model has been termed "ePathways Skills for Future Ready Graduates" and focuses on the development of skills, to include *noncognitive skills* that will be vital in student success in the workforce following graduation: Learning – Innovation & Imagination, Problem Solving, Information & Digital Literacy; Interacting – Communication, Collaboration, Interpersonal Skills; Participating – Engaged Citizenship, International Outlook, Personal & Social Responsibility; and Growing – Self-Awareness, Adaptability; Perseverance.

The district's intention is for this model to be integrated into teaching and learning across disciplines and grade levels. At the heart of this vision, and the magnet theme for the Future Ready Academy, is the infusion of problem- and project-based learning into the transdisciplinary framework of IB PYP to ensure students are exposed to and practice each of these skills from a very early age. Through this learning structure, students will be exposed to Florida Standards through *active* participation in problem-solving and complex thinking activities that are directly linked to the program of inquiry and will facilitate the integration of learning. Text selections will support the daily work of students on these learning activities, with mini-lessons provided that capture the need for direct instruction of certain content (i.e. methods for dividing mixed

fractions). All mini-lessons will link back to the broader learning activities through application of lessons learned. At the Future Ready Academy, **students learn by solving *real* problems.**

Also ingrained in the daily learning for students is the nationally-recognized AVID – Advancement Via Individual Determination – system. The core mission of AVID is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID focus on four essentials – instruction, curriculum, leadership and system. Through these essentials, AVID Elementary emphases the following major components to its program: Student Success Skills (communication skills -- e.g. listening, speaking, writing, self-advocacy skills, note-taking strategies, critical thinking, and study skills); Organizational Skills (mental and physical; time management and goal-setting); WICOR (Writing, Inquiry, Collaboration, Organization and Reading) Lessons; and Partnerships – among students, classrooms, grade levels, schools, families, and communities. The AVID model closely aligns to the work of the district in regard to achievement of the future ready skills for graduates, and the vision for the Future Ready Academy. Idyllwilde has implemented the AVID elementary model in its school for the past three years. The work of AVID in the school compliments the IB PYP framework and further ingrains the future ready skills for graduates. The AVID Elementary curriculum is based in research from a number of educational researchers who focus on student engagement, critical thinking, rigor, and student achievement, such as Dweck, Marzano, Gaddy, and Dean.

An **example** of the learning structure at the Future Ready School at Idyllwilde may include the following: *In a fourth grade class, through a collaborative inquiry activity that introduces the next IB unit of study, one student reflects on how there are very few supermarkets in her neighborhood. She says that oftentimes she and her siblings go to the corner market to pick up dinner, which typically consists of canned food items. The conversation around the room*

is quick and disjointed. Some students can relate to her story; others cannot. One student talks about how he goes once every couple of weeks to pick fresh strawberries from a local grower. The teacher takes the opportunity to engage the children in a conversation on food deserts and how some communities have access to more fresh produce than others. "This is not unheard of across the nation, and around the world" the teacher remarks. "Where do you think we can find some different examples of what we are talking about" "What do we think about this as a class? How can we change this?" Stemming from a comment of one student, the classroom embarks on a multi-week problem-based, collaborative inquiry related to food deserts. All aspects of learning are fully integrated through this topic. Falling under the organizing theme of "How we organize ourselves", students research the reasons for food deserts, research about the impact of such areas, and develop a plan to ensure all children in their school have access to fresh produce and dairy products. Embedded into this project are the Florida Standards, along with opportunities for future ready skill development and AVID competencies to be gained.

As noted, and presented in the learning structure example above, a major focus in the Future Ready Academy is the recognition by students of the importance of their own impact on the outside world, and how each serves an important role – now and into the future. The focus on personal impact is an inherent part of the "action" component of the IB unit of inquiry, which asks students how they will make a difference based on what they have learned. Students may demonstrate action as a group, individually, or outside of the classroom; thereby inviting the important role of the home-school connection on a daily basis. In addition, part of this journey will be engagement of students in their own educational pathway. Throughout the magnet program students will participate in activities that allow them to explore future careers based on their individual areas of interest. School staff will work with students to develop a *long-term*

pathway plan that will guide future choices, but still offer flexibility and on/off ramps for changes in student interests. The process of developing this career exploration plan will allow students with an opportunity to accomplish the following outcomes: students will develop an understanding of self and personal values; students will understand how individual interests can relate to careers; students will possess the knowledge and skills to set short and long-term goals and experience a decision-making process; students will have an understanding of the multiple paths to accomplish their own career goals; and students will have an increased motivation towards academic achievement to ensure career plan is accomplished. As a link forward, guidance counselors at the middle school level will use these pathways plans and work with these students to ensure follow through into the next level of education.

Capstone Experience: As part of the IB PYP framework, a capstone experience will be completed and presented to the community by each fifth grade student. This culminating event allows students to synthesis and apply learning and to reflect on their journey through the program via the lens of a collaborative or individual learning engagement. Projects will be aligned to the magnet theme, and will allow students to use knowledge gained across their academic career to identify positive action to be taken as a solution to a real-world issue or problem. Students will be encouraged to use their long-term pathway plans as a guide for developing their capstone projects.

A sample **program of inquiry outline of the Future Ready Academy's IB PYP implementation** is presented in the table below. This example is of a Grade 4 framework.

Table 15. Example Program of Inquiry Framework for Grade 4 – Idyllwilde Elementary Future Ready Academy

Unit of Inquiry	**Who We Are**	**Where We Are in Space and Time**	**How We Express Ourselves**	**How the World Works**	**How We Organize Ourselves**	**Sharing the Planet**
Description of Unit of Inquiry	*An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends,*	*An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the*	*An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend, and enjoy our*	*An inquiry into the natural world and its laws; interaction between the natural world and human societies; how humans use understanding of scientific*	*An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on*	*An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and*

Unit of Inquiry	Who We Are	Where We Are in Space and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
	communities and cultures; rights and responsibilities; what it means to be human.	*interconnectedness of individuals and civilizations, from local and global perspectives*	*creativity; our appreciation of the aesthetic.*	*principles; impact of scientific and technological advances on society and environment.*	*humankind and the environment*	*between them; access to equal opportunities; peace and conflict resolution*
Central Idea	**Citizens recognize their role in a community.**	**Entrepreneurship influences local and global economies.**	**Passion influences the choices people make.**	**Both natural and man-made laws impact human societies.**	**Working together as citizens.**	**Volunteerism and public service are hallmarks of citizenship.**
Key	Form, Function,	Causation,	Change,	Function,	Responsibility,	Responsibility,

Unit of Inquiry	Who We Are	Where We Are in Space and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Concepts	Causation	Change, Perspective	Perspective, Reflection	Causation, Connection	Connection, Change	Reflection, Function
Lines of Inquiry	Personal and family histories; common values; diversity in families, communities & cultures; investigating through the scientific process	Challenges faced through history; impact of exploration and colonization on the people and places; human need to explore leads to the development of knowledge; and understanding of	Passion leads change; strategies, techniques & structures used to express oneself; communication used to express thought; ways to reflect on,	Impact of public issues on the daily lives of citizens; impact of technological advance on plants and animals, including	Influence of governmental and community problems through citizens working together to solve programs; organization of government at different levels; impact of human	Essential elements of an economy; immigration influences culture and society; tourism affects state economy and growth; humans need renewable /

Unit of Inquiry	Who We Are	Where We Are in Space and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
		Solar System	extend, and enjoy creativity	humans	activities and natural events on the environment	nonrenewable resources
Text Genre Focus	Biographies, diaries/journals speeches folklore mythology	Biographies timelines/graphic sources informational text realistic fiction science fiction	Poetry visual arts drama fantasy narrative nonfiction	Informational text, scientific text, digital media science fiction realistic fiction	Biographies journal/ newspaper informational text	Realistic fiction short stories journal/ newspaper informational text digital dedia
AVID Elementary Strategies	Student Empowerment, High	Summarization, Note-Taking, Critical Reading,	Student Empowerment, Growth	Analyzing Text, Student Empowerment,	Leadership, Note-Taking/Cornell Notes,	Equity, Student Empowerment, Partnerships,

Unit of Inquiry	Who We Are	Where We Are in Space and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
	Expectations, Leadership, Cultural Relevance, Writing, Inquiry, Collaboration, Organization, Reading	Rigor, Writing, Inquiry, Collaboration, Organization, Reading	Mindset, Goal-setting, Scholarly & Academic Language, Self-Advocacy, Costa's Levels of Thinking, Writing, Inquiry, Collaboration, Organization, Reading	Culture and Community, Community Builder, Equity, Collaborative Structures, Writing, Inquiry, Collaboration, Organization, Reading	Collaborative Structures, Student Success Skills, Time Management, Organizational Tool, Writing, Inquiry, Collaboration, Organization, Reading	Writing, Inquiry, Collaboration, Organization, Reading

Unit of Inquiry	Who We Are	Where We Are in Space and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Future Ready Skills	Engaged Citizenship, International Outlook, Personal & Social Responsibility, Communication, Interpersonal Skills, Self-Awareness	Innovation & Imagination, Problem Solving, Information & Digital Literacy, Perseverance, Collaboration, Adaptability	Innovation & Imagination, Problem Solving, Information & Digital Literacy, Perseverance, Collaboration, Communication, Adaptability, Engaged Citizenship	Innovation &Imagination, Problem Solving, Information & Digital Literacy, Perseverance, Collaboration, Adaptability	Personal & Social Responsibility, Collaboration, Self-Awareness, Perseverance, Problem Solving, Engaged Citizenship, Adaptability	Personal/Social Responsibility, Collaboration, Self-Awareness, Perseverance, Problem-Solving, Engaged Citizenship, International Outlook, Interpersonal Skills

With a similar end goal to Idyllwilde Elementary, ***Wicklow Elementary School for Global Pathways*** encourages students to fundamentally understand the broader, global community and develop the skills to engage in this complex, diverse and interconnected worldwide arena as each grows into adulthood.

The magnet will have a significant focus on exploring the culture of the world *throughout* the curriculum. As a result of the Global Pathways program at Wicklow, students will become bilingual and bi-literate, achieve academic excellence in at least two languages, develop cultural awareness and sensitivity, meet the Florida State Standards for each content area for promotion and graduation requirements, meet the Florida Spanish or French World Language Standards, and meet the Standards for Foreign Language Learning in the 21st Century: Community, Culture, Comparison, Connections and Communication.

In addition to the global connections made across the curriculum, a major focus in the school will be on the acquisition of world language aptitude. Currently, Wicklow Elementary offers a successful dual language program, allowing students the opportunity to experience instruction in two languages – half of the day in English and half of the day in Spanish. The program develops listening, speaking, reading and writing proficiency for students in both languages while maintaining high expectations and rigorous standards for all students. The dual language program is offered in two classrooms per grade level, and is a 60/40 model, meaning approximately 60% of the instruction is in English and 40% of the instruction is in Spanish. The aim is for the program population to be half English-dominant and half Spanish-dominant. Due to the high number of Spanish-speaking students at Wicklow Elementary, this model is ideal to support the current student population.

The magnet theme of Global Pathways builds on the successful model of dual language

instruction by offering the opportunity for direct world language instruction for all students in either Spanish or French. Given the current availability of the dual language program, this means that a student could transition from Wicklow Elementary to middle school with a level of fluency in *English, Spanish and French*. The direct language acquisition is separate and apart from the current dual language program. In the current program, one dual language class is available per grade level. The introduction of this magnet will provide direct language instruction to each child in the school.

This direct language instruction will be conducted during the elementary specials rotation. While students will receive a well-balanced education that includes special classes such as music, the arts, physical education and computer/technology education, a new component will be added to the specials "wheel" to ensure students have a specific outlet for acquiring language proficiency. Exposure to the direct language instruction will be conducted in two major ways: Exploratory (grades K-2) and Sequential (grades 3-5), as described below. This two-phase introduction to language will allow all students to be exposed to at least two other languages of instruction with an opportunity to select a specialization language by Grade 3.

Exploratory

- Focus: Multiple introductory world languages (Languages: Spanish and French)
- Exposure: One to two times a week
- Purpose: Introduces students to other cultures and language as a general concept
- Outcome: Limited fluency; emphasis is not on learning the language itself, rather familiarity with the language

Sequential

- Focus: Spanish or French, student choice

- Exposure: Three or more times a week
- Purpose: More focused concentration on language acquisition, in addition to a deeper understanding of the focus language's culture
- Outcome: Children may attain substantial fluency

The implementation of the district's first school for global studies will provide students with interdisciplinary, cultural, and international connections and will strive for the proficiency levels relevant to the 21st century workplace. According to the National Research Council (2007), "A pervasive lack of knowledge about foreign cultures and foreign languages threatens the security of the United States as well as its ability to compete in the global marketplace and produce an informed citizenry." The proposed pathway for elementary school students addresses this nationwide need, while concurrently implementing a strategy for improving academic achievement and closing the achievement gap among students from diverse backgrounds.

A statement by the Joint National Committee for Languages (JNCL) and the National Council for Languages and International Studies (NCLIS) reads: "Knowledge of other languages increases intellectual abilities and provides a window of understanding to other customs and cultures… Only with language competence can Americans hope to conduct effective trade policy, expand international trade, ensure the integrity of national defense, enhance international communication, and develop a truly broad-based education for all citizens." The district's ePathways initiative concurs with this statement, and adds the importance of second language acquisition on preparing students for a career in the global workforce of the 21st century, as well as the impact of language acquisition on student proficiencies within standard core content areas (i.e. reading/English language arts, math and science).

The research related to the academic benefits of secondary language acquisition is strong,

with multiple studies reporting a correlation between language acquisition and higher academic achievement on standardized assessments. Strong evidence shows that time spent on foreign language study reinforces the core subject areas of reading, English language literacy, social studies and math (Armstrong & Rogers, 1997; Andrade, 1989; Masciantonio, 1977; Rafferty, 1986; and Pagan, 2005). These studies note improved academic achievement of students in second language classes, in comparison to those in a control group who did not receive the foreign language instruction. In each of these studies students demonstrated gains in one or more of the core content areas.

Similarly, cognitive neuroscientist Dr. Laura-Ann Petitto (2002) conducted extensive research regarding cognitive development of children who are exposed to two languages. Petitto (2002) found that young children who have rich and early exposure to two languages are cognitively more advanced that their monolingual peers on certain highly sophisticated cognitive tasks to do with attention and abstract reasoning. Other research notes that these students also outperform their peers in reading (Berens, Kovelman & Petitto, 2013). Further research on the impact of dual language programs on young learners (Genesee, 1987; Masciantonio, 1977) demonstrate benefits for students in both languages such as gains in intellectual, education, social and personal skills and abilities. Benefits found in the research include greater mental flexibility; improved future employment in the labor force due to exposure to multiple languages; higher levels of cultural proficiency; greater respect for diversity; and linkages to community.

The combination of the acquisition of language and a significant understanding of global competencies will allow students to embark on engaging and relevant learning experiences within the IB PYP units of inquiry. High-interest, age- and level-appropriate thematic units will

be developed which incorporate the Standards for Foreign Language Learning in the 21st century. Students will be encouraged to produce products which will allow them to use technology, critical thinking skills, conduct research, and use the target language. Cultural studies will also be incorporated into the curriculum to allow students to compare and contrast the target language and cultures, gather and share information which depicts different cultural perspectives, and foster appreciation for the targeted language and culture.

The curriculum will be centered on student activities and a variety of grouping configurations, with active use of the target language evident in all elements of instruction. The utilization of varying activities will differentiate instruction to provide for diverse learning styles. The five C's – communication, culture, connections, comparisons and communities (National Standards of Foreign Language Education) – will drive the curriculum. Meaningful communication and genuine, collaborative interactions among students will be fostered in the classroom. Authentic, inquiry-based and real-life contexts will also be embedded in the lessons.

The American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners will be utilized to set realistic expectations for targeted language performance for students, with the curriculum centered on these performance targets. By the time the students have progressed through the sequential world language curriculum it is expected that each will have reached grade level proficiency per the ACTFL guidelines.

Students will also be exposed to 21st century digital tools to enhance learning and allow students to fully experience global connections. These digital tools provide the opportunity for students to be the creators of their own learning, with facilitation of acquiring this knowledge by certified world language instructors. An **example** of such learning may be a multipart unit based on a global economy simulation where students explore how something as simple as *producing*

and selling a t-shirt may be an experience that crosses many nations with various impacts to each country's culture and society. During this simulation, students might connect to the district's partnership with the Embassy in Spain to allow students to engage in international relations. Students may also engage in cross-cultural learning experiences via technology and international classroom partnerships that have been developed through the IB worldwide community of learners. In this simulation, students interact with the standards through their experiences and develop the essential global competencies of social, communication and self-awareness skills.

Capstone Experience: As noted in the framework below, as well as in the Idyllwilde instructional structure, the IB PYP requires each student in fifth grade to complete a *capstone experience*. This *PYP Exhibition* at Wicklow Elementary School for Global Pathways will be aligned to the magnet theme, focusing on global solutions. The capstone experience will allow students to use knowledge gained over their academic career to identify positive action to be taken as a solution to a real-world issue or problem. These solutions will be presented to the school community. Students will be encouraged to incorporate their selected world language into the project.

A sample **program of inquiry outline of the School for Global Pathways' IB PYP implementation** is presented in the table below. This example is of a Grade 4 framework.

Table 16. Example Program of Inquiry Framework for Grade 4 – Wicklow Elementary School for Global Pathways

Unit of Inquiry	**Who We Are**	**Where We Are in Space and Time**	**How We Express Ourselves**	**How the World Works**	**How We Organize Ourselves**	**Sharing the Planet**
Description of Unit of Inquiry	*An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families,*	*An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the*	*An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend, and enjoy our*	*An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use*	*An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on*	*An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and*

Unit of Inquiry	Who We Are	Where We Are in Space and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
	friends, communities and cultures; rights and responsibilities; what it means to be human.	*interconnectedness of individuals and civilizations, from local and global perspectives*	*creativity; our appreciation of the aesthetic.*	*their understanding of scientific principles; the impact of scientific and technological advances on society and environment.*	*humankind and the environment*	*between them; access to equal opportunities; peace and conflict resolution*
Central Idea	**Individual and cultural values influence the**	**Exploration/ Movement contributes to**	**Global citizens communicate in multiple**	**Scientific knowledge influences**	**Working together as a global society.**	**Communication supports global interdependence.**

Unit of Inquiry	Who We Are	Where We Are in Space and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
	ways people communicate.	**human interactions.**	**languages.**	**thinking.**		
Key Concepts	Function, Causation, Connection	Function, Causation, Connection	Change, Perspective, Reflection	Form, Function, Change	Causation, Connection, Perspective	Causation, Connection, Responsibility
Lines of Inquiry	Self-awareness and cultural identity through introspection; classroom and school demographics; Personal and	Communication through a variety of methods; dialogue leads to personal reflection; interdependence between language	Strategies, techniques and structures people use to express themselves; thoughts are expressed	Objects and substances are made of matter and subject to a variety of changes; human need for resources found	Concepts and processes of national and international economic systems; impact of personal and regional decisions on the	Impact of local communities on global interdependence; how language effects regional and global interactions;

Unit of Inquiry	Who We Are	Where We Are in Space and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
	family histories; Scientific inquiry and the processes of science	and culture; interdependence in the natural world	through communication, including multiple languages; language as a tool for social and economic empowerment; rrole of creativity in the practice of science	on Earth inspires advances in society and the environment; communication, transportation, and technology increase cultural diffusion	world; plants and animals, including humans, can impact the environment	responsibility to conserve

Unit of Inquiry	Who We Are	Where We Are in Space and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Text Genre Focus	Realistic Fiction (emphasis on cultural perspectives) Literary Text Literary Text in Foreign Languages Diaries/ Journals Songs Poetry	Informational Text Primary Sources Diaries/Journals Graphic Sources Diverse Media Formats Literary Text Literary Text in Foreign Languages	Poetry Visual Arts Figurative Language (explore meaning within the context of culture and language) Songs Dramas Digital Resources	Technical Text Scientific Text Digital Resources Science Fiction	Scientific Text Journal/Newspaper Informational Text Literary Text Digital Resources	Informational Text Scientific Text Digital Resources Graphic Sources

Unit of Inquiry	Who We Are	Where We Are in Space and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
	Digital Resources					
Magnet Focus: "From Me to We"	**Community:** "Explore the Self" project -- *personal narrative project*	**Community:** Sharing your story Understanding the story of others	**Community:** "Digital storytelling"- personal narratives diverse/multi-perspective/ multi-lingual CAPSTONE EXPERIENCE	**Global:** Global perspective project-solving global problems through scientific inquiry	**Global:** "Simulation" project- simulate an economic activity with an overseas entity (i.e. the globalization of a t-shirt.)	**Global:** Community engagement; volunteering; peer teaching (i.e. mentoring, classroom language support) CAPSTONE EXPERIENCE

Learning Environment: Wicklow Elementary has an established world language lab, which provides students with multiple opportunities for purposeful and meaningful speaking and listening activities. This instructional language technology lab provides a practical solution that supports frequent interpersonal, interpretive, and presentational communication, as well as providing teachers with tools to monitor, coach, and assess students in the target language. With the addition of the second world language through the magnet implementation, an additional world language lab will be necessary to support student learning. In addition, although the current language lab is effective, technology, teaching materials and additional cultural and linguistic resources are needed to enhance the teaching and learning experience for students. The new language lab system, a unique experience for elementary level students, will include an instructor's console, full-class digital recording capability, ceiling-mounted projector, overhead trays, amplifiers, and headphone/microphones for 36 students. This system will allow for more personalized learning experiences for students and support the diverse levels of language acquisition for students. The digital recording capability will allow students to relect on their own learning and provide opportunities for self-assessment, feedback, and goal setting. Idyllwilde Elementary will also utilize a world language lab to implement the required language instruction component of the IB PYP framework and support the acquisition of a second language for all students. MSAP will establish this lab within the magnet school.

In addition to the language lab, students at both schools will have access in the classroom to online or computer-assisted language programs, as well as target language specific textbooks, supplemental materials and library. Digital tools, to include tablets and/or computers, digital video recorders, digital cameras, earphones and microphones will be used in the world language classroom to enhance technology-based projects that are built into the curriculum.

Both schools will undergo a similar learning environment renewal as presented in the

Pine Crest School of Innovation description. Idyllwilde Elementary and Wicklow Elementary will benefit from a partial refresh of furniture and technology to ensure a collaborative, inquiry- and project-based environment is established for the learning activities described.

Co-Curricular Learning Opportunities and Community Partners: As in the magnet model at Pine Crest, students at the Future Ready Academy and the School for Global Pathways will be able to participate after school – in co-curricular activities – through a set of magnet-themed clubs to further reinforce lessons learned during the school day. The vision for these clubs is to complement and support the IB PYP units of inquiry and the development of the attributes of the IB learner profile. Examples include service learning clubs or other community-building activities. At the Idyllwilde Elementary Future Ready Academy, students will also be able to further enhance their problem solving skills through the establishment of *Odyssey of the Mind* clubs which facilitate critical and collaborative learning experiences; while students at the Wicklow Elementary School for Global Pathways will be offered opportunities after school to further practice and engross themselves in their selected language an advanced level. [Note: After-school offerings will be guided by student voice and student choice; therefore, final determination of clubs will not be completed until Year 2.]

The design of both the Idyllwilde and Wicklow magnet programs relies heavily on business leader and community support to be successful. Both schools have established essential partnerships with the local industries and will utilize these relationships to benefit student learning. Further, the district's Department of ESOL/World Languages has an active relationship with many local cultural organizations, as well as strong partnerships with the Spanish and French embassies. These cultural organizations and associations will collaborate with staff to provide presentations for students which foster cultural awareness, as well as read and speak to students in the target languages in order for students to hear more authentic speech

in the language and engage in meaningful communications with individuals of the target culture.

Project Design Alignment to MSAP Purposes: The project design for the magnet schools has been established to support the statutory purposes for MSAP as noted in the Elementary and Secondary Education Act (ESEA). Presented below is a conceptual framework that aligns district needs and project objectives with ESEA MSAP purpose statements. Further, as described, instructional strategies designed for each school, as well as the IB PYP framework and Code to the Future curricular structure, have evidence of success in the improvement of academic outcomes for elementary aged children. Moreover, the magnet foci are anticipated to serve as strong attractors of a diverse population of students which will further lead to improved achievement and ensure the purposes of MSAP are met.

Table 17. MSAP Statutory Purposes in the Elementary and Secondary Education Act

Category of Purpose Statement / Link to District MSAP Project	**ESEA MSAP Purpose Statement**
Desegregation and Choice • Need 1 Need 3 • Goal 1, Objective 1 Goal 2, Objective 2 Goal 2, Objective 3	1. The elimination, reduction or prevention of minority isolation in elementary schools and secondary schools with substantial proportions of minority students, which shall include assisting in the efforts of the United States to achieve voluntary desegregation in public schools 3. The development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary schools and public secondary schools/public

	educational programs
Building Capacity • Need 3 Need 4 • Goal 2, Objective 3	5. Improvement of the capacity for local educational agencies, including through professional development, to continue operating magnet schools at a high performance level after Federal funding of the magnet schools is terminated
Academic Achievement of Students • Need 2 Need 3 Need 4 • Goal 2, Objective 2 Goal 2, Objective 3 Goal 2, Objective 5	2. The development and implementation of magnet school programs that will assist local educational agencies in achieving systemic reforms and providing all students the opportunity to meet challenging State academic content standards and student academic achievement standards 4. Provide courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of students attending such schools. 6. To ensure that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment

(2) Extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant … the demonstrated commitment of any partners; evidence of broad support from stakeholders ... or more than one of these types of evidence.

With ten magnet programs/schools across the district, dedication to choice across Seminole County is fully supported with a demonstrated record of success. The magnet programs and schools in Seminole County cross a wide-variety of disciplines incorporating science, technology, engineering, the arts and mathematics in order to successfully prepare students PK-12 for college and career postgraduation. These magnet schools are:

- Goldsboro Elementary Magnet School for Math, Science and Technology*
- Hamilton Elementary School of Engineering and Technology*
- Midway Elementary School for the Arts*
- Millennium Middle School of Fine Arts and Communication / SCPS Pre-IB Preparatory Program*
- Sanford Middle School – Math, Science and Technology / SCPS Pre-IB Preparatory Program *
- South Seminole Middle School – Leadership and Global Connections / SCPS Pre-IB Preparatory Program
- Crooms Academy of Information Technology*
- Lyman High School – Institute of Engineering
- Seminole High School – Heath Academy
- Seminole High School – International Baccalaureate Program*

The magnet programs indicated with an asterisk were established utilizing MSAP funding and have been successfully sustained and supported through district resources. Goldsboro Elementary, Midway Elementary, Millennium Middle, Sanford Middle, and Seminole High's

International Baccalaureate Program were funded for Year 1 implementation in 1998-1999; while Crooms Academy was funded for implementation in 2001-2002. The Midway School for the Arts was refreshed through MSAP funds in 2008-2009 and Hamilton Elementary was established as a school of engineering and technology in 2013-2014. Utilizing local funds, the district introduced magnet programs into South Seminole Middle and Lyman High, as well as established Seminole County's first magnet program at Seminole High School with the Health Academy. The execution, maintenance and success of these programs with local funds demonstrates the district's commitment to the goals and vision of magnet schools programming.

The district has also achieved external recognition of their magnet schools and programs. In 2016, six magnet schools were recognized as National Merit Award winners by Magnet Schools of America: *Schools of Excellence*: Midway Elementary School of the Arts and Milwee Middle School Pre-Engineering Magnet and *Schools of Distinction*: Seminole High School International Baccalaureate Program and Seminole High School Academy of Health Careers; Crooms Academy of Information Technology; South Seminole Middle School Leadership and Global Connections; and Lyman High School Institute for Engineering.

Through the MSAP, each proposed magnet school will experience a transformation in learning and support for innovation that the district is highly committed to sustain and support. District leadership anticipates that the implementation of these magnets will significantly improve academic achievement, ensure that minority isolation is reduced and diversify socioeconomic status within the schools, thereby providing all students with the rigorous, innovative and high quality education that will ensure their future success in a global world. *With a vision that all students are prepared for college and career, initiatives such as these magnet schools are among the top priorities for the district.* These programs will serve as model schools for the local community and will provide numerous opportunities to build collaborative networks

of support to future integrate and sustain educational innovation throughout our district.

The MSAP budget provides a high-level of support to program implementation for five years. At the end of the fifth project year, the district will be prepared to assume the program costs through a combination of local (district and school) operating funds – to include resources from the Choices Department – and ESEA entitlement funds. As demonstrated in the past, the district's commitment to magnet schools is unwavering and has presented opportunities for the development of successful models of school transformation, enhancing diversity and capacity building throughout the district.

Within the proposed MSAP budget, a large percentage of funds are dedicated to curriculum development and implementation, teacher preparation and support, initial branding and recruitment to the school, instructional supplies, and educational equipment/furniture. The proposed plan for curriculum implementation and professional development has been intentionally phased over the five years, with a significantly reduced level of support needed following the close of the grant period. In addition, costs related to marketing and recruitment strategies will be largely reduced after the grant, as materials will have been designed and the most effective recruitment techniques for the school identified. Public information and recruitment costs will then be assumed at a lesser cost given the use of established materials.

Major costs to be sustained by school operations include personnel, consumable theme-related supplies, maintenance of equipment, follow-up curriculum and professional development, and program marketing. Recurring costs listed below do not include general operating expenses that the school currently supports (i.e. classroom teachers, administration, core curricula). Further, duties of the Assistant Principals for Magnet Coordination will be assumed by the school administrators assigned to the schools and the district's Choices office. Lead teachers at each grade level will assume responsibility of ensuring that instructional plans continue to

integrate the same level of IB PYP (as appropriate) and theme infusion, and that regular Professional Learning Networks (PLNs) address ongoing professional development needs.

Table 18: Annual Program Costs to be Sustained, Post-Grant

Budget Item	**Post-Grant**	**Resource for Sustainability**
Personnel: *Instructional Coaches (3) and Teachers - World Languages (3)*	[redacted] 105,571 Benefits	School Allocation
Equipment (Repair/Maintenance)	15,000	Choices Department; School Budget (Magnet FTE Funds)
Supplies	54,000	School Budget (Magnet FTE Funds); Choices Department
Annual IB PYP Fee / Annual CTTF Fee	$19,000 IB PYP school $12,000 CTTF	School Budget (Magnet FTE Funds); Choices Department; Federal Funds (Title I-A)
Professional Development	36,000	School PD funds; Federal Funds (Title I-A and/or Title II-A); Choices Department; School Budget (Magnet FTE Funds); PD Facilitation Support from the district's Department of Teaching and Learning
Program Marketing	9,000	School Budget (Magnet FTE Funds); Choices Department
Total	[redacted]	

As demonstrated in this table, the district is committed to sustaining magnet programs in Seminole County. Per School Board direction, the district budget provides established magnet programs an additional $29.86 per weighted FTE to support these schools' unique operating needs. As such, following the close of the grant period each school will have additional local funds to be used specifically to sustain the identified on-going program costs.

With a strategic vision to provide high-quality education which allows each child to be well-educated and prepared for success as a productive citizen and member of a world class workforce, support for improved student performance is embedded into the ongoing operation of the district. SCPS believes in the benefits of magnet programs on academic achievement and future ready teaching and learning. As such, the district is committed to the success of each magnet school as presented in this application. To meet the district's Voluntary Plan, reduce minority isolation, and improve academic achievement of students, each school will develop and sustain an attractive magnet program that will *appeal to and retain students* from diverse socioeconomic, ethnic and racial backgrounds. *The magnet school programs have been purposefully designed to produce an innovative K-12 continuum for IB preparation, language acquisition, and interdisciplinary learning within the district, leading to graduates well-prepared for college and career in the 21st century global workforce.*

(3) Extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Magnet implementation at each of these schools provides a *vehicle for change* across educational experiences for all student subgroups, to include all racial subgroups, English learners, students with disabilities, and students who are classified as gifted or talented. The proposed magnet schools will provide the district's currently lowest performing, highest need

student populations with the infrastructure necessary for a sustained change in teaching and learning. The combination of Learning Sciences International's (LSI) instructional model support at two of the three schools, along with theme-based learning strategies and promising core curricula and frameworks (IB PYP and Code to the Future), will yield significant changes in educator quality. This shift is expected to lead to student gains, including in the areas of social-emotional learning, serving to reinvigorate a community that has experienced significant hardships, economically and socially over time in these communities.

Professional development for teachers at the magnet schools will include trainings on inquiry-based, transdisciplinary learning, and concept-based instructional learning based on the IB PYP framework (at Idyllwilde and Wicklow) or Code to the Future curriculum (at Pine Crest), integration of technology in teaching and learning, and cultural competence in instruction. Job-embedded professional learning opportunities will also be provided by each school's Instructional Coach on instructional best practices and core content area teaching strategies. Further, each school will participate in training on infusing the school themes in daily activities, thereby ensuring true integration and opportunities for collaboration for both students and teachers.

The majority of professional learning experiences will be conducted during established teacher work days, Professional Learning Networks (PLN) meeting times, or through job-embedded training. District leadership has committed to reducing the number of hours teachers are taken from the classroom, as well as the required number of hours expected for attending training outside the regular contracted day. The number of instructional staff participating in professional development and curriculum writing experiences will vary depending on content and grade level focus. To ensure coordination of efforts, district-level content support staff will also be included in curricular trainings and will facilitate curriculum development activities.

- *IB Primary Years Programme Framework* (Idyllwilde / Wicklow):
  - In Year 1, school administrators and each school's IB Coordinator (AP for Magnet Coordination) will participate in the IB Category 1 workshop.
  - In Years 2-3, the complete faculty from both schools will attend an in-school, 2-day workshop as the initial training on the IB Primary Years Programme expectations and framework. Follow-up training will occur annually, as needed by each school.
  - Teachers will be introduced to the principals of inquiry-based instruction, concept-based curriculum, international-mindedness, and approaches to teaching and learning that focus on research, communication, self-management, self-awareness and social skills. Staff will also be provided with opportunities to engage in curriculum development that focus on transdisciplinary learning, student action, and reflection on the learning process. Teachers will work together within and across grade/ subject/ special area teams to ensure a coherent and connected curriculum that is fully articulated and reviewed yearly to ensure rigor, relevance and student engagement.
- *The Science of Learning and Second Language Acquisition* (Idyllwilde / Wicklow): Teachers will concentrate on mastery learning techniques. Students learn best when they participate in a structured, systematic program of learning that enables them to progress in small, sequential steps. Teachers will be taught how to organize and break down information to its fundamental components. Within this professional development opportunity, teachers will study the behaviors and strategies that will yield positive results needed for teachers and students to become proficient in their craft based on scientifically research of the brain's acquisition of language.
- *Code to the Future Curricular Framework* (Pine Crest): In each year of the grant, a combination of traditional training and professional development, and job-embedded

coaching and modeling in classrooms will be provided.

- Teachers will be provided a one-day orientation to the curriculum followed by onsite, job-embedded support for teachers. Professional development will be conducted in multiple stages across the five-year grant:
  - Stage 1 - Using a Gradual Release of Responsibility (GRR) Model, *Code to the Future* Coaches will model instruction of the *Code to the Future* curriculum for teachers by working onsite directly with the students in the classroom. The purpose of this approach is to build capacity and confidence within the teachers. The quantity of support is necessary and effective in ensuring success for teachers in this process of progressing into the stage of co-leading instruction along with the coaches.
  - Stage 2 - Continuing with the Gradual Release of Responsibility (GRR) Model, *Code to the Future* Coaches will transition teachers to co-lead instruction alongside the coaches. The purpose of this approach is to transfer ownership back to the teachers while ensuring fidelity of the curriculum and implementation. The quantity of support is necessary and critical in preparing the students and staff for the Epic Build Showcase event.
  - Stage 3 - The *Code to the Future* coach will support the teachers and site administration in making final logistical and instructional preparations for the Epic Build Showcase Event. This event will be open to all parents and community members, and will feature the "Epic Build" created by each student, as well as student preparations by student ambassadors. Emphasis will be placed on preparing site staff with capacity for future Epic Build Showcase Events.

- *Professional Learning Communities* (PLC) and *Job-Embedded Professional Learning*:

During each school's PLC meetings on student early release days, the Instructional Coaches at each school will lead trainings for the teaching staff on the magnet themes, identified best practices in each of the magnet theme areas, and core content area instruction. These trainings will also occur as summer learning experiences, as needed. In addition to schoolwide professional learning opportunities, Instructional Coaches will provide job-embedded training through regular and consistent in-classroom modeling and peer coaching for individual teachers.

- *Cultural Competence in Instruction*: Staff development in cultural competence for instruction will be provided in coordination with ongoing work being conducted at the school site in regard to eliminating the achievement gap between subgroups. During PLN meetings the classroom teachers will engage in instructional strategy development in regard to ensuring cultural competence in instruction. While this work will be continuous throughout the project, at minimum two PLN meetings will focus on this topic during each project year.
- *Using Technology for Instruction*: District curriculum and digital learning specialists will provide joint workshops specific to developing lessons that incorporate instructional technology with inquiry-based, transdisciplinary learning. These sessions will be conducted each year of the project. This training will focus on the foundational elements of inquiry-based, transdisciplinary learning and the ways teachers can incorporate this learning into the classroom.

Professional Development Plan for World Language Teachers (Idyllwilde / Wicklow)

- Best Practices in Teaching Foreign Languages: Teachers will be empowered with ongoing professional development opportunities on 21st century skills and research-based strategies related to best practices in teaching World Languages. Experts such as

Dr. Jim Cummings, Dr. Virginia Collins, and Dr, Socorro Herrera will be utilized to assist teachers in becoming experts in the field.

- Summer World Languages Institute: To support teachers in gaining a global perspective the district has designed a Summer Institute to send a group of four teachers to Spain or France to study the target language and gain firsthand experience in the Spanish or French culture. Through the opportunity to study abroad, the selected teachers will gain firsthand knowledge of the struggle faced by 24% of the district's students – the English Language Learners. Teachers will gain insight into second language acquisition benefits and struggles, and these classroom teachers will attain knowledge of conversational Spanish or French which will aid instruction in the classroom.
- ACTFL National Conference and FFLA State Conference: Annually the world languages teachers will attend the state and national conferences related to best practices in the field. At the national level, the American Council on the Teaching of Foreign Languages (ACTFL) is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction; while at the state level, the Florida Foreign Language Association (FFLA) is dedicated to the study and teaching of languages and cultures. During these annual conferences world renowned speakers presenting cutting edge strategies and research will keep the program current and allow teachers to keep abreast of the newest technology and advances in the field of second language acquisition.

(4) Extent to which the proposed project is supported by strong theory.

While each magnet school proposed has a unique theme and curricular framework which is grounded in research-based evidence related to impacting student achievement of high-needs populations (as noted above), at the core of the projects for these schools is the concept of

nurturing learners who will one day be active and productive citizens of our global economy. As noted, the district believes that we must ensure even our youngest of students are equipped for success following high school graduation, whether that be opportunities in college or the workforce. The preparation for postsecondary success cannot begin in high school; expectations for such success must begin in kindergarten.

To ensure this preparedness for postgraduation, district leaders have incorporated three major educational philosophies into the vision for these schools; these are the strong theories around which these projects are framed. First, is the understanding that the greatest gift we can give children is the belief that they can do anything they set their minds to, and that they have limitless power to solve the world's greatest challenges. Mindset: The New Psychology of Success by Carol Dweck frames the importance of **agency, voice, and ownership of learning** around the concept that student achievement increases when learners are taught that success comes from effort and hard work, not as a result of natural talent or intelligence. The nation's children have the ability to be change-makers. By developing a growth mindset in students, teachers, and community members, we can empower students to form problem-solving think-tanks that positively impact the local and global community. The district is committed to the development of a growth mindset for all learners and to ensuring this evidence-based perspective is available for all teachers and students throughout SCPS.

Second, local business leaders identify problem-solving and collaborative team work are essential skills for today's workforce. Tony Wagner echoes these sentiments in his book Creating Innovators. Knowledge is free and has become a commodity that students can acquire without the need for a teacher. Therefore, the 21st century employer is now focused on something entirely different. Now, the focus is on how workers are able to **apply knowledge to solve problems**. Along with the growth mindset, workers that have the unwavering ability to solve

complex problems will transform into the leaders of the innovation economy through passion, play, purpose and dedication. District leaders believe that failure is merely an iteration of learning, and a critical part of the rigorous process of transforming a child into a life-long learner. The district is confident that through the magnet programs outlined, students will attain abilities that reflect applied understandings of concepts mastered and that emphasize demonstration of problem solving skills in their future education and ultimately in the workforce.

Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century rounds out the top three philosophies grounding the district's magnet program implementation plans. Released by the Harvard Graduate School of Education, this transformative report addresses the district's core belief that all students *equitably* have the right to be successful in the 21st century. As a system, we have a collective responsibility to provide open access to learning and open access to the opportunities unlocked by allowing students to choose their own education pathway. The report emphasizes the sense of urgency to provide all students choice. **Access and exposure to college, career and technical skills, and problem-solving experiences are all essential within project-based learning environments** according to the report, and are foundational principles of the underlying concept for these magnet schools.

(c) Quality of Management Plan

(1) Adequacy of the management plan to achieve the objectives … on time and within budget, including clearly defined responsibilities, timeline, and milestones.

Project Management Timeline and Milestones: The management timeline and milestones have been developed based on successful implementation of multiple magnet schools/programs at the elementary, middle and high school levels in the district. The focus of Year 1 will be on program branding, collaboration and communication with parents, student recruitment, and staff professional development, with the focus in Years 2-5 on implementing the magnet theme into

the schools and conducting ongoing recruitment and professional development opportunities.

Table 19: Project Milestones, Staff Responsibilities and Timeline

Milestone	Staff Responsible	Timeframe	Year				
			1	2	3	4	5
Identify/Hire Personnel	Project Director; Principal	Upon award, estimated - October	◆				
Order Equipment and Supplies	Choices Facilitator; Assistant Principal	October (*ongoing, as needed*)	◆				
Orient Staff to Magnet Theme	Principal; Assistant Principal	Upon award, estimated - October (*annual update*)	◆	◆	◆	◆	◆
Conduct In-Service Professional Development	Assistant Principal	Ongoing, Annually	◆	◆	◆	◆	◆
Develop/Revise Curriculum	Assistant Principal	Ongoing, Annually	◆	◆	◆	◆	◆
Collect Baseline Evaluation Data	Evaluator	October	◆				
Charge the School Advisory Committee with monitoring of magnet activities	Principal	October	◆				
Secure Approval for	Project Director;	November	◆	◆	◆	◆	◆

Recruitment Plan	Principal; Choices Facilitator						
Student Recruitment	Project Director; Choices Facilitator; Principal	January/February	◆	◆	◆	◆	◆
Assign Students	Project Director; Choices Facilitator	March – August	◆	◆	◆	◆	◆
Open Magnet Program	Project Director; Principal; Choices Facilitator	August	◆				
Monitor Program Activities	Project Director; Choices Facilitator; Principal; Assistant Principal	Ongoing	◆	◆	◆	◆	◆
Collect Data for Evaluation	Evaluator	May – July	◆	◆	◆	◆	◆
Complete Evaluation Report	Evaluator	July/August	◆	◆	◆	◆	◆

Project Goals, Objectives and Performance Outcomes: All of the project objectives are measurable and quantifiable. The district has set goals that can be evaluated and has established standards for that evaluation. The outcomes are realistic and were developed using the best judgment of the staff. The outcomes are reflected in the project objectives. These objectives are based on the purpose of the MSAP, with consideration to the required GRPA measures.

Goal #1 - Reduce minority group isolation Goal #2 - Build capacity among school and community stakeholders Goal #3 - Increase student achievement

Objective 1: To eliminate, reduce or prevent minority group isolation in the targeted schools without negatively impacting feeder schools.

Measure 1.a (i): Minority Group Isolation of Black students at Pine Crest and Idyllwilde will decrease from the baseline established on October 1, 2016 by: At least 1 percentage point by September 30, 2018; at least 2 percentage points by September 30, 2019; at least 3 percentage points by September 30, 2020; at least 4 percentage point by September 30, 2021; and at least 5 percentage point by September 30, 2022.

Measure 1.a (ii): Minority Group Isolation of Hispanic students at Wicklow will decrease from the baseline established on October 1, 2016 by: At least 1 percentage point by September 30, 2018; at least 2 percentage points by September 30, 2019; at least 3 percentage points by September 30, 2020; at least 4 percentage point by September 30, 2021; and at least 5 percentage point by September 30, 2022.

Measure 1.b: The number of applications received from students in the target subgroup of Black at Idyllwilde and Pine Crest, and target subgroup of Hispanic at Wicklow will be at least: 30 per school by September 30, 2018; 40 per school by September 30, 2019; 50 per school by September 30, 2020; 60 per school by September 30, 2021; and 70 per school by September 30, 2022.

Measure 1.c: Magnet school enrollees at the MSAP-funded schools will not increase MGI enrollment percentages of racial and ethnic subgroups at any MSAP feeder school by more than ± 2 percentage points by September 30 of each year. *Note: The impact of magnet recruitment is determined by comparing the fall enrollment demographics of each feeder school with what the demographics would have been if students assigned to attend the feeder school had*

remained there instead of choosing to attend the magnet school.

Goal #2 - Build capacity among school and community stakeholders

Objective 2: To design and develop innovative educational methods and practices that promote diversity, increase choice and ensure students gain 21st century skills.

Measure 2.a: The cumulative number of theme-embedded curriculum units developed, implemented and reflected on at each MSAP funded school will be at least: 5 units by September 30, 2018; 10 units by September 30, 2019; 15 units by September 30, 2020; 20 units by September 30, 2021; and 25 units by September 30, 2022.

Measure 2.b: The percentage of magnet teachers at each MSAP-funded school indicating consistent use of three (3) or more MSAP site-based identified "best practices" will be at least: N/A September 30, 2018; 50 percent by September 30, 2019; 60 percent by September 30, 2020; 75 percent by September 30, 2021; and 90 percent by September 30, 2022.

Measure 2.c: The percentage of students at each MSAP-funded school who agree with all five of the following statements: In my classroom(s), 1) students work together in groups, 2) I have worked with most of the students in my classroom (core classes), 3) my teacher(s) allows me to demonstrate my learning through projects and/or class presentations, 4) I feel my teacher(s) care about me and about my fellow classmates, and 5) I am developing 21st century skills will be at least: N/A September 30, 2018; 50 percent by September 30, 2019; 65 percent by September 30, 2020; 75 percent by September 30, 2021; and 85 percent by September 30, 2022.

Measure 2.d: The percentage of classroom observation rubrics at each MSAP-funded school showing evidence of all five of the following: (1) classrooms that provide a resource-rich, interactive learning environment and (2) that are equipped with computers and other technology; (3) teachers using MSAP identified research-based "best practices" and strategies, (4) instruction that promotes diversity and encourages students from different racial, ethnic, and socioeconomic

groups to interact; and (5) students who are demonstrating 21st century skills, will be at least: N/A September 30, 2018; 50 percent by September 30, 2019; 60 percent by September 30, 2020; 75 percent by September 30, 2021; and 85 percent by September 30, 2022.

Measure 2.e: The percentage of classroom observation rubrics at Idyllwilde showing fidelity of implementation of IB PYP will be at least: N/A September 30, 2018; 50 percent by September 30, 2019; 60 percent by September 30, 2020; 75 percent by September 30, 2021; and 85 percent by September 30, 2022.

Objective 3: 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.

Measure 3.a: The percentage of magnet teachers at each MSAP-funded school who participate in a minimum of 45 hours annually of MSAP-related training and/or coaching will be at least: N/A September 30, 2018; 60 percent by September 30, 2019; 70 percent by September 30, 2020; 80 percent by September 30, 2021; and 90 percent by September 30, 2022.

Measure 3.b: The percentage of the administrative team members at each MSAP-funded school who participate in a minimum of 30 hours annually of MSAP-related training will be at least: N/A September 30, 2018; 45 percent by September 30, 2019; 55 percent by September 30, 2020; 65 percent by September 30, 2021; and 75 percent by September 30, 2022.

Measure 3.c: The percentage of magnet classroom teachers at each MSAP-funded school submitting an electronic form describing how they used technology for instruction at the augmentation level or above based on the SAMR (Substitution, Augmentation, Modification, & Redefinition) Model for Technology Integration will increase to at least: N/A September 30, 2018; 50 percent by September 30, 2019; 60 percent by September 30, 2020; 70 percent by September 30, 2021; and 80 percent by September 30, 2022.

Measure 3.d: The percentage of classroom observation rubrics at each MSAP-funded school showing evidence of all three of the following: *(1) challenging instructional materials; (2) magnet units/curriculum aligned with State Assessment Proficiency Standards; and (3) (when technology is used in a lesson) measures of technology integration at the augmentation level or higher based on the SAMR Model* \ will be at least: N/A September 30, 2018; 50 percent by September 30, 2019; 60 percent by September 30, 2020; 75 percent by September 30, 2021; and 85 percent by September 30, 2022.

Measure 3.e: Annually, Idyllwilde and Wicklow will complete the steps required by IBO and submit the appropriate documentation for IB PYP Authorization -- Submit Information Form by September 30, 2018; Submit Request for Candidate School Status by September 30, 2019; Submit Request for Authorization by September 30, 2020; and Receive PYP Authorization by September 30, 2021

Objective 4: To ensure parents and community members are actively involved in project planning, implementation, and decision-making.

Measure 4.a: The number of parents at each MSAP-funded school attending theme-related parent events will increase by: Establish baseline by Sept. 30, 2018; 10% from baseline by Sept. 30, 2019; 15% from baseline by Sept. 30, 2020; 20% from baseline by Sept. 30, 2021; and 25% from baseline by Sept. 30, 2022.

Measure 4.b: The number of parents at each MSAP-funded school responding to electronic or paper requests for input regarding magnet planning or implementation ideas will increase by: Establish baseline by Sept. 30, 2018; 10% from baseline by Sept. 30, 2019; 15% from baseline by Sept. 30, 2020; 20% from baseline by Sept. 30, 2021; and 25% from baseline by Sept. 30, 2022.

Measure 4.c: The percentage of parents at each MSAP-funded school participating in

focus groups who agree that parents and magnet community partners are given opportunities to be active in magnet planning, implementation, and decision-making will be at least: N/A September 30, 2018; 45 percent by September 30, 2019; 55 percent by September 30, 2020; 65 percent by September 30, 2021; and 75 percent by September 30, 2022.

Measure 4.d: Beginning in project year 2 (2018-19), each MSAP-funded school will have and maintain at least two (2) active community partners who participate in planning, sponsoring, and/or supporting some combination of the following: theme-related events, curriculum development, magnet Advisory Boards, and in-school or out-of-school field trips -- N/A September 30, 2018; 3 schools by September 30, 2019; 3 schools by September 30, 2020; 3 schools by September 30, 2021; and 3 schools by September 30, 2022

Measure 4.e: By the end of project year 2 (2018-19), the magnet theme and instructional model will be incorporated into each MSAP-funded school's School Improvement Plan and be maintained in that plan in subsequent years -- N/A September 30, 2018; 3 schools by September 30, 2019; 3 schools by September 30, 2020; 3 schools by September 30, 2021; and 3 schools by September 30, 2022.

Goal #3 - Increase student achievement

Objective 5: To increase percentages of all magnet students, including those from major racial and ethnic groups, who meet State targets in reading/language arts and mathematics.

Measure 5.a: At each MSAP-funded school, the percentage of students in the three major racial and ethnic groups with 50 or more students tested (White, Black and Hispanic) who earn learning gains on Florida's reading/language arts state assessment (Florida Standards Assessment) will increase over the baseline established in 2017 by 6 percentage point in year 1, 6 percentage points in year 2, 6 percentage points in year 3, 6 percentage points in year 4, and 6 percentage points in year 5.

Measure 5.b: At each MSAP-funded school, the percentage of students in the three major racial and ethnic groups with 50 or more students tested (White, Black and Hispanic) who earn learning gains on Florida's mathematics state assessment (Florida Standards Assessment) will increase over the baseline established in 2017 by 6 percentage point in year 1, 6 percentage points in year 2, 6 percentage points in year 3, 6 percentage points in year 4, and 6 percentage points in year 5.

Continuous Improvement of Project Model: The district uses a rigorous ***continuous improvement model*** to provide timely and regular feedback on progress toward district and project goals. This model offers opportunities for ongoing review, modification, and improvement of specific initiatives throughout implementation. This strategy will be used for the MSAP implementations. With the priorities of **excellence** and **equity**, the district is committed to high standards and expectations for performance of all students; quality instruction; consistency in expectations for all student subgroups; rigorous curriculum; professional, high-quality workforce; high standardized test scores across the board; higher average test scores combined with a tighter range of scores and decreased variance in scores for all student subgroups; and diversity in district leadership, school student enrollment, and instruction/support staffing. The school district continually monitors progress of initiatives within the schools and across various special projects which impact excellence and equity in student learning.

As offered in the goals, objectives and performance outcomes, the proposed plan indicates **annual benchmarks for each objective**, for each year of the project period. Using the continuous improvement model, these performance measures (benchmarks) are the transitional objectives to gauge the progress made in reaching the final objectives, which will be evaluated through a summative report. While data analysis will be continuous, midyear and annual reports will be shared with district and school leaders, as well as the School Advisory Committee.

(2) How the applicant will ensure … diversity of perspectives … including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

Parent, teacher and community/local business involvement will be integral to the success of the magnet schools. As such, the schools will utilize the School Advisory Committee (SAC) to ensure continuous and meaningful involvement of parents/guardians, as well as community members, to monitor implementation of the magnet program at the schools. Each school's SAC is composed of school administrators, teachers, parents/guardians, community members and students. The SAC will meet specifically to engage in discussions on the magnet school focus, curriculum, and activities at a minimum of two times per year; with other meetings during the year to address school-related planning such as the School Improvement Plan.

To introduce each new academic year, grade-specific parent meetings will be held August – September to review the mission, vision and academic commitment of the school to all students' learning. These meetings will be held at the school, as well as at community locations to encourage and promote participation from a variety of the students' caregivers. Administrators will also review parent use of the district's Parent Portal as a tool for monitoring student achievement (i.e. grades and assessment scores) and areas of needed growth. A midyear meeting will be conducted to energize the magnet's commitment for innovative learning, as well as inform parents of the spring term state standardized assessments. Communication strategies such as electronic newsletters, brochures and social media will also be used to ensure each parent is informed and understands the theme and mission of each magnet.

In addition, all parents/guardians will be invited to participate in parent organizations such as the Parent/Teacher Association. Parents will also be encouraged to enroll as a school volunteer or mentor through the district's "Dividends" program, which will allow them to assist

with individual classrooms, on field trips, and during special projects or schoolwide activities. Parents will also be recruited to assist with each school's after-school clubs, which will further the excitement and retention of students in the school. The schools may also benefit from the district's Retired Senior Volunteer Program (RSVP) or the local Foster Grandparents program, both which facilitate the placement of a diverse population of volunteers into schools.

Further, the district's leadership team – including the Superintendent and other instructional leaders – is well-represented on a number of local boards and community networking organizations. Specifically, the Superintendent represents the district on the following boards/committees: Leadership Seminole, Seminole County Economic Development Commission, Metro Orlando Economic Development Commission, Florida Education Investment Fund (chair), Junior Achievement, and Dancing for Diabetes. Through these partnerships needs of the broader community are both recognized and discussed in a collaborative manner. The school district is an established and well-respected agency within the local community, and leaders have historically maintained active participation within the neighborhoods for with the schools reside.

It is anticipated that the representation of parents, teachers and community/local businesses will naturally reflect the diverse student population strategically recruited to the magnet schools. As such, these parent and community involvement strategies will ensure a diversity of perspectives are heard in the implementation of the project.

(d) Quality of Personnel -- **(1) Qualifications of Personnel** *(a) Qualifications of the project director to manage the project.* The core responsibility for MSAP execution will be assigned to the Choices Coordinator, Kyle Hughes, who will serve as the Project Director. Mr. Hughes reports to Dr. Anna-Marie Cote, the Deputy Superintendent for Instructional Excellence and Equity. The Project Director will work in close coordination with the Choices Facilitator

specific to this project to manage and monitor the budget; prepare all interim and final program and fiscal reports; coordinate the operation of the magnet program with the general education programs; direct the development and implementation of student recruitment and selection; direct the development and implementation of the instructional program; assist in staff selection, and provide visibility and central leadership to the program. Mr. Hughes has primary responsibility for magnet and choice programs across the district, thus will provide ample oversight to all aspects of implementation. Mr. Hughes will formally dedicate at minimum 10% of his time to administration of this project's implementation.

Mr. Hughes is an experienced MSAP Project Director. He successfully implemented the Hamilton Elementary School of Engineering and Technology (2013-2016). Further, Mr. Hughes served as a teacher and school administrator prior to his role as Coordinator for the Choices Department. Mr. Hughes possesses a Bachelor of Liberal Studies, with specializations in Education, Sociology and Criminal Justice, and a Master of Science in Management and Administration of Educational Programs.

(b) Qualifications of other key personnel to manage the project. Management of the MSAP implementation will involve both district and school-level personnel. While a number of district-funded staff will be involved in the execution of the magnet project, included under MSAP funds at the district level is a portion of the Coordinator for Choices to serve as *Project Director (10%)* and a *Choices Facilitator (100%)* for operations, as well as at each school is an *Assistant Principal for Magnet Coordination*, a magnet-focused *Instructional Coach*, and *Classroom Teachers* to support world language acquisition at the two IB PYP schools.

At each level, personnel assigned to the administrative oversight and direct project implementation have ample experience in instructional program design, curriculum development and staff professional development, as well as instructional content and pedagogy appropriate for

the student population. Further, select personnel have experience in desegregation strategies and previous magnet program implementation. As demonstrated in the qualifications of personnel selection criteria, experience of the project leadership team is vast to include decades of experience in curriculum development and intervention strategy execution.

District Personnel [Resumes for each individual are included in the application attachments.]

Dr. Anna-Marie Cote – Deputy Superintendent, Instructional Excellence and Equity: Dr. Cote has been in the field of education for more than 30 years. Eleven of these years have been in district administration for Seminole County Public Schools. Experience outside of administration has been in the area of curriculum development and as a classroom teacher. Dr. Cote holds a Doctorate of Education, an Educational Specialist, a Master of Elementary Education, and a Bachelor of Science in Elementary Education. In her tenure, Dr. Cote has been instrumental in establishing and implementing a number of successful student achievement programs, including coordination of the district's road to unitary status in her role as Executive Director for Instructional Excellence and Equity.

Dr. Marian Cummings – Executive Director for Elementary Schools: Dr. Cummings has dedicated nearly 30 years to educational leadership at the elementary and high school levels, with experience as a principal, assistant principal and classroom teacher. Dr. Cummings possesses a Doctorate in Educational Leadership, a Master of Education in Administration and Supervision, and a Bachelor of Science in Sociology. In her endeavors, she has successfully cultivated, introduced and implemented effective instructional improvement strategies.

Dr. Robin Dehlinger – Executive Director for Elementary Schools: Dr. Dehlinger brings to the project team a long career dedicated to educational leadership, with numerous roles in education to include teacher, assistant principal, principal, and executive director at both the elementary and secondary levels. Dr. Dehlinger holds a Doctorate of Education (Research,

Technology and Leadership), a Master of Education (Educational Leadership), and a Bachelor of History with a minor in Secondary Education. Dr. Dehlinger is a skilled educator and leader who has a commitment to continuous improvement through data-driven decision making.

Choices Facilitator (TBD): The Choices Facilitator will be recruited upon award of the grant. This position will be well-versed in program and budget management, with experience in Choice programs. The preferred candidate for this position will have at least three years of successful teaching experience, knowledge of student assignment procedures for Choice options (i.e. magnet schools or programs, cluster schools, student transfers and related opportunities), and an understanding of effective marketing/recruitment strategies.

Teacher-on-Assignment, TOA (TBD): The TOA will be recruited upon award to provide monitoring support. This positon will be housed at the district level; however, will be assigned to oversee implementation fidelity of the IB PYP program at Idyllwilde and will support the project's evaluation through ongoing qualitative and quantitative data collection and review.

Mr. Shawn Gard-Harrold – Director of Teaching and Learning: As Director of Teaching and Learning, Mr. Harrold brings to the project team a diverse skillset. Mr. Harrold has served as a classroom teacher, instructional coach, school administrator, and district-level professional development administrator. Prior to his role as Director, Mr. Harrold was the Coordinator of Elementary Reading and Curriculum, and the districtwide Coordinator for Professional Development. Mr. Harrold holds a Bachelor of Elementary Education and a Master of Arts in Curriculum and Instruction, and is pursuing a Doctorate in Organizational Leadership.

Ms. Minnie Cardona – Director of ESOL/World Languages and Student Access: Ms. Cardona is an expert in the area of Teaching English as a Second Language (TESOL), with over 35 years of experience in the classroom and as a district-level administrator who oversees ESOL, dual language and world language programs, programs for immigrants, and foreign exchange

programs. Ms. Cardona possesses a Bachelor of Arts in English Literature and Spanish, a Master of Art in TESOL, and a Specialist in Educational Leadership.

School Personnel [Resumes/Position Descriptions are included in the application attachments.]

Alex Agosto – Principal, Pine Crest Elementary: Mr. Agosto has been with the school district for 24 of his 26 years in the field of education. As a veteran administrator, with nearly 20 years of experience, Mr. Agosto has significant experience in structuring schools for success. Under his tenure as Assistant Principal at English Estates Elementary School, Mr. Agosto aided in the establishment of a *Leader in Me - Leadership is Elementary* school of emphasis. In addition, as principal of Spring Lake Elementary, Mr. Agosto led the pilot dual language program for the district. Mr. Agosto holds a Bachelor of Physical Education and a Master of Education in Educational Leadership.

Robert Navarro – Principal, Idyllwilde Elementary: Mr. Navarro has been in the field of education for twenty years, with experience as a classroom teacher and a school administrator. As an experienced Title I principal, Mr. Navarro brings a significant knowledge of effective learning strategies for high-poverty students. In addition, Mr. Navarro leads a certified AVID school site and sits on the AVID principals' collaborative. Mr. Navarro possesses a Bachelor in Elementary Education and Master of Education in Educational Leadership.

Martina Herndon – Principal, Wicklow Elementary: Ms. Herndon has been a member of the SCPS instructional team for nearly 20 years, with experiences as a classroom teacher, dean and school administrator. In her tenure, Ms. Herndon has led teams of teachers in implementing safe, data-driven and engaging learning environments, and is a completer of the Harvard Turnaround Leadership Academy. Ms. Herndon holds a Bachelor of Arts in Elementary Education and a Master of Education in Educational Leadership.

Assistant Principal for Magnet Coordination (TBD): The AP for Magnet Coordination will

be recruited upon award of the grant. This position will be a specialist in the magnet program's theme. Responsibilities of the position include facilitation and monitoring of all magnet activities at the site, management of curriculum/instructional plan development, organization of staff training opportunities, coordination and implementation of the information and recruiting plan for the school, and implementation of the course of instruction and special programs designed to improve student achievement. A successful candidate will possess a master's degree with certification in elementary administration, elementary supervision with emphasis in curriculum, educational leadership or school principalship, and possess experience in the execution of special instructional projects, specialized training and/or experience in instructional strategies, and three years satisfactory teaching experience.

Instructional Coach (TBD): The Instructional Coaches will support teaching and learning within the magnet school. These positions will provide in-classroom modeling and peer coaching, as well as deliver whole school professional development activities specifically targeted to school needs to ensure the magnet focus at each school is fully embedded in classroom instruction. The intended outcome of these roles is the improvement of student academic performance in these content areas. Successful candidates will hold at minimum a bachelor's degree with certification in elementary education, specialized training and/or experience in instructional strategies for transdisciplinary learning, and expertise in content area.

Teacher, World Languages (TBD): Teachers of world languages for Idyllwilde and Wicklow will be recruited upon award to support direct language instruction. Successful candidates will hold at minimum a bachelor's degree with certification in the specified language, with preference given to individuals who have elementary education certification. Selected individuals will have at least three years of successful teaching and a depth of knowledge regarding language learning theories, research-based practices, and world language curriculum and standards for K-5.

PC Field Service Technician (TBD): A PC field service technician will be recruited to assist schools with technology implementation within these magnet programs. This position, split at 50% Pine Crest, 25% Idyllwilde and 25% Wicklow, will support equipment consisting of personal computers, peripherals, and other related equipment (i.e. perform general diagnostics, troubleshoot equipment issues on site, configure machines, establish and maintain equipment and/or parts inventory for each school, and assist with training as applicable). The selected candidate will have an associate's degree in a related field and/or equivalent experiences.

The district will contract with an external evaluator – **DKH Consulting Services** – to provide program support. Deidra K Honeywell, Ph.D., is the president and owner of DKH, which was incorporated in 2002. Details on Dr. Honeywell's experience and DKH can be found in the evaluation section and in the appendix.

(c) Qualifications of teachers who will provide instruction in participating magnet schools to implement the special curriculum of the magnet schools. At present, teachers at each of the proposed magnet schools offer a variety of experience and expertise. Upon award of the MSAP grant, teachers at each school will be provided the opportunity to review the curriculum and magnet focus, as well as required professional development and training opportunities, and elect to remain at the school or to be placed at another district school. As of the current count, the district has a surplus of teaching positions available and will be able to assist teachers in alterative placements, as elected. Due to the special curriculums being offered to these high need populations of students, it is vital that each of the target schools ensure a high capacity in regard to teacher quality and instructional ability.

At Idyllwilde, the staff consists of 42 classroom teachers -- 6 kindergarten, 8 first grade, 8 second grade, 8 third grade, and 12 fourth/fifth grade teachers, as well as 3 ESOL teachers, 8 ESE teachers, 2 intervention and 5 special area teachers (i.e. art, music, physical education).

Students are supported by 2 guidance counselors, 1 behavior specialist, 1 school social worker and 2 speech language pathologists. The school staffs 5 general and 6 ESE paraprofessionals.

At Pine Crest, the staff consists of 36 classroom teachers – 6 kindergarten, 6 first grade, 6 second grade, 8 third grade, 4 fourth, and 6 fifth grade teachers, as well as 3 ESOL teachers, 6 ESE teachers, 4 intervention teachers, 1 media specialist, and 9 special area teachers. Students are also supported by 2 guidance counselors, 1 behavior specialist, 1 school social worker and 2 speech language pathologists. The school also staffs 4 general and 9 ESE paraprofessionals.

At Wicklow, the staff consists of 36 classroom teachers – 7 kindergarten, 6 first grade, 6 second grade, 7 third grade, 5 fourth, and 5 fifth grade teachers, as well as 3 ESOL teachers, 7 ESE teachers, 2 intervention teachers, and 5 special area teachers. Students are also supported by 2 guidance counselors, 1 reading coach, and 2 speech language pathologists. The school also staffs 6 general, 6 ESE and 1 media paraprofessional.

Within the three schools, 63% of classroom or special area teachers have Bachelor's degrees, 34% have Master's degrees, 0.5% have Specialist's degrees and 2.5% have doctorates. The teaching staff at these schools jointly hold 165 special endorsements, including 95 in ESOL, 3 in Autism, one in severe & profound disabilities, one in ESE, 15 in gifted, and 48 in reading.

While the instructional staff is well-qualified and experienced in elementary education, these teachers will experience professional development opportunities on the specific curriculum and content to be implemented in the magnet school. This professional development will include trainings in inquiry-based, transdisciplinary learning, instructional plan development based on selected curriculum components, integration of technology in teaching and learning, and cultural competence in instruction. In addition to the educational qualifications of the teaching staff at these schools, there is a balance of classroom, intervention and resource teachers at the schools who are veterans in the education field (11-20+ years, 23%), those at mid-career (5-10 years,

28%) and those newer to the classroom (less than 5 years, 49%) .

Further, teacher turnover at these schools is fairly low, given their Title I statuses. At Idyllwilde, 97% of teachers were retained during the 2015/16 school year and 99% thus far in the 16/17 school year. Further, turnover between schools years was minimal at Idyllwilde, with 77% of teachers employed at the school during the last and current school years. Similar trends can be seen at Pine Crest, with 100% of teachers retained during the 15/16 school year, 96% retained in 16/17, and 79% who served in both school years; and at Wicklow, with 99% of teachers retained during the 15/16 school year, 100% retained in 16/17, and 82% who served in both school years. It is projected that a well-balanced experience level within the schools, in combination with low teacher turnover rates, will aid in the transition to a new curriculum and content focus, as well as ensure sustainability for the curricular models to be implemented.

In the event of teacher turnover, the district is confident in its current practice of ensuring strong professional learning networks within schools and a solid instructional coaching model. These job-embedded professional development models will ensure new teachers transition into the proposed specialized curriculum model with ease and school-level support.

All personnel recruited within this program will be selected using non-discriminatory employment practices, as SCPS adopted a non-discrimination equal employment opportunity policy in 1976 (revised, 1995). The revised policy requires that no employee, student, or applicant shall on the basis of race, color, national origin, sex, disability, 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 education program or activity, or in any employment condition or practices conducted by Seminole County Public Schools.

As a result of the effective implementation of the equal employment policies of the School Board, the staff, districtwide, reflects the minority/nonminority demographics of the

district. The policy states in part: “The purpose of this policy is to foster the continued maintenance of a diverse workforce at all levels of employment to the greatest extent possible within available qualified applicant resources. Evidence shows that student learning is maximized when students are exposed to a diverse workforce of administrative, instructional, and support personnel. Diversity in employment at both the school and district level provide students of all backgrounds and abilities with examples of achievement through education. A diverse workforce represents an extension of a student’s home, neighborhood, and community. This extension provides students with a viable transition from home to productive membership in their chosen community.” (School Board Policy 6.05)

The Board recognizes that special measures and extraordinary effort may be required to prevent equity imbalances and eliminate it within the organizational structure where it may exist. This commitment must be approached with a determined and sustained effort in support of this belief. Therefore, it is the ultimate goal of this district to reflect diversity of the school district population by reaching and maintaining an appropriate proportion within each employee group at all cost centers. This policy neither suggests nor requires the hiring, promotion, or transfer of the unqualified, but rather assures all persons that equal employment opportunity with the School Board of Seminole County is equally accessible to qualified persons without regard to race, sex, age, religion, marital status, disability, creed or national origin.

The overall district responsibility for implementation of the equal employment opportunities policy is entrusted to the Superintendent of Schools. The Superintendent is assisted in this function by other administrative staff members who monitor schools and departments to assure that actions are taken to carry out the policy.

The Director of Human Resources is required to: maintain a recruitment program to attract and obtain the best qualified applicants for existing and anticipated vacancies; work closely with

administrators to determine employment needs and to identify prospective employees; identify problem areas (under- and non-utilization); and keep the Superintendent and other chief administrative staff informed of the progress in attaining the policy goals on an annual basis. Mr. Boyd Karns, Executive Director - Human Resources, monitors the equal employment policies. Reports are made quarterly on the racial and ethnic composition of staff. The policy is reviewed annually by the Policy Committee and a report is given to the Superintendent and School Board.

(2) Experience and training of key personnel in curriculum development and desegregation strategies. Specific to desegregation strategies, Dr. Cote – Deputy Superintendent for Instructional Excellence and Equity – served as the Unitary Status Project Coordinator and Director of Student Equity and Excellence during the district's path to unitary status. In addition, Dr. Cote has administered the implementation of seven MSAP school reforms in her tenure at the district. Further, Mr. Kyle Hughes, Coordinator for Choices, has been involved in magnet and choice programs for three years and most recently oversaw successful implementation of a MSAP-funded elementary school program in the district, the Hamilton Elementary School for Engineering and Technology. This school, during the MSAP project period, transitioned from a school earning an "F" on the state of Florida's accountability school grades system to earning a "C" in the most recent academic year.

Key personnel assigned to this project also have significant expertise in curriculum development and execution of special curricula within schools. As noted in the section on key personnel, the project team includes – among others – the district's Director of Teaching and Learning and the Director of ESOL/World Language and Student Access, both educators with decades of direct experience in schools and at the administrative level. These staff members, in conjunction with the Executive Directors for Elementary Education and other district leadership, will be instrumental in the curriculum planning and execution at each of the magnet schools.

In addition to the expertise of SCPS staff, the district intends to contract with an outside consultant to ensure implementation fidelity of the IB PYP at Idyllwilde and Wicklow, as well on the CTTF curriculum at Pine Crest. This individual, an experienced educator, leader, researcher, professional development provider, and program manager, will supplement the work of the district and school-based staff to ensure all goals are met. Additional experiences include systemic school transformation, strategic and organizational planning, curriculum design and development and program evaluation. The consultation work will include integration of each school's current improvement plan within the MSAP proposed project, and support for implementation, monitoring, resource allocation and progress monitoring.

(e) Quality of Project Evaluation

Introduction: This mixed method evaluation plan has two components each of which will be conducted by collaborating entities. The implementation evaluation will be conducted by DKH Consulting Services, Inc and will provide evidence on the fidelity of the implementation process and the effectiveness of the project's plan to reduce minority group isolation (MGI) at the target schools and improve student achievement. DKH will subcontract with University of South Florida (USF) staff led by Dr. Robert Dedrick to conduct the impact (quasi-experimental) study designed to establish the theoretical linkages between the implementation of the IB Primary Years Programme at one Title I elementary school and improvements in student outcomes in reading/language arts and mathematics. Since using outside evaluators can reduce bias and better ensure the integrity of data and reports, an outside evaluation company was identified and collaborated with the school district in the preparation of this application. The program evaluation will be conducted by DKH Consulting Services, Inc., whose president Dr. Deidra Honeywell is the lead evaluator on all projects. In addition to its usual evaluation services, DKH is contracting and collaborating with Dr. Dedrick to conduct the evidence of

promise study that is part of this evaluation plan.

DKH will provide the following evaluation services: 1) in conjunction with Dr. Dedrick, the development of surveys or questionnaires for teachers, students, parents, and administrators, and classroom observations rubrics, 2) input into the continuous improvement of templates and rubrics, 3) processing and analyzing quantitative and qualitative data generated by teachers, parents and students, 4) preparation and delivery to project management of both formative and summative evaluation reports, 5) ongoing support and feedback to project leadership, and 6) preparation of a Final Performance Report (and other reports, as requested) for submission by the district to the U.S. Department of Education. Dr. Dedrick will produce annual interim reports on the impact study with the final analysis completed and reported in Year 5.

This evaluation plan was developed in conjunction with district personnel and USF staff, includes objectives and performance measures, and each performance measure includes annual quantitative benchmarks that are supported by both quantitative and qualitative data. The use of an outside evaluator assists a District in ensuring objectivity in its evaluation process. Although some data is collected directly by the District and other data directly by the evaluators, all of it is analyzed off site by trained evaluators; a process that further contributes to objectivity. Validity is increased by using multiple data sources (such as questionnaires, interviews, focus groups, walkthroughs, and classroom observations) to assess the same objective. Using multiple sources also provides important cross-checks on evaluation findings.

(1) The extent to which the methods of evaluation will …produce evidence of promise (as defined in this notice). [*Note: the following text provides an outline of the proposed study to be conducted. Pending funding, a more detailed plan will be developed.*] The proposed study will examine student outcomes at Idyllwilde Elementary School resulting from implementation of the IB PYP at the school beginning in the fall of 2017. There are two evaluation questions: (1) Does

the use of IB instructional methods improve instruction and student engagement? and (2) Do all students in the target school perform better in reading and mathematics as measured by academic gains on the district administered IOWA achievement test and/or Florida's FSA assessment tools, than comparable students in other non-magnet Title I schools?

At the beginning of year 1, the district will use demographic data to match (using propensity scores) kindergarten and grade 1 students at the target school with similar students in other non-magnet Title I schools. In Year 2, the district will use the same process to match incoming (new) grade 1 and 2 students in the target school with students with similar demographics attending other non-magnet Title I schools in the district. These two groups of students (about 300 pairs) will be followed and monitored over the life of the grant. Data collection points will include scores before the treatment (implementation of PYP model) and during the treatment. The following text outlines the student matching process.

Selection bias (i.e., pre-existing differences between treatment and control groups) is a serious threat to internal validity (i.e., causal inferences) in quasi-experiments. In the proposed study that is designed to estimate the causal effects of the IB Primary Years Programme at a Title I elementary school on students' academic achievement in reading and mathematics, the project will use propensity score matching to minimize the effect of observed confounding variables (covariates) on the estimate of the causal effect of the IB Programme on academic outcomes.

The propensity analyses will be conducted in SPSS V24 by the district's Assessment & Accountability office. Propensity scores (i.e., the conditional probability of receiving the IB Primary Years program based on the measured covariates) will be estimated using logistic regression in which attendance at the IB Primary Years Programme (i.e., treatment group) versus attendance at a non-magnet Title I elementary school (i.e., control group) will be used as the outcome variable and the following covariates will be used as predictors of membership in the

treatment group: student age, gender, race or ethnicity, location of home neighborhood, exceptional student education status, socioeconomic status, English Language Learner status, and kindergarten academic measures (interactions of these variables and nonlinear effects will also be explored). These covariates were selected based on their empirical and theoretical relation to the academic outcome variables that will be examined in the study.

Based on the results of the logistic regression analyses the project will examine the propensity scores and the area of common support that represents where there is overlap in the propensity scores for the treatment and control participants. There are numerous matching methods, each with advantages and disadvantages. The project will use several matching procedures to match students from the IB Primary Years Programme to those in non-magnet Title I elementary schools and use various diagnostic methods (e.g., standardized mean differences on the covariates between groups, variance ratio) to evaluate which matching method best achieves balance on the covariates between the treatment and control groups. Matching procedures that will be considered include but are not limited to nearest neighbor without replacement with a ratio of 1:1 and 1:2 with caliper of .2 (maximum allowable difference between the matched participants).

Since curriculum development and school staff training begin in Year 1, the impact on student achievement will not occur until the 2018/19 school year. Data for target and comparison students will include scores from 2017/18 (baseline) through 2021/22. (To ensure confidentiality of student data, the matching process will be conducted by the District's accountability department. Prior to giving data to the outside evaluator, student ID numbers will be altered. The same altered ID numbers will be used throughout the time of the study.)

The hypothesis of the impact study (quasi-experimental design) is to confirm that there is a positive linkage between the implementation of the IB Primary Years Programme at one Title I

elementary school and improvements in student outcomes in reading/language arts and mathematics The study will follow the same pairs (about 300 pairs) of students over the life of the grant. Since students can continue to attend a magnet school even if they move, mobility at the target school is not expected to be high. Comparison students can still be in the study at long as they continue to attend a district school; therefore, this group should stay fairly consistent.

Fidelity of implementation will be measured in multiple ways. Data collected by DKH and given to USF staff will include but are not limited to: Idyllwilde will have on staff a full time person whose key responsibility will be to use a rubric to constantly monitor all instructional staff at the school and collect data on each person's use of IB strategies, curriculum, and language. This data will be entered in a spreadsheet by date and teacher name and submitted to DKH on a quarterly basis. In addition, these same data will be collected by other MSAP paid school staff, school administrators, and the DKH evaluation team. In addition, data will be collected and entered in a spreadsheet by teacher name on attendance at IB training (by topic), numbers of hours attended, and follow-up coaching. Other data will be collected through teacher, parent & student surveys; interviews; focus groups (teacher, parent & student); IB consultant reports; IB authorization steps; and DKH classroom observations. Annually, the DKH site team will spend a full day, three times a year at the target school. It should be noted that the second member of the site visit team is a former regional director for IB and a trainer for PYP and that the third member of the team is part of the USF staff conducting the impact study. This level of expertise will ensure the DKH site team will closely monitor fidelity of PYP implementation at the target school. The <u>following text describes how data will be analyzed</u> over the project period.

Once the balanced groups are identified, USF staff will use multiple linear regression analysis with school membership as the critical independent variable (IB Primary Years Programme vs. Control). Included in the multiple regression analyses as predictor variables will

be all the variables that were used in the matching procedures. Using the propensity score matching approach and controlling for the covariates (double robustness) has been shown to reduce bias in the treatment effects and provide some protection for potential model misspecification. The outcome variables that will be examined in the study will be the mathematics and reading achievement scores from the Iowa Test in grades K-2 and the FSA (Florida Standards Assessment) in grades 3-5. For each year of the study, end-of-year achievement in reading and mathematics will be compared for the students in the IB Primary Years Programme and the matched comparison group. For example, the first cohort of students (starting Year 2017-2018) will be followed over time and will be compared using the achievement measures at the end of first, second, third, and fourth grades. The second cohort of students (starting Year 2018-2019) will be followed over time and will be compared using the achievement measures at the end of first, second, and third, grades. As noted in the USDE webinar on evaluation, the study should run for four years – with the fifth year devoted to data analysis and preparation of a report.

According to Whitehurst (2003), there are ways in which practitioners can distinguish between practices that are supported by scientifically rigorous evidence and those that are not. Rigorous evidence refers to results or outcomes generated from a high-quality study that meets research's 'gold standard' for design and analyses. Research studies, such as this one, that incorporate properly matched groups are generally the ones that generate information that can be interpreted as evidence of promise. That is, there is ample information to conclude that the results of the study are reliable and are supported by strong evidence of either program success or failure. Educational interventions may be considered to be backed by rigorous evidence, if the evidence was based on such measures as: closely matched target and comparison groups on multiple characteristics, valid measures to collect outcome data, academic assessments that are

well established, and large sample sizes. This study includes all of these components. Furthermore, a goal of this study is to produce evidence of promise as well as meet the What Works Clearinghouse's standards with reservations.

(2) Extent to which the methods of evaluation include the use of objective performance measures … related to the intended outcomes…produce quantitative and qualitative data...

Evaluation plans designed by DKH use a modified CIPP (Context, Input, Process, & Product) Model, which is recommended for educational projects and based on the work of Daniel L. Stufflebeam and Harold and Beulah McKee, Western Michigan University (revised 2012). The CIPP Model is a comprehensive framework for guiding formative and summative evaluations for projects and programs. This model can be used effectively by a variety of evaluators including contracted or mandated external evaluators; and has been used across the nation and world for large and small, long-term and short-term evaluations. Successful applications of the model comprise various disciplines and service areas including education.

The focus of the CIPP Model is on improvement. As noted by Dr. Stufflebeam, "evaluation's most important purpose is not to prove, but to improve." This philosophy is in alignment with DKH's philosophy, which defines evaluation as a functional activity that can be used to assist, stimulate, and support efforts to strengthen and improve programs. The CIPP Model can also be used to identify programs or services that cannot be improved and should, therefore, be terminated. Eliminating unworthy activities also supports improvement efforts by helping organizations free-up resources and time for more worthwhile projects.

MSAP evaluation plans developed by DKH are comprehensive, include formative and summative approaches, and use a variety of data collection and data analysis strategies, which produce both quantitative and qualitative data. In order to ensure that a magnet program model is significantly impacting student achievement, it is imperative that the study confirms that the

model is implemented with fidelity. For this reason, DKH places a strong emphasis on formative evaluation and fidelity of implementation.

This mixed method evaluation plan is written in accordance with the notice inviting applications for the MSAP for fiscal year 2017 (CFDA Number: 84.165A). As described in the notice, the MSAP has six purposes. These purposes have been grouped, by USDE, into three major categories; Desegregation and Choice, Building Capacity, and Academic Achievement. See Measurement Frameworks for the project evaluation and the study on the next pages.
This plan 1) is based on the project's desired outcomes and performance measures and 2) includes two evaluation components; formative and summative. Specifically, the plan will determine how effective each school and its magnet program is at meeting its primary goals – reducing minority group isolation, building capacity and increasing student achievement. The outside evaluator and District personnel have identified 5 project objectives each of which is directly aligned with one of the three major purposes of the Magnet Schools Assistance Program (reducing minority group isolation, building capacity and improving student achievement). Each objective has two or more project performance measures (PM) and each has annual benchmarks. (Note: in this application most PM & benchmarks include all project schools, however, in actual evaluation reports, benchmarks will be separated by school.) Annually, actual data will be compared to the appropriate benchmarks; the outcomes of these comparisons will 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 Measure will be addressed in the ED 524B template provided by the USDE. 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.

Project Measurement Frameworks					
A. Outcome	**B. Indicators**	**C. Data Collection Methods**	**D. Data Sources**	**E. Frequency of Data Collection**	**F. Action**
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.	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.	During annual data review, analyze placement data to inform marketing & recruiting plan
Increased number of applications	Number of applications increases annually	District reports on number of applications	District MSAP magnet office	Annually - with multiple checks on demographics of applicant pool throughout the application period.	During annual data review, analyze applicant data to inform marketing & recruiting plan
New magnet schools do not negatively impact	Changes in enrollment by subgroups at	OCR Enrollment tables for feeder schools and placement	District data office and MSAP	Annually, plus close monitoring of applicant pool and student placement	During annual data review, analyze feeder school data to inform

feeder schools	feeder schools is < 2 percentage points	records for each magnet school	magnet office		marketing & recruiting plan
Building Capacity Long-Term Outcomes					
Objective 2: To design and develop innovative educational methods and practices that promote diversity, increase choice and ensure students gain 21st century skills. Objective 3: 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. Objective 4: To ensure parents and community members are actively involved in project planning, implementation, and decision-making					
More innovative, challenging, engaging instruction	Change in percentages reporting that instruction has improved	Stakeholder surveys, observation protocols, focus groups, formative evaluation reports, and professional development records	Teachers, students, parents, magnet coordinators and project leadership	Three site visits and annual collection of data Ongoing input from school staff	Review during annual data review to inform improvements

Building Capacity Long-Term Outcomes - Continued					
A. Outcome	**B. Indicators**	**C. Data Collection Methods**	**D. Data Sources**	**E. Frequency of Data Collection**	**F. Action**
Fully developed & implemented magnet curriculum	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 and online storage, stakeholder surveys, observation protocols, focus groups, formative evaluation reports, and curriculum development records	Online curriculum storage, input from teachers, students, parents, magnet coordinators & project leadership	Three site visits and annual collection of data	Review during annual data review to inform improvements
Parents & community partners are involved in implementation & decision-making	Change in percentages of parents, school staff, partners reporting involvement in	Stakeholder surveys, focus groups, formative evaluation reports, and parent/community	Teachers, parents, magnet leaders, evaluators' reports, school templates	Three site visits and annual collection of data	Review during annual data review to inform improvements

	implementation & decision making	involvement records			
Schools implementing IB programs are authorized	Schools submit appropriate documentation and are authorized before end of grant	Review of applications and letters submitted to IBO and reports and letters sent to the school by IBO	Copies of pertinent documents from district and/or schools	Updates at three site visits and annual collection of data	Review during annual data review to inform improvements
Academic Achievement Long-Term Outcome					
Objective 5: To increase percentages of all magnet students, including those from major racial and ethnic subgroups, who earn learning gains in reading/language arts and mathematics.					
Increased percentages of students in major ethnic and racial achieving learning gains in reading/ language arts.	Percentages receiving learning gains for subgroups increase	Official state & district 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	Review during annual data review to inform improvements

Increased percentages of students in major ethnic and racial subgroups achieving learning gains in mathematics	Percentages receiving learning gains for subgroups increase	Official state & district 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	Review during annual data review to inform improvements

Study Measurement Framework					
A. Outcome	**B. Indicators**	**C. Data Collection Methods**	**D. Data Sources**	**E. Frequency of Data Collection**	**F. Action**
Teachers using PYP instructional practices	Percentages indicating fidelity of implementation increase	Stakeholder surveys, observation protocols, focus groups, formative evaluation reports, professional	Teachers, students, parents, administrators, project leadership, outside evaluators, IB reports, curriculum units	Three site visits and annual collection of data Ongoing input from all data sources	Review data on fidelity of implementation at annual meeting to inform improvements

		development records			
School authorized by the IBO	Documents submitted & authorization approved	Copies of report to and responses from the IBO	School documents for IBO, letters to IBO, and reports & letters from IBO, and authorization letter	Two to three times per year – as submitted and received	Review data on IB authorization process at annual meeting to inform improvements
Target student group outperforms students in the control group in Reading Language Arts - significance defined as .25 standard deviations or larger	Statistically significant increase, in the percentage of target students earning learning gains in reading/ language arts, than those in the comparison group	Official state & district data will be analyzed by subgroup	State Dept. of Ed Website and District data office	Testing once a year. Benchmark testing can be reviewed to determine trend data	Review statistical data on differences in performance between target and control students to inform improvements
Target student group outperforms students in the control group in	Statistically significant increase, in the percentage of target	Official state & district data will be analyzed by	State Dept. of Ed Website and District data office	Testing once a year. Benchmark	Review statistical data on differences in performance

Mathematics-significance defined as 0.25 standard deviations or larger	students achieving learning gains in mathematics, than those in the comparison group	subgroup		testing can be reviewed to determine trend data	between target and control students to inform improvements

As described in the DKH Scope of Work, included in the appendices, DKH produces a series of reports over the project period: formative, summative (APR and Ad Hoc) and final. DKH believes that formative evaluation is very important to the success of a project. It measures the degree of implementation fidelity, the frequency with which students are exposed to new theme-related activities and the newly developed magnet curriculum units, as well as teachers' use of the new instructional strategies (best practices). Without ensuring that these components are being implemented with fidelity and frequency the project's impact on summative measures (such as student achievement) cannot be correlated with project supported reform efforts.

Summative evaluations provide information on the extent to which the magnet schools attain their project objectives and performance measures. These results are summarized in each Annual Performance Report (APR) and/or Ad Hoc Report and supported by relevant data. In addition, GPRA data are submitted on the appropriate data collection forms. Summative evaluation reports are produced on an annual basis and progress on performance measures is reported using the ED 524B format. [Note: performance measures were developed for each objective and each defines annual quantitative targets.] Annually, the reports will address each magnet school individually and results will be presented to school administrators and district staff at the conclusion of the school year. In addition, DKH evaluators keep a table that summarizes annual performance on each performance measure by school and indicates whether the target was met or not attained. These overall summaries are updated annually and used to review progress with the project director and to help identify areas that need improvement. Based on this review of the data, summative reports include recommendations for improvements and, when appropriate, implementation plans are adjusted.

A final report is written at the conclusion of the project. The final report examines long-

term outcomes of the project. While summative reports address issues on an annual basis, the final report looks at program effects over the project period (five years). This report includes data on each Program Performance Measure and each Project Performance Measure. These data are reported either in the school GPRA Table or addressed using the ED 524B format, provided by the USDE. In addition, the report includes MSAP tables and Section C – additional information. The annually updated data summaries provide an overview of the progress of each school on its performance measures and are very useful in preparing the final report. The purpose of the final report is to share the results of this project with other stakeholders and audiences who may use the information to make major program decisions. Program modifications are not made using the final report since the report is not completed until the particular evaluation has concluded. However, information in the report may influence future evaluations and interventions and decisions on the effectiveness of the magnet programs. Findings will be shared with school and district personnel and an executive summary will be distributed to parents and the community.

Methodology: A mixed method approach will be used to conduct this evaluation. This approach offers the opportunity to address the evaluation information using a combination of quantitative and qualitative methods from multiple data sources. It also assures dependable feedback because these methods complement each other and provide important cross-checks on the evaluation findings through triangulation. As a result, the evaluation will determine the value of the target MSAP-funded schools in a comprehensive way and provide suitable direction for improvement.

Fidelity of Implementation: This component is monitored on three dimensions – method, frequency and support. Annually, a three-person team makes three site visits to each school site and/or participates in project training. This team includes Dr. Honeywell and a DKH associate or

field consultant with expertise in the themes included in the project. The people identified for this project are Dr. Maria Hersey, DKH associate and Dr. Elizabeth Dedrick, USF professor. Dr. Hersey began working with DKH in 2016 and has extensive expertise in IB PYP, its instructional strategies and curriculum components. Dr. Dedrick is new to DKH, however, she is part of the USF team conducting the impact study. In preparation for the visit, the site-based leadership team completes a template aligned with the objectives and performance measures of the project (this template is developed by DKH). At site visits, evaluators, the project director, and site-based staff discuss the completed template and current implementation progress. Activities conducted during site visits include, but are not limited to: attending selected 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, or parents; interviewing administrators & other stakeholders; monitoring development of theme-related MSAP curriculum; and conducting classroom observations to document the implementation of new instructional strategies and the use of magnet curriculum units. For all these data collection activities, protocols and/or rubrics are used.

At the end of the site visit, the evaluators informally discuss findings with those administrators and/or supervisors directly involved with the magnet program. Within two weeks, formative evaluation reports are generated based on data collected and observations made during site visits. These reports include commendations on areas of strength as well as recommendations, and are summarized by school. When the MSAP project director receives the reports, they are each shared with the individual school's leadership team. Project directors meet with school staff and discuss how they will respond to the recommendations. In preparation for the next site visit, the

school staff includes these responses on its report and during the subsequent visit, the evaluators review and discuss the school's responses. Depending on the complexity of recommendations and based on other data and leading indicators, these discussions may lead to adjustments or improvements in project implementation strategies.

Sampling: Participants for the focus groups and implementation team interviews will be selected using purposeful sampling with maximum variation. This type of sampling will allow the evaluators to intentionally select individuals from different races/ethnicities who can provide the necessary information from different perspectives. This process will promote diversity through the inclusion of participants from minority groups represented in each school. Parent and student focus groups will include about 7 people and be representative of a school's demographics, socio-economic status, and zoned/out-of-zone (enrolled through 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 teacher questionnaires. All parents and students (in grades 3 or above) will be invited to participate in the in the parent/student questionnaires. In case of resource constraints (e.g., time and access to computers), a stratified sample would be indicated. This sampling method will ensure representation from different strata, such as racial groups, grade levels, and socioeconomic levels, from the participating schools.

Beginning in Year 2, classroom observations at each MSAP funded school will be scheduled. As part of its implementation plan, each school will identify a list of expected 'best practices' based on its magnet theme and observers will monitor instruction for those strategies. In addition, observers will monitor teacher and student use of technology (i.e. teacher/student use of technology at level 2 or higher as defined in the SAMR Model). Observers will use a rubric to

record teacher and student behaviors relative to magnet instructional expectations.

When focus groups are not scheduled during a visit, the evaluators will conduct three to four (depends on length of visit) classroom observations per school per site visit. When conducting parent or student focus groups, the evaluators will only observe in two or three 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. Observations are scheduled so that the evaluators arrive at the beginning of a lesson and they last between 20 and 30 minutes. Classrooms will be randomly selected from a list of available possibilities. Over the span of the grant, evaluators will observe in as many magnet classrooms as possible.

Data Collection and Analysis Methods: Several methods of data collection are being proposed to address the information requirements of a MSAP grant. Those include: (a) questionnaires or surveys, (b) focus groups, (c) interviews, (d) classrooms observations, (e) review of school records (e.g., enrollment, applications, PD attendance), (f) review of curriculum development process and unit development progress, and (g) review of district data (e.g., tests scores). Data will be collected directly from participants and from 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. Standardized sets of questions and observation rubrics will be developed by Dr. Honeywell in collaboration with USF staff and project management. DKH has an account with SurveyMonkey, which will be used to deliver online questionnaires to participants.

The following data collection instruments will be developed, by DKH in collaboration with the district and USF staff, for this evaluation plan: student, parent, and staff questionnaires,

protocols for interviews with school/district personnel; protocols for focus groups; a classroom observation rubric; templates for implementation and staff development plans; staff development spreadsheets; and site visitation templates (aligned with project objectives. 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. In order 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 be created to 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. Dr. Honeywell 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, for the most part, from the participating schools and school district. The data will include (a) demographic information about the schools, students, and staff, (b) enrollment by grade and race for the district, MSAP sites, and feeder schools, (c) impact of magnet enrollees on feeder schools, and (d) students by subgroups who score at Level 3 or above on Florida assessments in

reading/language arts and mathematics. Also, data will be gathered through a) questionnaires to obtain information from staff, teachers, parents, and students and b) standardized rubrics for classroom observations will provide additional data. 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 and student demographics, as needed. Inferential statistics (e.g., t-test), if needed, will be estimated as well. The data will be analyzed using SPSS. 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 such as, HyperResearch. 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 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 a MSAP-funded model and its magnet theme approaches. Information collected for DKH evaluations provides program accountability data, which may suggest the success of the magnet program model at each participating site. These outcomes may suggest 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 also provide monitoring opportunities and additional data that are used for continuous improvement.

A continuous improvement feedback loop will be used to draw inferences on the success or need for improvement of MSAP program strategies and structures. Data on long-term indicators, such as increases in student achievement are more difficult to interpret – particularly in the early years of program implementation. These types of outcomes require a "build-up" of improvements and reforms over several years of changes in teacher behavior before the full effects can be seen. At the end of each school year, the evaluation team and evaluators will use the continuous improvement loop 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.

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

This comprehensive evaluation plan requires a significant investment of time and resources. As noted above each MSAP school will be visited three times year with a full day on site at Idyllwilde. All members of the site visit team will spend time preparing for the visit by reading and taking notes on each school's completed school report template. Within two weeks following each site visit, a formative evaluation report for each school is sent to the project director. These reports contain commendations and recommendations for the school and program. Beginning in Year 2, the reports also contain feedback on each teacher observation with input related to specific performance measures, such as instructional and/or student use of technology or teacher use of MSAP identified 'best practices." In addition, an APR and an Ad Hoc report will be submitted annually and a final report within 90 days of the end of the project.

The following text provides an abbreviated overview of the five project objectives (aligned to

the 6 MSAP purposes) and appropriate data collection instruments. For summative evaluation reports, these data will be compared to performance measure targets to determine degree of attainment. In addition to the quantitative data included in the ED 524B chart, other data that confirm and support the reported data are included in the explanation. Decisions on adjusting the implementation plan are based on the totality of collected data. [Note: a full text version of the objectives and performance measures can be found in the Quality of Management Plan.]

Objective 1: Reducing minority group isolation (MGI) in the target schools. Assessment: data will come from school, LEA, and feeder school enrollment charts (MSAP tables), which are disaggregated by race, ethnicity, and FRL. 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.

Objective 2: Design and develop innovative educational methods and practices that promote diversity, increase choice, and ensure students gain 21st Century Skills. Assessment: data will be collected on staff use of innovative methods (project-identified best practices) through 1) staff, student, and parent questionnaires/interviews, 2) class or daily schedules of teachers and magnet specialists, 3) feedback from focus groups (staff, parent, student), 4) classroom observations using an evaluator-developed rubric, and 5) five-year implementation plans. These data will be collected, summarized, and reported and, based on the results, project adjustments will be made.

Objective 3: Providing professional development … increasing student achievement … improving instructional practices, and assuring sustainability. Assessment: data will be collected on staff training in best practices through a magnet staff development spreadsheet developed by the evaluators and maintained by the magnet coordinators. Data will be submitted to the

evaluators at each of the three annual site visits and spreadsheets will include information or data on the type/category of training, number of hours offered, and attendance for each teacher/ administrator. The number of hours attended, by category as well as for all categories, data for each participant 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 (including measures of technology integration), 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. These data will be used to ensure that teachers are participating in the appropriate magnet training and applying the project-identified strategies and pedagogies in classroom instruction. Objective 4: Ensure parents and community members are actively involved in project planning, implementation and decision-making. Assessment: Data will be collected through staff and parent questionnaires, records regarding magnet theme related parent events, attendance at parent activities and events, 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. Objective 5: Increase percentages of students, including those from major racial and ethnic subgroups, who earn learning gains on Florida Standards Assessments in reading/language arts and mathematics. Assessment: Florida assessments are given annually and data is analyzed and reported by the Florida Department of Education, sent to the District, and posted online. These data will be reported by school and subgroup, and achievement by subgroups will be compared to school baseline data and District and State averages. Data will be compared to project benchmarks, statistical methods will be used (as

needed) to determine if changes are significant, and results will be reported in the Annual Performance Report and/or Ad Hoc Report.

In addition to the evaluation plan for objectives and performance measures, this evaluation includes an impact study (quasi-experimental). This study will be conducted by Dr. Robert Dedrick. The study is designed to establish the theoretical linkages between the implementation of the IB Primary Years Programme at one Title I elementary school and improvements in student outcomes in reading/language arts and mathematics. As noted in the RFP, the IB PYP intervention should have a statistically significant positive impact on student achievement defined as a difference of .25 standard deviations or larger. In addition this study is expected to meet the What Works Clearinghouse standards with reservations. Annually in years 1-4, an interim report on the progress of the study will be prepared and submitted to USDE at the same time as the Ad Hoc report. Data will be collected and analyzed for four years with the fifth year devoted to analyzing all four years of data and preparing a final report.

Credentials of Evaluation Planners: In addition to the qualifications previously stated for **Dr. Honeywell**, she has a broad foundation in mathematics and statistics, which provides her with a thorough understanding of quantitative and qualitative research and evaluation, as well as the use of various types of data and statistical analyses and processes. She has 1) extensive experience evaluating, designing, and implementing state and federally funded projects, 2) over 46 years of progressive educational experience, and 3) is working on, has worked on, or has led 26 MSAP project evaluations (14 school districts in eight states) – 14 of which are/were DKH contracts.

The lead researcher from USF is **Dr. Robert Dedrick** is a Professor and Coordinator of the Educational Measurement and Research Program. He specializes in the development and validation of psychological and educational measures, and teaches courses in research design,

measurement, and multilevel modeling. He has served as a Statistical Consultant on several federal and state grants, including those funded by the U.S. Department of Education, the Center for Mental Health Services and National Institute for Disability and Rehabilitation Research, and the Florida Department of Education. Dr. Dedrick has extensive experience in ethical considerations in human subjects' research, serving as a member of the USF's Social and Behavioral Institutional Review Board (IRB) since 2006.

Costs: As noted in the online resource titled, *Budgeting for Evaluation*, the rule of thumb for determining a budget for a program evaluation that includes a quasi-experimental study ranges from 13% ($1,950,000) - 15% ($2,250,000) of the program's budget. The annual evaluation request for this project including the impact study is $100,000 for a 5 year total of $500,000. This amount is just 3% of the total district request of $15,000,000 and is well below the suggested percentage cited above. A timeline for evaluation services may be found in the appendices.