

**Magnet School Assistance Program
St. Lucie Public Schools Proposal 2017**

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**COMPETITIVE PREFERENCE PRIORITY 1:
NEED FOR ASSISTANCE (2 points)**

(a) The cost of fully implementing the magnet schools project as proposed;

The St. Lucie Public Schools (“District”), located in east central Florida, serves 40,524 students at 42 schools, staffed by 2,675 teachers and 2,315 full-time staff. The cost for implementing these programs matches the proposed activities, which implement research-based methods and respond directly to community needs. The project incorporates STEM and fine arts themes, with pre-collegiate programs, personalized learning, and character development. The feeder pattern of the schools will offer continuous magnet learning path.

The cost of the project overall will be \$12,541,533 for the five-year project. At the three schools identified for the project, there are 3,671 students currently enrolled. This is an average of \$683 per student per year of the program. The schools’ vision will be to provide students 21st Century Learner Skills, and to be *Century 21.5 leaders*. The programs will equip students to be college and career ready, and will cultivate learners prepared to thrive as citizens of the global and American community.

The three schools were selected considering the need to reduce, eliminate, and prevent minority group isolation; the themes were chosen for the power to attract students. The themes for the schools are a pre-collegiate programs with a fine arts or STEM focus. Innovative educational methods will be applied through personalized learning and character development. By employing varied themes across grades, while using the same research-based strategies, the District will be creating a replicable structure for any school theme, ultimately leading to increased school choice for students and parents.

The project will accomplish implementation of the proposed magnet school programs by:

- Employing new, innovative learning strategies, founded in research
- Curating resources and implementing learning environments that support authentic, hands-on exploratory learning
- Providing intensive professional development, peer-to-peer teaching, coaching and modelling for 226 existing teachers, and sixteen additional teachers added with MSAP funding

	Fort Pierce Magnet School of the Arts	Samuel Gaines Academy	Fort Pierce Westwood High School
Theme	Fine Arts (revision)	STEM	STEM
Grades	K-8	K-8	9-12
Seats	454	1,431	1,786

Budget Request	\$12,541,533
Per Student Expense	\$3,416
Per Student Annual Expense	\$683

The budgeting and funding for the program is adequate and matches the project as proposed. The details can be found in the budget narrative section. The significant expenses for implementing the magnet school programs are at the startup of the program providing the schools with the resources/equipment, additional staff to roll out the new program with the intensity and strength needed for success, and robust professional development. The MSAP funds will be used to:

- Equip classrooms to become studios, labs, and flexible learning environments
- Equip and refit existing science labs with the equipment needed to support the project
- Implement new curricula, including pre-collegiate programs of University of Cambridge Advanced International Certificate of Education (AICE) and College Board Advanced Placement which strengthens academic achievement and aligns with state standards
- Stock all classrooms, labs, studios and the media centers with a wide selection of new resources and materials, creating an immersion experience for students
- Provide a coordinator and recruiter to ensure the program meets objectives and strategies are implemented with fidelity, and the community is engaged in the project’s success
- Add faculty with theme-specific skills or extending site-based faculty
- Provide experiences and opportunities for engaging parents
- Provide robust professional development for teachers
- Measure project success with an external evaluator

The proposed budget is reasonable and necessary to implement the magnet school programs.

The project will be supported with in-kind contributions of professional development, leadership, transportation, and curriculum resources at the District level. In addition, the principal, assistant principals and counselors at the MSAP-funded school sites will support implementation.



St. Lucie Public Schools is dedicated to supporting high-quality educational opportunities for all students in the District, and if funded, is committed to sustaining the magnet school project beyond MSAP funding. However, due to the high cost to kick start these innovative

programs, the District would not be able to turnaround the school sites to become the innovative learning centers the community needs.

In 2007, St. Lucie experienced a major housing crisis with some of the highest foreclosure rates in the country, impacting school revenue. While the real estate economy has recently improved, the District is still recovering and must make strategic choices in order to maintain the core, necessary programs. Creating innovative school models requires an infusion of startup funding that the District does not have. With MSAP-funding, the District would be able to make those drastic, 180-degree changes needed at these three school sites, to prevent and eliminate minority group isolation, and to provide equal access to high quality education. The plan's strength is sustainability: once the drastic changes have taken place, the resources of the District will be able to support the schools' incremental growth.

In-kind services currently offered will be tailored to support the proposed magnet schools, including transportation, curriculum support, and professional development. With MSAP funding, the District will provide transportation to the magnet school students, across the county. Office of Teaching and Learning staff will provide curriculum support and professional development aligned with the magnet school themes.

In addition, community partnerships will become more robust. Many community organizations have enthusiastically pledged to support the MSAP project. Indian River State College, currently an important collaborator, has committed to deepen and extend the partnerships to provide continuous, post-secondary pathways for magnet school pre-medical program students if this grant program is implemented. This is a significant commitment, not only in terms of providing successful college continuation for students, but also for strengthening the local educational community and creating avenues for future partnerships.

(c) The extent to which the costs of the project exceed the applicant's resources;

Established in 1914 to serve the City of Ft. Pierce, the District's PK-12+ programs now serve the entire county, with 42 brick-and-mortar facilities, a virtual school, and services to the homebound. Throughout periods of growth and reduction, the school board has made every effort to ensure the population's needs are met and high quality education is available to all. The District's budget is drawn primarily from a property tax levy, and the millage rate is established by the Florida state legislature. From taxes collected, the state distributes the funds to the District, and therefore, the local general fund is directed by state legislative mandates. Since there is no state income tax, public revenue in St. Lucie is highly dependent on property values and successful property tax collection.

Beginning in 2008, the area experienced a housing bust. Property values plummeted in St. Lucie County: in 2007 the median home value was \$227,000, dropping to \$106,000 in 2010 (Florida Housing Data Clearing House, 2017). As a result, foreclosure rates in the community soared. The negative impact was three-pronged: firstly, reassessed property values lowered the total taxes collected; secondly, taxes were often left uncollected on abandoned properties; and finally, the state lowered the millage rate. Following this economic disaster, the District made significant changes to lower the overall operating budget, including \$30 million in cuts in 2009, followed by \$16 million in cuts in 2013. The budget shortfall has had a cumulative effect of nearly one-half billion dollars in revenue lost over the past decade. The District made difficult choices, and in spite of programming cuts, has kept teacher salaries intact and maintained classroom sizes in accordance with state mandates. In that time, no new school-wide magnet school programs were introduced. After nearly a decade of programming cuts, the District is in need of assistance in order to implement new themed magnet programs that meet the needs of its

students, increase school integration, and support school choice. While the District continually strives to support 21st Century Learning Skills, available funds have severely limited the District's capacity to challenge students with innovative, exciting, attractive school-wide programs.

Taxable property value in 2016 was only 76% of the value in 2007. While a slight recovery has begun, for eight consecutive years the District operated with 39-25% property value reduction. Millage rates have steadily declined since 2002, from 8.809 to the current low of 6.927 in 2017. In this, the capital fund millage has been reduced by 25%, and the operating fund millage has been reduced by 20%. Per student, this has had significant impact. The District's per pupil spending is 26% lower than the national average, with expenditures being \$9,158 per student compared to the national average of \$12,296 per student.

State funding levels for students is significantly lower than in 2007. While this has slightly increased, it remains below the 2007 level for the eighth consecutive year; this has had a cumulative impact of a loss of \$481,768,871 dollars. When comparing current per pupil funding to 2007 and factoring for inflation, there is in a net loss of \$1,026 per student. Last minute impacts continue to strain the budget. This past year, District property insurance increased by over \$500,000. In 2015-16, a legislative mandate ordered the District to contribute \$472,117 additional, previously un-allocated funds.

Recent increases in the District budget have been focused on increasing teacher salaries. Teacher salaries have risen 3%, a level far below the 15.6% increase in inflation. Low salaries have reduced the number of job-seeking teachers across the state of Florida, making it difficult to retain and recruit teachers. The District employs diverse tactics including leadership opportunities and supportive work environments as a means of recruiting and retaining highly

effective teachers. With MSAP funding, the District will be able to attract more highly effective teachers by providing access to high quality professional development, a creative work environment; and the ability to be a part of an innovative team.



The District has all the necessary components in place to successfully implement the plan, if approved. The design of the magnet school programs is founded on needs and a reflection of the District's capabilities to support project successful implementation. The programs flood the schools with new resources, strategies and build capacity: the design is grounded in research and responds to the strengths of the District and the team that will roll out the project.

The three school sites are schools located in the City of Fort Pierce, which includes some of the most under-served neighborhoods in the three geographic school zones. Located in the north end of the county, these schools are located in proximity of prominent private schools, whose students often travel cross-county to attend. The three schools are geographically accessible, yet attract only students from immediate surrounding areas. Negative perceptions discourage parents from selecting these schools.

What would attract parents and students to select these schools? What skills are needed by local employers, colleges, industry and the community? What programs will the District have the capacity to support for lasting impact on the three schools and the students in those schools? These questions led the District's planning process, incorporating a resource scan, student surveys, and community feedback. The proposed project has three, schoolwide magnet

programs, whose themes are STEM and the arts, with rigorous, pre-collegiate curricula. The proposed programs will offer a continuous magnet experience and will provide students with the option to enroll in other rigorous attractor programs in District high schools. The district is prepared to carry out the proposed project: budget, resources, needs and transportation have been considered, planned and responded to. The budget narrative aligns with activities, and all expenses are reasonable.

COMPETITIVE PREFERENCE PRIORITY 3:

SELECTION OF STUDENTS (2 points)

The extent to which the applicant proposes to select students to attend magnet schools by

Students will be recruited from across the District to attend the three proposed magnet school programs. Students will be admitted using a tiered and weighted lottery system, and students will not be selected through an academic examination. Academic performance or other performance criteria will not be a part of the selection process. A race-neutral lottery system will be implemented at the three magnet school sites.

Students will apply to the magnet school of choice, and open seats will be assigned through lottery. The socio-economic status of the students is part of the selection, and assignment will be consistently monitored to ensure that enrollment matches the District demographics. The District's goal is to reduce and eliminate minority group isolation – and to perpetually prevent future minority group isolation. This will create schools that are integrated, with socioeconomic status (SES) percentages that are reflective of the District.

According to St. Lucie Public School Board policies minority group isolation exists when enrollment of minority students diverges 10 percentage points from the average. The sites

selected experience minority group isolation. Therefore, it is in the interest of the School Board, the students and parents in the District, that the District implement a magnet school program at these sites.

Current Enrollment

<u>School</u>	<u>Students</u>	<u>Black</u>	<u>Hispanic</u>	<u>White</u>	<u>Other</u>	<u>Low SES*</u>
FPMSA	445	48%	26%	22%	4%	100% **
Samuel Gaines Academy	1,391	35%	41%	21%	3%	100% **
Fort Pierce Westwood HS	1,680	53%	24%	19%	4%	100% **
District	40,524	30%	30%	34%	6%	65%

** Low SES is calculated using Free and Reduced Lunch eligibility.*

***All three schools have been approved by the US Department of Agriculture as Community Eligibility Provision (CEP) schools because of the extremely high level of poverty among the students enrolled. The CEP allows each school to provide free meals to all students enrolled at the school without individual meal application. The schools are determined as eligible based on other federal means-tested programs (such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF) While applications are not required, it is estimated that over 90% of students in each of the schools qualify as economically needy. If funded, the Magnet School Coordinator will implement a plan to collect socio-economic status, as part of the school application.*

The District will implement a race-neutral lottery system for student assignment. The assignment process will be as follows:

1. Applications are accepted September to December.

The K-8 schools will have optional extensions on the submittal deadline, depending on size of applicant pool status, as reviewed in December. The Director of Student Assignment will review the applicant pool in December, and make recommendations to the Magnet School Coordinator if additional recruitment efforts are needed to create large applicant pools. This option is not applicable to the high school, as student schedules are created beginning in January.

2. Socioeconomic status admittance levels are established, to create proportions that the magnet school enrollment percentages reflect the District averages.

Currently, the number of low SES families in the District is 65.2%. Under this plan, low SES students will make up no more than ten percentage points in excess of the District average.

3. A priority pool is established.

Students are given preference in this order:

- a. Siblings of enrolled students
- b. Reside within physical proximity of the school
- c. Are children of military; in foster care; have a court-ordered change of custody; or there has been a death or illness of parent
- d. Are continuing in a magnet program

4. Remaining seats will be selected through a lottery process.

The Director of School assignment will monitor the process, ensuring enrollment results is integrated.

- a. The lottery will first be run randomly against the applicant pool.

- b. If needed upon examination, next a lottery factoring the students' residential zip codes will be run.
- 5. Applicants not selected will remain on a waitlist. The applicant pool will be purged after the tenth day of school each year, and a new applicant pool will be created from applications received September-December.

COMPETITIVE PREFERENCE PRIORITY 4:

Increasing Racial Integration and Socioeconomic Diversity (4 points)

The extent to which the applicant proposes to increase racial integration by taking into

Compelling Interest in Diversity The District proposes to promote and increase racial integration by factoring the socioeconomic status. The District seeks to maintain a diverse student enrollment that is representative of both genders; of the differing economic levels, racial background, and cultures residing in St. Lucie County; of students speaking English as a second language; and of students having exceptional abilities or special needs. The interest of diversity in student enrollment, and in particular preventing isolation of economically challenged students, supports the consideration of economic status in school assignment.

In 1991, the SLPS Controlled Choice Plan for student assignment was created using race as one factor in the assignment process. In 2001, race was replaced with socioeconomic status as a closely related factor in achieving a diverse student body. As of March 2017, 65% of students enrolled districtwide are economically disadvantaged. Within this population, disaggregated data indicates that 54% of white students, 82% of Black students, and 76% of Hispanic students are identified as economically disadvantaged. While assignment using SES has proven successful at maintaining diversity in most schools, minority group isolation has re-developed or persisted at

the K-8 school sites selected for this project. Additionally, the District’s return to a traditional assignment procedure for high school students using student residence has created minority group isolation solely due to the neighborhoods served by the schools of interest.

The proposed plan (outlined in Competitive Preference Priority 3) factors in socioeconomic status throughout the entire process of student assignment. The District seeks to increase integration by: 1) using a lottery that factors in socioeconomic status; 2) and implements highly attractive school themes; 3) implements a thorough recruitment operation.

In order for the lottery assignment to be effective, a large applicant pool must be created. The themes were selected based upon community needs and interests: through exciting and engaging themes, the District will be able to attract students and parents. A strong recruitment plan (detailed in the “Desegregation” section of the proposal), will inform all parts of the community and create energy and excitement around the new schools. Lincoln Park Academy, an existing successful magnet school in St. Lucie, has an extensive waitlist for student enrollment. Community interest and support for this project will allow the District to create, promote, and maintain a sustainable applicant pool for the proposed new magnet schools.

(a) DESEGREGATION (30 points)

(a) (1) The effectiveness of the plan to recruit students from different social, economic,

Recruitment will be accomplished through promotion, marketing, community informational sessions, outreach, and enrollment workshops. A recruitment team, operating at the school, district, and community level, will drive recruitment. Student enrollment will be continually reviewed to evaluate the effectiveness of recruitment strategies. The result will be a

robust series of ongoing activities that build and maintain a balanced student body representative of students from different social, economic, ethnic, and racial backgrounds.

Student Assignment through Lottery Students will be recruited from across the District to attend the three proposed magnet school programs. These three schools are:

- Fort Pierce Magnet School of the Arts (K-8, schoolwide, revised magnet program)
- Samuel Gaines Academy (K-8, schoolwide, new magnet program)
- Fort Pierce Westwood High School (grades 9-12, schoolwide, new magnet program)

Students will be admitted using a weighted lottery system. This race-neutral lottery system will be implemented at the three magnet school sites. Students will apply to the magnet school of choice, and open seats will be assigned through lottery. The structure of the weight will include the socio-economic status of the family: the goal is to create schools that are integrated, with SES percentages that are reflective of the District.

In order to ensure the applicant pool is large, diverse, and allows for a lottery that successfully reduces minority group isolation, a robust recruitment plan will be imperative. A recruitment committee will be formed, the team will be comprised of the Magnet School Coordinator, the Magnet School Outreach and Recruitment Specialist, the Office of Communications, Director of Student Assignment, ESOL staff, the Magnet School Advisory Committee, and school-based staff. The recruitment team will jointly plan and monitor recruitment activities, and the Magnet School Outreach Specialist will lead implementation of efforts. The Office of Teaching and Learning (OTL), under which the Magnet School Program will fall, will oversee recruitment activities. A public awareness campaign will initiate the recruitment process; a series of outreach, parent workshops, and school open-houses will ensure that program promotion results in enrollment.

Public Awareness will be developed countywide through an ongoing campaign.

Activities will include a complete marketing kit for each of the school sites.

- Branding and logo development.
- Design of Brochures, Posters, Fliers, Social Media.
- Distribution of materials in English, Spanish, Haitian-Creole, and other languages as needed.
- Regular featured spotlights on WLX-TV, The St. Lucie Education Channel.
- Direct mailings.
- Automated phone calls/text messages (via District Connect Ed system) will target specific populations/neighborhoods.
- Communication with community leaders and stakeholders.

Informational Meetings led by District, school faculty, and site-based recruitment committees will provide in-depth information on the magnet school programs. These activities will include:

- School sessions with parents.
- Meetings with community leaders, such as municipal staff, non-profit organizations (such as Children's Services Council, Boys and Girls Club, United Way, Big Brothers Big Sisters), and faith-based organizations.
- School tours and open houses.

Outreach will be led by the Magnet School Outreach and Recruitment Specialist. This new position will be created for the purpose of engaging parents, students, and organizations in the community, as well targeted recruitment. Activities will include:

- Presenting at events throughout the community.

- Hosting booths at community fairs.
- Coordinating open houses at school sites, with school-based staff.
- Organizing family field trips to visit school sites.

Recruitment Campaign St. Lucie County, located on the east coast of central Florida, is a unique blend of families established within the county many generations ago along with newcomers. The result of this requires a blended approach to public awareness, using age-old methods along with new technology. Many families, particularly in the northern portion of the county, lead active social lives within established neighborhoods and communities. At the same time, many families have recently arrived in the area, primarily in the southern section of the county. These families have relocated from parts of Florida, from out of the state, and from out of the country. Many parents are employed in West Palm Beach, and commute daily to jobs over one hour away. These parents lead large portions of their lives physically outside of St. Lucie, and may or may not be involved in community activities.

To ensure all families are made aware of the Magnet School Programs, the District will distribute information across all education levels, in a variety of formats, throughout the county. The District maintains strong relationships with community organizations (i.e. Big Brothers Big Sisters, Boys and Girls Clubs, 4-H) as well as with faith based organizations. These relationships are vital for delivering word-of-mouth news and for validating implementation of new school activities. The Chief Academic Officer and the Superintendent will work closely with community leaders, presenting at board/council/routine meetings. The District will recruit community leaders to serve on the Magnet School Advisory Committee. Committee members will be charged with delivering a broad awareness, as well as approaching targeted populations, families, and children they may know of in order to recruit students to the Magnet schools.

Ongoing efforts will include informational sessions, coordinated by the Magnet School Outreach Specialist and presented conjunctly by the Magnet School Coordinator, the school principals, District administration, and school-based recruitment committees (teachers and staff). These sessions will occur at the Magnet school sites, at other school sites/feeder schools, as well as at outreach events, such as the county fair. Electronic/social media, press releases, news coverage, direct mailings, and automated phone messages will target families and neighborhoods directly. Home outreach will also target any specific neighborhoods identified by school staff and community leaders.

Enrollment Workshops The Magnet School Outreach and Recruitment Specialist will implement a series of enrollment workshops to navigate parents through the enrollment process, and to provide information on the project, transportation options, after-school options. One-on-one sessions will help parents fill out any needed forms, and translators will be on hand. The workshops will be scheduled immediately following informational sessions, as well as be held independently throughout the year.

Site-based Recruitment After the schools' doors are open, the school sites will be a new tool for ongoing and sustained recruitment. Each Magnet School will have a recruitment committee, consisting of teachers, principals, assistant principals, and parents. These committees will plan and host recruitment nights and weekend open houses throughout the year. The committee members will be made available to lead school tours to parents and potential students.

As students enroll, Director of Student Assignment, working with the Magnet School Coordinator and the Outreach Specialist, will review and analyze enrollment data. To ensure enrollment continues to be balanced, racially desegregating the schools and maintaining

equitable representation of students from diverse socio-economic levels, the data will be used to inform future recruitment efforts.

Recruitment Timetable

YEARS	Activity	Lead; Support Team Members
1	Develop detailed recruitment plan	OTL; Office of Communications, Director of Student Assignment, Magnet School Advisory Committee, Magnet School Coordinator, Magnet School Outreach Specialist, ESOL staff, School administration and staff\
1	Develop & Implement Marketing Campaign (logo design, branding, design/print materials, set up web page and social media plan, direct mailing materials, phone announcements, create recurring TV spotlight, write/send out press releases)	Office of Communications; SLPS Printing, OTL, ITS, Migrant School Outreach Specialist
1-5	Distribute materials throughout community (at schools, afterschool programs, private schools, community organizations)	Office of Communications; School staff

1-5	Informational presentations and communication to elected officials and community leaders	Office of the Superintendent; OTL, Magnet School Coordinator
1-5	Informational sessions for parents	Magnet School Outreach Specialist; OTL, Magnet School Coordinator, School recruitment committees
1-5	Recruitment Outreach to Targeted or Special Interest Groups	Magnet School Outreach Specialist; ESOL staff, Translators
1-5	Enrollment Workshops	Magnet School Outreach Specialist; School recruitment committees, Translators
1-5	Ongoing: Evaluate enrollment/application demographics to adjust targeted recruitment efforts.	Director of Student Assignment; Magnet School Coordinator, Magnet School Outreach Specialist

(a) (2) How the District will foster interaction among students of different social, economic,

The District makes every effort to ensure interaction among students of different backgrounds interact through every school activity – academic, athletic, extracurricular, or otherwise. It is the policy of the District that “education is most effective in a diverse, desegregated setting that avoids isolation of racial, ethnic, and socioeconomic groups and allows

students to achieve the full benefits of a pluralistic learning environment. All students and staff should have opportunity for experiences that lead to increased sensitivity and an ability to work with persons of differing backgrounds. This prepares students to function successfully as members of a culturally diverse and evolving society.” The MSAP-funded schools, as all schools in the District, will fully support the spirit that for students to thrive, academically and socially, positive interactions must be generated by the schools, fostered among teachers, and successfully engaged by all students and parents.

This District’s anti-discrimination policy and practices will be pervasive in all activities at the MSAP sites. The anti-discrimination policy states, “No person shall, on the basis of age, ancestry, citizenship status, color, disability, ethnicity, genetic information, gender, gender expression, gender identity, marital status, medical condition, national origin, political beliefs, pregnancy, race, religion, religious beliefs, sex, sexual orientation, or veteran status, 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 conditions or practices conducted by this School District, except as provided by law.”

Faculty and staff will be equipped with strategies and tools to remove barriers, such as language, to create a warm, welcoming environment. Instruction will incorporate practices of differentiation, accommodation, and cultural responsiveness. After-school activities, parent involvement events, and school engagements will celebrate the diversity of backgrounds of the community. Recruitment and program promotion will positively convey the welcoming spirit.

Classrooms

Classrooms will be heterogeneously grouped. Class assignments are made using the Skyward Student Management System, and are randomly assigned, with secondary academic

and demographic used to ensure classes remain diverse and gender-balanced. This follows the District philosophy that when students interact with those different than themselves, they are empowered to adopt multiple perspectives, and critical thinking skills are strengthened.

Students at the three magnet programs will be making elective choices beginning in third grade. Students will be challenged to utilize non-traditional skill sets through project-based and inquiry-based learning. By accessing different skill sets, students will not only learn of their own strengths, but provide an opportunity to see the strengths of their classmates.

Project-based/Inquiry-based learning will create a learning environment where students work together to achieve tasks and cooperate. This will foster positive interaction, and provide opportunities for students to share resources, brainstorm, and collaborate on developing plans to implement. Experimental, creative projects, such as Rube Goldberg-style exercises, will encourage students to share background knowledge in academic applications. Project-based learning activities will not only teach academics, but also respond to the diverse backgrounds of students, provide a forum for sharing ideas, and different skills. This will support positive integration, while building confidence.

Project-based and inquiry-based activities will also provide a venue to factor in culture, allowing for the expression of backgrounds, and learning of new cultures and activities. Teachers will be provided with tools and training to connect with the cultural backgrounds of their students and their parents. Teachers will, in turn, create learning opportunities that respond to the diverse cultures in the classroom. For example, after learning that a student is a resident of the neighborhood of Zora Neale Hurston, the teacher can incorporate poetry and literature from this author into instruction. If a student is from a family that makes a living fishing, lure-making materials can be incorporated into makerspace supplies.

Differentiated Instruction The MSAP-funded schools will follow District practice of differentiating instruction to support individual student needs. Learner profiles will include the needed differentiation for students. Teachers will tailor instruction to meet student needs by modifying the content of the lesson, the process of delivery, the product for the lesson or the learning environment.

Empathy Training The District provides several strategies and trainings to support teachers in gaining a better understanding of the diverse backgrounds of their students, their home lives, and how these pressures can impact student achievement. Teachers are equipped with tools and methods to engage students, and create a positive learning environment for all students. These strategies include *Kids at Hope*, *Brain-based Learning* by Eric Jensen, the Ruby Payne curriculum, and Carol Dweck's *Growth Mindset*. Professional development on these strategies will be intensified at the MSAP school sites, and will be explored in SAC, faculty, and PLC meetings. This training is also provided to students, and will be boosted in conjunction with the Character/Leadership training to be offered at the MSAP-funded sites.

Language Instruction English Learners account for approximately 10% of the St. Lucie Public Schools student body. These students are mainstreamed into the classrooms, and at the MSAP sites, will receive language support in-class, provided by ESOL paraprofessionals. Through Title III and ESOL programs, teacher receive acculturation through the Cultural Portraits training.

Non-Instructional Time

Anti-Bullying Campaigns Schoolwide anti-bullying campaigns focus on inclusionary practices and guide students to positively interact with their peers out of school. This provides

students support to get to know their peers, and be able to relate across differences. Campaigns include visual displays, student training, and Anti-Bullying celebrations.

Recess Student recess will be both unstructured and structured. Teachers and paraprofessionals will provide positive leadership during structured recess, which will prevent exclusionary behavior and encourage integration. Students will learn strategies for problem solving, thereby supporting the social-emotional well-being of themselves and their peers.

Lunch schedules will be synchronous at the MSAP school sites. The magnet programs will be schoolwide, and therefore lunch will be integrated. Lunch activities will provide opportunities for student to interact across backgrounds and grade levels. This active engagement will encourage students to identify peers by personal interests, rather than personal affectations.

After-school Clubs and Sports Students will participate in afterschool clubs and sports at their magnet school site. The District operates under a school choice plan, and in such, students across the district participate in athletics at whichever school they attend.

Field Trips Field trips will be tied to the overall goals of student achievement. Trips will be organized by teachers, and will include all students within a class or a program.

Parent Involvement

By supporting parents from all backgrounds to participate in school activities, parents will model successful integration for students. School faculty and administration will make every effort to ensure parents and caregivers are made to feel welcome and become active participants in their student's academic success. Afterschool meetings will include translational staff, as provided by the District's Family Connections program. Staff representing 16 different languages are available to translate for parents in school activities, during regular school hours and out-of-school time. Diversity in the PTO and SAC committees will be encouraged through

the welcoming atmosphere and through recruitment of parents. The principal and school recruitment teams will target potential parent-leaders of diverse backgrounds during enrollment. Parents will be instructed on the value of their participation, as an asset in modelling acceptance and integration for their children.

(a) (3) How the District will ensure equal access and treatment for eligible project

The District will implement a number of programs and strategies to ensure equal access and treatment for participants who have been traditionally underrepresented in courses or activities.

Classrooms are designed to be gender balanced. Student assignment equally distributes boys and girls among the classrooms in a grade. Through districtwide empathy training, teachers are equipped with strategies to respond to student needs with empathy. Teachers are prepared with techniques to maintain positive, inclusive classrooms, support individual student strengths, and neutralize any pre-conceived perceptions. This includes removal of stereotypes from any activities.

To create inclusive activities, both in-class and afterschool the District will support strategies to engage all audiences with broad audiences in mind. Cross-curricular approaches to all subjects facilitate the appeal to broad audiences, including diverse racial and gender backgrounds. By infusing art and culture into science and math (or conversely infusing math and science into the arts), many avenues of approach are provided to a subject. Makerspaces will be will seamlessly incorporate arts with science and technology. At Samuel Gaines Academy,

afterschool activities such as a Girls in Excelling in Math and Science (GEMS) club will inspire girls, traditionally underrepresented in STEM, to engage in science explorations. At Ft. Pierce Magnet School of the Arts, drama (in which boys are often underrepresented) will focus on drama performances that incorporate a balance of male roles with female roles. All activities will be accessible, supporting students of all physical strengths, including physically challenged.

Naviance will be a powerful tool in monitoring involvement of underrepresented groups in academic courses, afterschool clubs, and student interest. Naviance is software for creating student portfolios, which tracks the courses students take, extra-curricular involvement, as well as student interests. Teachers and school counselors can run reports, noting demographic trends. This will provide school staff with insight on which students are not equally represented in coursework and activities, thereby informing targeted recruitment efforts.

(a) (4) The effectiveness of all other desegregation strategies proposed by the applicant for

History St. Lucie Public Schools has a long history of efforts to achieve diversity in each of its schools as required by the 1970 court order issued by the US District Court for the Southern District of Florida. Among the most difficult and complex issues was the assignment of students to schools, particularly in light of St. Lucie County's historically segregated housing patterns, and its rapid but unevenly distributed population growth. From 1970 - 1990 the Board struggled to identify and implement a student assignment plan that would desegregate District schools for the present, but also would prevent the recurrence of minority group isolation in the future. In 1991, St. Lucie Public Schools implemented a Plan for Controlled Choice which designated three choice zones and allowed parents to choose from a number of schools located

within their zone. The assignment procedure specified in the Plan used race as one of multiple factors in assigning students to schools prioritized in parent choice. As an additional strategy, three historically segregated schools were designated as school-wide magnets designed to attract and recruit non-minority students. The Board required regular monitoring of specific data to ensure that diversity in enrollment at each school was reflective of the district's overall diversity in enrollment, and future isolation of specific minority groups was prevented. Success of the District's efforts at integration resulted in dismissal of the Court Order in 1997.

School Choice Plan The St. Lucie Public Schools Choice Plan has continued as the primary vehicle of student assignment in St. Lucie Public Schools. Plan revisions were made in 2001, wherein socioeconomic status replaced race as one of the factors in assignment of students; in 2006 when revisions were made to choice zone boundaries; and most recently in 2013, when enrollment in high schools returned to more traditional assignments by home address. The program of magnet schools has also continued, with the addition of Fort Pierce Magnet School for the Arts in 1998.

Ongoing Monitoring The School Board of St. Lucie monitors school assignment annually. It is the policy of the board and the Superintendent to monitor student assignment annually and determines if any minority group isolation exists or is developing. If data indicates that minority group isolation is occurring, the Superintendent will take measures to eliminate minority group isolation and prevent the recurrence.

Through these strategies the District's efforts to balance individual school enrollments have been largely successful. Rapid growth in the number of Hispanic students enrolled – from 2,350 students in 1996 to almost five times that or 12,000 students in 2016 – as well as rapid increases in student population in the southwest area of the school district are becoming barriers

in achieving diversity goals at some district schools. The proposed creation of magnet programs at Fort Pierce Westwood High and Samuel S. Gaines K8 and revitalization of the magnet program at Fort Pierce Magnet School for the Arts are necessary to maintain the District's diversity goals for each of these schools.

Recruitment Section *a (1)* provides detail plans for the recruitment and public awareness campaign for the magnet school programs. The Magnet School Outreach and Recruitment Specialist will utilize recruitment as a strategy for reduction of Minority Group Isolation at the proposed sites. The Recruitment specialist will accomplish this by conducting ongoing outreach efforts outside of school, in order to engage parents of all types. Recruiting booths/tables will be set up at community events (e.g., St. Lucie County Fair, Lights on Afterschool, and Bark in the Park) and school events (athletic events, literacy nights). Independent recruiting events and workshops will be held. The Magnet School Advisory Committee will be a powerful tool in ensuring families are made aware of the magnet school programs, and will be able to spread the word through numerous channels, including community centers, day cares and churches.

School-based recruitment activities will include teacher training and the organization of site-based recruitment committees. The Magnet School Outreach and Recruitment Specialist will provide training to teachers at multiple school sites (including MSAP-sites and other schools) on how to engage and recruit parents. At the MSAP schools, a core group of school-based staff (e.g. assistance principal, secretary and teachers) will meet regularly to make plans and recommendations for recruitment. Guided school tours will be a recruitment tool.

In addition, the themes of the magnet schools will serve to recruit students. The magnet school themes were selected to meet community needs and appeal to a wide audience within the county.

(b) QUALITY OF PROJECT DESIGN (30 points)

(b) (1) The manner and extent to which the magnet school program will improve student

The District proposes three new magnet school programs to be implemented in order to increase school integration, provided equal access to rigorous, standards-based education, and to increase academic achievement. The magnet school programs will successfully achieve this through systemic changes that positively impact the school culture, the teachers, and the students. These programs will provide pathways via an interdisciplinary approach, preparing students for meaningful careers that align with their strengths and interests.

The proposed magnet schools are two K-8 schools that will feed into the magnet high school. The themes, courses, and instruction at the two K-8 schools are designed to offer students a continuous course of study, and the three programs will be unified in their approach and language. In addition to the STEM MSAP-funded high school, the fine arts magnet K-8 students will have the option to continue in-depth arts learning at a fine arts high school program at another non-MSAP funded site.

School Name	Theme	Schoolwide	Grades	New or Revised	Proposed Name for Magnet Program*

Fort Pierce	Fine	X	K-8	Revision	Fort Pierce Academy of the Arts
Samuel Gaines Academy	STEM	X	K-8	New	Samuel Gaines Academy of Discovery
Fort Pierce Westwood HS	STEAM	X	9-12	New	Fort Pierce Westwood STEAM Academy of Innovation and Leadership

** The proposed names are for the purposes of this grant: official name changes will follow Board policy for school name adoption.*

Infusing the Magnet Theme

The magnet school themes will be fine arts (Fort Pierce Magnet School of the Arts K-8) and STEM (Samuel Gaines Academy K-8 and Fort Pierce Westwood HS), with each of the magnet schools providing rigorous pre-collegiate academic programs. These themes will be incorporated into all levels of learning in three ways:

1. Resource classes (K-8) and Pathways (HS) will provide in-depth focus of study aligned with state standards and the school theme.
2. Core Content will be aligned with state standards and will be infused with the magnet theme.
3. Foundational concepts will prepare all students, at each of the three schools, with scientific thinking, creative problem solving, and 21st Century skills.

The result of this intentional design will create students with 21st Century Skills and are prepared for challenges in every educational path, from college to career.

Pre-Collegiate Academics

To provide access to high quality instruction for all students, and to support college and career readiness, these three magnet programs will include Advanced International Certificate of Education (AICE) and Advanced Placement coursework. This will provide equitable access to all students, preparing students for the rigor of college and to be career-ready.

AICE is an International Diploma program which students have the ability to earn via an advanced academic curriculum.

The Cambridge AICE Program is an innovative and accelerated method of academic study offered solely through the University Of Cambridge International Examinations (CIE). Cambridge Advanced



(AICE) will be offered at Fort Pierce Westwood High school, through a wide and diverse range of courses. Cambridge Primary will be offered at the K-5 level in science, to support the STEM infusion at Samuel Gaines Academy, and to prepare students at Fort Pierce Magnet School of the Arts with background knowledge, should they matriculate to Fort Pierce Westwood High school. Middle school students will participate in the Springboard pre-collegiate program, detailed below. This project design will capitalize on the strongest aspects of the pre-collegiate programs

at the K-8 level and the points where the programs best align with state standards. Students will be prepared with strong foundations to excel in high school in both AICE and AP coursework.

Cambridge Primary and Secondary programs are designed to spiral content curriculum to deepen student knowledge. Cambridge Primary identifies a learner's strengths and weaknesses, supporting personalized learning and allowing for flexibility to suit each student's learning needs. Cambridge Secondary continues to build on the core skills of Cambridge Primary through learner-centered and inquiry-based approaches.

AICE biology, environmental science, chemistry courses provide students in the Agri-tech and Pre-med health Pathways the upper level content which is needed as a springboard for students to pursue degrees and careers in STEM-based fields. In addition, a variety of AICE Visual Arts courses (Art, Photography, Digital Design) and Computer (New Media, Computer Science) serve to connect with Career and Technical Pathways by offering hands-on, personalized learning in order to tailor the curriculum to meet the needs and interests of the students.

The curriculum (syllabus, lab materials, assessments, etc.) are written and administered through Cambridge International Examinations (CIE). The program is flexible so that teachers can utilize materials and training, and apply this knowledge to all instruction. Teachers will be able to use the curriculum as a map for the theme programs. Coursework is designed to develop higher order thinking skills: students play an active role in the classroom, thinking critically, constructing arguments, and evaluating evidence. Students engage in both independent and collaborative inquiry-based and project-based learning, working towards a successful outcome: or, if not successful, students will learn by reflection.

Advanced Placement Advanced Placement (AP) courses will be implemented at Fort Pierce Westwood High School as part of this project. The AP courses at Fort Pierce Westwood High School will be offered in a wide variety of topics, including, science, math, computer science, English, and social studies. According to the largest-ever study of the effects of AP on college success, University of Texas researchers found that students who take AP courses in high school are more likely to graduate from college within four years and have higher grade point averages in college than similar students who did not take AP courses (Dougherty, et al 2006).

The AP courses will offer students the ability to participate in over thirty courses across content areas. Each course reflects college level expectations reflecting current advances in the particular content. Accredited AP courses will provide students an opportunity to earn college credit. AP courses are designed for the student to dig deeper into subjects which interest them, develop advanced research and communication skills, and expand their creative, problem-solving, and analytical potential. Teachers will participate in rigorous training in order to implement the program. As highly qualified, College Board-trained instructors, the teachers will facilitate student learning by flexibly designing each course to fit the individual needs of the learner. In doing so, instructors encourage and guide students through their personal learning paths.

SpringBoard is a pre-AP instructional program designed for middle school students. Developed by teachers, SpringBoard is student-centered and supports personalized learning. The SpringBoard pedagogy is student-centered: teachers will be able to tailor the curriculum for individualized learning for each student. In addition, the program will engage students in performances tasks that encourage active collaboration. The rigor of the curriculum will ensure that all magnet school students will receive equal access to the skills and knowledge which are

essential for college readiness and personal success. By offering pre-AP in grades six through eight at both magnet school K-8 sites, students will be prepared to succeed at AP coursework in the magnet high school.

Personalized Learning

Student-centered learning is the basis for project design and is emphasized at all levels of the programs, from instruction to professional development to parent engagement. Through personalized learning, teachers will support the individual, tailoring daily and long-term learning goals and instruction to suit the needs and interests of each student. Through this methodology, systems will be adopted to empower students with knowledge and tools to pursue individual interests and to meet their self-defined academic goal. The teachers' roles will be to create successful learning environments and lead students through instruction as expert guides. The programs will be robust with a variety of learning experiences, including authentic, experiential learning. The magnet schools will implement personalized learning incorporating components as studied in "Continued Progress: Promising Evidence on Personalized Learning" (2015). These programs will be incorporate learner profiles, support personal learning paths, have flexible learning environments, and emphasize college and career readiness. Training will include whole-day training on Saturdays for all teachers, each quarter. Personalized learning, as studied by the RAND Corporation and the Bill and Melinda Gates Foundation (2015) demonstrates evidence of promise for increasing academic achievement.

Learner Profiles Each student will work with their teacher to develop an individual learning plan aligned with their strengths and interests, while supporting advancement in areas of academic weakness. Learner profiles will begin in kindergarten, and students and parents will be engaged with the teacher to routinely review and update the profile, according to the students'

evolution and growth. Through this path of discovery, teachers, students, and parents will become aware of what motivates the student and will be able to tailor academic and career goals according to the profile. Student assessment data will inform and support the learner profile and capture student progress.

In practice, learner profiles will capture the individual student's involvement in school activities and programs. For example, learner profiles will capture a student's interest in a specific arts program at Fort Pierce Magnet School of the Arts, such as dance, painting, or wind instruments. At Samuel Gaines K-8, plans will observe students' success in design challenges and in projects completed in afterschool clubs. At Fort Pierce Westwood HS, a learner profile will match students with their career goals and directly outline the steps and resources the student must take in order to meet the requirements of the identified college/career path. Students will reflect on their accomplishments with capstone projects, digital portfolios, and at the fine arts school final performances/exhibitions.

Naviance software will be a tool to support learner profiles. This software allows students and parents to log in and select personal and career interests, as well as identify desired college programs. *Naviance* synchronizes weekly with Skyward, the District's student management system. Courses of study, attendance, and assessment data are loaded into Naviance for tracking. This powerful software will also support college and career readiness. Currently in place for middle and high schools districtwide, magnet school funds will be used to purchase this software for the students in grades K-5 at the MSAP-funded sites.

Digital Student Portfolios will provide documentation of student work and reflections of work that serve as a measure of student accomplishment and growth, complementing traditional and performance-based assessment and providing a multi-dimensional collection of student

ability, potential, and progress. The student portfolios will create a record of a student's entire academic career in the magnet programs – creating an academic “resume.” At the arts program, the student portfolio will contain performance assessment components that involve the student, the teacher, and parents in the processes of assessment.

Personal Learning Paths The school models will allow students to define their personal learning paths and make choices on their coursework. At the two K-8 schools, school schedules will be redesigned, allowing for resource classes to be re-appropriated to courses students may choose or elect to take. In grades K-2, students will be exposed to the different offerings with their regular class. Beginning in grade three and continuing through eighth grade, students will make their choice among the resource classes, and thereby choose their focus of study. Electives will be re-assigned on a quarterly basis.

Core content will take an interdisciplinary approach. English language arts, math, science, and social studies will be infused with the magnet themes. Students, attracted by the magnet theme, will be engaged to core subject through study that appeals to their personal interests. Flexibility and differentiation will further respond to the needs and interests of the student. For example, an English language arts unit on biographies will offer reading selections related to the school theme (e.g. a biography on Edison at the STEM magnet program; a biography on Rodgers and Hammerstein at the arts magnet program).

Resource classes will be theme-aligned, and all are designed to support a continuous course of study from kindergarten through graduation. While course content will be ongoing through the year and not repeated, the design will be modular: students who are enrolled in a resource from the beginning of the year will be experiencing new lessons, while students who choose a course mid-year will be able to join the course with no setbacks. Electives, across the

three school sites, will have a unified approach in the learning environment, thereby furthering the “plug and play” model, where students can step into a class at any time and understand expectations and goals. In this setting, teachers will create learning environments and then act as guides, transitioning students to take ownership of their learning.

At Fort Pierce Magnet School of the Arts (K-8) programs of study will be in performing arts, visual arts, and new media technology. At SGA (K-8), the STEM programs of study will focus on agriculture, technology, health/physiology, and computer skills. These programs are designed to provide students with the necessary background knowledge and skills to make less exploratory and more focused decisions as they enter high school. At Fort Pierce Westwood HS, students in grades 9-12 will be able to tailor courses in three programs to create a number of college/career pathways. These programs fall under the three major umbrellas of agri-tech, health/wellness, and computer technology.

Flexible Learning Environments Teachers will be prepared to maximize instruction by modifying the learning environment, physically and organizationally. Through professional development, teachers will learn to intentionally design their spaces to maximize usage, appealing to individual student learning styles. MSAP funds will purchase equipment to implement a model flexible classroom at each site (three in total), which will be used to: 1) train teachers; 2) inspire teachers to re-purpose existing furniture; and 3) assess the utility of flexible spaces as part of this project. Desks and workstations will be portable, and any significant structure will be put on casters, when possible. Teachers will undergo training on human-centered design and design principles, as well as flexible grouping. The three schools have extensive outdoor space, and the outside space in Florida’s year-round sunshine will be accessible for instruction. In addition, teachers will apply strategies of flexible student grouping.

By incorporating a blended learning model, such as a station rotation model, magnet classrooms will appeal to different learning styles. Through station rotation, the magnet classrooms will include online learning. Through this approach, students are exposed to diverse sources of information, learning to assimilate information for the purposes of identifying and solving problems. This supports 21st Century Skill development, as students will be equipped to discern viable information with non-viable information. Technology, including desktop and laptop computers, and zSpace virtual reality workstations, embedded throughout the schools will support blended learning models.

Emphasis on College and Career Readiness The magnet school programs' activities, courses, instruction, learning environments are designed to support college and career readiness. The themes were selected following a scan of academic resources and job prospects in St. Lucie County. Teachers will infuse the school culture and instruction with language celebrating college and career, and daily activities will develop "habits of mind."

The AICE coursework offered at Fort Pierces Westwood HS is designed to directly support matriculation to college, and in particular, to four year universities. Students will graduate with "A level diplomas" and up to 45 hours of coursework completed. In addition, earning their diploma through a rigorous college preparatory path also allows students to become eligible for the Florida Bright Futures Scholarship.

The K-8 programs are designed to create a wide foundation of academic knowledge that will directly support professional and skill development. Teachers will expose students to a variety of careers aligned with the magnet themes. In that, instruction will 1) address misconceptions for students, making connections to STEAM careers; 2) link to prior knowledge,

especially through cross-curricular connections; and 3) create theme-focused learning environments

Leadership and Character Development

Leadership and character development is a cornerstone to the programs at the magnet schools. The purpose of this is to capitalize on the very nature of the programs to engage students in practicing skills that lead to college and career readiness. Leadership training and character development will be intentionally embedded into the school cultures and all lessons. The goal is to prepare students to outwardly express creativity, confidence, peer-support, and resilience. Practical skills will be the ability to speak publicly, be self-reliant, and be organized.

Curriculum The STEAM Advocates, working with the principals, assistant principals, and the Magnet School Coordinator will work together to develop policies, daily practice, activities, and an implementation plan. Building on *Growth Mindset* and *Kids at Hope*, these programs will be tailored specifically to meet the needs of the MSAP-funded schools. Building upon *Kids at Hope* and *Growth Mindset* curriculums adopted by the District, other sources will include *Common Sense* media curriculum for digital citizenship and *Character Education* curriculum. With MSAP-funding, training will be more rigorous supporting teachers and students: STEAM Advocates and rubrics will ensure the leadership training will be adopted with fidelity. The District's Early Warning System (EWS) from Performance Matters will be a tool in monitoring the impact of leadership training.

Leadership and empathy skill development will be embedded in all instruction and throughout school culture, and at the high school, a weekly advisory period. Oral and written communication practiced, as students learn to write letters to community partners, market programs to peers, engage in speech and debate projects, and explore social media outlets. Small

business management and personal finance are included in coursework. The AICE coursework will support this, as it is designed to assist students in becoming confident, self-motivated, reflective, and responsible young adults who possess leadership qualities. Digital citizenship training will instruct students on their digital footprint, equipping each with a positive online footprint when they graduate high school. The take-away for students will be the ability to present material to stakeholders, collaborate in group projects, manage time, and organize/prioritize tasks.

Activities A singular school culture at each site will support the common language, and immerse students in an environment that builds self-esteem. Vertical articulation in the STEAM Showcases will place students in the leader role as they support their younger peers: high schoolers will participate in the middle school STEAM Showcase, and middle school will participate in the elementary STEAM Showcase. The project's methodology directly align to support the leadership activities, including:

- The 5E learning cycle will support students ability to problem-solve regardless of variables: in particular “Evaluation” will guide students to pragmatically understand what works and what does not, and make non-emotionally charged decisions
- Inquiry-based and project-based learning will support students’ planning and organizational skills
- Digital portfolios will allow students to reflect on how far they have come
- Art exhibitions and performances will support confidence
- Design challenges will support students’ resilience through the trial-and error process
- More details are provided, as they relate specifically to each site, in detail below

5E Learning Cycle

Teachers across the board will approach all topics with the 5E approach, creating a unified, and whole-school approach to engage the school's STEM theme. 5 E approach, along with the engineering design process will guide implementation of activities, academic and non-academic. The 5 "E"s are Engage, Explore, Explain, Elaborate, and Evaluate.

This method of scientific thinking will be embedded throughout all subjects, as students engage, explore, elaborate and evaluate in all topics of study. STEM and fine arts subjects naturally work well through the 5 E approach as students lean on former background knowledge in varied subjects to formulate possible answers to problems. In arts programs, the 5E learning cycle will provide a framework for students to take ideas to final products. Through the development of these skills, students will be prepared with a universal strategy for developing creative solutions to resolve problems and respond to challenges.

Core content, resource, and specialized teachers will commonly apply the basic vocabulary, reinforcing the background knowledge of students so that they are prepared with the information that need to make necessary inferences in order to solve problems. Resource/elective teachers will participate in grade-level planning, to ensure that resource classes reinforce core content, creating a whole school approach to delivery of concepts, vertically and horizontally. Resource teachers will also make cross-curricular connections for students as they work through activities. MSAP funds will support teacher professional development through faculty workshops and PLCs. The STEAM Advocates will work with grade-group lead teachers to ensure the 5E learning cycle is applied with fidelity.

Project-Based and Inquiry-Based Learning

Project-based and inquiry-based learning will be incorporated into instruction. Through this approach, students will naturally make cross-curricular connections, as they investigate and

work collaboratively, apply skills developed in quick lessons to long-term projects. AICE classes will incorporate project-based and inquiry-based learning. MSAP funds will support teacher professional development and additional time for lesson planning.

Project-based learning will engage in projects that align with state standards and are inspired by the school's magnet theme. Teachers will guide students to apply the 5E approach to engage in resolving complex challenges. Projects will be both independent and collaborative activities. Learner profiles will incorporate projects: beginning in sixth grade, teachers will work with students to identify a project they would like to work on throughout the school year. Projects will be arts, STEM, or STEAM-based. In grades six through eight, these projects will culminate to produce capstone projects.

Inquiry-based learning will support 21st century learning skills. In inquiry-based and 5E learning will assist students as they work to resolve problems or investigations. Students will be provided a variety of situations and contexts in which to apply inquiry-based learning projects, including classrooms, outdoors, on field trips, and in the media centers at each school.

Design Challenges

Inquiry-based learning will be manifested in design challenges across school sites. Use of science, technology, engineering, and mathematic tools will be applied to solve design challenges aligned with the magnet school theme and standards-based instruction. Design challenges will be included in learner profiles, and starting in fifth grade, students will make a choice each quarter/semester/year of which design challenge they would like to resolve. The culmination of these challenges will contribute to eighth grade capstone projects and digital portfolios. At the high school level, design challenges relate to the student's chosen pathway of study. At the arts K-8 the arts studios will offer materials and resources (if needed) to support

students to resolve design challenges; makerspaces support students with resources and materials.

STEAM Capstone Projects will blend science, technology, language arts, social studies, fine arts, engineering, and math, and will be designed to transcend in-school and out-of-school environments. Capstone projects, completed in eighth grade, will begin with learning objectives related to state standards. Students will work in teams on long-term, self-determined design challenges, such as designing bridges, building robots, exploring health and wellness, or constructing an instrument or an amplifier to perform original music. The final product will be student projects supporting academic growth by 1) increasing the relevancy of formal academics real world experiences as projects resemble real life; and by 2) transparently linking skills needed to succeed in college and career.

Annual STEAM Showcases, hosted by each school site, will exhibit student achievement through multiple media including art performances, exhibits, design challenges and capstone projects. Students will demonstrate engagement in high-level research experiences, completed through partnerships. Senior grades will play a leadership role, organizing and reviewing submissions to the STEAM Showcases of lower grades. Community partners will be invited to exhibit, perform, or demonstrate technology, creating a whole community project. The result will be increased knowledge in their area of focus, and an opportunity for students to share their learning journey with colleagues, peers, family and community.

Data-Rich Environments

Student assessment data will be used to positively impact instruction by supporting personalized learning plans, engaging parents, and measuring school progress. Both formative and summative data analysis will be utilized to support informed planning and decision-making

to achieve academic success and to evaluate the effectiveness of a lesson, a strategy, school success, and the implementation of the magnet program overall.

Data-driven instruction: Teachers will use student achievement data to measure student progress, to differentiate instruction, and to ensure rigorous lessons challenge students. At the magnet schools, student assessment data will be matched with the student's learning goals, providing a roadmap for academic success. In the data-rich environments of the magnet schools, teachers, students and parents will be engaged in collaborative reflection on student and school growth.

Data sources include qualitative and quantitative measures. Standards-based assessments will ensure that instruction aligns with the intent and rigor of state learning standards. Common unit assessments and iReady diagnostics will inform teachers and parents on student progress towards learning standards. In PLC meetings, teachers will use unit assessments, tests, and quizzes to reflect on the success of a recently taught unit of instruction.

Quantitative measures that will be used include Florida Standardized Assessments, comprehensive assessments, iReady assessments, Early Warning System data, AICE assessments, and on-demand assessments such as quizzes. Graphs and illustrations will clearly chart student assessment data. Data Dashboards combine all the multiple sources of data into a format that is easily and quickly accessible for teachers. Qualitative measures will be vital in the magnet school programs. Student presentations, mini-portfolios, exhibits and project displays will inform student progress towards the goals outlined in their learner profiles. Rubrics, Music Performance Assessments, critiques, surveys, and observations will evaluate qualitative measures.

Parents will be routinely engaged in data chats through student-led conferences. Parents will be guided to use this as a tool for supporting their student's academic growth at home and out-of-school. Data workshops will help parents understand the purpose and intent, as well as what they can do to support their student in reaching his or her target. Data chats will be designed to equip parents with measurable outputs they can produce at home, such as number of minutes reading together each week, number of points they can earn for the classroom by visiting the library, museums, science centers, and spending together outdoors recreationally (fishing, swimming, gardening, etc.). Data chats will encourage parents to extend the magnet program into their daily lives, by realizing every moment is a teachable moment.

Technology-Rich Environments

The MSAP-funded sites will be significantly impacted with the infusion of state-of-the-art technology training and the equipment to support it. This will not only support student learning goals, but will also serve as a powerful attractor for students and parents to choose these school sites. *zSpace* virtual reality learning experiences will be added to each school site, embedded throughout the learning spaces, including labs, classrooms, and the media center. Through the *zSpace* equipment, students engage in inquiry-based learning and apply 5E skills as they inquire, take risks, solve problems, and apply background knowledge while building confidence in a virtual reality setting. Students can explore in virtual 3-dimension concepts such as detailed anatomy, space, and force of motion. *Wacom*s will be used in the art classes, to support art learning with increased technology. A new computer lab at Fort Pierce Westwood High School will support Microsoft Imagine Academy learning. New computers will also provide student access to their recorded learner profiles and digital portfolios.

Makerspaces will be established at each of the school sites, in the media centers.

The new makerspaces will be aligned with the spirit of a library: it will be a space for exploratory learning, and will be supported by the materials of the media center. Students will be able to take the knowledge acquired through instruction and apply it in practice in a safe, self-guided environment. MSAP funds will purchase high tech and low tech materials and supplies, including Legos, blocks, basic circuitry, electronics, computer equipment, programming materials, art supplies, and library books. In addition, the makerspace will be an important tool in supporting family engagement.

School Murals

Each of the schools will create large-scale, highly visible murals to celebrate the school themes at each of the MSAP-funded sites. This will clearly broadcast the school theme to students, parents, and visitors when they approach, and create a welcoming feeling to the recreated schools. The murals will be a project-based learning experience in and of themselves. A community artist will be invited to design the murals, teachers will oversee the creation, and students will be recruited, or “commissioned,” to complete the murals.

Field Trips

Field trips will provide authentic, experiential learning for all students at the magnet schools. Field trips will align with the magnet themes, extending learning and making real-world connections. Field trips will be both during school time and out-of-school, to boost family engagement opportunities.

Field trips will be designed to support a unit of study. Field trips will include visits to the Harbor Branch Marine Center, the Oxbow Nature Center, the A.E. Backus Museum, food processing facilities (Tropicana, Natalie’s Orange Juice), the Manatee Center, the Brown Center

for Innovation and Entrepreneurship, and to hospitals and health care facilities. Field trips will also be to “non-facilities,” providing access to space and elements for scientific and artistic exploration. This will be critical as students apply skills to the real world, and will demonstrate that every moment is a teachable moment/every environment offers something to discover and learn.

Field trips will also offer opportunities to make cross-curricular connections. For example, after students study a unit on force and motion, the art teacher will lead a field trip to visit the ocean for a visual arts activity. As students study drones, they will visit agricultural operations to drive the drones in a working environment.

Family Engagement

Aligned with the concepts outlined in “Partners of Education: The Dual Capacity-Building Framework for Family-School Partnerships” (SEDL, 2013), the magnet programs will celebrate family and community engagement as a tool to boost student achievement. The Magnet School Outreach and Recruitment Specialist will work closely with school sites, supporting teachers and administrators to develop strong family engagement by 1) aiding schools to design and implement schoolwide engagement events; 2) provide professional development for teachers; and 3) recruit parents to actively support the school efforts for student achievement. The magnet schools will take several active measures to meaningfully engage families and the community in the implementation of the magnet themes. Working with the schools to develop a plan meaningful to their parents will be a systematic, integrated, and sustainable approach to creating successful family-school partnerships.

Beginning with the foundations, the Magnet School Outreach and Recruitment Specialist will work with the magnet schools to adopt policies and develop programs that focus on building

the capacity of staff, as well as families, to build positive partnerships. The foundation of the community engagement plan will be on building capacity in line with the “4Cs”: Capabilities, Connections, Confidence, and Cognition” (SEDL, 2013).

The Magnet School Outreach and Recruitment Specialist will help facilitate the process, first by building knowledge of resources and funds of knowledge, and then using that foundation for creating a framework for family engagement. The Magnet School Outreach and Recruitment Specialist will be tasked to design and deliver meaningful professional development for staff, created a welcoming school environment for parents, and create a long-term for parent/family activities.

Family engagement activities will include SAC meetings, sub-committees (such as recruitment committee, library advisory committee), parent workshops, open houses, “data chats”, student-led conferences to review learner profiles, field trips, and when appropriate parent-home visits. Family engagement efforts will be able to tap into existing programs, including the Parent Academy, and at Samuel Gaines Academy, the 21st Century CLC program. Teachers will be provided training and strategies for supporting parents of ELLs. To communicate family engagement events and activities, principals, teachers and the Magnet School Outreach and Recruitment Specialist will advertise events broadly – through electronic communication methods including Facebook posts, email lists, fliers, and the schools’ websites. Materials will be translated into Spanish, Haitian Creole, and other languages as needed.

Parent involvement is key to the success of the magnet school to reach integration goals: students from diverse backgrounds will work together stronger in the classroom when parents model working together. **Intergenerational learning opportunities** will provide an opportunity for parents to model learning, shoulder-to-shoulder with students. These events will be hosted

evenings and on Saturdays through Family Nights and Makerspace events. The focus of activities will celebrate culture and diversity, as well as the existing wealth of knowledge in the community. For example a makerspace event will invite parents to share their expertise with students on topics such as making tortillas, making a fishing lure, fixing a bicycle or hemming a skirt. Schools will incentive attendance at events and activities with a badge system. For participation in school events or attendance at teacher conferences, parents will earn points.

Out-of-School Learning Activities

Afterschool clubs will enrich the magnet school programs. These will be hosted during the school year, in summer camps, and on Saturdays. Afterschool clubs and programs will be inclusive, providing equity in education and targeting underrepresented populations.

MSAP funds will support theme-aligned afterschool clubs with teacher stipends, and the District will provide transportation when local budget allows. Each school site will host at least two afterschool clubs each week. The clubs/programs will be scheduled by the site, quarterly or year-long schedules. Parents will be recruited and invited to participate. Afterschool programs/clubs will include: GEMS (Girls Excelling in Math and Science), Young Scholars, robotics, coding, chess, drone practice, Rube Goldberg-machine making, makerspace, art, speech/debate, career advisory, and mentorship opportunities.

STEM Speakers Scientists and STEM professionals will support classroom learning with real-life STEM applications. This will provide students with real-world examples of STEM careers, while modelling professional demeanor, culture, and communication styles. Invitees will include agricultural industry leaders (Sea Breeze Organic Farm, Dekker Family Farm, Nelson's Family Farm), NASA scientists, chefs, nurses, doctors, forensic experts, nutritionists, architects and engineers. *Saturday with a Scientist* will partner with Indian River State College.

Fort Pierce Magnet School of the Arts

The vision of the Fort Pierce Academy of the Arts is to provide art, music, dance, drama and musical theatre instruction, where academic excellence is the ultimate goal. Through intense fine arts study, students will access all core academic content areas, including STEM topics, through rigorous, standards-based instruction. The Fine Arts Magnet will close the achievement gap for all students: academics will be *culturally integrated*, as students will journey through global art experiences. When paired with the STEM magnet program at Samuel Gaines Academy, the fine arts magnet theme will provide a balanced school choice option.

Revision of the Existing Magnet Program

The existing magnet program is in need of revision in order to support school desegregation by attracting a large applicant pool of students from across the county. The current program does not truly meet a fine arts focus: the current program is a humanities-based program. Furthermore, the school does not have an applicant pool. The school remains an under-chosen school, and following community and parent feedback, it has been identified for revision as a true fine arts program. The fine arts magnet theme will create a lifelong connection to visual and performing and expose students to art careers, as the arts is deeply embedded across curricula – including core content and STEM concepts.

Cultivating the 'A' in STEAM STEAM is an approach which blends the Arts with STEM to enhance student learning. The theory behind moving from STEM to STEAM is that adding 'Arts' to the critical components of STEM is a way of integrating creativity and artistic skills into the learning processes across all content areas, in addition to providing opportunities to meet the academic needs of students in a nontraditional fashion. To bring this theory to life, classroom teachers and arts teachers will collaborate to integrate instruction, to provide purposeful cross-

curricular experiences. All students will develop an understanding of the significance of the arts as they acquire knowledge and understanding of core academic subjects and standards. As the arts are infused within all academic areas it will allow students to express themselves and their learning, with creativity, expression, performance., music, or visual/media arts. Teachers will incorporate the arts into units of study. These components will foster literacy, imagination, competency, and creativity in a thematic arts environment conducive to high achievement and cultivation of the whole students.

Classroom teachers will work closely with fine arts resource teachers in a pan-curricular approach to planning and instruction. Arts instruction will be built in accordance with the National Core Arts Standards of Dance, Media Arts, Music, Theater, and Visual Arts. Learner profiles will be created for every student, which will support specific student needs while creating individualized learning paths.

Critical Links and other research studies point to strong correlations between learning in the arts and fundamental cognitive skills and capacities, supporting mastery of core academic content (Preparing Students for the Next America, 2004). “Studies indicate that the Arts help create a learning environment that is conducive to teacher and student success as it fosters teacher innovation, a positive professional culture, community engagement, increase student attendance and retention, effective instructional practices and school identity” (Critical Links, 2002).

Supporting Science in the Arts Students matriculating from Fort Pierce Magnet School of the Arts will have the option to continue in the STEM magnet program at Fort Pierces Westwood High School or the arts attractor program at Port St. Lucie High School. In order to ensure that students are prepared with the background knowledge and support to enter a rigorous STEM

program, STEM concepts, language and scientific thinking will be intentionally infused in the arts. In addition, Cambridge Primary (AICE) science coursework will be provided in grades K-5. Students in grades 6-8 will be supported with Springboard (pre-AP) classwork.

Character Development & Leadership in the Arts

The arts magnet program will provide a positive context for learning, as it develops self-esteem, self-discipline, cooperation and self-motivation. The program will foster character development, global perspectives and under-represented populations. Traditional arts practices lend themselves naturally to support character development of students. Embedded in arts instruction is the concept of “critiquing” over “criticizing.” This practice builds students’ conversational and social skills to work together as a team, improving craft through a positive approach. Moreover, this develops students’ abilities to positively embrace observations leading to growth and development. Activities that will support this include art exhibits, recitals, project displays, and performances. Drama and musical theater will be a forum for developing skills in public speaking, written and oral communication, as well as promoting a positive, confident self-image.

The Communique Café’ will provide a venue for students to develop confidence skills. On a small, versatile stage student performers will transform the cafeteria into a performance venue (a flexible learning environment) during lunchtime. Students will showcase original compositions, dance selections, vocal selections, and visual art pieces. The café will hone performance skills and performance etiquette for performer and audience alike, while building confidence and relationships among students. *Random Acts of Culture*, in which teachers or invited outside performers interrupt activities with a sudden, unexpected mini-performance (e.g. a poetry reading, dance, song), will model confidence to students. *Artists in Residence* will work

will students to provide instruction in arts disciplines and model professionalism for students. Partnerships with A.E. Backus Museum, Indian River State College, Sunrise Theatre, and the Fort Pierce Jazz Society. Artists and performers will spur students' creativity and inspire them with professional careers in the arts.

Out-of-School Learning

Clubs and afterschool activities will extend learning opportunities for students. At Fort Pierce Magnet School of the Arts, students will be engaged in afterschool programs associated with their course of study. Practice and rehearsals for theater, dance, drama and chorus productions will be held. In addition, extended studio time will make the resources of the visual arts and media arts studios available to students.

Musical Theatre Summer Camp will provide a project-based, two-week summer camp culminating with a final performance. *Odyssey of the Mind* afterschool club will provide creative design challenges that students will resolve through art. *Jazz Band* will partner with the Fort Pierce Jazz Society to create an afterschool band students must audition to join. Participants will learn the art of improvisation and jazz composition, theory, and history. Through this authentic learning experience, students will be mentored by jazz professionals, who will inspire students to perfect their musicianship. *Drum UP Club* will create an African Drumming Performance Team, exposing students to multicultural music, including African, Caribbean and South American music. This performance team will be highlighted in school, district and community events, instilling a deep appreciation for cultural diversity through a focus on world music. *Chorus* for elementary students will support the music program after-school. The *Makerspace club* will provide access to the makerspace afterschool, for students to explore learning through informal play.

The Makerspace Located in the media center, the new makerspace will be aligned with the spirit of a library: it will be a space for exploratory learning, and will be supported by the materials of the media center. MSAP funds will purchase high tech and low tech materials, supplies, including Legos, blocks, basic circuitry, electronics, computer equipment, computer programming materials, art supplies, and library books. In addition, the makerspace will be an important tool in supporting family engagement.

Arts Explorations – Project-based Learning

In revising this arts magnet school program, existing resource classes will be recreated, significantly enhancing the fine arts program to be an immersive, classical arts education infused with STEM concepts. In five resource departments, visual and performing arts will align with National Core Arts Standards and Florida state standards for core content. MSAP funding will be used to convert the current program, into an intensive, fine arts program that will attract students from across the county and provide high quality academic instruction for all.

The resource class schedules will be arranged to maximize in-depth thematic learning, ensuring high quality instruction. Grades K-2 will attend exploratory programs, exposing them to a variety of visual and performing arts. Grades 3-8 will choose their art explorations, based on their academic and personal interests. This area of focus would be incorporated into the learner profile, and allow students to create their own learning paths. Learning accommodations will purposefully meet the academic needs of each individual student.

SoundLab: Music

Students will connect with music through cross-curricular means exploring the arts and

Music will be explored through chorus and band, in class and afterschool. Through music, students will explore language arts (song), math (timing), science (sound principles), and social studies (cultural explorations). Music programs will recruit underrepresented groups, to be reflective of the student body. Chorus will build foundational vocal qualities and skills utilizing traditional, world, and contemporary music. The selection of music will engage students, fostering their enthusiasm for school and learning. Students will learn to make music through self-guided exploration to make their own music. Classical instruments as well as modern, digital music-making equipment will provide an innovative approach to exposing students to instruments, and music theory, while exploring STEM concepts, such as sound, timing, resonance, and materials. Classrooms will be enhanced with portable, high quality custom sound systems. These systems will convert ordinary classrooms into flexible learning spaces, by providing high-quality rehearsal equipment without having to leave the classroom. This quality system supports student engagement and will be utilized in multiple areas for the school, including performances during the lunch hour on the Communique Café' stage.

Silver Burdett Making Music, World Drumming, and Standards of Excellence curricula will be used in the chorus program. Students will be assessed through the regional Music Performance Assessment. A robust music library of sheet music, audio/visual recordings, biographies, and musical history will be developed to support students as they explore music through the ages. Beyond daily practice, music will be an avenue for project-based learning. Lessons will culminate, building students to complete the project of seasonal band and chorus concerts. Cross-curricular connections will be made, when students partner with their peers in Co-Lab and Studio Highway, for production, marketing, and costuming support.

MSAP funds will be used to support additional, high quality teaching staff with specialized training, sound equipment, classical and modern instruments, technology (computers, sound recording equipment), curriculum, costuming, sheet music, and library materials.

The Big Speak: Theater

Students will explore all levels of dance and musical theater production, exploring language,

The Big Speak Theater captures all core content areas into a single project: students read script and score; explore math and engineering in stage design; tinker with technology in sound and lights; and study cultural histories that inspired writers. Student-centered, project-based learning will challenge students to work together to create and produce performance productions. The many roles surrounding stage will provide entry points for all students, creating equal access to high quality instruction. Using *Exploring Theatre*, *Showkits*, and *Virtual Stage Management* curricula, teachers will develop students' background knowledge. The teachers will create the learning environment, providing instruction through guidance and modelling. The production/performance itself will be presented as a design challenge, in which the students are tasked to resolve smaller scale individual challenges that culminate in until a final production is created. Weekly design challenges would establish lighting routines, sound set ups, pacing/timing, and discovering the right pitch for speech delivery. Students will apply the 5E model to resolve the weekly challenges. Each quarter, these tasks, along with classical study and practice, will result in the delivery of a production. Students will work with participants in the media arts explorations to design and create print and multimedia

advertisements as well as record performances. Drama and musical theatre will provide an opportunity for students to practice communication, including public speaking, written and oral communication, as well as promoting a positive, confident self-image.

MSAP funds will be used for costuming, scripts, sets, instructional materials, and personnel.

Mind+Body: Dance

Students will learn classical dance and the science of health and wellness.

In Mind+Body, students will study the traditional art of dance while exploring the science of health, fitness, and human physiology. This program will provide instruction on dance technique, performance, choreography, and production. Core academic areas, including science and mathematics permeate through dance study: timing, physics, and geometry will be expressly investigated. Moreover, dance is a natural entry-point for young learners to access health sciences, as they explore muscle movement, hand-eye coordination, breathing techniques, nutrition, and overall physical health. A zSpace and a classroom skeleton will connect body movement to physiology. The language of design challenges and the 5E's will be incorporated as students work towards long-term goals of dance performances (twice annually). To engage learners from all backgrounds, instruction will be culturally relevant. Students will be exposed to multiple styles of dance including hip hop, ballet, jazz, modern and tap.

MSAP funding will be used to support personnel, costuming, music downloads, supplies, and to purchase sound equipment.

Studio 26: Visual Arts

Students will develop a strong foundation for visual arts, through the inspiration of local art

Inspired by the Florida Highwaymen, Studio 26 will be a traditional 2D and 3D arts studio with a culturally-relevant and technological twist. Students will explore art theory and classical visual arts including drawing, painting, printmaking, ceramics, sculpting, textiles, and photography. STEM concepts will be incorporated in the study of light, balance, geometry, perspective, scale, chemistry of media, structure, and the addition of technological elements, such as diodes and circuits. Cross-curricular connections will be made to biology and physiology when students engage in life studies/drawing. Academic achievement will be boosted through the expectation to engage in robust, vocabulary rich dialog surrounding visual arts. Students will participate in traditional art critiques, examining their own and others' work, and the 5E cycle will be used in exploring media and materials. English language arts will be explored through the study of comic/graphic arts.

Inspiration for the studio is drawn from the Florida Highwaymen, a group of 26 landscape artists mostly from Ft. Pierce. These artists created and sold art from the trunk of their cars in the 1950's-80's on highway US-1, in locations less than ½ mile from the Fort Pierce Magnet School of the Arts. As local heroes, The Highwaymen are not only symbolic to the spirit of the community, but also to the magnet grant itself: these African-American artists succeeded in spite of great adversity in a racially divided south. Moreover, the artists were largely self-taught and self-mentored – a parallel that will be used to inspire students to take ownership of their learning paths.

This program will partner with the A.E. Backus Museum, for curriculum development, field trips, and for guest artists in residence. The museum will collaborate with core content teachers, the visual arts teacher, the media arts teacher, and the Manatee Center to develop curriculum. This curriculum will support standards-based instruction between science and visual arts. Fourth and fifth grade students will visit both the Manatee Center and the A.E. Backus Museum as part of this project.

MSAP funds will be used to purchase equipment and materials to enhance the intensity of this program. A visual art teacher is in place. New equipment will include a variety of instructional materials and digital equipment, including Wacoms, to be incorporated into art and sculpture (diodes, simple circuitry sewable LED's). Art books and art history books will be purchased to supplement the media center's collection.

Co-Lab: Media Arts

Students will apply technology to visual, sound, and production art.

The Co-Lab Media Arts program will tie together traditional arts with modern technology. Students will engage in instructional activities through STEAM project-based activities, including video/music production, digital media (coding, gaming, podcasts), robotics, and simple circuitry. Students will produce art through traditional and new media while making cross-curricular connections to support high quality, standards-based instruction. The spirit of collaboration is the inspiration for Co-Lab, and students will make cross-curricular connections as they support with The Big Speak Theater/Mind+Body in productions, implement marketing campaigns for school programs via social media, and extend visual arts projects in the Co-Lab. Themes, such as production company, marketing

firm, or gaming, will correlate lessons to real-world careers. Instruction will be based in Florida standards for English language arts as well as National Educational Technology Standards. Lessons will build background knowledge, preparing students for design challenges. The media arts lab will be stocked with resources to support students to resolve challenges with the guidance of the teacher. Partnerships with local business will offer opportunities to connect with design professionals. This program will partner with the A.E. Backus Museum, for curriculum development, field trips, and for guest artists in residence.

MSAP funds will be used to purchase instructional materials, supplies and personnel (one new teacher will be added). Materials include digital audio/visual equipment, laptop computers, and software. Materials include programming supplies (Arduinos, Raspberry Pi's), Makey Makeys, LittleBits, cables, components, and simple circuitry equipment. Software will include Adobe CreativeCloud (in-kind) GameStar Mechanic, and TinkerCad. Additional supplies will be purchased to develop a sound studio and video editing station, using desktop computer workstations with Pro-Tools software.

Samuel Gaines Academy K-8

The vision of the magnet program at Samuel Gaines Academy is to provide academic excellence for all students through inquiry-based STEM explorations. Through STEM concepts, students will access all core academic content areas, including English language arts, and social studies, through rigorous, standards-based instruction. The STEM magnet program will close the achievement gap for all students. Students in this program will be challenged to apply creative thinking to all tasks: as part of the school's vision, students will be guided to go outside of the box in order to build a better box. When paired with the fine arts magnet program at Fort Pierce

Magnet School of the Arts, the STEM magnet theme will provide a balanced school choice option.

The new magnet school program will be implemented for Samuel Gaines Academy K-8. The core curriculum and resource course activities at SGA support the agri-tech, health/wellness and technology pathways at Fort Pierce Westwood HS. Students matriculating from one to the other will have a seamless transition and will be well prepared.

Character Development & Leadership at the STEM K-8

The STEM magnet program will incorporate confidence-building and character development into all activities. Through scientific thinking, and all STEM lessons, students will build organizational skills, the ability to demonstrate understanding of hierarchies, and the practical skill of creating task lists for prioritization. STEM activities lend themselves to naturally support self-esteem development. STEM activities that will support leadership preparation include project displays, student galleries, science fairs, family STEM nights, and successful group projects. Learner profiles will include an identified design challenge students wish to accomplish each year, and activities throughout the year will culminate in the fulfillment of a single, larger project. The goal-oriented design challenges guide students to explore concept-rich STEM activities that celebrate success in the trial-and-error process. By celebrating the success-and-failure nature of the scientific process, students' resilience will grow. Digital portfolios will provide an outlet for self-reflection, thereby building self-awareness.

Successful Model The STEM program for SGA will implement a successful magnet school program, inspired by the Douglas L. Jamerson Junior Elementary School (DLJ) in Pinellas County, Florida. This magnet school has earned a number of awards, including Magnet Schools of America's School of Excellence Award. In addition, it was named the top Elementary

STEM program in the nation by the Future of Education Technology Conference; it is recognized as a National PTA School of Excellence; and has been named a Five Star School by the Florida Department of Education. Jamerson’s Magnet Coordinator, Lukas Hefty was honored with the Milken National Educator Award in 2016. DLJ is an inspiration for this program in that units end with design challenges, where students determine problems, design solutions, build and test their designs and analyze their results.

Curriculum Cambridge Primary will support science learning in grades K-5, and SpringBoard will support all core content areas in grades 6-8. Ancillary materials will include *Project Lead the Way*, the American Veterinary Medical Foundation lessons. In addition, *STEMScopes* curriculum will be incorporated into instruction. *STEMScopes* is a research-based 5E curriculum that incorporates hands on activities with literature, informational text and digital resources. Microsoft Imagine Academy will also be used.

STEM Explorations – Inquiry-Based Learning

SGA will align resource classes to the STEM magnet school theme and create lab experiences to support students. The primary children in grades K-2 would attend exploratory programs that would excite and engage them and expose them to a variety of STEM subjects. Students in grades 3-8 will choose their resources, allowing them to explore and discover their own paths. As students mature, the coursework would become more complex and challenging and will elect their schedules, exploring classes that interest them.

Mind and Body

Students will learn about their body systems, basic nutrition, and beginning CSI (Crime Scene

In this STEM exploration, students will explore human health, wellness, and chemistry, and human physiology. Students will learn about nutrition and how it effects their body systems, conduct virtual dissections and investigate crime scenes with lab work. Core content will be included, as students practice reading, writing and math in observing and documenting their experiences. The 5E's will provide the framework for activities. Instruction will focus on nutrition, body systems, physical and mental well-being, life sciences, and basic chemical reactions. Design challenges will include tasks such as CSI-style forensic investigations. zSpace virtual reality stations will support students as they explore physiology in virtual 3D. As students progress, design challenges will prepare students to receive Red Cross certification for basic first aid. Curriculum will include *Project Lead the Way* and STEMScopes. MSAP funding will be used to support instructional materials, supplies, curriculum, and Red Cross Certification.

Innovation Lab

Students will learn basic coding, robotics, and block building.

Students will learn coding, basic gaming and be challenged with robotics building, and Lego competitions. Students will work towards coding certifications and gaming certifications. An introduction to piloting drones will be included in this course. Instruction will be based on Florida standards for English language arts as well as ISTE standards. Lessons will build background knowledge to prepare students for design challenges they will then lead to resolve. The Lab will be stocked with resources to support students to resolve challenges independently, with the teacher acting as a guide. Activities will include robotics, Lego Mindstorms, Lego clubs, coding courses, gaming, and scratch programming. Materials will

include Arduinos, Raspberry Pi's, Makey Makeys, and Lego's. Curriculum will be sourced from Microsoft Imagine Academy, which will directly prepare students for the Microsoft Certification pathway at the high school level. MSAP funds will be used to purchase instructional materials, supplies, and laptop computers. Materials include Lego WeDo and Mindstorms, programming equipment, a 3D printer (with supplies and replacement parts) \$3,250 Makey Makeys, LittleBits, cables, components, and simple circuitry equipment. Software will include GameStar Mechanic, MineCraft, and TinkerCad.

Grow/Play/Eat

Students will discover a variety of gardening techniques such as hydroponics, aquaponics and

In Grow/Play/Eat, students will explore food and agricultural science in the outdoors of Florida sunshine. Using the ample outdoor space as a flexible learning environment, students will establish and maintain a school garden and a chicken coop. Students will apply the 5E's as they monitor and investigate gardening. Activities will include hydroponics and aquaponics gardening, basic animal husbandry, soil experimentation, and field trips to working agricultural operations. Guest farmers and bee keepers will share with students their knowledge and experiences. Instruction will be aligned with Florida state standards. Core content will be infused in lessons, as students read research, write/record observations, measure, time, study soil chemistry, and observe the movement of the sun. This resource will be led by a teacher with extensive knowledge of farming practices in the areas of plant and animal farming. The teacher will lead the 4-H club and oversee the gardening areas and facilitate the upkeep of the animals' habitats. This resource will utilize the following *Project*

Lead the Way: Animals and Algorithms (K), Animal Adaptations (1), Materials Science: Form and Function (2), Variation of Traits (3). Curriculum support will also come from the 4-H program. MSAP funds will support gardening materials and supplies, as well as personnel (one teacher will be hired under this grant).

MakerStation

Students will be guided through low tech activities that would introduce them to makerspace

The Makerspace will be a place where innovation and art will meet and will support students who learn best in less structured environments. The MakerStation will be stocked with low tech and high tech equipment, including basic art materials, home improvement materials, tools, sewing supplies, digital materials, basic kitchen equipment, a 3D printer and found objects. Located in the media center, this space will be aligned with the spirit of a library: it will be a space for exploratory learning, and will be supported by the materials of the media center. Basic video and media production equipment will allow students to create virtual projects, such as animated videos and podcasts. New materials, supplies, and equipment will constantly be added to the MakerStation, refreshing the challenges and upping the ante for students. Background knowledge will be built on prototyping, and students will utilize the 5 E's in the approach of design, development, and testing of their designs. In a cross-curricular connection, students will make tools and materials that will support other exploratory classes, e.g. designing new gardening tools for Grow/Play/Eat. The MakerStation will be coordinated by the media specialist that will facilitate and guide students' creative growth within a high tech environment. Projects will align with the state standards and

coordinate with the core programs. Harvard's Agency By Design's *Thinking Routines* will guide the curriculum in this resource class. Community supporters will be tapped to donate the ongoing resources needed to maintain a robust and dynamic selection to keep students intrigued. MSAP funds will support high tech and low tech materials and supplies, including Legos, blocks, basic circuitry, electronics, art supplies, and library books.

Design Challenge Studio

Students will work in teams to solve problems by using the engineering design process as a

Students will be guided to approach challenges with the Engineering Design Process (Ask, Imagine, Plan, Create, Improve) and teachers will approach their instruction as facilitators of the learning versus the traditional stand and deliver information approach. Curriculum will include *Project Lead the Way*. Students will work in teams to solve real world problems by using the engineering design process as a guide. Activities will include NASA-inspired projects, drone tasks, Rube Goldberg machines, rocket building, building a geodesic dome. Students will be encouraged to find and repurpose materials, extending the use of those materials with new modifications. MSAP funds will be used to purchase equipment, instructional materials, supplies, storage equipment, curriculum materials, laptops, simple electronics and personnel (one teacher will be added under this grant). Community supporters will be tapped to donate the ongoing resources needed to maintain a robust and dynamic selection to keep students intrigued.

Fort Pierce Westwood High School

The vision of the magnet program at Fort Pierce Westwood High School is to prepare students with rigorous pre-collegiate academics in STEM college and career pathways.

Leadership training will frame the entire program, and students will be prepared with practical skills for success. Working within the same framework as Fort Pierce Magnet for the Arts fine art magnet program and the Samuel Gaines Academy STEM magnet program, this program will provide a pathway for students to continue advancement on their college or career paths. As a 1:1 high school (every student is equipped with a laptop computer), Fort Pierce Westwood High School is an ideal candidate for a STEM college/career program.

The school will infuse the 5E model, design challenges, and project-based/inquiry-based learning into all core content areas, continuing the familiar approach to academics established in the feeder schools. Personalized learning will be supported. English language arts and social sciences will be supported with “research labs,” where students complete cross-curricular, long term research projects. Science labs will support rigorous instruction student-centered design – facilitating students’ access to learning through a robust selection of hands-on resources. Through the college/career pathways of the school, knowledge will be practical and relevant to students: as noted by Bransford, Brown and Cocking in *How People Learn*, “Ideas are best introduced when students see a need or a reason for their use – this helps them see relevant uses of the knowledge to make sense of what they are learning” (1999).

Pre-Collegiate Coursework Classes, coursework, and curriculum will prepare high school students to be college ready. As part of this project, Fort Pierce Westwood High School will incorporate new AP classes and the Cambridge Secondary program. Through AICE and AP

classes, students will take pre-collegiate classes, earning up to 30 hours of college credit while enrolled in high school.

The AICE coursework directly supports personalized learning, by individualizing the educational experience. Students at the high school have the ability to choose the subjects they enjoy and the subjects where they excel. A primary advantage of the AICE program is that students are given the flexibility to choose a course of study that best meets their abilities, interests, and future goals. In order to earn an AICE diploma students must pass a battery of seven examinations in three different groups as well as an International Global Perspectives course. Earning their diploma through a rigorous college preparatory path also allows students to become eligible for the Florida Bright Futures Scholarship.

Design challenges will permeate through the school culture. Challenges will be embedded in the Pathway courses, and students will be given the option to replace certain design challenges with research projects, as needed to support learning in Pathway coursework. Each quarter students will be expected to make benchmarked gains towards their projects. The project will be documented in their digital portfolio, as part of their academic resume. A STEAM Showcase will demonstrate projects at the end of each school year.

Science Labs will support the rigor and intensity of pre-collegiate coursework in both the AP and AICE programs. Working independently or in groups, students will be assigned complex situations to resolve. Students will apply the 5E model to resolve problems and design challenges: guidelines will set the stage for students, but success/resolution will ultimately rest upon the students' efforts. Upon conclusion of each lab experience, students will complete lab reports where the students will reflect on "what worked, and what didn't," thus supporting the

trial-and-error aspect of scientific approaches to problem solving. Completed design challenges will also be included in the STEAM Showcase.

Technology will play a major role in the science curriculum with the inclusion and implementation of zSpace and citizen science. Utilizing augmented reality, zSpace will facilitate and enhance students' experiences and learning. The augmented reality and interactive capabilities of zSpace allow students to create, visualize and study science in a realm of virtual reality. MSAP funding will provide equipment and supplies for the labs to meet the standards of AP coursework and Cambridge Secondary (AICE) curriculum. The science curriculum will be further advanced and supported by incorporating *Citizen Science* projects will be incorporated into environmental studies coursework. As "Citizen Scientists", students participate in the national global and science community by collecting data, submitting data and peer reviewing data. This will be accomplished by implementing Biocubes. The *Biocube* project guides students to study a cubic foot of environment, cataloging and observing the life that teems within. Implementation of the Biocubes allows for many cross-curricular connections, as chemistry supports soil and water analysis, and marine science provides access to an aquatic environment.

Media Center

The media center will be integral in extending learning experiences, during both instructional and non-instructional time. The media center will be enhanced with new books, supplies and resources to support teachers and students in learning aligned with the new magnet school theme. *The Makerspace*, a space made available to students of self-exploration, inquiry, innovation, and learning -- in the media center will include a wide selection of purchased materials/supplies and found-objects. Supporting leadership development, a student advisory

group will maintain inventory, make supply recommendations, and recruit students to organize and utilize the space. Students will be able to access the makerspace during non-instructional time to explore materials and systems to be used in design challenges. The makerspace will be stocked with digital supplies that can be applied to projects created in the art class, providing an opportunity for students to infuse with new technology into visual art projects. The digital art explorations facilitate STEM topics for creative minds. This will include diodes, sewable LEDs, Makey Makey's, and a 3D printer.

Character Development/Leadership Preparation

In addition to the whole school culture leadership program that will be infused at the school, Fort Pierce Westwood High School will support students with a Magnet Advisor. Advisory time will be incorporated into the students' schedules. The Magnet Advisor will support students' character development and will assist students in school Pathway and post-secondary college/career preparation. Leadership themes and topics will include: 1) mind and body awareness; 2) physical and digital safety; 3) work ethic; 4) self-advocacy; 5) resilience/thriving in the face of adversity. Curriculum will be constructed by a committee of teachers led by a magnet program counselor that will be added under this grant. By developing the curriculum on site, teachers will respond directly to the attitudes and perceptions of students.

Leadership training activities embedded in the design challenges will include communication, civic responsibility, business development, and marketing. Practical take-aways from leadership training will prepare students for college and career and include: tolerance and resilience; time management/ prioritization of tasks; understanding and summarizing text material; improving methods of note taking; test preparation, and effective writing to appeal to different audiences. The foundation of "career ready" skills also include communication with

peers and community partnerships, how to present material to other stakeholders, a practical time management. Lessons for these skills are critical to the student success. This in turn will result in greater student achievement on formative, summative and state assessments.

This holistic approach to STEM topics will include advisory time to broaden these skills to the entire school. Lessons associated would include: 1) Safety (physical and digital); 2) Engagement (academic work ethic); 3) Support (self-advocating); and 4) Challenge and rigor (thriving in adverse conditions). Curriculum would be assimilated from various existing, reputable programs and teachers would only facilitate the lessons and activities each week. The assimilation of the curriculum and faculty support will come from the Magnet Advisor and the STEAM Advocates.

Pathways – Career Explorations

The STEM magnet program at Fort Pierce Westwood High School will support a number of career pathways. Students will be able to follow prescribed career and technology pathways, or combine courses to create their own personal learning path. Prescribed Pathways will include: pre-medical, computer technology, and agri-tech. Individual learning profiles will support students to create learning paths according to their academic interests and personal tasks. Currently, Fort Pierce Westwood High School has a number of Career and Technical Education (CTE) programs that will provide a basis for the magnet school program. With MSAP funding, these programs would be significantly intensified – in terms of number of courses, rigor of instruction, and enhancement of resources. AICE and AP pre-collegiate coursework will complement the Courses in the three college/career Pathways. Significant enhancements will occur through: additional courses offered in the technology, new media tech and pre-collegiate medicine; much needed upgrades to scientific tools, labs, and technology tools; intense

professional development, preparing teachers to incorporate STEAM concepts in all topics; additional teaching staff with specific skills, and; a robust leadership program.

Pre-Med Pathway A robust, pre-medical program will prepare students for post-secondary medical study and for career. This program will be a significant attractor to students from across the county and will respond directly to needs identified by the *Treasure Coast Skills Gap Study*. The program will be tiered to meet student needs and interests. The program will prepare students to pursue career choices in a rapidly evolving and complete field of healthcare, whether the student is seeking career options available with a CTE certification or further advancement through post-secondary education. An annual health career fair will expose students to the many careers in this growing industry. Hands-on training through partnerships with area hospitals will expose students to the many careers in healthcare.

Indian River State College has pledged to support this program through faculty-to-faculty professional development, lesson planning support (to ensure coursework matches the nursing program at IRSC), and through collaboration on planning health career fairs. In addition, students participating in this program will have a process to apply for direct admission into the nursing program at Indian River State College: this significant advantage will be a powerful attraction for students from across the county to enroll in both the high school and feeder magnet K-8. Several doctors have pledged support to this program through internships, mentorships, and scholarships.

MSAP funds will be used to make this an innovative, and robust program that the community needs. The draw of the program will support school the magnet school purpose of desegregation. Funds will support the infusion of resources to make existing spaces more robust and to create entirely new programs. Funds will support new staff, training, materials,

equipment, supplies, textbooks, and exams. A new nursing instructor and pharmacy technician instructor will be added. *Design challenges* embedded in this pathway might include mapping a human system, coding software to support cataloging of pharmaceuticals, or refining processes with greater efficiency/safety checks. Cross-over coursework that students can combine to create a whole picture of health, wellness, anatomy and physiology include:

- Vet-Tech coursework on animal anatomy and physiology
- Technology coursework on robotics and coding
- Agricultural coursework on healthy systems
- Culinary coursework on healthy bodies
- Art classes to study anatomy through drawing

Technology Pathway Fort Pierce Westwood High School will become a model of Microsoft Imagine Academy. This program will support students to become Infrastructure Technologists and Computer Scientists. The goal of this program is to create data scientists for *Century 21.5*. Microsoft's Imagine Academy will provide the coursework and curriculum to support this program (provided in-kind by the District). MSAP funds will allow this program to be implemented to its fullest capacity, thereby creating a robust, dynamic program. Funds will support the addition of one faculty member and the implementation of a computer lab. While a 1:1 school, the computers in the lab would be more advanced system than the student laptops, to facilitate the intensity of the software for learning. The school's Makerspace will be a vital component to support this program: non-functioning computers and computer hardware will be dismantled, repaired, and explored to provide students with authentic learning experiences. Robotics, cybersecurity, simple electronics, graphic arts, new media technology, and coding coursework will be a part of this Pathway. Students will be trained and will practice in Product

Fablevision and GameStar Mechanic software. Cross-over coursework that students can combine to create a whole study of technology include:

- Drone navigation
- Art classes for digital art exploration
- Digital photography

Students will work in teams to solve real world problems by using the engineering design process as a guide. Teachers will use the 5E learning cycle to facilitate the learning as students design, create, test and analyze their prototypes. *Design challenges* embedded in this pathway might include establishing a new network for a local small business, fixing a broken computer with Makerspace materials, or creating a complicated Rube Goldberg machine incorporating computer technology and advanced robotics.

Agri-Tech Pathway The current agri-tech pathway incorporates a vet tech program and an agricultural industry program. The agricultural program, supported by the Future Farmers of America, is developed and will be a powerful tool for supporting the STEM concept of this school. Science labs and Citizen Science projects will be able to tap into this resource. To support the Pre-Med Pathway, the Vet Tech (veterinarian technologist) will be made more in-depth and robust. Coursework includes animal anatomy, physiology, nutrition, and animal care. Students will operate an animal daycare, building a “client base” among the teaching staff. Students in the vet tech classes will work with domestic and farm animals, studying biology, chemistry, and animal behavior. MSAP funds will be used to recreate the Vet Tech Lab, purchasing equipment and supplies for an operating observation theater. Through partnerships, local veterinarians will perform spaying and neutering of cats and dogs as students observe. Pre-med Pathway students will gain hands-on experience with medical equipment, anesthesia, and

using an autoclave machine. Coursework in the Agri-tech Pathway supports the Pre-Med and Technology Pathways, including biology, anatomy, and physiology studies; culinary arts for health and wellness awareness; and application of technology. *Design challenges* embedded in this pathway might include designing a new piece of equipment to support animal care, or a farm to table exercises, in which a team creates a vertically aligned business in which food is grown to support a “restaurant.”

Interdisciplinary Pathway Combining coursework, students will be able to create interdisciplinary programs, and students will be able to combine art classes to create a STEAM pathway. Supporting the pathway development will be a Magnet Advisor: this teacher will support students in the advisory period with leadership training and navigation to through the coursework offered.

(b) (2) The extent to which the applicant demonstrates that it has the resources to operate

Community and School Support

The District has garnered a number of commitments and letters of support from local businesses and academic institutions. Among these are commitments from the Indian River State College, the Smithsonian Marine Station, the United States Department of Agriculture, the A.E. Backus Museum, the Sunrise Theatre for the Performing Arts, The Oxbow Eco-Center, and several professional doctors in the local medical community. These partners have pledged support in many forms that will continue the success of the magnet school project beyond the

Federally-funded project period. These will support field trips, hands-on learning experiences, mentorships, internships, scholarships, and peer-to-peer professional development. Some of these partners will be new, and many are established partners, with whom the District has had long-standing successful collaborations.

The project design of the schools was developed following community input. Anecdotal surveys of parents led to guided focus on STEM and fine arts themes. Board members encouraged and supported the exploration of these themes. The *Treasure Coast Skills Gap Study*, completed in 2017, is a community-based study commissioned this year by the local Economic Development Council to determine current and future employment needs to help inform the direction of local K-12 and post-secondary programs. In this study, it was determined that medical and technological skills were of the highest need, with 1,400 of a total of 1,885 new jobs anticipated in the next 24 months to be in healthcare. Finally, a survey of current 1,130 ninth graders demonstrated strong interest in medical training: of the students surveyed, 59% expressed that they would switch schools in order to attend a pre-med high school program. To support this, a STEM feeder school must also be established.

The District works routinely with community leaders in order to identify resources and needs for academic support. Through the Roundtable of St. Lucie County, the District works with executive level community leaders – from the school system, law enforcement, government, social service agencies and more – to address these obstacles and make a real, lasting difference in the lives of St. Lucie County children. Roundtable members collaborate to assess, plan and implement evidence-based and data-driven strategies intended to improve outcomes for youth. The Superintendent regularly attends Roundtable meetings along with local leaders.

Established in 1995, the Roundtable is committed to strengthening assets to implement initiatives that support children's success.

The District and the school sites work closely with School Advisory Committees to develop and implement strategies and plans to improve school performance and student academic achievement. School Advisory Committees will be powerful tools for involving parents and for providing an avenue for local engagement in the Magnet school programs. SAC meetings at these sites do not routinely engage a large number of attendees: this is one reason these sites were identified for the magnet school project. Following the successful model of the other magnet schools in St. Lucie, the project plan will create a culture shift and engage more parents.

Ongoing Financial Support

The significant expenses for implementing the magnet school programs are at the startup of the schools with new resources/equipment, additional staff to roll out the new program with the intensity and strength needed for success, and robust professional development. St. Lucie Public Schools is dedicated to supporting high-quality educational opportunities for all students in the District, and if funded, is committed to sustaining the magnet school project beyond MSAP funding. However, due to the high cost to kick start these innovative programs, the District would not be able to turnaround the school sites to become the innovative learning centers the community needs. With MSAP-funding, the District would be able to make those drastic, 180-degree changes needed at these three school sites, to prevent and eliminate minority group isolation, and to provide equal access to high quality education. The design of the magnet school programs is founded on needs and a reflection of the District's capabilities to support project successful implementation. The programs flood the schools with new resources, strategies and build capacity: the design is grounded in research and responds to the strengths of the District

and the team that will roll out the project. The plan's strength is sustainability: once the drastic changes have taken place, the resources of the District will be able to support the schools' incremental growth. The District's per pupil spending is \$9,158 per student: these funds, with project increases, and recent increases in millage rates, will be able to sustain the programs beyond the project period.

This budget includes adding teachers to begin new CTE programs. These programs include a series of specialized courses that require teachers with a unique skill set. The skill and talents of the teacher are often key to recruiting students to the program. Since they are new courses to the school, initial enrollment will not support the teacher allocation. However, once the program becomes established, the FTE (Full-Time Enrollment allocation for the Florida Education Finance Program) will fund the teacher salary and program needs. Each student generates a funding allocation to be utilized for this purpose. Current FTE base allocation is \$4,128.

In addition, the budget includes startup costs for the application and other associated costs of adding the AICE and AP programs. These programs become self-sufficient after the start up years. With the initial support of MSAP-funds at \$638 per student at these schools, this will lead to a return up to three-times the amount to the District from the State of Florida beyond the project period. When students pass the associated exams, the district earns weighted FTE funding allocations currently set at \$7,039 in the Florida Education Finance Program. Therefore, students successful in AICE and AP programs generate additional revenue that may applied back to the District. After the initial startup, these programs will become self-sustaining.

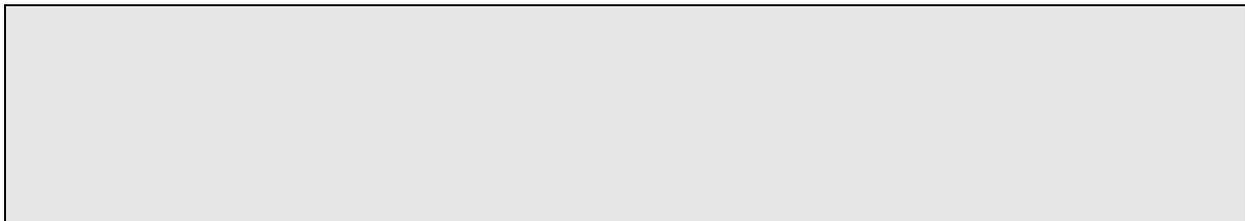
Florida Education Finance Rules state the following:

AICE funding: "Calculation of additional full-time equivalent membership based on Advanced International Certificate of Education examination scores of students.—A value of

0.16 full-time equivalent student membership shall be calculated for each student enrolled in a full-credit Advanced International Certificate of Education course who receives a score of E or higher on a subject examination. A value of 0.08 full-time equivalent student membership shall be calculated for each student enrolled in a half-credit Advanced International Certificate of Education course who receives a score of E or higher on a subject examination. A value of 0.3 full-time equivalent student membership shall be calculated for each student who receives an Advanced International Certificate of Education diploma"

AP Funding: "Calculation of additional full-time equivalent membership based on college board advanced placement scores of students.—A value of 0.16 full-time equivalent student membership shall be calculated for each student in each advanced placement course who receives a score of 3 or higher on the College Board Advanced Placement Examination for the prior year and added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. "

During the project period, the District is prepared to support the project through numerous in-kind contributions that will continue perpetually for these school sites. The project will be supported with in-kind contributions of professional development, leadership, transportation, and curriculum resources at the District level. In addition, the principal, assistant principals and counselors at the MSAP-funded school sites will support implementation.



The professional development plan for teachers at MSAP-funded sites will provide rigorous wide range of topic, formats, environments, and diverging collaborative experiences

that allow for maximum professional growth to support the goals and purpose of the grant.

Through the robust offerings, the professional development plan for the teachers will parallel the students: teachers will have the ability to create their own personal learning paths. Teachers will complete a minimum of 100 hours of MSAP program-related training each year, above and beyond the District-wide offerings. Training will be tiered, offered during the school year and through the summer, and will be both instruction-format and job embedded.

The result of the comprehensive professional development will be sustainability. The teachers developed under MSAP-funded activities will continue to transfer knowledge to new teachers, well-beyond the grant funded period. Inherent to this professional development plan is teachers leading teachers. This structure will support the continuous development of all teachers, at the sites and throughout the District.

District staff from the Office and Teaching and Learning will support the professional development program: however, the driving leaders will be the teachers themselves and community partners. Through the District's experience, the best model for success is peer-to-peer teaching. Teachers teaching teachers, through professional learning communities, modeling, coaching, and mentoring will be essential for implementation. Community partners, such as the nursing faculty at Indian River State College and the Fort Pierce Jazz Society, will provide meaningful, authentic learning experiences.

The element of choice and the opportunity to accelerate as an innovative, creative leaders will inspire teacher to enhance their knowledge, skills, and practice. The individualized development facilitates educators' advancement as they expand beyond established practices to adopt new technique under the interdisciplinary concept of the magnet themes.

To ensure fidelity, some professional development activities (symposiums and committees) will cross school sites and will address the over-arching themes of the magnet schools. The themes are Personalized Learning, STEAM, and Leadership/Character Development. To ensure site themed-based training needs are met, additional professional development activities (workshops, job-embedded coaching) will occur at the school sites, tailored to the curriculum, standards, and targets of the individual school projects.

STEAM Advocates

A teacher-led training team will be created across the school sites to advocate for the implementation of the project design with fidelity, from kindergarten through 12th grade, from art to STEM. The purpose of the STEAM Advocates is to embark on individualized, in-depth professional development, work together on an in-depth professional development plan for the school sites, deliver site-based training, model instruction, support lesson planning – and ensure that innovative educational practices are applied with fidelity across the three magnet school sites. This team will be focus specifically on 1) Personalized Learning, 2) STEAM/Magnet Themes, and 3) Leadership/Character Development.

The 11-member team will go in-depth, exploring the three over-arching components of the magnet school programs. The Advocates will work together to share ideas/training, review student assessment data, and discuss what's working and what's not in terms of curriculum and instruction related to the magnet school programs. These teachers will have extended annual contracts as 11-month employees: their base salary will be in-kind, and MSAP funds will support the additional time worked. In turn, the Advocates will disperse the ideas to their peers, to their PLC's, and to their Principals, permeating the professional development throughout the school sites.

<u>Strategy</u>	<u>Topics of Study</u>
Personalized Learning	Learner profiles, student learning paths, Naviance implementation, parent involvement
STEAM/Theme	Reciprocating study: STEAM into content areas, and content areas in to STEAM courses; inquiry-based and project-based learning, design challenges, the 5 E's, Microsoft Innovative Educations
Leadership/Character Development	Kids at Hope, Growth Mindset, EWS training, fidelity of implementation, design and recommend alternative behavior response strategies

The STEAM Advocate team will source teachers from across the school sites, ensuring a common language, common practice, and instructional needs are addressed, ensuring students are sufficiently prepared at each step of their education. Five members will come from Fort Pierce Westwood High School, four members from Samuel Gaines Academy, and two members from Fort Pierce Magnet School of Arts. Initially, the Magnet School Coordinator working with the Director of Talent Development will identify team members. Once formed, the team will be tasked with developing a system for nominating and replacing new members. The Magnet School Coordinator, as well as District Professional Development staff, will participate in committee meetings. Individualized professional development will be planned by the team as part of their own learning paths, and will include activities such as attendance at outside workshops, conferences, virtual trainings, retreats, and camps. The team will be given an

independent budget to implement individualized training for team members: final approval will be by Principal & Magnet School Coordinator.

Professional Development across All MSAP Sites

Professional development across the three sites will create forums for teachers to communicate, engaging in students' educational future as well as touching base with their educational pasts. Fidelity in delivering instruction through practices identified for implementation, will be enhanced. Teachers at the school sites will take pledges to agree to support the project and participate in the in-depth professional development needed to ensure the project is implemented with fidelity. Professional development topics will include:

- Personalized Learning (establishing/maintaining learner profiles; facilitating student learning paths; preparing students for college and career; on-demand assessment training)
- STEAM integration in instructional approaches, to build background knowledge of students (5 E's and design challenges)
- Leadership/Character development (creating confident, positive students that support each other in learning)
- AICE Concept, coursework, and curriculum exploration

MSAP Educator Symposium Each summer, before the start of the school year, the Magnet School Coordinator working with the STEAM Advocates will organize a two-day educator symposium. The two-day symposium will be an intense "same page" collaborative meeting to unify the vision and implementation of the magnet school programs. Day 1 will be held at the school sites, and Day 2 will bring together faculty from all three schools into a daylong, conference-style meeting. Teachers from the schools, outside presenters, and OTL staff, will deliver presentations. The Symposium will be boosted with an additional, mid-year day-long

meeting, with all three schools coming together at the Brown Center for Innovation and Entrepreneurship. In Year 1, the Summer Symposium will be extended for an intensive, 5-day long meeting. This will be held in August 2018, before the start of the school year. This extended time will immerse teachers in the new magnet theme, innovative educational practices, and implementing new practices to align with state standards.

AICE Professional Development To implement AICE coursework, teachers at each program level are trained certified directly by the University of Cambridge. Professional Development is provided to develop subject specific course skills, teaching skills, how to use assessment for learning. Training supports curriculum implementation, utilizing resources for planning and course development, and prepares teachers to deliver Cambridge programs and qualifications effectively.

Teachers will be provided professional development through face-to-face workshops presented by Cambridge professors and examiners. Each year, for the first three years the teachers providing AICE instruction (K-5 science teachers and core content in high school) will attend one of three University of Cambridge professional development workshops offered in Florida. In addition, AICE training will be provided through a train-the-trainer model, in which one classroom teacher from each school site will provided in-depth, job embedded support.

AP and SpringBoard Training Teachers will attend in-depth training for AP and SpringBoard in Year 1 of the project. In addition, teachers will participate in a train the trainer model for job-embedded training.

Design Thinking Workshops At three school sites, participants (teachers, administrators, and coordinators) will be trained in techniques that enhance problem solving skills through the Design Thinking Process. This process will directly support teachers understand personalized

learning and understanding of applying design challenges to support student learning. Design thinking is *human-centered*, just as personalized learning is *student-centered*. In this, each challenge, step, struggle, and is approached with the concept that there is always a solution, and the first step is to begin with a meaningful question: “How?”_Design Process Thinking will lead teachers to find unique, meaningful solutions to create a classroom that supports all students; to create a learner profile that clearly matches the students’ strengths and weaknesses; and, to approach teaching in terms of “topics” instead of simply “subjects.” Design Thinking is scalable, from classroom to school to District to community.

Microsoft Innovative Educators Microsoft Imagine Academy trainers will provide face-to-face training to technology and classroom teachers through on-site workshops. Three technology teachers at each of the three MSAP-funded sites will be trained in depth, to be certified as Microsoft Innovative Educators. Through a “train the trainer” model, the Innovative Educators will continue to provide more training teachers at the school sites. At the same time, the Innovative Educators will continue earning scaled-up certificates, becoming “Pro” and “Expert” Educators. Training is provided virtually (in-kind) and with face to face workshops.

PLCs Professional Learning Communities (PLCs) will build the infrastructure to facilitate the shift from isolated lessons by subject planned independently to interdisciplinary, project-based learning through collaboratively designed units. Through PLCs, teachers will have a strong element of choice built into the overall portrait of their professional journey as part of the team at the new magnet schools. Professional Learning Community (PLC) teachers at MSAP funded sites will have access to special opportunities to explore all aspects of teaching, learning, design – related to all MSAP practices. In particular, PLCs will provide opportunities to exchange ideas in infusing theme-related concepts into core content.

PLCs will meet weekly at the schools sites, and in some cases, across school sites. Grade-based PLCs, with lead teachers, are an adopted practice in the District. Magnet school topic-based PLCs will be added, and will be teacher created. As topics of study cross, the PLCs will serve as “sub-committees” to the three larger cross-site committees. Each quarter, the PLCs will set training objectives, and the Magnet School Coordinator will review and approve the objectives. At the close of each quarter, the PLC teams will report on their progress towards their identified objectives.

Lesson Planning A specialized PLC will focus on interdisciplinary lesson planning to provide practical ideas and samples for teachers as they prepare lessons throughout the year. This PLC will design lessons and classroom activities that ensure the magnet-themes saturate content areas and resource classes intentionally embed core content. In addition, this PLC will work closely between grade levels, ensuring that lessons adequately spiral students up to the next learning standard. The magnet school lesson plans will be built starting from standards. The lessons will create meaningful application of theme-related content, and in addition, provide for students opportunities to self-guide use of the knowledge for deeper understanding. This will provide students with authentic, relevant learning opportunities, thereby making cognitive connections to the information with a larger variety of synapses. This will support recall and increase achievement on assessments. The lesson plans developed by this PLC will be disseminated through electronic means and collaboration with grade groups.

To support a smooth adoption of Cambridge Primary science materials, curriculum support specialists and the science curriculum coordinator, working with site-based teachers, will write tailored lessons plans for grades K-5. Science teachers follow District scope and sequence guides that match instruction to state standards. The Cambridge Primary science materials will

need to be aligned with District scope and sequence pacing guides. Providing prepared materials for year 2 will ensure Cambridge Primary science implementation is completed with fidelity.

Job-Embedded Training

Professional development occurring at the school sites will focus on the “deep,” over the “broad.” Job embedded training will provide practical skills to enhance teacher practice, in immediately relevant terms. Site-based training will provide the opportunity for teams to focus on their particular themes: visual arts or STEM. Professional development topics will include:

- Personalized Learning in the context of the magnet theme (establishing/maintaining learner profiles; facilitating student learning paths; preparing students for college and career; flexible classrooms)
- AICE implementation
- STEAM integration in context of the school theme, in all core content (5 E’s and design challenges)
- Leadership/Character development
- Incorporating core content into resource classes/ high school STEM pathways.

Peer-to-Peer Learning: Modeling and Mentoring

As part of the job embedded professional development, model the magnet school teachers will participate in modeling and mentoring in the classroom. Research findings have showed modeling and mentoring as an induction strategy is associated with an increase in student achievement. These programs have a positive impact on teacher commitment and retention, teacher classroom instructional practices, and student achievement.

At the magnet schools, the STEAM Advocates, site-based instructional coaches, and grade group lead teachers will support teachers with modeling and mentoring. The lead teacher

will take on a special role under the MSAP program: beyond daily practice, the lead teacher will be involved in-depth study, collaborating with the STEAM Advocates and attending model teacher classes to observe. In turn, the lead teachers will transfer this knowledge to their grade group.

In addition, outside peers, as content experts, will support professional development. Faculty from Indian River State College's nursing program will work directly with the pre-medical program teachers at Fort Pierce Westwood HS to ensure the teachers understand what specific skills to target. The magnet schools' partnerships with A.E. Backus Gallery, Indian River State College, Sunrise Theatre and Fort Pierce Jazz Society will support teachers with professional development from art professionals. At Fort Pierce Magnet School of the Arts, the Artists in Residence program will invite professional working artists to collaborate with core subjects and arts/elective teachers to make correlations between fine arts and academic core content.

Lesson Study Lesson Study will be a cornerstone of professional development. Lesson Study is the process of instructional improvement in which a group of 3 to 6 teachers engage in a cycle of: goal setting and study, developing a teaching-learning plan, and conducting a research lesson. Staff in the Office of Teaching and Learning will support multiple cohorts of teachers at the school sites. MSAP funds will support substitutes, facilitating teachers' participation in Lesson Studies. Lesson Study is applicable to all topics, in particular, supports studying interdisciplinary infusion into core content.

Lessoncast Lessoncast is a tool for teaching and learning through video reflection. Lessoncast software is paired with Swivl hardware to create a robotic capture and video system, which captures instruction. The videos are used for reflection, modeling, and build an instant

archive/library of exemplar teaching. The topics of the Lessoncasts will be based in the curricular goals of the MSAP schools. The use of video allows for more natural, and therefore effective, classroom observations. Rubrics are built into the design. As teachers share their libraries and engage in dialog on their captured lessons, a culture of collaboration will build.

Gallery Walks An ongoing, passive professional development will be gallery walks. In this activity, teachers will select student work that demonstrates an area of achievement. The selected work will be displayed in a staff-secure area, physical and/or virtual, for the period of a quarter. Over this time, faculty will have the opportunity to engage the work, make and observations, and engage in dialog surrounding the student success. Displays may include a student drawing, a video of a design challenge, a unit assessment, or a collection of student achievement scores. The success will inspire teachers to collaborate, creating dialog centered around topics such as “What steps led to your success?”. Teachers may collect these works as part of their own learner profile, and use the practice as a reflection tool.

Fine-Arts Theme Training

Imperative to the success of the arts-themed program is targeted fine-arts professional development workshops, conferences, and virtual learning specific to their instructional content. Through the MSAP funding, professional development at the district, state and national levels will be support visual arts, music, theatre and dance teachers. The Assistant Principal/Artistic Director and Magnet School Coordinator will lead job-embedded professional development that targets arts integration and using fine arts as an avenue for differentiation. Lesson planning support will model for core content teachers on strategies for incorporating arts into classroom activities and making seamless connections to the content standards, creating immersive arts

instruction. Teacher to teacher trainings, mentoring, and Artists in Residence training will be provided. In addition, teachers will attend state level workshops/conferences.

STEM-Theme Training

Teachers of mathematics, science, and technology will have opportunities to attend National Conferences relating to their subject area as well as STEM focused conferences. Some of the likely conferences FPWHS teachers will attend include the National Science Teacher Association (NSTA) STEM forum and Expo, the International Society for Technology Education (ISTE), STEMcon, STEM solutions, National Association of Science Teachers (NABT), American Association of Chemistry Teachers (AACT), Citizen Science Association, Project Based Learning and the American Association of Physics Teachers (AAPT). The strategies that are taught and shared at these conferences are enriched by the networking opportunities. Teachers will return to school invigorated with engaging strategies and project ideas to further the learning of our students.

Workshops & Conferences

Direct instruction, in the form of workshops and quick demo presentations will complement the training and professional development plan. Beyond “sit and get” instructional sessions, these will be engaging and lively presenter-led discussions. Workshops will be led by the STEAM Advocates, teachers at the sites, OTL staff, and outside presenters, and will occur at teacher in-service days or faculty meetings. The STEAM Advocates team will be provided time at in-service days, faculty meetings, and at the Summer Symposium and for workshop training, ranging from full days to 15 minutes “skill drill” trainings.

Workshop topics will include:

- Instructional Methodologies

- Using Naviance to support learner profiles
- Review of epistemology and pedagogy of STEM/STEAM
- Review of previous examples of STEAM projects and programs
- Examples of STEAM themes & interdisciplinary PBL styled projects - hands-on
- Community Outreach structure and STEAM school events
- Lesson Plan Overview

Conferences

Magnet school teachers will have the opportunity to attend state and national conferences, in order to engage in dialog on the national level. Conferences will engage, refresh, excite teachers and provide a conduit to import outside expertise and knowledge to the District. Information and learning will be disseminated through the committees and PLCs, and through workshops. A conference budget is included in the MSAP proposal. Some conferences may include the following list, and the Magnet School Coordinator will make final approval, to ensure conferences align with the proposed project:

- ISKME Big Ideas Fest
- ITEEA Annual Conference
- Arts Education Partnership (AEP) 2017 National Symposium
- National Association for Music Educators Conference
- Dance Educators of America Training
- Musical Theatre International- Broadway Teachers Workshop
- The Connectivity Arts Integration & STEAM Online Conference

(b) (4) The extent to which the proposed project is supported by strong theory (as defined in

The proposal for all three schools selected for the MSAP fits within the recommendations for success included the USDOE report, *Creating and Sustaining Successful K-8 Magnet Schools* (2008). This report outlines a framework necessary for impactful and sustainable change through the magnet school model which includes 1) a viable theme that can be sustained over time; 2) rigorous and relevant curriculum; and 3) ongoing professional development. A strong body of research supports the key tenets of this MSAP grant proposal.

Instructional Methods The innovative educational methods and strategies, aligned with the STEM and fine arts themes, effectively align with project or inquiry-based learning. Project-based learning is supported in research as highly effective in increased student academic success. In their review of research on inquiry-based and cooperative learning, authors Brigid Barron and Linda Darling-Hammond conclude that use of these strategies resulted in stronger performance regardless of race, gender, or prior achievement (Barron, B. & Darling-Hammond, L., 2008). Additionally, research has shown that project-based learning can effectively meet the differing needs of high, middle and low achievers ultimately closing the achievement gap (Han et al, 2015) (Boaler and Staples, 2008).

5E Model Within the context of project-based learning, instructional design standards will align with the Florida Standards, will include measureable objectives, and will address both content and assessment. Further, instruction will be informed by practice and revisited through continuous improvement reviews (Condliffe, 2016). As outlined in this proposal, purposeful differentiation built into the instructional design will be utilized as a key tool in meeting the diversity of educational needs in all magnet school learners (Tomlinson, 1998). The proposed

instructional program also integrates the 5E (Engage, Explore, Explain, Elaborate, and Evaluate) approach (Bybee et al, 2006) at all three schools. The 5E methodology promotes 21st century skills as it requires students to cope with changing situations, resolve non-routine, complex problems; self-management skills; and systems thinking. According to Bransford, Brown and Cocking, the advantage of the 5E learning cycle is its requirement that students to respond to problems as they naturally arise (1999).

Professional Development In order to transform each of the three schools named in the grant, a program of intensive, robust professional development for the entire school faculties is proposed. As cited in the National Research Council's 2011 report, *Successful K-12 STEM Education: Identifying Effective Approaches in Science, Technology, Engineering, and Mathematics*, several studies have shown that continued in-depth professional development is imperative to the success of a sustainable STEM school over time. Additionally, an extensive body of research confirms that the teacher's skill at developing and sustaining highly effective instructional practices is directly related to significantly higher levels of thinking and successful problem-solving (Tarr et al, 2008; Stein & Lane, 1996; Edmunds et al, 2016). To ensure high-quality, impactful professional learning opportunities are provided for faculty, Job Embedded Professional Development (JEPD) will be emphasized in transforming and sustaining each school's educational program (Croft et al, 2010). Strategies proposed including professional learning communities (PLCs) Peer to peer coaching and modeling are all embedded in the research as proven for success. (Hawley & Valli, 1999; National Staff Development Council, 2010).

Advanced Placement has been shown to support college-readiness. According to the largest-ever study of the effects of AP on college success, University of Texas researchers found

that students who take AP courses in high school are more likely to graduate from college within four years and have higher grade point averages in college than similar students who did not take AP courses (Dougherty, et al 2006).

Personalized Learning In the report “Continued Progress: Promising Evidence on Personalized Learning” (2015, p. 34), this methodology was found to be impactful, finding large achievement gains with at least some personalized learning exposure. In particular, gains were noted in mathematics, for the lower grades and heterogeneously equal. Personalized learning applies a variety of instructional formats: this differentiates instruction to support individual learning needs. Through this method, schools can provide students with flexible or multiple paths through the content in a manner that suits their learning needs

(C) QUALITY OF MANAGEMENT PLAN (15 points)

(c) (1) The adequacy of the management plan to achieve the objectives of the proposed

MSAP PURPOSE 1: *the elimination, reduction, or prevention of minority group 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;*

Objective: By September 30, 2022, MSAP funded schools will be racially and socio-economically integrated, with enrollment demographics that are consistent with the District overall.

<p>Activities To meet this objective, the Magnet School Outreach Coordinator, supported by District administration, staff, and the Magnet School Advisory Council will design and implement an aggressive recruitment and public awareness campaign.</p>	
<u>Performance Measure</u>	<u>Timeline</u>
<p>Fort Pierce Magnet School of the Arts will reduce the MGI of Black Students <u>Year 1: 1%; Year 2: 1%; Year 3: 2%; Year 4: 6%; Year 5: 1%</u></p>	<p>September 30 of each program year</p>
<p>Samuel Gaines Academy will reduce the MGI of Hispanic Students <u>Year 1: 1%; Year 2: 2% Year 3: 1%; Year 4: 2%; Year 5: 5%</u></p>	<p>September 30 of each program year</p>
<p>FP Westwood HS will reduce the MGI of Black Students by <u>Year 1: 3%; Year 2: 3%; Year 3: 5%; Year 4: 3%; Year 5: 1%</u></p>	<p>September 30 of each program year</p>
<p>Each of the MSAP-funded schools will create large applicant pools. <u>Year 1: 5% more than available seats; Year 2: 10% more than available seats; Year 3: 15% more than available seats; Year 4: 20% more than available seats; Year 5: 25% more than available seats.</u></p>	<p>September 30 of each program year</p>
<p>Attendance at recruitment events will be diverse and reflective of target populations. <u>Year 1: 300 total attendees; Year 2: 450 total attendees; Year 3: 600 total attendees; Year 4: 700 attendees; Year 5: 800 attendees.</u></p>	<p>September 30 of each program year</p>

MSAP PURPOSE 2: *the development, implementation, and expansion 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 standards;*

Objective: By September 30, 2022 systemic reforms at the magnet schools will provide instruction to all students aligned with the school’s innovative themes and with the Florida State Standards.

Activities To meet this objective, the school sites, working with the Magnet School Coordinator and District curriculum staff, will develop and implement an annual adoption plan, site-specific goals and objectives, and a rubric against which to evaluate the effectiveness of implementation. The rubric, developed from the project design, will measure both educational methodology, academic/theme content, and alignment to standards-based instruction.

<u>Performance Measures</u>	<u>Timeline</u>
Core content lessons will be both standards-based and theme-aligned, as measured against the site-developed rubric and the project design: <u>Year 1:</u> 10% will meet criteria; <u>Year 2:</u> 25%; <u>Year 3:</u> 50%; <u>Year 4:</u> 75%; <u>Year 5:</u> 100%.	September 30 of each project year
Resource/elective lessons and activities will be both standards-based and theme-aligned, as measured against the site-developed rubric and the project design: <u>Year 1:</u> 50% will meet criteria; <u>Year 2:</u> 75%; <u>Year 3:</u> 100%; <u>Year 4:</u> 100%; <u>Year 5:</u> 100%.	September 30 of each project year

<p>MSAP PURPOSE 3: the development, design, and expansion of innovative educational methods and practices that promote diversity and increase choices in public elementary schools and public secondary schools and public educational programs;</p>	
<p>Objective 3: Each of the MSAP-funded schools will design and implement innovative educational practices that promote diversity and increase school choice.</p>	
<p>Activities To meet this objective, the school sites will develop and implement an annual adoption plan, site-specific goals and objectives, and a rubric against which to evaluate the effectiveness of implementation. The rubric, developed from the project design, will measure both instructional methodology, academic/theme content, and alignment to standards-based instruction. Leadership/character development training will support student engagement in school.</p>	
<p><u>Performance Measures</u></p>	<p><u>Timeline</u></p>
<p>Educational methodology will align with the innovative instructional practices (learner profiles, STEM and the arts themes) meeting district, school, and project quality criteria, as measured against the site-developed rubric and the project design: <u>Year 1:</u> 10% of instruction will meet criteria; <u>Year 2:</u> 25%; <u>Year 3:</u> 50%; <u>Year 4:</u> 75%; <u>Year 5:</u> 100%.</p>	<p>September 30 of each project year</p>
<p>The number of students receiving 2 or more indicators in the early warning system (EWS) will decrease each year: <u>Year 1:</u> 2% reduction from baseline; <u>Year 2:</u> 4%; <u>Year 3:</u> 6%; <u>Year 4:</u> 8%; <u>Year 5:</u> 10% or more.</p>	<p>September 30 of each project year</p>

MSAP PURPOSE 4: courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable career, technological, and professional skills of students attending such schools;

Objective 4: By September 30, 2022, student academic achievement will increase each year in English Language arts, mathematics, and science for all students enrolled at the schools and, in particular, for the target populations.

Activities: Rigorous coursework that engages students and aligns with their personal interests will lead to overall increased academic achievement.

<u>Performance Measures</u>	<u>Timeline</u>
The percentage of students scoring proficient in English Language Arts on the FSA will increase by 5 percentage points annually.	September 30 of each project year
The percentage of students scoring proficient in Math on the FSA will increase by 5 percentage points annually.	September 30 of each project year
The percentage of students scoring proficient in Science on the standardized assessment will increase by 5 percentage points annually.	September 30 of each project year

MSAP PURPOSE 5: improving the capacity of local educational agencies, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated; and

Objective 5: By September 30, 2022, teachers at each of the MSAP-funded schools will have at least 250 hours of targeted professional development, directly-related to the magnet school

<p>themes, in order to successfully sustain the magnet school’s level of high performance after Federal funding for the schools is terminated.</p>	
<p>Activities: Teachers will participate in workshops, Summer Symposium, lesson studies, conferences, virtual training, PLCs, cross-curricular planning sessions, and coaching/mentoring.</p>	
<p><u>Performance Measures</u></p>	<p><u>Timeline</u></p>
<p>By September 30 of each project year, teachers will participate in at least <u>25 hours</u> of professional development.</p>	<p>September 30 of each program year</p>
<p>By September 30 of each project year, teachers will participate in at least <u>25 hours</u> of job embedded professional learning (coaching, mentoring, modeling)</p>	<p>September 30 of each program year</p>

<p>MSAP PURPOSE 6: ensuring 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 employment.</p>
<p>Objective 6: By September 30, 2022, MSAP-funded schools will be prepared to ensure that all students are provided equitable access to rigorous instruction and are prepared to continue in postsecondary education or employment.</p>
<p>Activities: Through the implementation of the magnet school programs and the continuous course of study, students will be supported equally with rigorous coursework to be college and career ready. Evidence will include National Student Clearinghouse records, Naviance records, learner profiles, student demographics, academic performance, and student participation in theme-related activities.</p>

<u>Performance Measures</u>	<u>Timeline</u>
The achievement gap will close: each year, minority group students will enroll in advanced courses at rates similar to non-minority group students. Rates will not diverge more than: <u>Year 1</u> : 20 percentage points; <u>Year 2</u> : 15 points; <u>Year 3</u> : 10 points; <u>Year 4</u> : 7 points; <u>Year 5</u> : 5 points.	September 30 of each program year
Graduation rates of minority group students will be equal to or greater than non-minority group student graduation rates, and will not diverge more than <u>Year 1</u> : 10 percentage points; <u>Year 2</u> : 8 points; <u>Year 3</u> : 6 points; <u>Year 4</u> : 4 points; <u>Year 5</u> : 2 points.	September 30 of each program year
Students will earn at least one college level preparatory class or earn an Industry Certification: <u>Year 1</u> : 5%; <u>Year 2</u> : 10% points; <u>Year 3</u> : 20% points; <u>Year 4</u> : 45%; <u>Year 5</u> : 70%.	September 30 of each program year

Management Team

The management plan is designed to support the successful implementation of the program and activities within the budget and timeline of the magnet school grant. In order to support all activities, the District has identified a management team, consisting of existing and new positions. The positions involved include:

- District Administration

Chief Academic Officer (CAO), Chief Communications Officer (OC), Director of School Assignment (SA), Director of Strategic Planning and Research (SPR), Director of Career and Technical Education (CTE), Director of Talent Development (TD), Magnet School

Coordinator* (PD), Magnet School

Outreach and Recruitment Specialist*

(MSORS), Administrative Team

Coordinator of Social Studies, Science and

Arts, STEAM Instructional Technology

Specialist, STEAM Talent Development

Instructional Support Specialist, CTE Staff,

Grants Management Team, Chief Financial

Officer, Magnet School Advisory

Committee (MSAC)

- FPWHS Magnet Program

Principal, Assistant Principal, Core Content

Teachers, Magnet Program Teachers

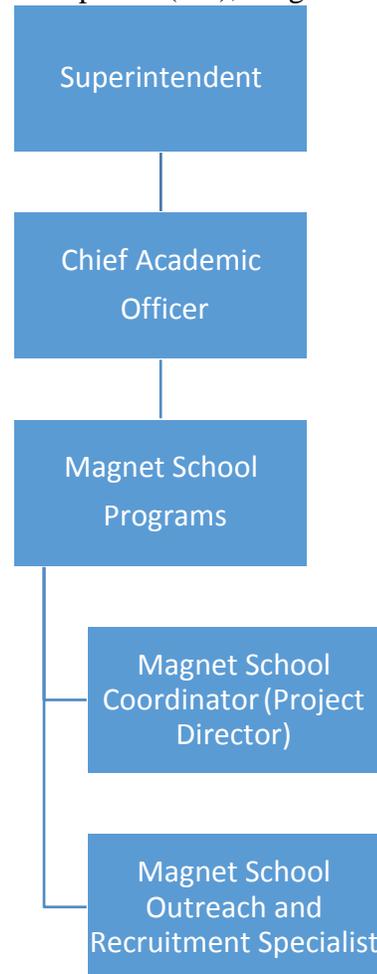
- Fort Pierce Magnet School of the Arts

Principal, Assistant Principal, Magnet School Teachers, including Fine Arts Instructors

- Samuel Gaines Academy

Principal, Assistant Principal, Magnet School Teachers, including Resource Teachers

- Evaluator



The program will be supported in continuous, ongoing efforts. The Magnet School Coordinator and the Magnet Outreach and Recruitment Specialist will work 100% on the MSAP-funded schools, projects, and programs. The Magnet School Coordinator is the Project Director and will report to the Chief Academic Officer, who reports to the Superintendent. The Magnet School Coordinator will be charged with coordinating team efforts to ensure all deliverables are met within the specified timelines, and within the specified budget. The Grants Management Team and the Chief Financial Officer will assist in monitoring budgetary activity, procurement, and compliance to Federal and District guidelines.

Management Timeline

<u>Task</u>	<u>Responsibility of...</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Hire MS Coordinator (PD), MSORS	CAO	Oct				
Identify School-based Teams	TD, Principals, PD	Oct-Nov				
Recruit Specialized Teachers	PD, Principals	Oct-Nov				
Develop Marketing/Public Awareness Plan; Annual review of plan	OC, MSORS, MSAC	Dec- develop	Dec	Dec	Dec	Dec
Produce Marketing/Public Awareness Materials	OC, MSORS, MSAC	Dec – Jul	Jul- Sept	Jul- Sept	Jul- Sept	Jul- Sept

Develop Recruitment Plan	PD, MSORS, School Recruitment Cmtes	Dec				
Recruitment Meetings & Events	MSORS, School Recruitment Cmtes	Dec – Jul	Jul-Jun	Jul-Jun	Jul-Jun	Jul-Jun
Student Applications Accepted	SA	Sept- Dec	Sept- Dec	Sept- Dec	Sept- Dec	Sept- Dec
Lottery/Student Assignment	SA	Dec-Jun	Dec- Jun	Dec- Jun	Dec- Jun	Dec- Jun
Schedule PD Workshops	PD, APs	Aug	Aug	Aug	Aug	Aug
Summer PD Magnet School Institutes	PD, Principals, APs, Teachers	Aug	Aug	Aug	Aug	Aug
Design and implement job embedded professional learning schedule	PD, Admin Team, APs	Aug, Monthly	Aug, Monthl y	Aug, Month ly	Aug, Month ly	Aug, Month ly
STEAM Advocates Meeting	STEAM Advocates	Bi-Wkly	Bi- Wkly	Bi- Wkly	Bi- Wkly	Bi- Wkly
PLC meetings	APs, Teachers	Wkly	Wkly	Wkly	Wkly	Wkly
Teacher Gallery Walks of Student Work	Teachers	Jan-Jun	Monthl y	Month ly	Month ly	Month ly

Year-End Reflection Meeting	PD, Teachers	Jun	Jun	Jun	Jun	Jun
Pre/Post Assessments and Surveys	PD, Teachers, Students, Parents	Oct, Jun	Aug, Jun	Aug, Jun	Aug, Jun	Aug, Jun
Order Supplies and Equipment	PD, Teachers	Oct – May	Aug	Aug	Aug	Aug
Appoint MSAC	CAO	Sept				
Plan & implement parent engagement activities	MSORS, Teachers	Oct, Monthly	Monthl y	Month ly	Month ly	Month ly
School Exhibits	PD, Teachers	April- May	April- May	April- May	April- May	April- May
Design rubric to measure project success	PD, Admin, Teachers	Mar- June				
Summative Evaluation Report	Evaluator	June	June	June	June	June
Reports to Superintendent and School Board	PD, CAO	June	June	June	June	June

Ongoing Tasks Some tasks will be ongoing, daily or weekly responsibilities. These tasks will occur year-round and will involve District and site-based teams

- Recruitment – planning of events, school tours
- Public Awareness -- Providing information and updates to internal and external clients
- Monitoring of applicant pool
- Curriculum development

- Project dissemination
- Financial Management
- Collection of evaluation materials

(c) (2) How the applicant will ensure that a diversity of perspectives are brought to bear in

Community and parent engagement is imperative to the success of the magnet schools, as well as all schools in the District. Among the community of St. Lucie County, education is of a high priority. As a community that has undergone relatively recent growth in population and industry, education is prioritized in order to create a strong workforce as well as a prosperous community. The School Board of St. Lucie County and the Superintendent collaborate with community organizations, community and political leaders, parents, and students in order to create a school system that is successful, responsive, and innovative. Perspectives are brought in through numerous channels, including the Magnet School Advisory Committee, the Roundtable, School Advisory Committees, Parent Teacher Organizations, parent engagement events and through collaborative community projects.

Magnet School Advisory Committee: To formalize collaboration, a Magnet school advisory committee will be created. The Superintendent and the Chief Academic Officer will invite community members, parents, and SLPS staff to join this committee. Community leaders will be drawn from the Boys and Girls Club, Big Brothers Big Sisters, faith-based leaders, Children’s Services Council, Indian River State College, a member of the School Board, local elected officials, business leaders, and other community groups and project partners. Parents

from the magnet schools will be encouraged to join as well, and will be invited to attend MSAC meetings. SLPS staff will be appointed, and will include representatives from Student Assignment, Magnet school faculty, Title III staff.

The Magnet School Advisory Committee will provide guidance and frame the vision for the Magnet schools. The role of the MSAC will be to carry out the following activities:

- review the program plans for each school;
- provide direction for the Magnet-school plans to ensure they match the needs of the community from their perspectives and activities will meet expectations;
- provide guidance on the implementation of the Magnet-school programs and activities;
- work with community members and potential collaborators to strengthen the programs; and
- review annual project evaluations.

The MSAC will be involved in reviewing plan specifics as they develop at the school sites, providing solutions and advice to support schools as they work to achieve their goals. MSAC members will be a powerful resource to open doors to stronger collaborations among community businesses, discover resources that can be accessed, and help disseminate word of the Magnet school programs. As evaluations and results become available, the MSAC will review and provide feedback on the progress of the schools.

Local businesses, arts/cultural organizations, and scientific endeavors that will be invited to participate include the following: A. E. Backus Museum, the Sunrise Theatre, Ft. Pierce Jazz Society, The Smithsonian Marine Station, the USDA, and medical professionals that work with Martin Healthy System, the major healthcare provider in the region.

The Roundtable: The Roundtable of St. Lucie County will be a vital partner in disseminating information and involving community participation. The Roundtable brings together executive level community leaders – from the school system, law enforcement, government, social service agencies and more – to address these obstacles and make a real, lasting difference in the lives of St. Lucie County children. Established in 1995, the Roundtable is committed to addressing key risk factors that lead to delinquency, crime and other problem behaviors in children, and strengthening assets to implement initiatives that support children’s success. The Roundtable operates through “Networks” (or subcommittees) that research specific problem areas and identify best practice solutions. Roundtable members collaborate to assess, plan and implement evidence-based and data-driven strategies intended to improve outcomes for youth. The Superintendent regularly attends Roundtable meetings along with local leaders.

SACs and School-based Organizations: School Advisory Committees will be powerful tools for involving parents and for providing an avenue for local engagement in the Magnet school programs. SAC meetings will be held monthly at the school sites, and create a forum where school faculty and parents can engage in meaningful discussion of school programs and activities. In respect to the MSAP-funded schools, the SAC meetings will take on special meaning to incorporate parent perspective on school choice and Magnet school implementation. Each meeting will include agenda items specific to the Magnet Programs, the themes, development and roll-out of the new/revised school themes and accompanying academics. The program plans for the Magnet schools include robust activities for after-school, social, and activity clubs. The success of these activities is highly dependent on parent and caregiver buy-in, as well as active involvement. Therefore, the input and feedback provided at SAC meetings will

play an important role in designing programs that not only meet student and family needs, but excites them.

Parent/Community Engagement Events: In addition to inviting parents in, the Magnet School Outreach and Recruitment Specialist (MSORS) will be responsible for reaching out to parents and the community. The MSORS will approach outreach through broad and targeted communication avenues. To engage the larger community, the MSORS will embark on an ongoing public awareness campaign, thereby addressing the entire community, through Public Service Announcements, print and social media. This will create a familiar and approachable face to the Magnet-school programs for community collaborators and local businesses. To provide targeted outreach, the MSORS will coordinate outreach events for both parents and community collaborators. These will be informational as well as demonstrative of the Magnet-school work and progress with students. Collaborators will be invited to participate in the events. In addition, the MSORS will work with translators and will make at-home visits, as needed.

Community Projects: A significant component supporting the success of the implementation of the themes of the schools is involvement of community collaborators. By incorporating the wealth of expertise available in the community, academics will be enriched. Students will gain authentic learning experiences. Collaborators will be responsible to developing lessons and activities for the students, which will provide for the students diverse perspectives. Formally, these collaborators will be invited to share their expertise to inform activities and lessons. Informally, as teachers co-plan and work with collaborators, they will gain training through modeling.

(d) QUALITY OF PERSONNEL (5 points)

Personnel employed by the project will:

- Be Highly Qualified;
- Hold Valid Florida Teaching Certificate;
- Hold a Bachelor's degree at a minimum;
- Have experience and expertise relevant to the project;
- Have a demonstrated mastery of subject area knowledge;
- Be able to demonstrate a track record of student achievement;
- Be a positive role model;
- Demonstrate a commitment to the success of the schools; and
- Possess a track record of engaging parents.

(d) (1) (a) The project director (if one is used) is qualified to manage the project;

Upon funding, the District will hire a Magnet School Coordinator, who will serve as the project director. This position will be responsible for leading and overseeing all aspects of the Magnet-school programs, working closely with the school site-based faculty as well as District administration. Located in the Office of Teaching and Learning, this position will have full access to a wide-range of expertise located in the department, including curriculum development, talent development, professional development, and grants management. The Magnet School Coordinator will report directly with the Chief Academic Officer, and will be empowered to work across departments (Office of Communications, Finance) to ensure program success. The ideal candidate will have superior oral and written communication skills, teaching experience, and knowledge of teaching trends and best practices. This position will be a 12-month position and will spend 100% of time on the Magnet-school project. The following is the complete job description:

SCHOOL BOARD OF SAINT LUCIE COUNTY JOB DESCRIPTION

Coordinator – Magnet Schools Assistance Program Grant

JOB GOAL

The Magnet School Assistance Program (MSAP) Coordinator plans, organizes, and coordinates the activities of federal grant program to include leadership oversight of the program budget, implementation, and administration, in accordance to grant guidelines and goals. MSAP Coordinator will interpret and comply with state and federal regulations, will guide and assist in the schools and departments to develop and coordinate the magnet curriculum. Display considerable knowledge of finance procedures, ability to prepare budget and maintain internal controls, ability to organize records to prepare federal reports. This is a grant funded position. Reports to: *Chief Academic Officer*.

QUALIFICATIONS - MINIMUM

Master's Degree or higher; Certification in Administration and Supervision or Educational Leadership preferred; A minimum of five (5) years teaching experience; Ability to perform the functions of the position.

DUTIES AND RESPONSIBILITIES

Assist with overall program development and implementation; Ensure all requirements specified by the grant priorities are effectively monitored and accomplished utilizing consistent use of discretion and judgment in its performance; Ensure compliance of grant deliverables and required reports, detail required for complete and accurate documents; Maintain accurate records for project reporting;

Assist with development of an integrated management system for planning and implementing the grant curriculum.

Assist teachers in analyzing and using data to systematically review or improve curriculum and instruction; Assist in providing training for staff involved in development and implementation of the magnet curriculum; Develop and prepares interim and end of year reports in collaboration with an independent evaluator; Plan and administer the grant budget; Communicate effectively with grant participants, partners, and district personnel; Provide outstanding customer service, and use positive interpersonal communication skills; Provide support to Magnet schools; Enhance parental awareness, access and involvement; Performs all assigned tasks in a timely and efficient manner; Performs duties as assigned by supervisor.

(d) (1) (b) Other key personnel are qualified to manage the project;

Other personnel that will be involved with this project include faculty and staff from the District administrative offices and at the school sites.

<u>District Staff</u>	<u>Employment</u>	<u>Funding Source</u>	<u>Time on Project</u>
Chief Academic Officer (Office of Teaching & Learning)	In Place	Local	10%
Director, Student Assignment	In Place	Local	10%
Director, Strategic Planning and Research	In Place	Local	10%
Director, Career and Technical Education	In Place	Local	5%

Magnet School Coordinator	To Be Hired	MSAP	100%
Magnet Outreach & Recruitment Specialist	To Be Hired	MSAP	100%
	In Place	Local	20%
Secondary Program Specialist	In Place	Local	15%
	In Place	Local	25%
STEAM Curriculum Specialist	In Place	Local	15%
	In Place	Local	25%
Federal Programs/Grants Management	In Place	Local	10%
Principals x 3	In Place	Local	100%
	To Be Hired	Local	100%

District Staff

The Office of Teaching and Learning (OTL) will directly support all aspects of the project. With a team of over 60 teachers and former school administrators, OTL provides instructional support, curriculum development and professional development for the District’s 2,739 instructional staff. Departments within OTL include Talent (Teacher) Development, Federal and Special Programs, School Renewal, Alternative Education, Curriculum, CTE, Early Childhood, and ESOL programs.

Chief Academic Officer Dr. Helen Wild, Chief Academic Officer will oversee the project. With over twenty years of experience in public education, Dr. Wild brings the expertise and experience needed to successfully implement the project. Dr. Wild has worked in District administration since 2011, and prior to that was a principal at four District schools. Dr. Wild has successfully overseen the adoption of AICE and AP programs at District high schools. At the

district level, the Chief Academic Officer will work closely with magnet management team to develop, coordinate, define and communicate the grant program plans for growth and development. The CAO will collaborate with the team to develop the specific curriculum for each pathway within the program. The Chief Academic Officer will assess the quality of the program operations, working with district and school personnel to maintain or enhance the program standing.

Director of Career and Technical Education CTE Michael Carbenia will formulate and administer a comprehensive modern CTE program by facilitating the planning and application of technologies within the CTE component of the grant program. He will collaborate with the magnet management team in the design and evaluation of curriculum services for vocational education. Having served as an instructional leader in high poverty and high income schools alike, he seeks the “tipping point students” regardless of school setting. Mr. Carbenia created a system to accelerate student performance on industry certification exams from 30% to 69% and student participation on industry certification exams from 30% to 67% in just two years at an urban Title I high school. This growth generated over \$600,000 in federal CAPE funds. While generating this income for the school, he simultaneously oversaw the launch of a student-run local credit union branch on campus -- the first of its kind at a Title I school in Central Florida. Mr. Carbenia graduated from Stetson University with his specialist degree in Curriculum and Instruction. Additionally, he studied abroad at Oxford University, thus enhancing the breadth of his expertise which includes CTE, digital instruction, and exceptional student education.

CTE Program Specialist With over 10 years of teaching and 15 years of medical experience, Ms. Seitz has been involved in successfully implementing curriculum along with Industry Certification exams for Certified *Electrocardiogram TECH (CET)* and Certified

Medical Administrative Assistant (CMAA) and clinical experiences for the Medical Academy at one of our local high schools. Ms. Seitz is recognized both nationally and by the state of Florida as a Registered Respiratory Therapist (RRT). Ms. Seitz has a Master of Educational Leadership and a certification for Health K-12. Ms.

Science Curriculum Coordinator will develop, implement, and monitor curriculum adoption of new science curricula and the fidelity of implementation, ensuring continuity of content and skills for grades K-12. Beth Bonvie has been in science education for the past 18 years as a teacher, and Instructional Science Coach, and currently as the St. Lucie Public Schools K-12 Science Curriculum Supervisor. In 1998, she graduated from Lesley College in Cambridge, Massachusetts with a Bachelor's of Science degree in Natural Science and Middle School Science with a specialization in Science Education. She has also earned a Masters' of Arts in Administration and Supervision and is currently working towards a second Master's degree in Science Education from the University of Florida.

Arts Curriculum Coordinator will develop, implement, and monitor curriculum adoption of arts programs and fidelity of implementation, ensuring continuity of content and skills for grades K-12. Currently, Jane Whitaker fills this position, and if funded, Ms. Whitaker will become involved in the project as the assistant principal at Fort Pierce Magnet School of the Arts. Ms. Whitaker's professional experience is detailed below.

Secondary Program Specialist Lynda Octavi, with over twenty years of teaching experience, will bring support the implementation of the pre-collegiate programs at the schools. Ms. Octavi successfully oversaw AICE curriculum implementation at two high schools in the District, and the SpringBoard implementation at four K-8 schools.

STEAM Instructional Technology Specialist will develop system wide and building level programs to enable students to utilize technology as learning tools. Teri Barenborg has twenty years of teaching experience and has overseen then implementation of a number of District science initiatives. The specialist will investigate and disseminate instructional content for learners based on best practices for technology integration, research, information, and applications related to technology use within the K – 12 curriculums to include hardware, software, and network products.

Talent (Teacher) Development Specialist Allison Barajas, M.Ed. has worked in St. Lucie Public Schools for 13 years. She is a Professional Developer and a National Board Certified Teacher in CTE, Arts & Communication. In 2011, she co-founded St. Lucie's STEAM initiative. Ms. Barajas was a National Disney Teacher of the Year in 2006, a Fulbright Delegate to Japan in 2007, 2008 Treasure Coast High School Teacher of the Year, and received the John F. Kennedy Center for Performing Arts on Location grant 2009. In 2010 she served as an Expert Panelist on transmedia for the U.S. Department of Education's Office of Innovation and Improvement. Barajas is a Doctoral candidate Ed.D. in Curriculum & Instruction. Ms. Barajas is currently facilitating ECET2 teacher leadership regional conference, in partnership with the Bill and Melinda Gates Foundation.

Grants Management Federal and Special Programs is overseen by Roderick Natta, FCCM. With over fifteen years of experience in managing major grants, Mr. Natta has successfully overseen the implementation of a number of federal programs, and currently oversees two 21st Century Learning Center Grants as well as federal entitlement grants (Title I, Title II, Part A, Title III, Part A, Title III, Immigrant). Mr. Natta holds a Master of Public Health and is a certified Florida Contracts Manager. The staff of Federal and Special Programs will be

responsible for providing oversight on all aspects of the Magnet School grant, including financial oversight and programmatic oversight for compliance.

Director of Student Assignment Michelle Jerger, Director of Student Assignment, and will oversee the implementation of the voluntary desegregation plan for the MSAP-funded schools. Ms. Jerger, a member of Magnet Schools of America 2003-2005, is an experienced leader with Saint Lucie Public School District with 16 years in The Parent Information Center. With excellent client and project management skills, Ms. Jerger facilitates the school selection and student assignment processes, and ensures that full school utilization and Social Economic diversity guidelines are met. As Director of School Assignment, Mr. Jerger will work with district personnel to ensure the program application process is seamless. She will coordinate with the Director of Transportation to create a comprehensive system to transport students to the designated magnet programs. The Director of School Assignment will also work with the Magnet School Recruitment and Outreach Specialist and the Chief Communications Officer to market the program throughout the community.

Strategic Planning and Research Kathleen McGinn, Director of Strategic Planning and Research will support the school integration efforts under this grant. The Director of Strategic Planning and Research will analyze operational strategy and monitor the grant program to ensure fidelity of requirements. Dr. McGinn will also analyze performance measurements in order to consistently improve the operating plan as needed.

Office of Communications will work closely with the Magnet School Coordinator, the Magnet School Outreach and Recruitment Specialist, and the Director of Student Assignment in order to develop a robust and clear communications and public awareness campaign. The Chief Communications Officer will market the programs at each site through the development of a

marketing plan to include print, social media, community outreach, radio, and web development. Through collaboration with the magnet management team, the Office of Communications will create a marketing plan to enhance awareness, access, and involvement in the program.

The Magnet School Outreach and Recruitment Specialist will be hired following funding of this project. The Recruitment and Outreach Specialist is responsible for representing the magnet sites in the community for the purposes of recruiting new students and community and business partner networking in order to attract a diverse student body to meet the goals of the grant. The outreach and recruitment specialist will provide presentations on the benefits and outcomes of the programs, foster strong relationships with parents, community members, and business leaders. The specialist will foster relationships with the African-American and Latino community for the recruitment of said students. The specialist will collaborate with the Chief Communications Officer, site based administrators, and other members of the management team to plan, develop, and implement campus recruitment related promotions and communication materials for groups of identified prospective students.

Job Purpose: The Magnet School Outreach and Recruitment Specialist plans, organizes, and coordinates the outreach and recruitment activities of the Magnet School Assistance federal grant program, in accordance to grant guidelines and goals. The Magnet School Outreach and Recruitment Specialist will work closely across department to coordinate a District-wide effort to recruit students from diverse backgrounds to enroll in MSAP-funded schools, work closely with community members in supporting the activities of the schools, and will work closely with the MSAP-funded sites to implement a robust schedule of parent engagement activities. This is a grant funded position.

Minimum Qualifications: Bachelor's Degree or higher; A minimum of five (5) years teaching experience; Bilingual preferred; Ability to perform the functions of the position. *Duties and Responsibilities:* Develop and implement a recruitment plan and communications plan for the MSAP-funded schools; Work closely with the Director of Student Assignment, the Office of Communications, the Magnet School Coordinator; Conduct ongoing recruitment events, workshops, and public awareness campaigns; Work with School Sites to Create School-Based Recruitment Committees; Enhance parental and community awareness, access and involvement; Act as liaison to community partners; Ensure all requirements specified by the grant priorities are effectively monitored and accomplished utilizing consistent use of discretion and judgment in its performance; Ensure compliance of grant deliverables; Maintain accurate records for project reporting; Assist in providing training for staff involved in development and implementation of parent engagement and effective outreach; Develop and prepares interim and end of year reports in collaboration with an independent evaluator; Communicate effectively with grant participants, partners, and district personnel; Provide outstanding customer service, and use positive interpersonal communication skills; Provide support to Magnet schools; Performs all assigned tasks in a timely and efficient manner; Performs duties as assigned by supervisor. *Reports to:* Chief Academic Officer.

School Administration

Principals

John Lynch, Principal at Fort Pierce Westwood High School, in in his thirty-fifth year of dedicated service to public education, and presently serves as the Executive Director for School Transformation for the Saint Lucie Public Schools. In the past, he has served in a wide variety of capacities: three years Assistant Superintendent of Schools and School Improvement, two years

as the district's Director of Assessment/Accountability; eight years as a highly successful elementary, middle and high school principal; two years as a district office teacher-on-special-assignment, and fourteen years as a classroom teacher. As principal, along with a team of skilled educators, he has worked to increase student achievement at three different schools, one in each grade span (elementary, MS, HS), from "C" rated schools to their first ever "A" ratings.

Joseph Lezeau, a graduate of St. Lucie Public Schools serves as Interim Principal at Fort Pierce Westwood High School. Mr. Lezeau holds a Master's degree in Educational Leadership from American College of Education, and has been in school administration for four years. For the past 16 years, has worked in various capacities as a teacher and leader in the District.

Roberto Bonsenor, Principal at Samuel Gaines Academy, holds a Master's degree in Education from the University of Miami. Mr. Bonsenor has been a school administrator since 2008, and has served as principal at various schools in the District since 2008. Mr. Bonsenor brings expertise in working with disadvantaged populations.

Jacqueline Lynch, Principal at Fort Pierce Magnet School of the Arts, is in her twenty-second year of dedicated service to public education. In the past, she has served in a wide variety of capacities; primary teacher, intermediate teacher, reading coach, Teacher on Special Assignment, Assistant Principal, and two-time turnaround Principal.

Assistant Principals

Leslie Taylor, Assistant Principal at Fort Pierce Westwood High School since 2015, holds a Master's in Education and a Master's in Science in Biology. A teacher in the District since 2004, Ms. Taylor has filled various roles, including Science Chair at Port St. Lucie High School, IB Coordinator, and Instructional Partner. Ms. Taylor brings expertise in science and pre-

collegiate programs to support the STEM/AICE implementation at Fort Pierce Westwood High School.

Jane Whitaker, currently fills the position of Curriculum Coordinator with the District. If funded, Ms. Whitaker will become the Assistant Principal and Artistic Director at Fort Pierce Magnet School of the Arts. Assistant Principal/Artistic Director: Jane Whitaker has been appointed to serve as the Assistant Principal/Artistic Director at the STEAM K-8 School. She holds a Bachelor's Degree in Music Education, a Master's Degree in Music Education, and an Educational Specialist Degree in Educational Leadership (2014). She has been an educator for twenty-seven years, serving in various capacities in the District. She was selected as Teacher of the Year for her school site in 2004 and again in 2010 when she was selected as the St. Lucie County Teacher of the Year, and has overseen numerous initiatives, including St. Lucie Soars (District Reading mentor program). In her current position, Ms. Whitaker supervises science, social studies and fine arts. She worked closely with teacher leaders to re-design Scope and Sequence and Instructional Focus Calendars for Elementary Arts. She also assisted in the design and implementation of the End of Year Assessments for Elementary Resource Teachers.

Independent Evaluator

The District will contract an independent evaluator to evaluate this Magnet School project. Due to District procurement, an evaluator may not be identified prior to funding. The District works with a number of evaluators experienced with federal grant programs, and the final determination will be made following notice of award. *Minimum Qualifications:* Ph.D. in education or equivalent degree in field relevant to metrics and evaluation; Five-years of experience with evaluating federal grant programs; Demonstrated track record of success in partnering with local educational agencies to deliver timely program evaluations; Demonstrated

knowledge of research and analysis that meets What Works Clearinghouse standards.. The duties and responsibilities of the Evaluator include:

- Prepare a detailed evaluation plan in accordance with the approved project proposal, and the evaluation plan included in this proposal.
- Develop a detailed timeline for collection of data, including a checklist for each site.
- Consult with school sites on developing site-based rubric
- Provide training to magnet school teachers and administrators on the data collection plan
- Meet with Magnet School Coordinator routinely.
- Conduct annual site visits, classroom walkthroughs and observations, and create summary reports of the visits; meet with magnet school staff following site visits for feedback.
- Conduct pre-and post-surveys with students, parents and magnet school teachers.

(d) (1) (c) Teachers who will provide instruction in participating magnet schools are

The school-based instructional staff will lead the effective implementation of the Magnet school programs: ultimately the success of the magnet schools depends on the success of the teaching faculty. Therefore, it is imperative that the teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools, and have a demonstrated desire and commitment to support the vision of the school. Additional qualifications will be sought to support the magnet school's specialized themes and to create balance among teaching staff. Teachers will sign a pledge to demonstrate commitment to

the success of the project. Specialized teachers to support theme-related instruction and activities will be recruited in Year 1 to start as part of full implementation in Year 2.

Minimum Qualifications: Be highly qualified; possess a minimum of a bachelor's degree; be certified in-field for the grades and subjects they will instruct; possess or obtain ESOL certification as required by Florida Department of Education. In addition, desirable candidates will demonstrate capacity to support the purpose of magnet school programs, in terms of integration and the magnet school themes. Teachers will have received formal training in the form of job-based professional development or formal instruction at an institution of higher education on strategies for inclusion, student/class integration and differentiation strategies.

Desired Qualifications: Advanced degrees; proven track record of student achievement; proven track record of working with students of diverse backgrounds; proven track record of parent engagement; demonstrates commitment to success of all levels of school success -- student, class, school, and community; demonstrates a desire to train in and implement in new teaching strategies, as aligned with the magnet school theme; and demonstrates initiative and ability to think creatively.

Fort Pierce Magnet School of the Arts: A key component to the successful revision of this magnet school will include recruitment a placement of highly skilled arts faculty. Teachers with backgrounds, professional experience, training and participation in arts organizations, and teaching backgrounds will be recruited.

SGA: New staff will be recruited and existing staff will be retained to support the STEM magnet program. New staff will meet the minimum, and when possible desired, qualifications. The existing staff includes science instructors whose knowledge, background, and expertise

complement the objectives of this project. Three additional science resource teachers will be added in Year 2, one of which will be required to have an agricultural background.

Fort Pierce Westwood High School: Specialized faculty are in place to support the magnet school themes, and additional faculty will be hired. Teachers that are hired under MSAP-funds will be highly qualified and will have backgrounds and professional experience that match the Pathway courses they will instruct. Highly specialized teachers to be added are one nursing teacher, one pharmacy technician teacher, a technology teacher, and a magnet school advisor (to support advisory instruction and course navigation).



Key personnel will be required to have experience and training in fields related to the objectives of the project, including teachers, school administration, and District staff.

Curriculum Development The Office of Teaching and Learning's Curriculum Development staff provides a wide scope of experience and knowledge of curriculum development related to the magnet school themes, who will dedicate a portion of their time to this project (in-kind). This team is comprised of:

- The Magnet School Coordinator
- Dr. Helen Wild, Chief Academic Officer
- Michael Carbenia, Director of CTE
- Jane Whitaker, Arts Curriculum Coordinator
- Beth Bonvie, Science Curriculum Coordinator
- Lynda Octavi, Secondary Program Specialist

- Teri Barenborg, STEAM Curriculum Specialist
- Alicia Seitz, CTE Program Specialist

Resumes detailing the experience and expertise of this team is included in the resumes in appendices.

Desegregation Strategies

Leading desegregation strategies at SLPS are Michelle Jerger, Director of Student Assignment. Ms. Jerger’s resume detailing her experience and expertise is included in the resumes in the appendices.

(E) QUALITY OF PROJECT EVALUATION (20 points)

(e) (1) The extent to which the methods of the evaluation will, if well-implemented, produce

The evaluation is intended to provide data that will enable the observation of the project’s efforts towards achieving the proposed goals and objectives, and produce evidence of promise to inform future application of strategies. Evaluation questions for this proposal are designed to gather the required data needed for several purposes: (1) to support an Annual Performance Report (APR), (2) to gather implementation data for program improvement, and (3) to investigate the impact of magnet school programs in increasing school integration and increasing student achievement. Due to District procurement policies, an evaluator may not be pre-selected for this proposal. This evaluation describes the minimal activities of the project evaluation.

Evidence of Promise: Quasi-Experimental Evaluation of Project Outcomes

To evaluate the effectiveness of the magnet school project, data collected through the project sites will be compared to data collected from control subjects. Project data will compare to the non-magnet status-quo. Quantitative data, including student achievement data, demographics, graduation rates, and college-going rates will be probed in depth. The analysis will identify which students benefit the most from the magnet programs, and which methodologies appear to be most successful.

Comparison Groups The evaluation design will control for unknown bias influencing outcome. To that end, two comparison groups that are as similar as possible to the treatment group in terms of pre-intervention characteristics will be created. Propensity score matching will be used to identify the subjects to be included in the comparison groups.

Comparison Group A Firstly, this group will be determined by matching the school environments. Examining school grades, overall student performance, overall school demographics, and location, similar school sites to the intervention sites will be selected. Secondly, a smaller comparison group of non-intervention students will be selected using propensity score matching. This group will be similar to the intervention participants in terms of demographic make-up and pre-intervention State assessment scores.

Comparison Group B This second group will create a comparison group from non-enrolled applicants, regardless of location throughout the District. Group B, a smaller sampling, will select students that applied to the magnet schools, but were not selected by the lottery or chose not to enroll. This group will represent students with similar academic interests and ambition as the students enrolled at the magnet schools. This is represented by the students' expressed interest in applying to the magnet school, and through a pre-intervention survey, thereby factoring in an element of qualitative data to support the propensity score match. A pre-

intervention survey will be administered to determine participant and non-participants perceptions and attitudes towards school. This group will be narrowed down based on demographics, to create a sampling similar to the experimental group.

Quasi-Experimental Method for Data Analysis The difference-in-difference (DID) method will be used to compare outcomes between treatment and comparison groups following the intervention. Pre-intervention data will be collected to create a baseline: data will include student achievement scores, graduation rates, and college-going rates. This will establish any pre-existing differences in the comparison groups. Final data analysis will be compared to the pre-intervention data analysis.

Evaluation Strategy

Quantitative and qualitative data will be collected to answer the evaluation questions quarterly that supports a three period reporting system. Objective quantitative data for academic achievement, attendance, course grades, Industry Certification, and graduation rates will be collected quarterly to continuously assess progress towards meeting each of the proposed goals and objectives. Qualitative data will be included in the form of survey results, teacher feedback on instrument development, observations, and content analysis in each of the reporting periods.

This evaluation is based on the mixed model methodology. According to Creswell (2003), a Mixed Method approach allows the researcher to integrate data at several stages of inquiry and employ the practices of both qualitative and quantitative research. Data are collected throughout the year. Types of data include qualitative and quantitative data as “the examination of a given social phenomenon is often best accomplished through the use of several different methods” (Babbie, 1997, p.27). Essentially, the evaluation plan will monitor students’ academic achievement and students’ progression toward meeting benchmarks, as well as the teachers’ and

school sites' progress towards meeting the performance measures. As such, achievement, instructional practices, and behavioral data will be collected and presented in tables to provide descriptive information that will show the number of students progressing at grade level. These data will be aligned with the APR requirements and project goals and objectives.

Formative The evaluation will be formative, and the data collected will be analyzed to assist school staff in making decisions towards next steps. This data will inform the teachers, the administrators, and the District on the strengths and weaknesses in the implementation of the evidence-based methods, as well as the fidelity to which they are implemented throughout the magnet schools. This data will inform the effectiveness of daily classroom practices and will inform areas to target for ongoing professional development. In addition, the data will be used to inform students, parents and the community of the ongoing project. A formative evaluation will be presented to managers in a mid-year report that informs and drives decision-making regarding program implementation (baseline and mid-year assessments) to adequately demonstrate mid-year progress.

Summative Evaluation will be summative: a comprehensive examination of the overall effectiveness of the project at the end of each year and presented in the form of an Annual Performance Report. In addition, the project will be studied in depth at the close of Federal funding, in 2022, at the end of the project. The evaluator will collect and analyze data, and the annual summative report will examine the impact of the program on various stakeholders (teachers, students, and parents). The impact will be measured through objective quantitative data as well as qualitative data in the form of perceptions using at least three time points (baseline, mid-year, and end-of-year).

Dosage and Frequency Evaluation will measure method and frequency of the methods and strategies against the project design. The evaluator will make at least one site visit annually to observe classrooms. Observations (walkthroughs) will be measured against the site-developed rubric.

Quantitative and Qualitative Data Collection

Quantitative Data will include analysis of enrollment, demographics, attendance, behavior indicators, attendance at events, number of design challenges completed, academic achievement, school grade, number of school events, number of recruitment events, attendance at those events, professional development reports, pre- and post-surveys from PD events, and annual surveys to parents, students, and teachers. The evaluator will request documentation quarterly, including reports from Skyward (student management system), enrollment reports, and logs from the Magnet School Coordinator and the Magnet School Outreach and Recruitment Specialist. The evaluation is integral to the project's planning, design, and implementation.

Data Collection Process Quarter 1 and Quarter 2 represent the baseline and mid-year reporting periods. Quarters 3 and 4 define the End-of-Year reporting period. Data determined to be available will be gathered each quarter for presentation in the formative report. Those data determined to be In Progress, are surveys or data collection tools that are available, but must be reviewed to meet the goals of the grant. Other tools require input from school personnel and that will occur at the beginning of the school year, early enough to begin data gathering. Finally, some tools will be developed specifically for this grant and will be in development the first year.

Quantitative behavioral data (i.e., Attendance, indicators in the Early Warning System) intend to support the goals for character education program goals. Behavioral data will flag students early and then subsequently throughout the school year allowing faculty to remediate

appropriate programs or tutoring to help students get back on a positive track. Content analysis using the lesson plans and descriptions in the site-designed rubric will drive the focus lessons that must align with curricular standards which impacts student achievement. Observations instruction will document the incorporation of project methods as well as adoption of rigorous new curricula. Feedback from the teacher participation rubric/checklist will address the communication teachers, site administration, and the Magnet School Coordinator. Monthly, the Magnet School Coordinator will collect all surveys complete tests results, and rubrics or checklists from teachers. The evaluator also uses SPSS to match program students to electronic files that house achievement data. As such the integrity and accuracy of the data is ensured.

Qualitative Data

Qualitative data, such as surveys, checklists and observations, will enable the project managers to focus on the implementation of the project. Patton (1987) suggests that qualitative methods are particularly appropriate to use with Case Studies, and Implementation Evaluations. The checklists, rubrics, surveys, and observation tool will all be under construction during the first year. However, data from these tools will be reported, as all other data by month and more formally through the formative report. The responsibility of the evaluator is to ensure ‘throughout program development, that the program’s description is kept up-to-date, reflecting how the program is actually being conducted (King, Morris, & Fitz-Gibbon, 1987, p. 18). Other data that will be collected include perceptions and impressions data; interviews with staff, parents, students; staff and parent engagement meeting minutes; Magnet School Coordinator observation notes and logs; and, classroom observations and walkthroughs. This data will be cross-checked with quantitative data.

Each magnet school will develop a site-based rubric for which to measure and evaluate success of implementation. Teachers and school administration, with the guidance and input of District administration, will develop the rubrics. STEAM Advocates will ensure the rubrics support the site-specific needs and are cohesive across the three sites, and the selected evaluator will provide input and advice. The Magnet School Coordinator will ensure the rubrics meet the project design. The Chief Academic Officer will approve the rubric. Evaluator will perform site visits for observation, walk-through's, and class visits to observe teachers, will also visit afterschool events.

A brief sample of evaluation questions are as follows: (1) What percent of participants have improved academic performance? (2) What percent of participants meet or exceed the proficiency level of performance on state assessments? (3) Have 80% of regularly attending students produced an artifact that demonstrates their understanding of the magnet school theme as it relates to themselves? These questions are aligned with the program description. Data results will allow the Magnet School Coordinator and District Administration to evaluate progress toward meeting program goals or objectives. These questions intend to support project implementation in terms of both rigor and fidelity.

Engaging Teachers in Reflection While the implementation of the program is the main function of the outside evaluator, a proposal will be made to teachers to investigate their participation in the project. Dana and Yendol-Silva (2003) define teacher inquiry as a focus on the concerns of teachers and engages teachers in the design, data collection, and interpretation of data around their question. While all teachers reflect on their practice, teacher inquiry invites intentional, planned reflection, heightening the focus on the centered problem. Training and monitoring will be provided by the evaluator.

MSAP PURPOSE 1: *the elimination, reduction, or prevention of minority group 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;*

Objective: By September 30, 2022, MSAP funded schools will be racially and socio-economically integrated, with enrollment demographics that are consistent with the District overall.

Evidence will include analysis of student enrollment data, demographics, student assignment records, recruitment records, and sign in sheets.

Performance Measures

PM 1.1 Fort Pierce Magnet School of the Arts will reduce the MGI of Black Students

Year 1: 1%; Year 2: 1%; Year 3: 2%; Year 4: 6%; Year 5: 1%

PM 1.2 Samuel Gaines Academy will reduce the MGI of Hispanic Students

Year 1: 1%; Year 2: 2% Year 3: 1%; Year 4: 2%; Year 5: 5%

PM 1.3 FP Westwood HS will reduce the MGI of Black Students by

Year 1: 3%; Year 2: 3%; Year 3: 5%; Year 4: 3%; Year 5: 1%

PM 1.4 Each of the MSAP-funded schools will create large applicant pools.

Year 1: 5% more than available seats; Year 2: 10% more than available seats; Year 3: 15% more than available seats; Year 4: 20% more than available seats; Year 5: 25% more than available seats.

PM 1.5 Attendance at recruitment events will be diverse and reflective of target populations.

Year 1: 300 total attendees; Year 2: 450 total attendees; Year 3: 600 total attendees; Year 4: 700 attendees; Year 5: 800 attendees.

MSAP PURPOSE 2: *the development, implementation, and expansion 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 standards;*

Objective: By September 30, 2022 systemic reforms at the magnet schools will provide instruction to all students aligned with the school’s innovative themes and with the Florida State Standards.

Evidence will include professional development activities, meeting notes, lesson plans, classroom observations, Lessoncast recordings, student work, and teacher surveys. A rubric will be used against which to evaluate the effectiveness of implementation. The rubric, developed from the project design, will measure both educational methodology, academic/theme content, and alignment to standards-based instruction.

Performance Measures

PM 2.1 Core content lessons will be both standards-based and theme-aligned, as measured against the site-developed rubric and the project design: Year 1: 10% will meet criteria; Year 2: 25%; Year 3: 50%; Year 4: 75%; Year 5: 100%.

PM 2.2 Resource/elective lessons and activities will be both standards-based and theme-aligned, as measured against the site-developed rubric and the project design: Year 1: 50% will meet criteria; Year 2: 75%; Year 3: 100%; Year 4: 100%; Year 5: 100%.

MSAP PURPOSE 3: the development, design, and expansion of innovative educational methods and practices that promote diversity and increase choices in public elementary schools and public secondary schools and public educational programs;

Objective 3: Each of the MSAP-funded schools will design and implement innovative educational practices that promote diversity and increase school choice.

Activities To meet this objective, the school sites will develop and implement an annual adoption plan, site-specific goals and objectives, and a rubric against which to evaluate the effectiveness of implementation. The rubric, developed from the project design, will measure both instructional methodology, academic/theme content, and alignment to standards-based instruction. Leadership/character development training will support student engagement in school. **Evidence** will include professional development activities, lesson plans, classroom observations, the site designed rubric, learner profiles, behavior indicators, and teacher surveys.

Performance Measures

PM 3.1 Educational methodology will align with the innovative instructional practices (learner profiles, STEM and the arts themes) meeting district, school, and project quality criteria, as measured against the site-developed rubric and the project design: Year 1: 10% of instruction will meet criteria; Year 2: 25%; Year 3: 50%; Year 4: 75%; Year 5: 100%.

PM 3.2 The number of students receiving 2 or more indicators in the early warning system (EWS) will decrease each year: Year 1: 2% reduction from baseline; Year 2: 4%; Year 3: 6%; Year 4: 8%; Year 5: 10% or more.

MSAP PURPOSE 4: courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable career, technological, and professional skills of students attending such schools;

Objective 4: By September 30, 2022, student academic achievement will increase each year in English Language arts, mathematics, and science for all students enrolled at the schools and, in particular, for the target populations.

Activities: Rigorous coursework that engages students and aligns with their personal interests will lead to overall increased academic achievement. **Evidence** will include student achievement data on the Florida Standardized Assessment, unit assessments, and District diagnostic assessments, and increased Industry Certifications at the high school level.

Performance Measures

PM 4.1 The percentage of students scoring proficient in English Language Arts on the FSA will increase by 5 percentage points annually.

PM 4.2 The percentage of students scoring proficient in Math on the FSA will increase by 5 percentage points annually.

The percentage of students scoring proficient in Science on the standardized assessment will increase by 5 percentage points annually.

MSAP PURPOSE 5: improving the capacity of local educational agencies, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated; and

Objective 5: By September 30, 2022, teachers at each of the MSAP-funded schools will have at least 250 hours of targeted professional development, directly-related to the magnet school themes, in order to successfully sustain the magnet school’s level of high performance after Federal funding for the schools is terminated.

Evidence will include agendas, meeting notes, observations, VAM data, sign-in sheets, CE credits, certificates, reflection notes, Lessoncast recordings, and teacher surveys.

Performance Measures

PM 5.1 By September 30 of each project year, teachers will participate in at least 25 hours of professional development.

PM 5.2 By September 30 of each project year, teachers will participate in at least 25 hours of job embedded professional learning (coaching, mentoring, modeling)

MSAP PURPOSE 6: ensuring 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 employment.

Objective 6: By September 30, 2022, MSAP-funded schools will be prepared to ensure that all students are provided equitable access to rigorous instruction and are prepared to continue in postsecondary education or employment.

Evidence will include National Student Clearinghouse records, Naviance records, learner profiles, student demographics, academic performance, and student participation in theme-related activities.

Performance Measures

PM 6.1 The achievement gap will close: each year, minority group students will enroll in advanced courses at rates similar to non-minority group students. Rates will not diverge more than: Year 1: 20 percentage points; Year 2: 15 points; Year 3: 10 points; Year 4: 7 points; Year 5: 5 points.

PM 6.2 Graduation rates of minority group students will be equal to or greater than non-minority group student graduation rates, and will not diverge more than Year 1: 10 percentage points; Year 2: 8 points; Year 3: 6 points; Year 4: 4 points; Year 5: 2 points.

PM 6.3 Students will earn at least one college level preparatory class or earn an Industry Certification: Year 1: 5%; Year 2: 10% points; Year 3: 20% points; Year 4: 45%; Year 5: 70%.



The evaluation costs are detailed in the budget narrative. The allocated costs are for budgeting purposes, and represent reasonable costs in relation to the objectives, design and potential significance of the proposed project. The contract for the evaluation will follow District procurement policies and process. The contract for the evaluation will follow a bid process, and the most cost-effective proposal that most closely matches the request will be selected, as according to District policy.