

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**FY 2007 APPLICATION FOR GRANTS UNDER THE MAGNET SCHOOLS ASSISTANCE
PROGRAM**

CFDA # 84.165A

PR/Award # U165A070087

Grants.gov Tracking#: GRANT00254089

OMB No. 1855-0011, Expiration Date: 04/30/2007
Closing Date: APR 27, 2007

Table of Contents

Forms

| | |
|--|-----|
| 1. Application for Federal Assistance (SF-424) | e1 |
| 2. Standard Budget Sheet (ED 524) | e6 |
| 3. SF 424B - Assurances Non-Construction Programs | e8 |
| 4. Disclosure of Lobbying Activities | e10 |
| 5. 427 GEPA | e12 |
| Attachment - 1 | e14 |
| 6. ED 80-0013 Certification | e16 |
| 7. Dept of Education Supplemental Information for SF-424 | e17 |

Narratives

| | |
|--|------|
| 1. Project Narrative - (Abstract Narrative...) | e19 |
| Attachment - 1 | e20 |
| 2. Project Narrative - (Project Narrative...) | e22 |
| Attachment - 1 | e23 |
| 3. Project Narrative - (Other Narrative...) | e218 |
| Attachment - 1 | e221 |
| Attachment - 2 | e227 |
| Attachment - 3 | e241 |
| Attachment - 4 | e243 |
| Attachment - 5 | e244 |
| Attachment - 6 | e245 |
| Attachment - 7 | e246 |
| Attachment - 8 | e247 |
| Attachment - 9 | e248 |
| Attachment - 10 | e249 |
| Attachment - 11 | e251 |
| Attachment - 12 | e253 |
| Attachment - 13 | e255 |
| Attachment - 14 | e257 |
| Attachment - 15 | e259 |
| Attachment - 16 | e262 |
| Attachment - 17 | e264 |

| | |
|--|------|
| <i>Attachment - 18</i> | e265 |
| <i>Attachment - 19</i> | e267 |
| <i>Attachment - 20</i> | e268 |
| <i>Attachment - 21</i> | e277 |
| <i>Attachment - 22</i> | e279 |
| <i>Attachment - 23</i> | e283 |
| <i>Attachment - 24</i> | e289 |
| <i>Attachment - 25</i> | e291 |
| <i>Attachment - 26</i> | e293 |
| <i>Attachment - 27</i> | e294 |
| <i>Attachment - 28</i> | e297 |
| <i>Attachment - 29</i> | e304 |
| <i>Attachment - 30</i> | e306 |
| <i>Attachment - 31</i> | e308 |
| <i>Attachment - 32</i> | e309 |
| <i>Attachment - 33</i> | e312 |
| <i>Attachment - 34</i> | e345 |
| <i>Attachment - 35</i> | e358 |
| <i>4. Budget Narrative - (Budget Narrative...)</i> | e361 |
| <i>Attachment - 1</i> | e362 |

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

| | | |
|---|---|---|
| * 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application | * 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision | * If Revision, select appropriate letter(s): _____ * Other (Specify) _____ |
|---|---|---|

| | |
|-----------------------------------|-----------------------------------|
| * 3. Date Received: 04/27/2007 | 4. Applicant Identifier: _____ |
|-----------------------------------|-----------------------------------|

| | |
|---|--|
| 5a. Federal Entity Identifier: _____ | * 5b. Federal Award Identifier: _____ |
|---|--|

State Use Only:

| | |
|-------------------------------------|---|
| 6. Date Received by State: _____ | 7. State Application Identifier: _____ |
|-------------------------------------|---|

8. APPLICANT INFORMATION:

* a. Legal Name: The School District of Palm Beach County

| | |
|--|--|
| * b. Employer/Taxpayer Identification Number (EIN/TIN): 602211434 | * c. Organizational DUNS: 132026527 |
|--|--|

d. Address:

* Street1: 3300 Forest Hill Boulevard
Street2: Suite C-124
* City: West Palm Beach
County: Palm Beach
* State: FL: Florida
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 33406

e. Organizational Unit:

| | |
|---|-------------------------|
| Department Name: Choice Programs&School Choice | Division Name: _____ |
|---|-------------------------|

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

Prefix: Ms. * First Name: Mary
Middle Name: Helen
* Last Name: Arbogast
Suffix: _____

Title: Grants Coordinator

Organizational Affiliation:
The School District of Palm Beach County, Florida

* Telephone Number: 561-434-7302 Fax Number: 561-434-8208

* Email: arbogam@palmbeach.k12.fl.us

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

* 12. Funding Opportunity Number:

ED-GRANTS-030907-002

* Title:

Magnet Schools Assistance Program CFDA 84.165A

13. Competition Identification Number:

84-165A2007-2

Title:

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

* 15. Descriptive Title of Applicant's Project:

The Magnet Schools Assistance Project for The School District of Palm Beach County, Florida

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424 Version 02

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

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

17. Proposed Project:
* a. Start Date: * b. End Date:

18. Estimated Funding (\$):

| | |
|---------------------|--|
| * a. Federal | <input type="text" value="10,864,389.00"/> |
| * b. Applicant | <input type="text" value="0.00"/> |
| * c. State | <input type="text" value="0.00"/> |
| * d. Local | <input type="text" value="0.00"/> |
| * e. Other | <input type="text" value="0.00"/> |
| * f. Program Income | <input type="text" value="0.00"/> |
| * g. TOTAL | <input type="text" value="10,864,389.00"/> |

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

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**
 Yes No

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

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

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
The School District of Palm Beach...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

| Budget Categories | Project Year 1(a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|-----------------------------------|-------------------|--------------------|--------------------|--------------------|--------------------|---------------|
| 1. Personnel | \$ 535,360 | \$ 549,920 | \$ 564,920 | \$ 0 | \$ 0 | \$ 1,650,200 |
| 2. Fringe Benefits | \$ 196,225 | \$ 218,858 | \$ 222,019 | \$ 0 | \$ 0 | \$ 637,102 |
| 3. Travel | \$ 215,100 | \$ 254,600 | \$ 249,600 | \$ 0 | \$ 0 | \$ 719,300 |
| 4. Equipment | \$ 432,896 | \$ 399,025 | \$ 176,696 | \$ 0 | \$ 0 | \$ 1,008,617 |
| 5. Supplies | \$ 1,654,890 | \$ 1,264,357 | \$ 694,888 | \$ 0 | \$ 0 | \$ 3,614,135 |
| 6. Contractual | \$ 824,901 | \$ 1,047,441 | \$ 984,956 | \$ 0 | \$ 0 | \$ 2,857,298 |
| 7. Construction | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 8. Other | \$ 50,000 | \$ 50,000 | \$ 50,000 | \$ 0 | \$ 0 | \$ 150,000 |
| 9. Total Direct Costs (lines 1-8) | \$ 3,909,372 | \$ 3,784,201 | \$ 2,943,079 | \$ 0 | \$ 0 | \$ 10,636,652 |
| 10. Indirect Costs* | \$ 86,216 | \$ 83,953 | \$ 68,729 | \$ 0 | \$ 0 | \$ 238,898 |
| 11. Training Stipends | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 12. Total Costs (lines 9-11) | \$ 3,995,588 | \$ 3,868,154 | \$ 3,011,808 | \$ 0 | \$ 0 | \$ 10,875,550 |

*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2007 (mm dd yyyy)

Approving Federal agency: ED Other (please specify): Florida Department of Education

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution Organization:
The School District of Palm Beach...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

| Budget Categories | Project Year 1(a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|
| 1. Personnel | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 2. Fringe Benefits | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 3. Travel | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 4. Equipment | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 5. Supplies | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 6. Contractual | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 7. Construction | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 8. Other | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 9. Total Direct Costs (lines 1-8) | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 10. Indirect Costs | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 11. Training Stipends | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 12. Total Costs (lines 9-11) | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

Tracking Number: GRANT00254099

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

| | |
|--|--------------------------------|
| * SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Mary Arbogast | * TITLE Grants Coordinator |
| * APPLICANT ORGANIZATION The School District of Palm Beach County | * DATE SUBMITTED 04-27-2007 |

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

| | | |
|--|--|---|
| <p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p> | <p>2. * Status of Federal Action:</p> <p><input checked="" type="checkbox"/> a. bid/offer/application</p> <p><input type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p> | <p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p> |
| <p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: The School District of Palm Beach County, Florida</p> <p>* Address: Fulton Holland Educational Services Center 3300 Forest Hill Boulevard West Palm Beach FL: Florida 33406</p> <p>Congressional District, if known: 19</p> | | <p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p> |
| <p>6. * Federal Department/Agency:</p> <p>United States Department of Education</p> | <p>7. * Federal Program Name/Description: Magnet Schools Assistance</p> <p>CFDA Number, if applicable: 84.165</p> | |
| <p>8. Federal Action Number, if known:</p> | <p>9. Award Amount, if known:</p> | |
| <p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: N/A</p> <p>N/A</p> <p>* Address:</p> | <p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: N/A</p> <p>N/A</p> | |
| <p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p> | | |
| <p>* Signature: Mary Arbogast</p> <p>* Name: Arthur C. Johnson PhD</p> | | |

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require

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

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name

Mime Type

2356-MSAP_GEPA_Statement.doc

application/msword

Response to Section 427 of GEPA

The School District of Palm Beach County, Florida, will ensure equitable access to, and participation in, the Magnet Schools Assistance Project for students, teachers, and other program beneficiaries. To increase awareness of and participation in the project, the magnet school sites and project management will distribute informational brochures and correspondence; make presentations at community gatherings and school events; and obtain feedback through surveys and informal interviews. Data will be monitored to gauge the project's effectiveness in reaching underrepresented groups and corrective steps will be taken, if necessary, to maximize participation.

In accordance with the Americans with Disabilities Act, reasonable and appropriate accommodations will be provided so that the proposed project meets the needs of and is accessible to students with disabilities. Informational materials to be distributed through the project will be sensitive to the needs of all students and families, and will be provided in multilingual formats with language facilitators present, as appropriate, to reach non-English speaking families.

The School District of Palm Beach County serves an academically, culturally, socio-economically, and racially diverse population and is committed to equitable access and treatment for all students, employees, and the general public. The School Board's nondiscrimination policies guide and govern all decision-making at all levels. *School Board Policies 5.001, 5.61, and 3.06* prohibit harassment of or discrimination against students, parents, or employees on the bases including, but not limited to: race, national color, religion, sex, gender, ethnicity, linguistic preference, political beliefs, sexual orientation, social-family background, marital status, or disability.

The school district's Equal Education Opportunities (EEO) office monitors, coordinates, and recommends action to ensure compliance with nondiscrimination policies. To effectively and fairly resolve conflicts, should they arise, the district has established a grievance procedure related to equitable access for applicants, employees, or students alleging discrimination. These procedures, administered by the EEO, are accessible for use by students, school district employees, and the general public.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

| | |
|---|--------------------|
| * APPLICANT'S ORGANIZATION The School District of Palm Beach County | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Ms. * First Name: Mary Middle Name: Helen * Last Name: Arbogast Suffix: * Title: Grants Coordinator | |
| * SIGNATURE: Mary Arbogast | * DATE: 04/27/2007 |

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**

Mrs.

Jacqueline

Kelly

Daniels

*** Address:**

3300 Forest Hill Boulevard

Suite C-124

Palm Beach
County

West Palm Beach

FL: Florida

33406

USA: UNITED STATES

*** Phone Number:**

561-357-7639

Fax Number:

561-434-7300

Email:

danie@palmbeach.k12.fl.us

2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Tracking Number: GRANT00254089

Please attach an explanation Narrative:

FileName

MimeType

Tracking Number: GRANT00254089

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **4908-Abstract_for_MSAP.doc**

Abstract

Introduction. The Magnet Schools Assistance Program (MSAP) grant project is a three-year implementation designed to reduce minority group isolation and improve academic achievement by providing additional public school choice for students and their families. Five Palm Beach County schools, one middle school and four elementary schools, will become school-wide magnet programs offering high caliber, student-interest driven, rigorous curriculum that will raise academic achievement at each school site.

Proposed Magnet Schools and Themes. The five MSAP schools are **Conniston Middle School, Forest Park Elementary, Dr. Mary McLeod Elementary, Pahokee Elementary and Plumosa Elementary.**

Dr. Mary McLeod Bethune Elementary, Forest Park Elementary and Pahokee Elementary will be implementing the International Baccalaureate Primary Years Programme. The MSAP magnet implementation at **Dr. Mary McLeod Bethune Elementary** will provide 576 students of Riviera Beach and 557 students at **Pahokee Elementary** the opportunity to complete a K-12 International Baccalaureate continuum in the communities of Pahokee and Riviera Beach, both diverse areas rich in culture and ethnicities. **Forest Park Elementary** will be relieving a very popular existing magnet program, Morikami Park Elementary, which has historically received four times the number of applicants the school can hold. This MSAP magnet implementation will give 576 more seats for students to participate in this very popular program at **Forest Park Elementary.**

Conniston Middle School will be implementing the International Baccalaureate Middle Years Programme and has forged a strong partnership with its feeder high school, Forest Hill High School, an existing International Baccalaureate Diploma Programme. This implementation will prepare 1115 students for the rigorous academics of the high school program while preparing them to be citizens of a global society.

Plumosa Elementary School will be implementing a school-wide Fine Arts program. Currently, the only existing Fine Arts Elementary Program in the School District of Palm Beach County receives 1300 applications for 150 seats. This implementation will give the 608 students of Palm Beach County the opportunity to participate in a Fine Arts education that is integrated into the core academic curriculum.

Major Project Goals/Outcomes. The implementation of this MSAP magnet project will eliminate, reduce or prevent the incidence and the degree of minority student isolation, promote national, state and local systemic reform efforts that are aligned with challenging state content standards and student performance standards, develop and design innovative educational methods and practices that will promote diversity, strengthen student knowledge of academic subjects and skills needed to be successful, implement a professional development plan to enhance and sustain high performance, provide equitable access to high quality educational programs that will enable student to succeed academically.

Project Narrative

Project Narrative

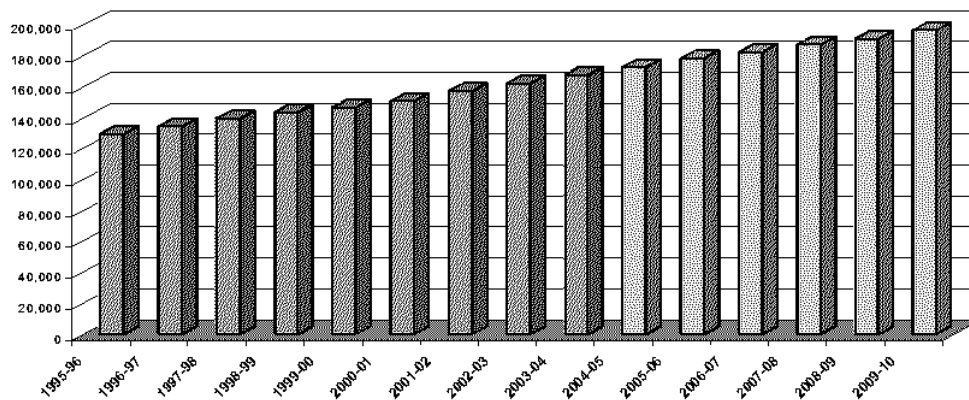
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280.32(b) NEED FOR ASSISTANCE

Introduction - With more than 176,000 students served in 165 public schools, the School District of Palm Beach County (SDPBC), Florida, is the eleventh (11th) largest public school district in the United States, with an amalgam of race, ethnicity, cultures, and socio-economic levels of youth. SDPBC is experiencing unprecedented growth. Since 1990, public school enrollment has more than doubled, with over 62,000 new students, a 59% increase. Since 1990, the SDPBC has opened 60 new schools, including 31 elementary, 11 middle, 6 high and 2 alternative schools. Over the next six years, the projected annual growth is 5,000 students with an expected enrollment of almost 200,000 by 2010.

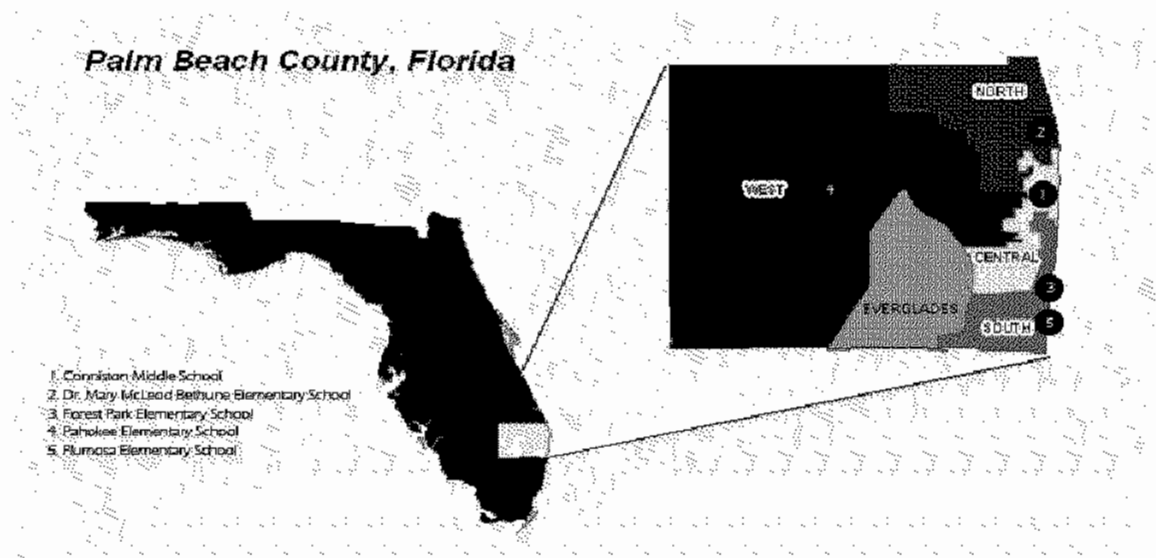
Historic and Projected Enrollment – School District of Palm Beach County, Florida
Data provided by SDPBC Demographic Planning Department



Keeping with the demographics of South Florida, Palm Beach County (PBC), Florida, is home to over 1.2 million people and is one of the largest counties in the nation. PBC has become an extremely diverse, overpopulated, and underserved place in which over 40% of youth under the age of 18 are living below poverty. Immigration and diversity are reflected in the 128 languages and dialects spoken in the public schools, representing 168 countries. More than half do not speak English in the home. The severity and magnitude of student needs and risk factors are especially evident in the public schools, contributing to these students' lack of social

competence, multiple barriers to learning, declining graduation rate, increasing unemployment, and high incidents of violent offenses in schools.

Due to the tremendous hurricane damage from three major hurricanes directly hitting PBC (since September 2004), as well as the rapidly rising cost of living, many families have lost their homes and are choosing to live with relatives. In the cities of West Palm Beach and Riviera Beach where two of the proposed magnet schools will be located, the poverty rate is 19% and 3% respectively. (U.S. Census Bureau Survey, September 2003). Mirroring the poverty in the county, over 40 % of the SDPBC students are eligible for free and reduced lunch program. The demographic breakdown of the public school population is 23% Hispanic, 28% Black, 41% White, 3% Asian, 0.5% American Indian and 4.5% Multiracial (Profiles of Florida School Districts, 2006).



Need for MSAP Plan - With the support of the Magnet Schools Assistance Program (MSAP), the SDPBC will implement school-wide magnet programs in five schools: four elementary schools and one middle school. Each of the schools represents a different geographical location and municipality within the county. The schools are located in Pahokee (the rural, agricultural west area); and West Palm Beach, Riviera Beach, Boynton Beach (the inner-city areas of the county that are highly impoverished.)

Current perceptions of the demographic and economic conditions in the communities where the proposed schools are located pose a challenge in attracting students from the feeder school communities. Students from the feeder schools reside in communities with lower crime rates and higher median household yearly incomes than those of the proposed magnet school programs. The median income for a household in the municipalities of Boynton Beach, Riviera Beach and West Palm Beach is \$25,062. The median family income for the nearby municipalities the most of the feeder students live is \$53,701. The MSAP funding will be critical in the attainment of high student performance and innovative program development which are essential for competitive and adequately financed magnet school programs implemented within these impoverished areas.

All five magnet schools in this project are deeply rooted in the belief that students are natural inquirers and that inquiry is at the heart of all learning. The project design provides all students in the project the opportunity to personally experience the process of learning.

The five new magnet schools and themes in the MSAP project are:

| MSAP Magnet School | Magnet Theme |
|---|--|
| Bethune Elementary <i>Riviera Beach, FL (North District)</i> | International Baccalaureate Primary Years Programme |
| Forest Park Elementary <i>Boynton Beach, FL (South District)</i> | International Baccalaureate Primary Years Programme |
| Pahokee Elementary <i>Pahokee, FL (West District)</i> | International Baccalaureate Primary Years Programme |
| Conniston Middle School <i>West Palm Beach, FL (Central District)</i> | International Baccalaureate Middle Years Programme |
| Plumosa Elementary <i>Delray Beach, FL (South District)</i> | School of the Arts Visual, Performing, & Communication Arts |

Public School Students on Wait Lists - Only approximately 29,000 students out of 169,271 (17%) are currently able to exercise choice due to long waiting lists in popular programs, lack of continuity of themes across grade levels, and immense geographic distances. Each year, more than 50,000 SDPBC students have the ability to choose to attend a “higher performing” site in accordance with No Child Left Behind (NCLB). In addition, over 4,000 parents choose to home-educate their children and 26,128 students are educated in private schools as the SDPBC was unable to provide satisfactory alternatives. The District projects increased numbers and a higher demand for magnet school choice options as additional schools are classified as low performing.

Overcrowded Schools/Overcrowded Magnet Programs - The shortage of seat space, particularly among and within magnet programs, prohibits many students from accessing their magnet programs of choice. The demand for some magnet programs is so great that many of the successful magnet programs have over 500 students on wait lists. Due to the shortage of space, students are often unable to access programs to continue their studies in their magnet theme of choice when matriculating from elementary to middle, or from middle to high.

1 (a) The costs of fully implementing the magnet schools project as proposed.

State Funding - Public schools in the State of Florida receive funding through the provisions of the Florida Educational Finance Program (FEFP). In 1973, the Florida Legislature enacted the FEFP to provide equalization of educational opportunity for all students. This provides a base dollar amount per student, with additional funds allocated for special student needs such as those participating in exceptional student education. Unfortunately, this does not provide funding for magnet programs, or for the costs associated with the students in them. This is true even though costs to support some of the more highly specialized magnet programs are often as much or more than ten times the expense, and ten times the base cost received for students in traditional educational programs.

Initial Costs - The greatest expense for magnet programs is generated at the start-up. The costs associated with implementing the five magnet school programs outlined in this proposal (personnel, staff development, materials, marketing, and equipment) exceed the per student allocation generated through the state and are prohibitively expensive for the school District of Palm Beach County. The District provides for the basics (educational materials, supplies, and equipment necessary to implement planned educational programs). It is the unique aspects of the proposed magnet school programs (e.g., instructional materials for elementary foreign language,

materials and equipment for elementary arts studios, theme-specific software and hardware, hand-held data collection and computing device, etc.) that will draw new students to the schools.

The budget request of approximately \$12 million will serve approximately 8,000 students over the three-year project implementation period. Grant funds will allow the District to cover the start up costs associated with the creation of magnet school programs. This amount will assist the SDPBC to cover the additional personnel, marketing and recruitment efforts, curricular materials, staff development, and the acquisition of theme-specific technology necessary to institute the selected innovative magnet school programs. The requested funding is necessary to assure the comprehensive implementation of the five proposed school-wide magnet programs. The SDPBC received support in the early-to-mid 1990's to infuse the necessary start-up funds resulting in nationally award-winning magnet school programs which are in those most in-demand in the SDPBC. Adequate funding will be instrumental in meeting the goals of reducing the existing minority group isolation, increasing student achievement, and reaching district, state and national academic standards.

(b) Resources available to the applicant to carry out the project if funds under the program were not provided.

Florida Education Finance Program (FEFP) - Funds for state support to the District are provided primarily by legislative appropriations. The major proportion of state support, predominantly raised through the sales tax, which is the tax base for the state's General Revenue Fund, is distributed under the provision of the Florida Educational Funding Program (FEFP). State funds generally account for approximately 50% of the K-12 educational funding in Florida; the District contributes 43%; and the federal government allocates 7%. Despite the growth of the student population in Palm Beach County, revenues from the State of Florida have not increased

proportionately. Funds raised through local property taxes in Palm Beach County are allocated to the state and redistributed to all of the school districts using a statewide formula which does not cover come close to covering the needs of the SDPBC. As described earlier, the major portion of state support for education is distributed under the provisions of the Florida Educational Finance Program (FEFP). To provide equalization of educational opportunity for all students, the FEFP formula recognized the following:

- varying local property tax bases;
- varying program cost factors;
- district cost differentials; and
- differences in per student costs for equivalent educational programs due to sparse and widely dispersed student populations.

Availability of Funds for Magnets - The key feature of the FEFP is to base financial support for education on the individual student participating in a particular educational program rather than on the number of teachers or classrooms. Program cost factors associated with particular programs, such as special needs students, are determined by the legislature. As stated before, however, enhanced program cost factors for magnet programs, are not funded under the FEFP formula. The revenue projection for the 2006-2007 state budget raised from local property taxes for Palm Beach County is expected to increase by approximately 7%. This increase in revenue is marginal and will be used only to cover general operational costs. Additional seed dollars required to establish the proposed magnet school programs will not be available.

Special Challenges - Ranked as the 11th largest school district in the nation, the SDPBC's total expenditure per pupil is \$6,356. While this district is among the largest in the nation, the per pupil cost is below that of others, including New York, Los Angeles, and Boston.

all of which have an average per pupil cost exceeding \$7,600. Additionally, the SDPBC has a high percentage of students with special needs: 20% are categorized under Exceptional Student Education (ESE) and 11% are identified as Limited English Proficient (LEP). This year, students speaking 128 different languages and dialects enrolled in the District. Greater program cost factors are associated with the English for Speakers of Other Languages (ESOL) instructional program because of the need for specially trained teachers. The SDPBC has a student population that is one of the most diverse in Florida, and represents a greater funding challenge, a factor that is largely unaccounted for in the FEFP.

Another special challenge is the implementation of the State constitutional amendment to limit class size. Approved in 2002, the Florida Legislature severely under funded this amendment and consequently the additional costs have been passed on to each school district. The *Class Size Reduction (CSR) Amendment* has cost the SDPBC an additional \$22 million, further impacting instructional funding. An approximate 500 new teachers have been hired to meet the legislative CSR requirements, further reducing the SDPBC discretionary budgets. These are the funds that could have provided the SDPBC with the opportunity to provide additional thematic magnet programs with innovative instructional programs. Given these challenges, the additional funds required to provide innovative activities and programs proposed for funding by the MSAP would not be available without this project. The MSAP funds will supplement the financial support required to meet the goals of the SDPBC's project as proposed to the MSAP.

Federal Support - Currently, the SDPBC commits approximately \$8 million to operate 139 existing magnet school programs in 52 school sites. Although funding of education is constitutionally a state responsibility, the federal government historically has assisted in overseeing national educational needs and provided support for innovative approaches and

programs which local and state funds cannot cover. Such programs as the Magnet Schools Assistance Program (MSAP) have provided important resources to a district that is critically under-funded and highly overcrowded. In the past (in the 1990's), the SDPBC has productively used MSAP funds and other federal funds to establish innovative magnet schools.

Additionally, due to high levels of student poverty, all five of the schools proposed in this application are designated as Title I schools. All schools receive an additional \$327 respectively, per student, in Title I funding to implement the instructional program. This funding is specifically allocated to improving academic achievement, primarily focused for reading and mathematics. Every school in Florida generates a grade (A – F), known as the state accountability grade, based on their academic achievement. The fact that none of the proposed schools is currently below a C testifies to the fact that the Title I funds have been beneficial in ensuring academic progress under the state accountability system. While these Title I funds have assisted these schools to improve their Florida School Performance Grade, it is impossible to use the Title I funds to cover the start-up costs of the proposed magnet school programs. Title I funds can, however, be used in conjunction with the MSAP funds to ensure that the students in these schools continue to raise their academic achievement. It is the goal of the state and district for all schools to achieve a performance grade of B or higher.

(c) Costs of the project exceed the applicant's resources.

Project Costs - The costs to fully fund the start-up associated with the first three years to establish the proposed magnet schools project would be approximately \$12 million. The SDPBC does not have the funds or the resources to implement this project due to the expensive challenges that the district currently faces to meet the needs of traditional schools. Without MSAP funds, the District could not hire specially trained teachers or purchase sophisticated

technology or the many supplies and materials so vital to the unique, thematic magnet schools.

The International Baccalaureate Primary Years Programme magnet schools proposed for Forest Park Elementary (Boynton Beach, FL), Pahokee Elementary (Pahokee, FL), and Bethune Elementary (Riviera Beach, FL); the International Baccalaureate Middle Years Program for Conniston Middle School (West Palm Beach, FL); and the Visual, Performing, Communications and Technology Arts magnet school program proposed for Plumosa Elementary (Delray Beach, FL) will provide unprecedented access to the burgeoning arts, cultural, and science institutions available throughout South Florida. This proposed project has engendered tremendous support from the communities that are served by the SDPBC. By implementing the teaching pedagogy as required by the International Baccalaureate Organization, the teachers will spark an interest in the students to become life-long learners and critical thinkers. Additionally, the implementation of the magnet school to focus on the Arts will provide unique and innovative teaching and learning.

School-wide Magnets – These school-wide magnets will implement innovative magnet schools that will seamlessly blend with the Sunshine State Standards and provide unique opportunities not available in traditional schools. Teachers will learn to provide a challenging, interdisciplinary standards-based curriculum by through extensive professional development to provide interdisciplinary and innovative teaching strategies that will meet the needs and interests of the students; artifacts, and institutional resources available in professional learning centers.

Technology Needs - While each of the proposed magnet schools has an infrastructure to support technology (made possible through federal E-Rate funding), the potential motivational learning inherent in one-to-one computing of modern hand-held technology such as Palm Pilots, will enable students to access global resources, electronic textbooks, and publishing/computing

tools on a 24/7 basis. For families without the luxury of computers in the home, this access and the lap-top check-outs will go far in closing the broad digital divide that exists in SDPBC.

Competing Magnet Choice Options - While the selected magnet school programs will provide innovative and unique curricular features, they must compete with many alternative educational options available to parents, include Charter Schools, private schools, and home schooling. Approximately 10% of the enrolled K-12 students in the United States were enrolled in private schools in 1999 according the National Center for Education Statistics. As of October 2006, SDPBC's non-public school enrollment was 3.7%, higher than the State percentage of 11.6%. Additionally, the number of home-schooled students has steadily risen over the past five years to the present number of 3,266.

Public magnet school programs find themselves competing with private schools and other alternative school models to recruit students who may share common social and academic interests. Therefore, magnet school programs must offer groundbreaking curricular models to attract enough students and remain competitive. Unless additional funds are secured, the planned enrichment activities for students and teachers, and the unique curriculum models cannot be implemented. Consequently, the SDPBC would not have the supplementary means to reduce minority group isolation by choice options, or to provide standards-based, unique opportunities for increased academic achievement in the school sites included in the project.

(d) Difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the design of the magnet school project, e.g., the type of program proposed, the location of the magnet school within the LEA - impacts on the applicant's ability to successfully carry out the approved plan.

Difficulty - National data about the condition of public schools, provided by the National

Center for Education Statistics (NCES), indicate that schools with a high minority enrollment (more than 50%) are more likely than schools with a low minority enrollment (5% or less) to be seriously overcrowded. In the SDPBC, 55% of the schools have high minority enrollment and 34% are seriously overcrowded. In addition, a greater achievement gap exists between minority and non-minority students in schools with a high minority enrollment. Current enrollment trends project a gain of 25,000 more students over the next ten years. In the next three years alone, the district is expected to see growth of 16,000 students. The additional fiscal and facilities space burdens, along with the state's unfunded legislative mandates, pose unparalleled challenges to the SDPBC's ability to carry out the proposed project without federal MSAP funds.

Location of the magnet schools - Bethune Elementary is located in downtown Riviera Beach, an inner-city community. Pahokee Elementary School is located in the western, rural area known as the "Glades." Conniston Middle is in downtown West Palm Beach and Forest Park Elementary is located in downtown Boynton Beach. Many of these downtown areas shut down at sunset due to the dangerous environment. Once the busy hustle and bustle of daytime banking, shopping, and entertainment business close for the evening, the areas become a quiet and desolate place. This makes it very difficult to attract students who live far outside these areas to consider the schools located within these cities.

International Baccalaureate K-12 Continuums: With the regional implementation of the MSAP magnet project IB schools, each geographic region of the SDPBC will offer a complete K-12 International Baccalaureate Continuum of Magnet Schools within reasonable distance to provide access to all students in the district. The SDPBC is spread over a geographic area of 2,578 square miles, and, although the IB schools at all levels have proven to be extraordinarily popular with our students and families, many parents, especially parents of young children, are

reluctant to submit an application for a school that will require an hour of travel time each day. With the implementation of the new strategically planned and located IB schools at the needed levels of schooling, students and parents in each region of the school district will have equitable access to these schools and to the opportunity to participate in the IB K-12 Continuum.

SDPBC Regional K-12 IB Continuum

| North IB K-12 | Central IB K-12 | South IB K-12 | West IB K-12 |
|---------------------------------|----------------------------------|------------------------------------|--------------------------------|
| Riviera Bch., FL | West Palm Bch., FL | Delray/Boynton, FL. | Pahokee, FL |
| <u><i>* Bethune PYP K-5</i></u> | Westward PYP K-5 | <u><i>*Forest Park PYP K-5</i></u> | <u><i>*Pahokee PYP K-5</i></u> |
| Kennedy MYP 6-8 | <u><i>*Conniston MYP 6-8</i></u> | Carver MYP 6-8 | Pahokee Jr/Sr |
| Suncoast MYP 9-10 | Forest Hill MYP 9-10 | Atlantic MYP 9-10 | MYP 6 10 |
| Suncoast DP 11-12 | Forest Hill DP 11-12 | Atlantic DP 11-12 | DP 11-12 |

** Magnet Schools in MSAP Project*

The leaders of the city of Riviera Beach anticipate that the opening of the International Baccalaureate Primary Years Programme, downtown Riviera Beach will be revitalized. The opening this program in the Riviera Beach elementary school will also give Riviera Beach (and the northern region of the SDPBC) the International Baccalaureate K-12 continuum programming, with the authorized IB middle and high school already located in Riviera Beach.

The city of Pahokee officials also anticipate revitalization, as the implementation of this International Baccalaureate Primary Years Programme will also complete the K-12 International Baccalaureate continuum for the Glades area (and the western region for SDPBC). The Pahokee city leaders are planning an additional 5,000 homes close to the schools.

Additionally, the placement of the Middle Years Programme at Conniston Middle will

establish the K-12 International Baccalaureate continuum for West Palm Beach (and for the central region of SDPBC), and the Primary Years Programme at Forest Park Elementary will establish the International Baccalaureate K-12 continuum for the south region of SDPBC.

Design Considerations - Under the proposed project, the museum schools will require supplementary funds to train high quality teachers and to implement innovative, rigorous curriculum. Additionally, the initial costs of implementing video-conferencing systems, upgrading science exploration, providing instructional materials appropriate to the themes, and the purchase of unique technology can only be funded by the grant. In addition to equipment and materials, all teachers in the project will participate in extensive professional development, providing them with the skills needed to provide standards-based, interdisciplinary, and theme-infused curriculum. Lead teachers at each site will also oversee the upgrading of science laboratories, materials and equipment as designed for art studios, and specialized technical assistance. Additional program requirements will necessitate purchasing simulation software, upgrading computers, providing wireless devices for students to check out, and increasing science-related reading materials in the school library.

All five proposed magnet schools will require Lead Teachers for the first three years of implementation. Their primary responsibilities will include program design, peer-training and mentoring, marketing, and recruitment. Historically, lead teachers have been instrumental in jump starting new magnets, particularly those which are created in hard-to-sell urban areas. As part of their duties, they spend countless hours in the community speaking to prospective parents. Finally, initial expenses common to all of the schools include printing, duplicating, and advertising costs which are critical to reach broad sections of the SDPBC.

These combined expenses, essential to startup, and paired with challenges of

implementing innovative curriculum, would make it impossible for the SDPBC to implement these programs without Magnet Schools Assistance Program funding.

The magnet school themes are based upon themes in other successful magnet schools within SDPBC and throughout the nation that have proven especially effective in raising student achievement while attracting both minority and non-minority groups of students into diverse settings. The quality project design issues are addressed with an overall conceptual plan and vision, using effective magnet school strategies planned for this project, and reinforced throughout all facets of the project as essential to the success of the five MSAP magnet schools.

280.32 PRIORITY 4 – EXPANDING CAPACITY TO PROVIDE CHOICE

(1) (a) Help parents whose children attend low-performing schools by selecting schools identified for school improvement, corrective action, or restructuring under Title I as magnet schools to be funded under this project and improving the quality of teaching and instruction in these schools.

Students enrolled in Title I schools, identified as in need of improvement, corrective action, or restructuring, are eligible for NCLB school choice to attend another public school with district-provided transportation. The school improvement status of the five schools identified to be funded under this project is demonstrated in the table below.

| School Identified for Funding | MSAP Magnet Program of Choice | School Improvement Status | Parental Choice Status 2007 - 2008 |
|--------------------------------------|--|----------------------------------|---|
| Forest Park Elementary | International Baccalaureate Primary Years Programme | Corrective Action | Public School Choice |
| Pahokee Elementary | International Baccalaureate Primary Years Programme | Corrective Action | Public School Choice |
| Plumosa Elementary | Magnet School for the Arts Visual, Performing, Communications, Technology | Corrective Action | Public School Choice |
| Conniston Middle | International Baccalaureate Middle Years Programme | School Improvement | Public School Choice |
| Bethune Elementary | International Baccalaureate Primary Years Programme | School Improvement | Public School Choice |

The five schools identified for funding under this project have been identified for school improvement or corrective action under Title I. MSAP grant funding is designed to improve the quality of teaching and instruction in all of these project magnet schools.

To help parents learn and understand about the MSAP project and the quality of teaching and instruction in these magnet schools, *the parents of children currently attending* the magnet school will be informed of the changes they can expect with the Magnet Schools Assistance Program. The parents of children currently attending the proposed schools (that have options for NCLB choice) will be actively recruited to choose the magnet school for their child. MSAP Project Staff will be notify these parents in writing, and offer them a variety of communication venues to listen, read, and learn about the challenging and innovative curricular changes that they can expect with the converted school-wide magnet program.

When considering choice options under NCLB, parents will be informed of their viable option to have their child participate in the school-wide magnet program. Important information for the parents to know and understand will be the extensive school-wide conversion and the total teacher training to be offered in a quality learning environment with unique opportunities for the child to learn - opportunities that will generally surpass the teaching and learning available within the traditional school curriculum.

Project Teacher Training - With teachers at the center of these magnet school educational efforts, providing inclusive, effective learning opportunities for all students, the Magnet Schools Assistance Program will concurrently provide training opportunities to meet the needs of the teachers, too, as they increasingly serve a more diverse population of students with a variety of different backgrounds, as well as students with limited English proficiency and special needs students.

(2) Effectively inform parents whose children attend low-performing schools about choices that are available to them in the magnet schools to be funded under the project.

The district has provided all parents with children enrolled in a project school (identified for magnet school funding under this project) with written communication regarding each school's status for school improvement or corrective action. The parent choice letters were mailed to parents of all students enrolled in these schools, and parents were given the chance to choose another school. These letters contained information and No Child Left Behind and the provision for all student to meet Adequate Yearly Progress (AYP). A school that does not meet AYP for two years in a row is identified as a "School In Need of Improvement" (SINI). Parents of children enrolled in these magnet project schools received this district communication earlier this year. In the letter, the parent was given more than one option to choose for the child to attend a "higher performing" school.

However, with the MSAP Project teaching and learning opportunities at the school where the child was in attendance, all of these parents have the right to be fully informed about the upcoming school-wide program changes. The parent will be notified by project staff using a variety of communication strategies, such as informative letters, newsletters, websites, e-mails, and telephone contacts. Parents will be recruited to choose back in for their child to take advantage of the improvements in the school that will come with the MSAP Project. These parents will also be recruited to take a more active role in the magnet school, and to assist in "spreading the word" to other parents, and to provide valuable parental input to project staff.

Parental Involvement in the MSAP Project - The parent will assist in the process of positive communications about the school. Once the parent has decided to "choose" the MSAP school for their child, the parent will be recruited to take an active leadership role in the school

and to provide other parent with information about the project, and about opportunities for more parental involvement in the project. The participating parents will be actively encouraged to learn as much as possible about the magnet theme in their child's school.

Strategies for ongoing outreach to parents will include information about leadership roles such as membership on the School Advisory Council and other school-based management teams to take a more decisive role in their child's school.

Parents will be informed about plans for school improvement. They will learn about the objectives for the MSAP, and will be informed about the school's continuous progress in meeting the objectives. Parents will learn more about the changes in the magnet program instruction that will impact their children's achievement. Parents will be actively recruited to participate in the magnet school events specifically planned to improve parent interaction with the magnet school.

Parents of students from all groups and backgrounds will be encouraged to participate in school activities. This project is serious about reaching ALL parents for participation, and improving the learning experiences for ALL students. Parent involvement is a major priority of the MSAP project, and parents will be recruited to participate in planning for their child's school. The proposed project staff will actively increase parental participation, decision-making, involvement, as well as opportunities for parents to share and learn.

As the MSAP project moves forward, more parents will be involved and more will play an influential role throughout the MSAP project, and beyond. Parents who become actively involved in the MSAP project will also participate on a district-wide MSAP advisory board, to provide the parent's viewpoint and to provide recommendation with project support, assistance, and guidance as they continue to play a key role throughout all phases of the project.

MSAP project-involved parents will make recommendations for program improvement strategies for the magnet school, and project staff will provide these parents with periodic updates about the school's progress toward meeting objectives, and the magnet school's progress and activities for the recruitment and application process. The parents will make recommendations to the project staff about strategies to continuously increase parental awareness, involvement, and participation.

Parents will be invited and encouraged to participate in marketing and recruiting events and campaigns, and to take an active role in the parent-to-parent role. As a result, MSAP project staff will implement more effective strategies for parent involvement, and for parents-informing-parents in magnet school recruitment activities. Parents will foster additional parent involvement by speaking to other parents on behalf of the project. Activities such as these will assist the parents in determining the value of the magnet school for their children.

A commitment to facilitating and encouraging parental involvement is essential to this project. Parents are responsible for the education of their children, but educators have the obligation to assist these parents in becoming more informed about the magnet school program and the MSAP project, and to become more informed about their own roles in the education of their children. The very nature of a magnet school of choice is, in itself, an element that will provide for increased parental involvement.

The parent will also have some unique responsibilities when choosing the magnet school for their child. Parents will be asked to pledge support for their child's magnet school; to pledge to be involved in their child's education; to pledge to provide a productive home learning environment for homework; and to participate in magnet school student/parent events and in

conferences with their child and teachers. All parents will also be invited and encouraged to participate and make decisions regarding many more magnet school activities.

When parents are involved, students demonstrate increased motivation and a better attitude toward school, toward others, and toward themselves. It is truly the child who will benefit the most from a true partnership between parents and schools.

280.31 (a) PLAN OF OPERATION

(1) Quality of the Plan of Operation for the Project.

The School District of Palm Beach County (SDPBC), Florida, is the eleventh largest school district in the nation, and is a leader in the quality and diversity education offered to students. Currently, throughout the school district, 139 magnet programs of choice are available in 52 schools, serving as models of educational excellence. Of these 52 schools, 20 are school-wide magnets at the elementary and middle school level, and many are career-themed magnet programs-within-schools at the secondary level. Many of these quality programs of choice have earned state, national, and international acclaim for their innovative curriculum, dynamic instructional methods, and successful student performance as a result of the district's 18 years of successful experience and commitment to promoting diversity through magnet programs.

Magnet programs attract students to schools by unique opportunities for in-depth experiences and study in specific thematic areas of interest, and create a learning environment that is responsive and supportive of student interests; celebrates cultural and ethnic diversity; and fosters student achievement. The SDPBC magnet programs are available to students of all backgrounds, and are purposefully designed to be inclusive of students with disabilities, students with limited English proficiency, and 504 students. Parents are encouraged to become actively involved in choosing the program most appropriate for the interests and needs of their children.

The SDPBC Plan of Operation for the Magnet Schools Assistance Program (MSAP) is the product of an in-depth, comprehensive planning process, involving Area Superintendents, Choice Department administrators, an IBO professional trainer, an arts curriculum and instruction administrator, as well as principals, teachers, and parents in each of the five project schools. As a result, the SDPBC Plan of Operation is organized around a comprehensive plan

that focuses all efforts on raising student achievement while implementing five new school-wide magnet schools with rigorous, innovative, and powerfully attractive themes. These magnet schools will reduce minority group isolation and foster interaction among students of varying backgrounds as a result of a strategic marketing campaign and aggressive recruitment effort for each specific magnet school site and theme. The Plan of Operation identifies magnet school themes for strategically placed school locations that will complement existing SDPBC magnet schools, offering the opportunity to participate in a K-12 magnet curriculum continuum. The themes are based upon themes in successful magnet schools in SDPBC and throughout the nation and the world, and that have been especially effective in raising student achievement while proving to be powerfully attractive to diverse students who attend magnet schools by choice.

The School Board approved the designation of the following magnet schools and themes for submission in the MSAT grant request to develop and implement school-wide magnets at:

| MSAP Magnet School | Magnet School Theme |
|--------------------------------|---|
| Bethune Elementary | International Baccalaureate - Primary Years Programme |
| Forest Park Elementary | International Baccalaureate - Primary Years Programme |
| Pahokee Elementary | International Baccalaureate - Primary Years Programme |
| Conniston Middle School | International Baccalaureate Middle Years Programme |
| Plumosa Elementary | School of the Arts-Visual, Performing, & Communication Arts |

MSAP Funding of the SDPBC Magnet Schools Assistance Program (MSAP) will allow the expansion of choice opportunities and capacity at each proposed magnet school to attract and retain a diverse student population. This Plan of Operation addresses the issues with an overall conceptual plan and vision, using effective magnet school strategies planned for this project, and

reinforced throughout all facets of the project as essential to the success of the five MSAP magnet schools. The School Board has committed to sustain the new magnet schools with the necessary resources after the end of the MSAP project funding.

All five MSAP magnet schools will offer high-quality, school-wide magnet schools (all students are magnet students), in schools with current substantial minority student populations, and with themes that represent innovative, challenging curricula with instructional approaches that motivate students to participate in a wide variety of learning projects and activities. These magnet school themes epitomize the wide range of interests, skills, and themes that can guide students to become diverse, knowledgeable, creative, and well-rounded citizens of the world. The educational programs offered at each magnet school will provide diverse students with opportunities to meet challenging local and state academic achievement requirements, while learning in an innovative, challenging school environment with opportunities not available to students in traditional schools within the district.

K-12 International Baccalaureate Continuums: Across North America, there are currently only 29 K-12 International Baccalaureate Continuums available. With the project IB magnet schools implemented strategically in regions, each of the four geographic regions in SDPBC will offer a complete K-12 International Baccalaureate Continuum of Magnet Schools within reasonable distance to provide access to this challenging and attractive magnet school theme for all students in the district. The SDPBC has seen great academic success with the IB programs, particularly with low socio-economic and minority students, at the elementary, middle, and high school levels. The success of the IB has been so staggering that the School District is in the process, through this MSAP grant application, of creating four K-12 IB Continuums in four distinct geographic regions. The SDPBC is spread over a geographic area of

2,578 square miles, and, although the IB schools at all levels have proven to be extraordinarily popular with our students and families, many parents, especially parents of young children, are reluctant to submit an application for a school that will require up to an hour of travel time at great distances from home each day. With the implementation of the new strategically planned and located IB schools at the needed levels of schooling, students and parents in each region of the school district will have equitable access to these schools and to the opportunity to participate in the K-12 International Baccalaureate Continuum. Across North America, there are only 29 such K-12 IB Continuums.

Plumosa Elementary Magnet School of the Arts. Prior to planning this project, Dr. Tom Pearson, the SDPBC K-12 Arts Administrator, provided leadership for the Schools and Community Arts Education Task Force, which met for one year, performed a needs assessment in arts education throughout the district, and made six recommendations regarding equity in arts education for all students. A Key Element of that report was the recommendation that Plumosa Elementary be converted to an elementary arts magnet school, with the intention of identifying a middle school and high school to develop a K-12 arts continuum in the southern region of the school district, as is currently available to students live in the North/Central/West geographic regions. The vision of the Plumosa School of the Arts came out of this year-long task force for equity in arts education, as well as School Board approval to move forward.

Voluntary Desegregation Resolution

On February 9, 2007, the School Board adopted the Voluntary Desegregation Resolution, and authorized the SDPBC to implement the five proposed magnet schools of choice with the identified magnet themes, and authorized the submission of this MSAP grant application. Additionally, the School Board of Palm Beach County adopted the *School District Procedures*

Manual for Choice Schools and Program as Policy 5.016. (Please refer to the Desegregation Documentation in *Other Attachments* as submitted on Grants.Gov.) In the Voluntary Desegregation Resolution, the School Board of Palm Beach County resolved that the development of magnet schools will assist the school district in:

- Reducing minority group isolation;
- Achieving systemic reform;
- Providing student opportunities to meet challenging state achievement standards;
- Developing innovative educational methods and practices to promote diversity/increase choices in public schools;
- Strengthening the knowledge of academic subjects and vocational skills of students;
- Improving the capacity of the school district to operate the magnet schools after federal funding is terminated;
- Ensuring that all students enrolled in magnet schools have equitable access to high quality education that will enable them to succeed academically and continue with post-secondary education or productive employment;
- That the largest cost to implement magnet programs is in the first three years, and the Board commits to provide necessary on-going resources to continue these new magnet schools after federal funding is terminated;
- That the proposed new magnet schools will address all of the purposes of the Magnet Schools Assistance Program;
- That the SDPBC has designed its choice strategies to recruit students from diverse backgrounds to magnet schools and assign students by race-neutral lottery selection, based on student choice, without using academic or other selection criteria;

- That the establishment of school-wide magnet programs will reduce minority group isolation in each of the proposed new magnet schools over the period of the project; and
- That the establishment of the proposed magnet schools will not result in an increase of minority student enrollment at any feeder school.

(2)(i) Management Plan will Ensure Proper and Efficient Project Administration.

The School District of Palm Beach County (SDPBC) has the experience and capacity to manage the MSAP grant efficiently and effectively, with clearly delineated authority and responsibility, and with experienced, highly qualified, professional staff who are full time district employees for positions that require continuity and follow-through.

MAGNET OFFICE

The MSAP Project will be managed by the MSAP Magnet Office within the Department of School Choice in the School District of Palm Beach County (SDPBC). The Magnet Office staff will collaborate regularly with the all project staff including magnet principals and lead teachers, as well as the Magnet Advisory Council, the independent evaluator, and with district personnel to develop activities aligned with project objectives and to resolve problems that may arise. Additionally, all Magnet Office staff will collaborate on all efforts toward meeting project objectives. All staff will also respond, on a regular basis, to parent inquiries regarding the project, project objectives, choice, or other questions that may arise.

| Job Title | Name | Funding Source | % Time on Project |
|----------------------------------|---------------|-----------------------|--------------------------|
| Project Director | Kelly Daniels | Local Funds | (b)(4),(b)(6) |
| Curriculum Specialist | TBD | MSAP Grant | 100% |
| Marketing/Recruitment Specialist | TBD | MSAP Grant | 100% |
| Statistical/Budget Analyst | Fanny Johnson | MSAP Grant | (b)(4),(b)(6) |

Project Director – (b)(4),(b)(6) **Time on Project; Locally Funded**) Kelly Daniels has been selected by the Superintendent to serve as the MSAP Project Director, in a district-funded position for (b)(4),(b)(6) of the time. She will have overall responsibility for all activities to carry out the MSAP Project to ensure effective implementation of the magnet programs. As Project Director, Ms. Daniels will provide leadership and supervision for the project coordination of all planning, developing, implementation, and monitoring aspects of this proposal and will be responsible for the effective implementation of project schools; and for monitoring progress toward meeting annual project objectives, toward improved diversity in project schools, and toward increased student achievement. She will coordinate budget planning and supervise expenditures toward meeting objectives on time and within budget. She will secure highly qualified personnel to carry out project activities, orient project staff to their duties, design and implement a staff-training plan for project staff, and monitor their performance. She will promote community involvement and educational partnerships, chair monthly meetings with Magnet Principals and Coordinating Teachers and chair quarterly meetings with the Magnet Advisory Committees. She will manage all operations that are best performed by central office personnel. She will provide leadership and support for the recruitment of students and staff, ensure that special education and limited English proficient students are provided equal access and appropriate services, and monitor all aspects of recruitment and lottery random student selection process. She will monitor the external evaluation process and reports, and prepare reports to the School Board and Superintendent on the state and progress of project implementation.

The Superintendent has recognized and assigned Ms. Daniels to perform the duties of Project Director, *on local funds*, due to her unique and extensive experience and qualifications as an *IBO leadership trainer and evaluator*. Ms. Daniels is recognized internationally for her

extensive and specific expertise in direct alignment with the objectives of this MSAP project, serving in the leadership roles for IBO authorization teams and, locally, as a magnet lead teacher and coordinator, assistant principal, and as the federal Smaller Learning Communities grant facilitator and manager at a local high school.

Curriculum Specialist - (100% Time on Project; MSAP Funded) This specialist will research best practices in magnet schools throughout the country; organize and participate in the development of all aspects of the school IB-PYP, IB-MYP, and Arts magnet curriculum; facilitate the development of curriculum and assessments for the IB and Arts themes that support challenging standards, practices, and accountability; edit the final drafts for publication; and work with curriculum teams to identify, order, and approve instructional materials and equipment. This specialist will plan, organize, and schedule the IB-required professional development activities with Professional Learning Communities for collegial support, and all other project-required Professional Development for school staffs. The requirements for this position include successful teaching experience, extensive experience in development of curriculum and the implementation of professional development, success in working with diverse groups of people, and a minimum of a Master's Degree.

Recruitment Specialist - (100% Time on Project; MSAP-Funded) The Recruitment Specialist will provide marketing and public relations assistance to the magnet schools; publicize the MSAP programs; provide for student recruitment; prepare and implement a district MSAP marketing campaign; coordinate the development of individual school marketing and recruitment plans and activities involving the project schools; train school-site recruitment participants and parent volunteers. The specialist will produce print and multimedia marketing materials; monitor all marketing materials (district and school) to assure appropriate cultural representation and

translation; design layouts for promotional information in marketing/communication vehicles; design and maintain the project web page, as well as project news on each school's website. The marketing specialist will publicize accomplishments of project schools and students in those schools and liaison with the media for positive coverage of project schools. The specialist will plan with feeder school principals to design, implement, and operate the parent involvement component in each school and develop strategies to target recruitment. The specialist, along with the project director, will manage the lottery random selection process and monitor application pools, feeder schools, and enrollment at each school. He/she will implement a system to evaluate the effectiveness of the magnet project including strategies for assessing progress toward completion of project activities and meeting project goals and objectives. The specialist will also coordinate the logistics of district-funded magnet transportation for students. The requirements for this position include successful teaching or marketing experience, extensive experience in designing and implementing marketing plans for schools or for other businesses or organizations, success in working with diverse groups of people.

MSAP Statistical /Budget Analyst – (b)(4),(b) Time on Project; MSAP Funded) Fanny Johnson has been identified to fill this position upon notification of funding. Ms. Johnson will provide administrative support for the Project Director and Specialists. She will maintain invoice/work order/inventory systems and will assist the Project Director with the management of the project budget with monitoring reports of expenditures, purchase orders, inventory, and other. She will assist the Project Director in the development of official documents and reports, and will follow-through to process them. She will maintain official files and ledgers; prepare and maintain databases; prepare statistical data reports; manage meeting schedules, correspondence, and minutes; and provide critically important training in *Working with the*

Public to clerical or technical personnel in the project schools. She will also assist the project specialists with communications, translations, scheduling, editing, and assisting with the organization of major recruitment events. When other project staff members are in schools, Ms. Johnson will provide continuous access to the school staff, parents, or the general public by telephone or email or in person, and will respond in a timely manner to requests for information. She will manage and organize all incoming applications for MSAP project schools. An additional qualification in working with the public is Ms. Johnson's Hispanic heritage and bilingual fluency in both English and Spanish. She is able to communicate orally and in writing in both languages, and she is a district-certified translator qualified to translate written materials into Spanish. Thus, she will provide written translations of all promotional materials and other project communications into Spanish.

Management Timeline

| <i>ACTIVITY</i> | <i>RESPONSIBLE</i> | <i>yR.1</i> | <i>yR. 2</i> | <i>yR. 3</i> |
|---------------------------------------|--------------------|-------------|--------------|--------------|
| <i>Identify New Staff</i> | Director/Principal | May-Aug | n/a | n/a |
| <i>Magnet Orientation</i> | Project Director | August | August | August |
| <i>Marketing/Recruitment</i> | Recruitment Spec. | June - Dec | Aug - Dec | Aug - Dec |
| <i>Schedule IB Training</i> | Curriculum Spec. | All Year | All Year | All Year |
| <i>Sat/Summer Curriculum</i> | Curr. Spec/Tchrs. | All Year | All Year | All Year |
| <i>Lottery Student Assignment</i> | Project Director | Jan | Jan | Jan |
| <i>Extended Recruitment</i> | Recruitment Spec. | As Needed | As Needed | As Needed |
| <i>Prof. Learning Communities</i> | Lead Teacher | Weekly | Weekly | Weekly |
| <i>Order Equipment & Supplies</i> | Project Director | Weekly | Weekly | Weekly |
| <i>Formative/Summative Eval</i> | Evaluator/All | Quarterly | Quarterly | Quarterly |

| | | | | |
|-----------------------------------|----------------------|-----------|-----------|-----------|
| <i>School Leadership Meetings</i> | Project Director | Monthly | Monthly | Monthly |
| <i>Magnet Advisory Committee</i> | Project Director | Quarterly | Quarterly | Quarterly |
| <i>Culminating School Event</i> | School Staff/Parents | May | May | May |
| <i>IB Authorized Schools</i> | IBO Approval Letter | n/a | n/a | n/a |
| <i>Report to Supt. And Board</i> | Project Director | July | July | July |

The SDPBC is based upon a collaborative culture that supports the Superintendent in building and maintaining relationships with district and school leadership, teachers, parents, businesses, and other community organizations and representatives. The planning and development of the project, as well as the facilitation, management, and monitoring process, has and will continue to incorporate this collaborative philosophy with the establishment of the Magnet Advisory Council, composed of district, school, and community members of the MSAP Project implementation team. This collaborative leadership council is a critical element to the efficient and meaningful management of the MSAP, designed to enable and positively reinforce MSAP school reforms, ongoing best practices, improved diversity and increased academic achievement through the shared vision of equity and excellence inherent in the Magnet Advisory Council of school and community leaders.

District Magnet Advisory Council – The Project Director, Kelly Daniels, will establish a Magnet Advisory Council to help oversee the direction and implementation of the magnet themes in each project school. The essential goal will be to enable the magnet school communities to work together to support the goals and objectives of the MSAP Project. This committee will consist of the Project Director, the Director of School Choice, the project’s Curriculum Specialist and Recruitment Specialist, the district’s K-12 Arts Administrator, project principals, magnet lead teachers, one other teacher from each school, and parents/business

partners representing each school. The Magnet Advisory Council will meet quarterly, in rotating locations at each magnet school, to work toward meeting the project goals and objectives.

MAGNET SCHOOL SITE-LEVEL MANAGEMENT

In each magnet school, a team consisting of the principal, magnet lead teacher, teachers and other staff will meet bi-weekly with a variety of grade level, subject area, cross-curricular, or vertical teams to plan and coordinate lessons, curriculum development, IB strategy implementation, classroom or school theme-related activities, and to use assessment data to plan instruction, enrichment, or interventions as needed. The magnet school leadership team will be responsible for compiling and collecting all information related to the magnet program, as well as all theme related school and parental involvement activities, and the documentation related to curriculum and professional development for all staff members. The information will be maintained in the individual schools and sent by email to the Project Director at the end of each month for review by the Magnet Office staff and Evaluator.

Magnet School Principals – (100% Time on Project; Locally Funded) The principal at each project school will supervise all staff, assume responsibility for full implementation of all aspects of the school-wide magnet program, and for recruiting highly qualified staff. The principal will participate in the training with teachers and staff to develop the instructional leadership expertise necessary to move the school toward meeting all project objectives, and will support the development of train-the-trainer teacher experts in various components of the project training for each magnet school. The principal is administratively responsible for teachers, counselors, and special activities designed to improve achievement. The principal will monitor the magnet school's progress toward meeting annual magnet goals and objectives, and will develop and implement on-site strategies for meeting those objectives each year of the project.

Magnet Lead Teachers - (100 % Time on Project; MSAP Funded) Upon notification of project funding, one lead teacher will be identified in each of the five magnet schools. These lead teachers will be highly qualified, Florida certified, and highly trained. Each lead teacher will be responsible for assisting the principal in all aspects of magnet school planning, development, implementation, and monitoring progress toward meeting objectives each of the three years of the project. The Lead Teacher will work closely with the Curriculum Specialist and the school curriculum writing teams to ensure that curriculum development and instructional delivery meets the requirements of the project. The Lead Teacher will assist with planning and participate in professional development, and will work with the staff to provide continuous follow-up training on site with a component for Professional Learning Communities to ensure collegial support necessary for successful implementation of training for the magnet program.

Magnet Classroom Teachers – (100% Time on Project; Locally Funded) Magnet school teachers will be highly qualified, Florida certified, and highly trained professionals who have experience working with diverse student populations. Teachers and counselors will be involved in curriculum development by serving as members instructional innovation teams. Through extensive training and follow-up activities on site, teachers will learn to implement innovative instructional strategies designed for the magnet school, and to develop interdisciplinary or transdisciplinary (IB-PYP) curriculum in a high quality manner that ensures the needs of students are met. In addition to classroom teachers, each magnet school has specialized teachers (*locally funded*) with credentials and experience directly related to the IB magnet theme subjects (i.e., foreign language, etc.) and Arts magnet themes are uniquely and extensively qualified to teach and train others in their field of specialization. Some of these specialty teachers include certified, highly qualified teachers in visual, instrumental, and choral

arts, and some have experience as IB teacher and have been trained and experienced in developing the IB curriculum and delivering the innovative instructional strategies. Practice, follow-up training, and professional learning communities will be emphasized to ensure that all teachers develop expertise in the magnet program. The principals, magnet schools office staff, lead teachers, and other appropriate staff will work in collaboration with the magnet teachers to provide students with a consistent, coordinated, supportive and comprehensive program of professional development. All Magnet Teachers will continue to receive training throughout the three years of the project to provide the required innovative magnet curriculum and instruction and to continuously develop expertise to attain the goals and magnet project objectives.

(2) (ii) (A) Specific outcomes will accomplish the purposes of program.

The SDPBC magnet project will provide innovative magnet schools that ensure all students have equitable access to a high quality education that will prepare them to function well in a culturally diverse, technologically-oriented, and highly competitive global society. The project schools will also attract and retain a diverse student population and will accomplish the six Magnet Purposes. The outcomes and objectives of the SDPBC Project are directly related to the Magnet Schools Assistance Act as stated in Title V, Part C – Section 5301 of the No Child Left Behind Act. As illustrated in the chart below, the SDPBC has developed six specific outcomes designed to accomplish the purposes of the Magnet Schools Assistance Program.

Relationship of Project Outcomes to the Purposes of the MSAP

| MSAP Purpose 1 | Outcome 1.0 |
|--|---|
| <p>The elimination, reduction, or prevention of minority group isolation in elementary 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.</p> | <p>By June 30, 2010, minority group isolation will be reduced in each of the five target magnet schools with substantial proportions of minority students, as verified by an outside, independent evaluator.</p> |
| MSAP Purpose 2 | Outcome 2.0 |
| <p>To develop and implement magnet school projects that will assist local education agencies achieve systemic reforms, and provide all students the opportunity to meet challenging State academic content and student academic achievement standards.</p> | <p>By June 30, 2010, each of the five target magnet schools will assist the District in developing and implementing systemic reforms that provide all students the opportunity to meet challenging State academic content and student academic achievement standards, as verified by an outside, independent evaluator.</p> |
| MSAP Purpose 3 | Outcome 3.0 |
| <p>The development and design of innovative educational methods and practices that promote diversity and increase choices in public schools.</p> | <p>By June 30, 2010, each of the five target magnet schools will develop, design, and implement innovative educational methods and practices that promote diversity and increase</p> |

| | |
|---|---|
| | choices, as verified by an outside, independent evaluator. |
| MSAP Purpose 4 | Outcome 4.0 |
| Courses of instruction within magnet schools that will substantially strengthen students' knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills. | By June 30, 2010, courses of instruction will be designed and implemented within each of the five target magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of needed in the workplace, as verified by an outside, independent evaluator. |
| MSAP Purpose 5 | Objective 5.0 |
| Improvement of the capacity of local education agencies, including through professional development, to continue operating magnet schools at a high performance level after the Federal funding for the magnet school is terminated. | By June 30, 2010, professional development will be implemented in each of the five target magnet schools that will enhance the project and sustain the magnet schools at a high performance level after the Federal funding for the magnet school is terminated, as verified by an outside, independent evaluator. |
| MSAP Purpose 6 | Objective 6.0 |
| Ensuring that all students enrolled in the magnet school programs have equitable | By June 30, 2010, all students enrolled in each of the five target magnet schools will be |

| | |
|---|--|
| <p>access to high quality education that will enable the students to succeed academically and continue with post-secondary education or productive employment.</p> | <p>ensured equitable access to a high quality education, enabling them to succeed academically and continue with postsecondary education or productive employment, as verified by an outside, independent evaluator.</p> |
|---|--|

(2) (ii) (B) Specific outcomes are attainable within the project period.

The SDPBC has developed a strong and effective plan that will enable the project to meet all of the outcomes and objectives within the project period. The implementation of the project in each of the five magnet schools will begin in project year one (2007-2008), and will be accomplished during the designated three-year period, with all objectives as measured and quantified by the annual objectives of the project.

All objectives are written to be accomplished within the three-year period. Each objective has a particular timeline for the Project Director to use in managing the magnet schools project. All objectives will be accomplished by the final day of the project, June 30, 2010.

The magnet school projects will provide students and parents with the specialized themes in schools located specifically in regions to meet the objectives. Each year, the project staff will participate in all planning, marketing, and implementing activities designed thoroughly implement all aspects of the MSAP project each year. Throughout each year, the project staff will also conduct active and aggressive recruitment activities that target students and parents in the feeder schools. In each proposed magnet school, all project staff will work together to plan and implement the specialized curriculum with project based learning and motivates the students to achieve. The schools with themes under the auspices of the International Baccalaureate will achieve the IBO authorization process in the third year of the project.

This MSAP project will be guided by a management timeline with clearly delineated project activities and personnel responsibilities.

Management Timeline

| <i>ACTIVITY</i> | <i>RESPONSIBLE</i> | <i>yR.1</i> | <i>yR. 2</i> | <i>yR. 3</i> |
|--|---|-------------|--------------|--------------|
| <i>Identify New Staff</i> | Director/Principal | May-Aug | As needed | As needed |
| <i>Orientation</i> | Project Director | August | August | August |
| <i>Marketing/Recruitment</i> | Marketing Specialist | June - May | Aug - May | Aug - May |
| <i>Schedule IB Training</i> | Curriculum Specialist | All Year | All Year | All Year |
| <i>Curriculum Development after-school, Sat., Summer</i> | Curriculum Specialist, Lead Teachers, Tchrs | All Year | All Year | All Year |
| <i>Lottery Student Assignment</i> | Project Director | Jan, June | Jan, June | Jan, June |
| <i>Extended Recruitment</i> | Marketing Specialist | As Needed | As Needed | As Needed |
| <i>Prof. Learning Communities</i> | Lead Teacher, Teams | Bi-Weekly | Bi-Weekly | Bi-Weekly |
| <i>Order Equipment & Supplies</i> | Project Director | Weekly | Weekly | Weekly |
| <i>School Leadership Meetings</i> | Project Director, Prin | Monthly | Monthly | Monthly |
| <i>District Magnet Advisory Bd.</i> | Proj Dir & Board | Quarterly | Quarterly | Quarterly |
| <i>Culminating School Events</i> | Ld Tch, Staff, Parents | May | May | May |
| <i>IB International Panel Visit</i> | IBO Expert Panel | n/a | n/a | Fall TBA |

| | | | | |
|--|------------------|------|------|---------------|
| <i>IBO Authorization</i> | IBNA/IBO | n/a | n/a | Winter TBA |
| <i>Report to Supt. & School Bd.</i> | Project Director | July | July | July |

To attain all MSAP purposes, outcomes, and objectives within the project period, the project management must carry out major functions central to the magnet schools' primary mission. Many of these major functions are continuous by their very nature, and are difficult to accurately isolate at fixed points on the project calendar. The project management staff will invest a significant portion of time in these continuous activities which will meet project purposes and accomplish objectives within the project period.

Continuous Activities and Functions

| | |
|---------------------------------------|--------------------------------------|
| Marketing and Recruitment of Students | Dissemination of Project Information |
| Professional Development | Parent Involvement Activities |
| Curriculum Development/Implementation | Monitoring of Student Progress |
| Magnet School Advisory Activities | Monitoring of Application Pool |
| Liaison with Collaborators | Liaison with Feeder Schools |
| Exhibition of Student Work | Equipment Maintenance |
| Student Community Service Activities | Student Recognition |

(2) (ii) (C) Specific outcomes that are measurable and quantifiable.

The five proposed magnet schools will be implemented in the fall of 2007. With the implementation of the five proposed magnet schools and a collaborative plan to meet all objectives within the timeline, *the impact on the proposed project will be the achievement of the measurable, quantifiable objectives, aligned with the purposes of the project.*

| | |
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| <p>MSAP</p> <p>PURPOSE I</p> | <p>The elimination, reduction, or prevention of minority group isolation in elementary 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.</p> |
| <p>Outcome 1.0</p> | <p>By June 30, 2010, minority group isolation will be reduced in each of the five target magnet schools with substantial proportions of minority students, as verified by an outside, independent evaluator.</p> |

Objective 1.1 By June 30 of each project year (2008, 2009, 2010), the magnet school project will implement an innovative curriculum that will attract sufficient numbers of students from different backgrounds to reduce minority group isolation in each of the five target magnet schools by a minimum of 3% per year, as documented by official enrollment records.

Objective 1.2 By June 30 of each project year (2008, 2009, 2010), the student applicant pool for each of the five target magnet schools will reflect a proportion of at least 10% less minority students per year than, in relation to the racial/ethnic composition of each total school enrollment, will reduce minority group isolation through an annual lottery-based student assignment process, as documented by an analysis of each school’s applicant pool, lottery assignment records, and official enrollment records. (GPRA Performance Measurement A)

Objective 1.3 By June 30 of each project year (2008, 2009, 2010), the proportion of minority students in the total school enrollment in the feeder schools will NOT exceed the district-wide average of 62% minority students at the elementary level in grades K - 5, or the district-wide average of 60 % minority students at the middle school level in grades 6 - 8, per year, as documented by school and district official enrollment records.

Objective 1.4 By June 30 of each project year (2008, 2009, 2010), the student curricular activities and classroom assignments within the five target magnet schools will reflect a proportionate distribution of students from different backgrounds that will not deviate by more than 15% from each group’s representation within the magnet school per year, as documented by an analysis of class enrollments, student rosters in curricular activities, and official school enrollment records.

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| <p>MSAP</p> <p>PURPOSE II</p> | <p>To develop and implement magnet school projects that will assist local education agencies achieve systemic reforms, and provide all students the opportunity to meet challenging State academic content and student academic achievement standards.</p> |
| <p>Outcome 2.0</p> | <p>By June 30, 2010, each of the five target magnet schools will assist the District in developing and implementing systemic reforms that provide all students the opportunity to meet challenging State academic content and student academic achievement standards, as verified by an outside, independent evaluator.</p> |

Objective 2.1 By June 30 of each project year (2008, 2009, 2010), the magnet school project will assist the District in developing and implementing at least two systemic reforms per year that address challenging State academic content and student academic achievement standards, as evidenced by the integration of innovative, scientifically-based reform strategies and documented in each school’s annual School Improvement Plan.

Objective 2.2 By June 30 of each project year (2008, 2009, 2010), each of the five target magnet schools will demonstrate attainment of challenging academic content standards by increasing the FCAT-NRT median percentile scores in reading and mathematics by 2% per year, as documented on the annual FCAT-NRT School Report.

Objective 2.3 By June 30 of each project year (2008, 2009, 2010), each of the five target magnet schools will demonstrate attainment of the challenging student academic achievement standards with the proportion of students scoring at or above proficiency levels in reading and mathematics as increased each year by at least 10% for the total population and for each of the NCLB-defined subgroups, as documented by an analysis of the current and previous year’s Florida Public School Accountability Reports.

Objective 2.4 By June 30 of project year three (2010), each of the five target magnet schools will demonstrate attainment of challenging academic content and student academic achievement standards by making Adequate Yearly Progress (AYP), as defined by *No Child Left Behind*, for the total population and for each NCLB-defined subgroup, as documented by Florida’s Public School Accountability Reports. (GPRA Performance Measure B)

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| MSAP PURPOSE III | The development and design of innovative educational methods and practices that promote diversity and increase choices in public schools. |
| Outcome 3.0 | By June 30, 2010, each of the five target magnet schools will develop, design, and implement innovative educational methods and practices that promote diversity and increase choices, as verified by an outside, independent evaluator. |

Objective 3.1 By June 30 of each project year (2008, 2009, 2010), 90% of the teachers in the target magnet schools will develop, design, and implement at least five innovative educational methods, practices and instructional group strategies that promote diversity and increase choices, per year, as documented by lesson plans identifying innovative educational methods, practices, and instructional group strategies that promote diversity and choice, used as a direct result of the MSAP project.

Objective 3.2 By June 30 of project year one (2008), all students in the five target magnet schools will receive instruction directly related to the magnet theme for a minimum of five hours per week or the equivalent to 20% of total instructional time per year, as documented by lesson plans identifying theme-specific, innovative instructional practices and strategies used as a direct result of the MSAP project.

Objective 3.3 By June 30 of project year two (2009), all students in the five target magnet schools will receive instruction directly related to the magnet theme for a minimum of ten hours per week or the equivalent to 40% of total instructional time per year, as documented by lesson plans identifying theme-specific, innovative instructional practices and strategies used as a direct result of the MSAP project.

Objective 3.4 By June 30 of project year three (2010), all students in the five target magnet schools will receive instruction directly related to the magnet theme for a minimum of fifteen hours per week or equivalent to 60% of total instructional time per year, as documented by lesson plans identifying theme-specific, innovative instructional practices and strategies used as a direct result of the MSAP project.

Objective 3.5 By June 30 of project year three (2010), the IB-PYP magnet schools at Forest Park Elementary, Pahokee Elementary, and Bethune Elementary will have implemented 100% of the International Baccalaureate Standards and Practices for the Primary Years Programme, as documented by an international visiting team of IB-PYP experts, the IBO international website, and the IBO official written notice of authorization for each of the magnet schools to offer the Primary Years Programme as an IB World School.

Objective 3.6 By June 30 of project year three (2010), the IB-MYP magnet school at Conniston Middle will have implemented 100% of the International Baccalaureate Standards and Practices

for the Middle Years Programme, as documented by an international visiting team of IB-MYP experts, the IBO international website, and the IBO official written notice of authorization for this magnet school to offer the Middle Years Programme as an IB World School.

Objective 3.7 By June 30 of project years two and three (2009, 2010), the percentage of parents who participate in magnet-specific parent/school interaction activities in the five target magnet schools will increase by 10% per year, as documented by agendas, parent attendance sheets, student/teacher/parent team meeting minutes, other reports of parent-magnet school interactions.

Objective 3.8 By June 30 of project years two and three (2009, 2010), the teachers and parents in the five target magnet schools will demonstrate 90% or better satisfaction rate with the quality of educational methods and practices that promote diversity and choice each year, as documented by an analysis of the responses to the annual magnet school survey items.

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| <p>MSAP</p> <p>PURPOSE IV</p> | <p>Courses of instruction within magnet schools that will substantially strengthen students' knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills.</p> |
| <p>Outcome 4.0</p> | <p>By June 30, 2010, courses of instruction will be designed and implemented within each of the five target magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of needed in the workplace, as verified by an outside, independent evaluator.</p> |

Objective 4.1 By June 30 of each project year (2008, 2009, 2010), 100% of the students in the five target magnet schools will successfully complete one or more theme-related

interdisciplinary project(s) per year (individual or group), as documented by a successful performance measure of 80% or higher on the project-rubrics in the magnet student portfolio.

Objective 4.2 By June 30 of project year one (2008), the teachers and staff in the five target magnet schools will design and develop the theme-specific, challenging magnet curriculum, demonstrating high expectations for student acquisition of knowledge and skills, within and across the NCLB core academic subjects, including, at a minimum, the arts, reading, language arts, mathematics, science, history, geography, technology, (and foreign language in the IB schools), as documented by each school's working magnet curriculum document to be 30% complete in year one of the project.

Objective 4.3 By June 30 of project year two (2009), the teachers and staff in the five target magnet schools will design and develop the theme-specific, challenging magnet curriculum, demonstrating high expectations for student acquisition of knowledge and skills within and across the NCLB core academic subjects, as documented by each school's working magnet curriculum document to be 65% complete in year two of the project.

Objective 4.4 By June 30 of project year three (2010), the teachers and staff in the five target magnet schools will design and develop the theme-specific, challenging magnet curriculum, demonstrating high expectations for student acquisition of knowledge and skills within and across the NCLB core academic subjects, as documented by each school's magnet curriculum document to be 100% complete in year three, published in hard copy and on-line.

Objective 4.5 By June 30 of each project year (2008, 2009, 2010), at least 90% of the students in the Plumosa Magnet School of the Arts will demonstrate interest, attain knowledge, and acquire skills in one or more of the arts areas (dance, music, theatre, visual arts, communication arts) per year, as documented by student participation in one or more of the arts troupes'

productions or in one or more of the various school-wide, grade-wide interdisciplinary productions, performances, or displays.

Objective 4.6 By June 30 of project year three (2010), the five target magnet schools will incorporate a minimum of ten challenging curriculum objectives, related to theme-based career awareness integration activities and theme-based technology integration activities, as documented by the challenging curriculum objective in teacher team-developed units of study integrated into the finished magnet school curriculum, published in hard copy and on-line.

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| <p>MSAP PURPOSE V</p> | <p>Improvement of the capacity of local education agencies, including through professional development, to continue operating magnet schools at a high performance level after the Federal funding for the magnet school is terminated.</p> |
| <p>Outcome 5.0</p> | <p>By June 30, 2010, professional development will be implemented in each of the five target magnet schools that will enhance the project and sustain the magnet schools at a high performance level after the Federal funding for the magnet school is terminated, as verified by an outside, independent evaluator.</p> |

Objective 5.1 By June 30 of each project year (2008, 2009, 2010), the five target magnet schools will ensure equitable access to a high quality education and will meet the educational needs of all students, with 90% of the teachers and staff completing a minimum of 40 hours per year of teacher training in topics for cultural sensitivity, differentiation, access and inclusion, as documented by Staff Development Reporting Forms, agendas, and teacher reflection journals.

Objective 5.2 By June 30 of each project year (2008, 2009, 2010), 90% of the teachers at the IB-PYP magnet schools at Forest Park, Pahokee, and Bethune, will participate in a minimum of five IB-official professional development workshops per year, for a minimum of 60 hours per year, in

the required topics to implement the *Primary Years Programme*, as documented by IB training agendas, Staff Development Reporting Forms, and teacher reflection journals.

Objective 5.3 By June 30 of each project year (2008, 2009, 2010), 90% of the teachers at the IB-MYP magnet school at Conniston Middle will participate in a minimum of five IB-official professional development workshops per year, for a minimum of 60 hours per year, in the required topics to implement the *Middle Years Programme*, as documented by IB training agendas, Staff Development Reporting Forms, and teacher reflection journals.

Objective 5.4 By June 30 of each project year (2008, 2009, 2010), 90% of the teachers at the Plumosa Magnet School of the Arts will participate in a minimum of five professional development workshops per year, for a minimum of 60 hours per year, in teacher training topics for integrating the arts into academics and the research-basis for the arts' critical links to student achievement, as documented by workshop agendas, Staff Development Reporting Forms and teacher reflection journals.

Objective 5.5 By the June 30 of each project year (2008, 2009, 2010), 90% of the teachers in the five target magnet schools will implement at least three innovative educational methods or practices, per year, that they had not used prior to the implementation of the magnet school, as documented by teacher reflection journals, lesson plans, interviews, and classroom observations.

Objective 5.6 By June 30 of project year three (2010), the magnet school project, through three years accumulation of capacity-building activities, will ensure continuation of the magnet schools after federal funding is terminated, as demonstrated by 90% of the teachers and staff trained in magnet theme-specific topics and equity and access instructional strategies, as documented on Staff Development Reporting Forms and teacher reflection journals. (The

Voluntary Desegregation Resolution, adopted by the School Board on February 9, 2007, also assures continuation of the five magnet project schools after federal funding is terminated.)

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| <p>MSAP</p> <p>PURPOSE VI</p> | <p>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 post-secondary education or productive employment.</p> |
| <p>Outcome 6.0</p> | <p>By June 30, 2010, all students enrolled in each of the five target magnet schools will be ensured equitable access to a high quality education, enabling them to succeed academically and continue with postsecondary education or productive employment, as verified by an outside, independent evaluator.</p> |

Objective 6.1 By June 30 of each project year (2008, 2009, 2010), the five target magnet schools will ensure that all students have equitable access to a high quality education with a 5% increase each year in the percentage of students reading at or above grade level proficiency when they matriculate to the next level of schooling, as documented by grade-level FCAT scores in reading on the Florida Public School Accountability Report.

Objective 6.2 By June 30 of each project year (2008, 2009, 2010), the five target magnet schools will implement a magnet advisement model (emphasizing parent involvement) with 90% of the students participating in workshops with counseling strategies for personalized academic and career awareness and goal-setting, enabling all students to succeed academically and continue with post secondary or productive employment, as documented by the lead teacher’s log of workshops, agendas, participation reporting forms and the magnet student portfolios.

2) (iii) (D) For multi-year projects, plan can be used to determine the project's progress in meeting its intended outcomes.

Measurable goals and benchmarks are established in the project objectives to quantify the effectiveness of the program, not only to provide the important outcomes to which energy and time will be directed, but also to provide a continuum of benchmarks that will empower the project's magnet schools, staff, and students to proceed toward mastery of those outcomes. The project's measurable, quantifiable objectives, as aligned with the six MSAP purposes, indicate measures for each school for each of the three years of the project. The following alignment of the purposes, outcomes, and activities describe the activities to be used means used by project staff to measure the project's incremental progress toward meeting the objectives for each of the three years of the project.

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| <p>MSAP</p> <p>PURPOSE 1</p> | <p>The elimination, reduction, or prevention of minority group isolation in elementary 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.</p> |
| <p>Outcome 1.0</p> | <p>By June 30, 2010, minority group isolation will be reduced in each of the five target magnet schools with substantial proportions of minority students, as verified by an outside, independent evaluator.</p> |

To reduce minority group isolation and to promote diversity, the implementation of the five proposed magnet schools, each with an innovative thematic magnet program of choice, will result in reduced minority group isolation in each school, each year of the project. Each school will implement an innovative magnet school curriculum capable of attracting students from diverse backgrounds. To reduce minority group isolation (MGI) within the project period, the

SDPBC will develop distinctive magnet curricula, heavily recruit the target non-minority population to ensure an application pool that will reduce MGI, and randomly assign students to the magnet schools from the application pool that will reduce MGI. The magnet school designs will both reduce MGI and improve the quality of education. Based upon national magnet school research and the district's own experience with magnet programs, the desegregation outcomes will be attainable within the project period. The SDPBC is committed to reducing MGI in its schools with the implementation of exceptionally outstanding magnet themes in some of the most difficult schools to desegregate, and the district is committed to improving academic achievement in these schools with themes that have made the greatest academic strides for students in other magnet schools.

| Current and Projected Percentage of Minority Student Enrollment at Magnet Schools | | | | |
|--|----------------|-------------|-------------|-------------|
| MSAP School | Current Min. % | FY08 Min. % | FY09 Min. % | FY10 Min. % |
| Conniston Middle | 84% | 79% | 74% | 69% |
| Forest Park Elem. | 94% | 89% | 84% | 79% |
| Bethune Elem. | 99% | 94% | 89% | 94% |
| Pahokee Elem. | 98% | 93% | 88% | 83% |

Recruitment - This project will focus all efforts and strategies on the active and aggressive recruitment of the feeder school students. The project will focus marketing efforts on attracting students from feeder schools that are predominately non-minority schools and local private schools. The marketing and student recruitment for each magnet school will be monitored closely to ensure that the district's nondiscrimination policies are adhered to; that all students who choose to attend a magnet school are treated fairly and equitably; and that all local, state, and federal guidelines and regulations are followed. A Recruitment Specialist will provide

expertise to the five magnet schools to develop individual school marketing and recruitment plans. This specialist will work with magnet school parents and staff to develop site marketing and recruitment projects. This specialist will develop and maintain an MSAP district web site, and assist magnet schools develop web sites to support marketing and recruitment. The specialist will also be responsible for developing flyers, taped messages, press releases, advertisements, technological marketing tools, and community events highlighting the unique magnet program activities, focusing on individual student and school accomplishments and fostering positive human relations activities. Further, the marketing/recruitment specialist will assist the district in developing materials to support the district's total magnet efforts and developing community awareness of magnet schools through a comprehensive MSAP marketing plan which will include activities such as organizing magnet fairs and open houses, developing magnet newsletters print dissemination and for the MSAP website, developing new magnet school brochures to highlight the individual magnet schools, and developing an MSAP booklet that advertises all five programs as a whole.

Applicant Pools - The Project Director will monitor the applicant pools to ensure that the marketing strategies are effective and to ensure that the composition of feeder schools is not adversely affected by the magnet school marketing and student recruitment. Applicant pools will reflect a proportion of 10% fewer minority students per year that, in relation to the total school enrollment, will reduce minority group isolation using a lottery assignment process.

Admission Admission to each proposed magnet school is available to students in the attendance boundary area of each school. Students will not participate in any screening measures (such as academic examinations) for entry to the magnet schools. All remaining seats

will be filled with students from the applicant pool. Whenever there are more applicants than available seats, a random lottery selection process will be used.

Feeder Schools - The movement of students to magnet schools will be accomplished without negatively impacting the composition of students enrolled in the feeder schools. Each year, feeder schools will not exceed the district-wide average of minority students at that level of schooling (62% at the elementary level; 60% at the middle school level.) Feeder Schools will not increase minority group enrollment. Feeder school enrollment will be closely monitored by the Project Director and Recruitment Specialist.

Participation - The proportion of students from different backgrounds working and learning together in classrooms and other activities within each magnet school will not deviate by more than 15% from those groups as represented in the total school enrollment each year. As school-wide magnets, curricular activities and classroom assignments will be monitored for student participation representative of different backgrounds. The magnet Principal and Lead Teacher will monitor participation in classes and grouping exercises on a regular basis so as to remedy any imbalances that do occur as soon as they are apparent.

Each project magnet school is will be structured as a *school-wide design*.

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| MSAP PURPOSE II | To develop and implement magnet school projects that will assist local education agencies achieve systemic reforms, and provide all students the opportunity to meet challenging State academic content and student academic achievement standards. |
| Outcome 2.0 | By June 30, 2010, each of the five target magnet schools will assist the District in developing and implementing systemic reforms that provide all students the opportunity to meet challenging State academic content and student academic achievement standards, as verified by an outside, independent evaluator. |

The proposed magnet schools included in this project are designed to improve academic achievement for all students enrolled in the magnet schools. The *Florida Comprehensive Assessment Test (FCAT)* is part of Florida’s effort to improve the teaching and learning of challenging educational standards.

Systemic Reform - The School Improvement Plan will be developed each year aligning the magnet with the Sunshine State Standards and student academic achievement standards. This will be supported, facilitated, and assisted by the project, district magnet office staff, and each principal, lead teacher and parents. The school improvement planning process in each magnet school will align the magnet school with district systemic reform initiatives annually. Each project school will be a platform for research-based best practices and continuous school improvement. Teachers will use the continuous improvement model, a research-based process using the most effective practices for data driven instruction, including analysis of student data and student work, and alignment of curriculum with instruction and assessments to standards. Teachers will adopt a variety of alternative assessments and use those assessments to inform curriculum and instructional strategies used. Teachers will integrate assessment into instruction

so that assessment does not only measure students, but becomes part of the learning process. All students will receive feedback and an opportunity to improve work in every class.

The School Advisory Council (SAC) at each project magnet school will assume a major role in the project, provide local oversight to address the development and needs of their respective magnet programs and to meet the MSAP objectives. Florida's public schools are required to have a School Advisory Council (SAC) that develops the School Improvement Plan (SIP) with goals, objectives, activities, and an evaluation plan. The implementation of the MSAP magnet school project will be the major focus of the School Improvement Plan. The SAC is established by Florida Statute and given authority and a powerful voice in the direction each school takes. The SAC meets on a monthly basis to review, approve, guide, advise, or deny activities for the school. By Florida statute, a SAC is comprised of parents, community members, business partners, teachers, students, and administrators, and each school's SAC is required by statute to reflect that school's racial-ethnic representation. The SAC in each project magnet school has officially voted to accept and provide full support for the magnet school theme to be implemented upon MSAP funding, and each magnet school's SAC chairperson has written a letter of commitment to the magnet school project, on behalf of the School Advisory Council.

The *FCAT Norm-Referenced Test (NRT)* is given each year to students in grades 3 – 10 throughout the state to compare the performance of Florida students to the Reading and Mathematics performance of students across the nation using a norm-referenced test (NRT). Students enrolled in each of the five proposed magnet schools participate in the activities and challenging curricula design to increase academic achievement. For each of the three years of the project, students in each magnet school will demonstrate a 2 % increase on the FCAT-NRT median percentile scores in reading and mathematics.

The **FCAT SSS** - The Florida *Sunshine State Standards* include Grade Level Expectations that are measures of student progress toward that achievement of the standards at different levels. The FCAT assesses student achievement of the higher-order cognitive skills represented in the *Sunshine State Standards* (SSS). The SSS portion of the FCAT is a criterion-referenced test. All students in all NCLB subgroups are expected to attain achievement levels consistent with grade-level proficiency established for reading and mathematics on the FCAT SSS. The project sets objectives for students in each NCLB subgroup at the target magnet schools, to demonstrate a 10% increase in grade level proficiency in reading and in mathematics on the FCAT- SSS each year of the project.

Adequate Yearly Progress - The magnet schools will be expected to meet NCLB Adequate Yearly Progress (AYP). Florida's approved NCLB accountability system, including the attainment of annually increasing student achievement benchmarks. Nationally, the NCLB goal for student achievement is for all students in all groups to reach proficiency standards for reading and mathematic by 2013 - 2014. This project will measure annual progress and expect all of the project schools to meet AYP by the third year. To meet AYP, the Florida school must meet measurable proficiency standards for each NCLB-identified subgroup, including those based on race or ethnicity, socioeconomic status, disability, and English proficiency. The Florida measurements for student to meet proficiency are increasing annually. The ultimate NCLB goal is for 100% of all students to be grade-level proficient in reading and mathematics by 2013-1014.

The Florida AYP Benchmarks for the three years of this project will increase as follow:

| MSAP | YEAR | Reading AYP Benchmark | Math AYP Benchmark |
|-------------|-------------|------------------------------|---------------------------|
| YEAR 1 | 2007-2008 | 58 | 62 |
| YEAR 2 | 2008-2009 | 65 | 68 |
| YEAR 3 | 2009-2010 | 72 | 74 |

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| MSAP | The development and design of innovative educational methods and practices that promote diversity and increase choices in public schools. |
| PURPOSE III | |
| Outcome 3.0 | By June 30, 2010, each of the five target magnet schools will develop, design, and implement innovative educational methods and practices that promote diversity and increase choices, as verified by an outside, independent evaluator. |

Interdisciplinary Project Each year of the project, students in the proposed magnet schools will participate in innovative, interdisciplinary project-based learning that will result in the development of at least one thematic, curricular product.

Magnet Thematic Instruction: Each year, students will participate in increasing incremental instruction time as a result of the increased professional development and the increased growth of the challenging, interdisciplinary curriculum. Each school's achievement data clearly shows gaps between all students and student subgroups. To address this, all teachers will be equipped with the research-based best practices that positively impact student achievement as used in other magnet schools that offer the same thematic programs, as focused on the integrated arts curriculum and in the challenging, but holistic programmes of the

International Baccalaureate. These magnet schools provide instruction for increased academic achievement, or the holistic International Baccalaureate programme, to meet the academic needs and interests of the students.

IBO Authorization - *Forest Park, Bethune, and Pahokee Elementary Schools* will implement all innovative methods and practices of the *IB Primary Years Programme*. *Conniston Middle School and Conniston Middle* will implement the innovative methods and practices of the *IB Middle Years Programme*. Each year of the programmes, all curriculum and instruction as developed with the guidance of the IBO, will progress toward the achievement of the authorization as an IB World School for each magnet school in the third year of the project. Teachers will participate in IBO-approved training topics to implement the programmes, to develop the units of inquiry, and to participate in all activities related to the IBO school authorization. Lead teachers will work with teams of classroom teachers and other staff at these magnet schools to provide follow-up training on-site. Selected staff members in each magnet school will be identified to develop a depth of expertise in one component of implementation (such as inquiry based instruction or project based assessment). This in-house expert will be the go-to person during the developmental years of the project, and will ensure each area of expertise is made available on a continuing basis after the funding expires.

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| MSAP PURPOSE IV | Courses of instruction within magnet schools that will substantially strengthen students' knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills. |
| Outcome 4.0 | By June 30, 2010, courses of instruction will be designed and implemented within each of the five target magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of needed in the workplace, as verified by an outside, independent evaluator. |

Curriculum Development - With incremental progress benchmarks for curriculum development each project year, the teachers and staff in the five proposed magnet schools will design and develop the theme-specific, challenging magnet curriculum, demonstrating high expectations for student acquisition of knowledge and skills, within and across the NCLB core academic subjects, including, at a minimum, the arts, reading, language arts, mathematics, science, history, geography, language, political science, technology, (and foreign language in the IB schools).

Developing Interests and Skills - *Plumosa Elementary* will implement the popular arts thematic magnet program. The arts instruction will be integrated into the academics in a challenging, interdisciplinary curriculum that will focus on developing skills in the arts areas of *Visual Arts*, *Performing Arts* (Including vocal and instrumental music, dance, and theatre arts), *Communication Arts*, and *Technology* with the school-wide Renzulli enrichment model. Each year, students will participate in a variety of performances, concerts, exhibits, or presentations that will directly develop their interests and skills in the arts.

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| MSAP PURPOSE V | Improvement of the capacity of local education agencies, including through professional development, to continue operating magnet schools at a high performance level after the Federal funding for the magnet school is terminated. |
| Outcome 5.0 | By June 30, 2010, professional development will be implemented in each of the five target magnet schools that will enhance the project and sustain the magnet schools at a high performance level after the Federal funding for the magnet school is terminated, as verified by an outside, independent evaluator. |

Professional Development - The MSAP grant will provide high quality, sustained professional development in IB training in differentiated instruction, strategies for individual learning styles, instructional inquiry, alternative assessments, interdisciplinary team planning, and more. Florida has enacted new legislation to improve the quality of the professional development. As a result, the new protocol, based on standards of high quality, will ensure highly effective professional development contributes to this project as schools become true professional learning communities, resulting in measurably improved performance for staff and students. High quality, sustained professional development, throughout the three years of the project, will focus on targeted needs, project goals, incremental objectives and long-term objectives; will deepen teachers' content knowledge and pedagogical skills; will provide models for effective, research-based instructional strategies for the magnet school thematic programs; will include opportunities for teachers to practice, research and reflect; will effectively transfer to the classroom; will be sustained over time with follow-up and coaching; will enhance collegiality and collaboration to solve problems related to teaching and learning; will result in participant and student changes; will evaluate the impact of the program to teachers as learners and on student

achievement; and will receive follow-up by highly trained facilitators. All teachers and staff are part of the magnet school project and will participate in professional development. Strategic components will focus on effective instructional strategies for improving academic achievement for all students and for all student subgroups, as well as for meeting the unique needs of a staff undergoing change in the development and implementation of the magnet school project. Training will also address the specific challenges unique to the students in these schools. A combination of outside technical assistance with specialized expertise and district-support from curriculum planners will be used. Technical assistance will support effective instruction in heterogeneous, inclusive classrooms using differentiated instruction, inquiry-based instruction, and a variety of assessment strategies to meet the needs of individual students. Teacher teams will participate in train-the-trainer workshops to ensure project capacity building. Effective school-wide practices will be shared when teacher teams attend training, institutes, conferences, and visit successful theme-alike magnet schools in other districts. The long range goal is to build capacity within the schools to sustain the project when funding ends.

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| <p>MSAP</p> <p>PURPOSE VI</p> | <p>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 post-secondary education or productive employment.</p> |
| <p>Outcome 6.0</p> | <p>By June 30, 2010, all students enrolled in each of the five target magnet schools will be ensured equitable access to a high quality education, enabling them to succeed academically and continue with postsecondary education or productive employment, as verified by an outside, independent evaluator.</p> |

Reading for Life Long Learning The single most critical element for success in all subject areas is the ability to read. The focus on grade-level reading will prepare the students in the magnet schools for future success in school and in the world of work. Accelerated learning strategies and interventions are an integral part of this project for all students, are an integral part of this project for all students, enabling them to reach rigorous state content standards, meets academic performance standards, and matriculate successfully to the next level of schooling. Students requiring additional assistance will participate in the tutorial in each proposed magnet school, provided with Title I funds, as an academic enhancement, enrichment, or remediation, according to the individual needs of the student seeking additional help. Teachers will be guided in the most effective use of research-based instructional materials to ensure that struggling students make significant learning gains, and that these gains persist over time. Intensive reading is designed to provide intensive instruction; rapid “catch-up” in learning gains; using authentic and leveled literature.

Project management will also monitor project enrollment data to compare feeder school data from year to year to ensure that enrollment at feeder schools has not been adversely affected by magnet school recruitment. Enrollment documentation will also enable project management to compare participation of diverse groups of students in selected classes from year to year.

(2) (iii) Effective use of resources and key personnel to complete tasks and achieve objectives of the project.

This MSAP project has received the full endorsement of each proposed magnet school's School Advisory Council, as well as the School Board. Subsequently, a comprehensive plan has been designed to use MSAP grant funds to support initial start-up and operating costs during the three years of the project, for:

- preparation activities to ensure successful implementation and operation of innovative educational experiences for students;
- purchasing instructional resources and specialized equipment necessary for each theme;
- curriculum development that transcends the traditional and meets the needs of the theme;
- extensive staff development to encompass all areas of the magnet theme's curriculum;
- the necessity for initial planning and preparation, including selection of highly qualified teachers and staff;
- to assure the implementation and operation of unique, quality educational magnet schools of choice, offering a multitude of magnet theme-specific innovations that are not available at non-magnet, traditional schools in the district;
- providing the essential and necessary support for critical, innovative, and required elements of the curriculum, training, and teacher positions that engage the magnet school students and teachers in activities not offered in traditional schools at the elementary, middle, and high school levels in the district.

- the need for specialized equipment and materials for each magnet school. Since equipment will have a relatively long life-span, replacement will be on a cyclical basis, particularly the replacement of educational technology in its many forms, with rapidly changing capabilities, updated applications, continuous increased potential for teaching and learning, and comprehensive, wide-ranging new educational technologies, as well as new uses of educational technology.

The SDPBC will utilize all MSAP funds to provide personnel, professional development, curriculum, project fees and travel costs for training conferences, equipment, materials, supplies, and other purchases necessary to implement effective magnet school programs capable of achieving the goals established by the Magnet Schools Assistance Program and CRF Part 34 and in accordance with the rules and regulations of the Education Department General Administration Regulations (EDGAR) 34, Parts 80, 81, 82, 85, and 86.

The Superintendent and Board have committed to supporting all school magnet program activities required to continue the high quality implementation of the program, including:

- the continuous teacher training required by the IBO for the long-term;
- continuing support for effective and aggressive recruitment and communications strategies;
- continuing to improve the diversity within the student population of the magnet schools;
- continuing to provide support for the foreign language learning, especially in the Primary Years Programme which will require continuous foreign language learning as a required practice to be an authorized IB World School.

The district's major budgetary contribution to this project is the locally funded position of the Project Director, Kelly Daniels. This project is a high priority for the Superintendent and School Board, and the approval of Kelly Daniels as Project Director on local funds (if the MSAP is funded) demonstrates the district's high degree of support for the success of this project and an acknowledgement of the level of significance this project carries for the SDPBC. Ms. Daniels is considered an expert in the field of International Baccalaureate programs at all levels, as well as an expert in magnet program implementation and leadership in general. Her expertise is recognized internationally, as she is called upon by the IBO to lead expert authorization and evaluation teams. The Superintendent's Leadership Team has decided to tap Kelly Daniels as the Project Director and to maintain her district salary. She will assume all responsibilities of the Project Director with (b)(4),(b)(6) of her time dedicated to the project. The approved decision to fund the Project Director position with local funds was made in recognition of the high degree of Ms. Daniel's specific knowledge, experience, and capabilities that will assure the required level of expertise and effort required to assure the proper and effective management of this project to meet the objectives on time and within budget. As school-wide magnets, the local contributions to this project also include magnet building principals and all other magnet school-site personnel (with the exception of the MSAP Lead Teachers), as well as their fringe benefits.

Key personnel both at the district magnet office and at each magnet school will be crucial to the achievement of the objectives and ensuing activities of the magnet project. The MSAP budget that accompanies this proposal requests grant funding for four positions in the Magnet Office. These requests acknowledge the myriad tasks, efforts, and responsibilities as aligned with each position. The MSAP-funded requests for Magnet Office staff to assist the Project Director include one full-time *Magnet Curriculum Specialist*, one full-time *Recruitment*

Specialist, and one full-time *Statistical/Budget Analyst*. With the Project Director, these key personnel will implement, manage and monitor a comprehensive plan to attract students to magnet schools by choice, build a positive image for the magnet schools in the high needs sections of the district, and assist school site-level staff in acquiring skills needed to assume responsibility for developing and implementing high quality interdisciplinary thematic curriculum and in preparing school staff to market their magnet schools beyond the funding cycle.

This proposal also requests funding for a *Magnet Lead Teacher at each magnet school*. Individual magnet schools require focused effort by all concerned and a new kind of site-level infrastructure that must be developed early in implementation. Magnet schools must also appear to be up and running with a sense of where they are going. Glitches in logistics and program delivery make recruitment more difficult than it might be otherwise.. The presence on staff of a teacher with these skills already to provide leadership in the development and delivery of thematic curriculum, to work with students in areas requiring advanced content knowledge, and to assist parents in understanding the purposes and potential value of project generated curriculum will contribute greatly to the ultimate success of the magnet schools in this MSAP project.

The investment in personnel is essential to the achievement of objectives as follow:

1) to provide highly qualified staff to ensure successful implementation of the programs; 2) to plan and provide professional development for district and school specialty and lead teachers and classroom teachers; 3) to provide district leadership in systemic reforms; 4) to provide for the development and design of innovative educational methods and practices to ensure diversity and increase school choice; 5) to provide for development of curriculum that will substantially

strengthen knowledge of academic subjects and the skills necessary for tomorrow's workforce; 6) to develop the capacity to continue the magnet schools after the funding ends; and 7) to ensure all students have equitable access to magnet schools.

Also important is the use of resources to underwrite comprehensive documentation and evaluation of project processes and outcomes over the three-year project period.

(2) (iv) Equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, e.g., women and girls in mathematics, science, or technology; and disabled students;

The proposed MSAP project will serve all students in an equitable manner to foster human and educational relations and help all students attain equal opportunities to participate in magnet schools, as well as in programs within the magnet schools.

The SDPBC serves an academically, culturally, socio-economically, and racially diverse population and is committed to equal access and treatment for all students. The School Board's nondiscrimination policies guide and govern decision-making and participation in educational programs, mandating equitable treatment of all persons participating in its programs, with special attention to fairness toward those who are members of underrepresented groups. School Board policy mandates equal access for all students, without regard to race, color, religion, sex, gender, ethnicity, linguistic preference, political beliefs, sexual orientation, social/family background, marital status, age, national origin, or disability. All staff in the magnet schools project will adhere scrupulously to the School Board's nondiscrimination policy.

All students at applicable grade levels will be eligible to apply on the basis of interest to a particular magnet theme. Entrance to a magnet school is noncompetitive and voluntary. *The*

SDPBC will NOT use any academic testing or other qualifications for admission to the magnet schools. Should any of the magnet schools be oversubscribed, a random lottery procedure will be employed to select participants from among magnet school applicants to assure equity of access. Once admitted to any one of the magnet schools, participants will be eligible to participate in any activity available to students at their respective grade levels in the school-wide magnet schools.

Fostering inclusiveness to the maximum degree possible has been a major priority throughout the project-design process. Careful attention has been given to planning instructional strategies that will make the challenging academic content of the thematic curriculum at each magnet school fully accessible to all groups of students, including students with limited English proficiency and disabled students. All instructional and support services will be integrated fully into the delivery of each magnet school's innovative curriculum. The magnet school themes are built around the premise that all students are capable of performing at high academic levels in all content. All magnet school staff will be trained in multicultural awareness, gender equity awareness, learning styles, and technology integration into the curriculum. Lead teachers will monitor the use of instructional technology to ensure that all groups have the opportunity to use the equipment.

Students' educational programs will also be assessed on a regular basis to ensure equitable opportunities to learn. Course offerings and methods of instructional delivery will be reviewed to ensure that all students, girls, students learning English as a second language, and minority students can participate fully. Instructional staff at all five magnet school sites will use a variety of approaches to accommodate a wide range of learning styles and variations in previous experiences and knowledge bases. Hands-on experiences, use of visual and auditory

media, and computer technology will supplement the conventional emphasis on verbal abstractions in instructional delivery.

Girls will be provided the same opportunities as boys to participate in activities, with particular emphasis on girls participating in activities in which females have been traditionally underrepresented. Family math and science nights will be offered in each magnet school as one way to encourage girls to show positive attitudes toward these subjects.

Students with disabilities will have the same opportunity as other students to participate in magnet schools and in activities within magnet schools. Provisions have been made to ensure that students with disabilities are able to fully participate in activities that match their interests and abilities. Assistance for low-vision and hearing impaired students is be provided, if needed, from the district's ESE resource program. Additionally, adaptive resources to make technology use accessible are also obtainable through the ESE resource program. All school site facilities will accommodate physically challenged students; however, further accommodations will be made on a case-by-case basis, as needed. Other efforts will be made by the project to assure that all students have equal access and treatment. Magnet school sites will provide necessary accommodations to ensure that the proposed programs meet the needs of and are accessible to students with disabilities.

The recruitment process will also include considerable efforts to assure that groups traditionally underrepresented in specific content areas participate fully in the activities and services of the five proposed magnet schools. To increase awareness of and participation in the magnet schools, and in activities within the magnet schools, the magnet office and school sites will distribute informational brochures and correspondence, make presentations at community gatherings and school events, and obtain feedback through surveys and informal interviews.

Informational materials to be distributed through the project will be sensitive to the needs of all students and families, and will be provided in multilingual formats with language facilitators present, as appropriate, to reach non-English speaking family members. Data will be monitored to gauge the project's effectiveness in reaching underrepresented groups and steps taken, if needed, to maximize participation.

(2) (v) Effectiveness of plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.

Admission to each proposed magnet school will be available to all students who live in the attendance boundary area of each school. All remaining seats will be filled with students in the applicant pool. Whenever there are more applicants than available seats, a random selection process will be used. Substantial portions of minority students live in the current residential attendance areas for each school targeted to become a magnet school. The underrepresented group in these schools represents non-minority students. The feeder schools identified in this application are predominately populated by non-minority students. This MSAP project will focus marketing and recruitment efforts on attracting students from feeder schools that are predominately from the underrepresented group.

Recruitment is critical to a magnet school. The Recruitment Plan will be implemented by the project's Recruitment Specialist with designed efforts that specifically focus on attracting students from feeder schools and local private schools. This project student recruitment plan will guide the systematic recruitment of students from feeder schools into the five project schools. The project's Recruitment Specialist will develop and design promotional materials, such as flyers, posters, CD's, brochures, and more. The Recruitment Specialist will implement the comprehensive recruitment plan. To involve Lead Teachers other magnet school site staff, the

Recruitment Specialist will form a site-based recruitment team to ensure that interested parents and students may tour the project magnet school of choice and receive an inside view of the magnet-school-in-action, to make appealing presentations in feeder schools, and to organize school-based magnet marketing events such as the Magnet Open House, to be held annually at each project magnet school. The Recruitment Specialist will set up displays for the project to present information about the project magnet schools to target audiences at public events, such as local art and cultural festivals.

Some of the marketing and student recruitment strategies include:

- Preparing sets of mailing labels to targeted applicant homes to mail information and invitations to presentations, open houses, displays, etc., for students in feeder schools with populations underrepresented in the magnet schools;
- Mailing postcards to homes targeted for the applicant pool;
- Presenting information and displaying exhibits at community events and venues, such as community centers, libraries, fairs, and family outings;
- Developing and continually updating a website highlighting all pertinent information about the MSAP project;
- Organizing and scheduling performing arts and other student presentations at feeder schools, businesses, and community events;
- Advertising in the “Families and Neighborhood” section of the *Palm Beach Post*, in local community newspapers, and on television to be broadcast in residential areas near the feeder schools;

- Distributing pamphlets for each magnet school and/or newsletters across specific areas of the county every quarter as inserts in utility bills, bank envelopes, grocery bags, and mail-outs to underrepresented student populations;
- Scheduling and notifying target applicant homes of an annual Magnet Open House at each magnet school;
- Posting billboard displays within feeder school attendance boundaries;
- Developing displays and project school fairs for local malls frequented by the target population;
- Making presentations at civic organization meetings and Chamber of Commerce meetings;
- and much more.

The student recruitment for each magnet school will be monitored closely to ensure that the district's nondiscrimination policies are adhered to; that all students who choose to attend a magnet school are treated fairly and equitably; and that all local, state, and federal guidelines and regulations are followed. The MSAP Project Director will monitor the applicant pools to ensure that the marketing strategies are effective and to ensure that the composition of feeder schools is not adversely affected by the magnet school marketing and student recruitment.

The Recruitment Specialist will be responsible for maintaining the project magnet school information in extensive public locations in the areas near feeder schools, and in the feeder schools. The Magnet Office shall also be responsible for coordinating outreach programs district-wide and for monitoring the applicant pools of each magnet school. The SDPBC will use all available resources to promote the outreach programs. This will include, but not be limited to, magnet school fairs, magnet school open houses, web sites, realtor associations,

school/community newsletters, media advertisements, civic organizations, and other organizations and agencies.

Since magnet enrollment is entirely voluntary, students must be actively recruited and attracted to the school, and each magnet school must be a real and viable choice for the targeted students from the feeder schools. All parents and students must be made aware of the programs and their unique educational opportunities. Each magnet school will have an individual marketing logo, slogan, and a school brochure developed with a detailed and appealing program description to be used at school recruitment events. Additionally, a magnet school brochure to promote all five MSAP project schools will be developed for dissemination to target applicants, and to increase district-wide awareness of the new magnet schools. An application for the new magnet schools will be included in the district brochure, along with a clear and easy-to-understand explanation of the application process. All brochures will be professionally printed and written in a tone that encourages students and families to make the magnet school choice. A copy of the brochure for the new magnet schools will be mailed, along with an invitational letter, directly to the home of every target family. All written marketing materials will be translated and provided to families in Spanish, Portuguese, and Haitian Creole.

The media and Internet will be used extensively, with television, radio, and newspaper announcements and advertisements planned for evenings and weekends for the convenience of working parents. Web sites will be developed for each magnet school and for the MSAP project. Attractive booths and displays will be available at each magnet school, as well as in public locations such as shopping malls and the South Florida Fair and other large public events, to highlight the unique opportunities available at each new magnet school. These public marketing displays will include ongoing video or DVD presentations, applications, informational

brochures, and promotional items. Community and business support will be evidenced, especially at public marketing displays and magnet school open houses.

Applicant Pool - To ensure that all magnet schools promote access, diversity and reduced minority group isolation, the Magnet Schools Recruitment Specialist will implement a thorough and intense marketing and recruitment plan to garner as large an applicant pool for each magnet school as possible. Each school's applicant pool will be monitored weekly by the MSAP Project Director and Recruitment Specialist to evaluate the extent to which the applicant pool reflects a large number of student applicants from the feeder schools. The applicant pools will also be monitored to ensure that the recruitment application of students from the feeder schools will not have a negative impact on the composition of the feeder school enrollment. If this monitoring process reveals any identifiable groups other than the group that is underrepresented in the enrollment of students as underrepresented in the applicant pool for any magnet school, the Project Director and Recruitment Specialist will collaborate with the principal of the school to conduct target recruitment of applicants from the underrepresented group.

Marketing and Recruitment Timeline

| Task | Responsible | FY08 | FY09 | FY10 |
|-------------------------------------|--------------------|-------------|-------------|-------------|
| Hire/Orient MSAP Marketing Spec | Project Director | July | -- | -- |
| Develop Marketing Plan/Calendar | Proj Dir/Mark Sp | July | July | July |
| Orient/Plan w/Magnet Principals | Project Director | Monthly | Monthly | Monthly |
| Develop Strategy w/Magnet Leaders | Project Director | Monthly | Monthly | Monthly |
| Plan/Inform Magnet Advisory Council | Project Director | Quarterly | Quarterly | Quarterly |
| Summer Student Mail to Magnet Stud | Principal/Ld Tchrs | Aug | June | June |

| | | | | |
|--------------------------------------|--------------------|----------|----------|----------|
| Update Supt's Leadership Council | Project Director | Monthly | Monthly | Monthly |
| Develop/Polish Recruitment Materials | Mark Spe, Ld Tch | Aug | July | July |
| Form/Train Recruitment Teams | Market Spec, Prin | Aug | Aug | Aug |
| Strategies to Reach Underrepresented | Recruitment Tms | Ongoing | Ongoing | Ongoing |
| Distribute Magnet Applications | Recruitment Tms | Aug-Dec | Aug-Dec | Aug-Dec |
| Market Mail to Target Feed Families | Market Specialist | Aug | Aug | Aug |
| Make Presentations in Target Feeders | Recruitment Tms | Sept-Dec | Sept-Dec | Sept-Dec |
| Design/Update Magnet Web Sites | Mark Spe/Ld Tch | Monthly | Monthly | Monthly |
| Public Service and Paid Promotions | Market Specialist | Aug-Dec | Aug-Dec | Sept-Dec |
| Produce Update Media Promotions | Market Specialist | Aug-Dec | Aug-Dec | Aug-Dec |
| Distribute Magnet Brochures/Posters | Market Specialist | Sept | Sept | Sept |
| Orientation New Magnet Tchers/Staff | Princ/Lead Tcher | Sept | Sept | Sept |
| Analysis of Applicant Pool | Proj Dir/Mark Spe | Weekly | Weekly | Weekly |
| Orient/Counsel New Magnet Students | Lead Teachers | Sept | Sept | Sept |
| Magnet Display Pub Events/Locations | Recruitment Tms | Sept-Dec | Sept-Dec | Sept-Dec |
| Magnet School Open Houses | Recruitment Tms | Oct-Nov | Oct-Nov | Oct-Nov |
| Magnet Fairs at Regional Malls | Recruitment Tms | Nov-Dec | Nov-Dec | Nov-Dec |
| Magnet Tours/Site Based Recruitment | Principal/Ld Tch | Sept-Jan | Sept-Jan | Sept-Jan |
| Random Selection Lottery Process | Lott Cons/Proj Dir | Feb | Feb | Feb |
| Mail Acceptance to Magnet Students | Project Director | Mar | Mar | Mar |
| Spring Recruitment As Needed | Recruitment Tm | Mar-June | Mar-June | Mar-June |
| Cont Analysis/Monitor Enrollment | Project Director | Monthly | Monthly | Monthly |
| Mailings to Sustain Interest | Marketing Spec | Apr-Aug | Apr-Aug | Apr-Aug |

| | | | | |
|-------------------------------------|------------------|---------|---------|---------|
| Accept Applications until Goals Met | Project Director | Ongoing | Ongoing | Ongoing |
|-------------------------------------|------------------|---------|---------|---------|

Each year of the project, the MSAP Recruitment Specialist and Lead Teachers will develop and implement large scale marketing and recruitment campaigns for the magnet schools.

In Year One, the focus will be on planning, strategies, materials, media, partnerships, activities, training components, presentations, target enrollment, etc.

In Year Two, the focus will broaden to develop additional community awareness to generate support for continuation of the project; develop enhanced and improved strategies based on analysis of first year enrollment; and continue to maintain and expand all activities in year one.

In Year Three, the Magnet Office will focus efforts on building capacity for the magnet schools by developing further relationships with the community to support all efforts beyond the grant cycle. Focus in center on bringing the communities into the magnet schools as mentors and volunteers for school events and activities, as well as expand improvements of year 1 and 2 activities based on analysis of success.

208.31 (b) QUALITY OF PERSONNEL

(1) *Qualifications of personnel to be used in the project.*

All personnel identified as part of the SDPBC magnet school project will be highly qualified professionals who hold a Florida Educator Professional Certificate that is awarded to applicants who hold a minimum of a Bachelor's degree and have demonstrated mastery of subject area knowledge, general knowledge, professional preparation, and educational competence. All project personnel will demonstrate full commitment to the project and will fulfill their responsibilities to ensure full realization of the MSAP grant purposes and objectives.

(2) (i) *The Project Director is qualified to manage the project.*

Jacqueline "Kelly" Daniels is uniquely experienced and highly qualified to assume the leadership role of Project Director (*locally funded, [b)(4),(b) time on project*), responsible for managing the MSAP Project. Kelly Daniels holds the Florida Professional Educator's Certificate in the areas of Mathematics, Gifted Education, General Sciences, and Educational Leadership. She has Bachelor's and Master's Degrees in Mathematics and Science Education, and is currently a doctoral candidate in Educational Leadership. Her wide and varied educational experience covers 17 years as a Math and Science Teacher, Gifted Education Coordinator, Magnet Lead Teacher and IB Program Coordinator, and District Manager for School Choice Programs. She has experience writing curriculum for the state of West Virginia and for the IB Middle Years and Diploma Programs, and she has coordinated and facilitated IB curriculum development with teacher design teams. Her experience teaching and coordinating IB magnet programs in culturally and ethnically diverse student populations spans 12 years. For the past two years, Ms. Daniels has managed the SDPBC magnet programs of choice at the district level.

coordinating magnet school operations, district-level departmental communications, the district choice program budget, district-wide marketing and recruitment strategies, the district choice application and lottery process, and the implementation of the NCLB School Choice Options.

The Superintendent, School Board, IB-Authorized Magnet Schools and Community have recognized Ms. Daniels for her outstanding leadership and accomplishments as the coordinator and facilitator for all aspects of the IB-authorization process for three International Baccalaureate schools, at different levels of schooling, within the district. Because of her uniquely expert qualifications, the Superintendent has agreed to assign Ms. Daniels to the full-time position of Project Director, in a locally funded position, due to her expansive experience and extensive qualifications as an *IBO leadership trainer and evaluator*. Ms. Daniels has all-embracing IB leadership experience directly aligned with this MSAP project. She has successfully served in multiple district and school-site leadership roles as magnet lead teacher and coordinator, assistant principal, the federal Smaller Learning Communities grant facilitator and manager at a local high school, and as a district administrative manager for School Choice. She provided leadership and implemented effective strategies in three district IB schools for IB-authorization within the planned time schedule. She also has experience as the lead site facilitator and manager of the federal Smaller Learning Communities grant at Forest Hill High School, where she served as both IB magnet program coordinator and *federal grants manager*.

The IBO has recognized Ms. Daniels' superior qualifications as an expert IB trainer leader, and evaluator, and has appointed her as the team leader of numerous IB-expert authorization and evaluation peer review panels. In this capacity, she continuously provides leadership for IB visiting teams internationally. As the site-based visiting team leader, she authors and submits the IB peer review team reports for authorization or evaluation. These

reports are first submitted to the International Baccalaureate North America office in New York, and ultimately submitted to the International Baccalaureate Organization in Geneva, Switzerland. She has experience as a school-wide professional development trainer in topics such as cooperative learning and critical thinking skills, and she is highly qualified, IBNA-trained, and internationally experienced to provide international training in the IB workshop topics for IB Application Development, Differentiated Curriculum and Instruction, Closing the Achievement Gap, Designing Guiding Questions, Inquiry-Based Instruction, and IB Assessment Strategies and Techniques. She has been tapped as an IB trainer for candidate schools and as a leader for IB-school site-based authorization and evaluation teams in Accra, Africa; San Padre Island, Texas; Hot Springs, Arkansas; Chicago, Illinois; Yonkers, New York; Myrtle Beach, South Carolina; Charlotte, North Carolina; Salt Lake City, Utah; San Diego, California; Austin, Texas; Danvers, Massachusetts; Orlando, Florida; Sebastian, Florida; and Miami, Florida. These experiences have distinguished Kelly Daniels as an educational leader who possesses the demonstrated ability to work with, and understand the needs of, students, teachers, parents, administrators, and community leaders that reside in a multiethnic and multiracial school population.

(2) (ii) Other key personnel are qualified to manage the project.

Key personnel to be funded with grant funds will be identified following notification of MSAP project funding. The Key Personnel will be highly qualified personnel selected on the basis of their expertise and experience to carry out the magnet schools project. They will be absolutely committed to the magnet schools concept and the success of the MSAP project. All key personnel will be selected for the project through a competitive process that includes 1) publication of position advertisement; 2) application submitted by published deadline; 3) a competitive interview process that will include the principal, the project director, teachers,

parents, and other appropriate personnel with qualifications that will assist in the process; 4) lead candidates submitted to the Project Director for consideration; and 5) recommendation to the School Board for employment. Prior to employment, applicants must submit to fingerprinting, a criminal background check, and a drug test prior to employment with the school district. All magnet office personnel will report directly to the project director.

MSAP Curriculum Specialist - *To be hired; MSAP funded; 100% time on project.* The Curriculum Specialist will work closely with the Project Director, principals, and lead teachers, and other teachers to coordinate teacher curriculum design teams for the development and implementation of the curricula for the new magnet schools. The Specialist will ensure that the new curricula is aligned with national and state standards and grade level expectations, that it meets all requirements, that it defines the magnet school's program goals and outcomes. This individual will work closely with magnet school staff to schedule (and participate in) all required professional development for the project. The Specialist will establish timelines to ensure that sufficient progress is made each year toward meeting project objectives related to curriculum, instruction, professional development, and International Baccalaureate authorization of schools. The Curriculum Specialist will have a Masters' degree, certification in Educational Leadership or an advanced degree in Curriculum and Instruction, a minimum of five years' successful teaching experience, and at least three years working all or part-time outside of the classroom as a resource teacher, teacher trainer, teacher coach, or curriculum planner. The Specialist will have had extensive training and experience in curriculum development and curriculum integration, as well as with working with teachers to implement changes in classroom methods and practices. The Specialist must have had experience working with innovation teams of teachers to develop and implement an integrated, thematic curriculum, and must have had some experience with a

magnet school or schools. Other identified areas of experience include planning, development, training, and management of innovative programs (experience with or demonstrated interest in magnet schools preferred); validated leadership skills; human relations; and proven ability to work with diverse groups of people and to carry out programs as designed.

MSAP Marketing and Recruitment Specialist – *To be hired; MSAP funded; 100% time on project.* The Marketing and Recruitment Specialist will assist the Project Director in implementing the MSAP Marketing and Recruitment Plan for each magnet school, targeting feeder school students, identifying and implementing effective recruitment strategies, monitoring the recruitment budget, and creatively coordinating all project marketing and recruitment activities. The Specialist will also monitor the applicant pool for each magnet school, as well as the impact on feeder schools, and provide weekly reports to the Project Director. If adjustments are needed, the Specialist will plan recruitment activities accordingly. This Specialist will design the project website, and provide assistance to school webmasters in updating school sites as a recruitment tool for the magnet schools. This person will create design layouts with a professional appearance for reports, fliers, brochures, Power Point presentations, directories, press releases, information, and other communication vehicle.

The Marketing and Recruitment Specialist will have a minimum of a Master's degree, Florida certification, at least five year's teaching experience, and at least three year's experience in marketing, advertising, publishing, or media. Other identified areas of experience include management and budgeting; validated skills in leadership, human relations, and management; and the proven ability to work with diverse groups of people to carry out comprehensive plans as designed. The person hired for this position must be creative, energetic, and enthusiastic.

MSAP Statistical/Budget Analyst (MSAP Funded, (b)(4),(b)(5) Time on Project) Fanny Johnson has been identified to assume this position upon notification of funding. Ms. Johnson holds an A.S. degree and has taken college level coursework in accounting procedures. She is bilingual and is a district-certified, highly trained Spanish translator. Ms. Johnson has nine years' experience in magnet schools and NCLB School Choice. She has provided administrative secretarial support, managed department budgets, maintained work order/inventory systems, managed a district database, and prepared statistical data reports and official documents, and managed meeting schedules, correspondence, and minutes. She has extensive experience and skills in responding to the public by telephone or email or in person to school staffs, parents, and the general public in a timely manner to requests for information. She has responded to special requests for data from individuals or groups. Ms. Johnson offers the project several unique skills developed out of extensive experience: 1) She is bilingual, fluent verbally and in writing in both English and Spanish, and has passed the exam to be a district-qualified Spanish translator of documents, and thus will provide written Spanish translations for all project materials; 2) She has experience with organizing choice applications, both magnet school applications and NCLB School Choice applications; 3) She is experienced with monitoring budgets and expenditures, purchase orders, inventory, and other records. Ms. Johnson has demonstrated the ability to work with diverse groups, effectively communicating in English and Spanish, orally and in writing.

Other Key District Management Personnel

In addition to the MSAP Project Management Office, the Superintendent's Leadership Team has identified top management district personnel, many among the Leadership Team, to participate in the project and to assume the responsibility for ensuring that the magnet schools meet with success, and magnet site administrators and lead teachers are identified to conduct

activities. Key district administrators are responsible for the following: a) Providing leadership and direction necessary to ensure the project is successful and the district maintains its commitment; b) Directing additional district support staff members to contribute and assist in all areas of their special expertise; c) Monitoring annual progress toward achieving project objectives; d) Problem-solving and meeting program needs as they arise; e) Developing the new and challenging curricula for each magnet school; f) Ensuring that all project staff receive required and appropriate professional development; and g) Ensuring that all decisions made regarding the magnet schools will be decisions in the interest of making the school facility and the innovative magnet program attractive to underrepresented students, meeting the academic needs of all students, and achieving all project objectives. All district departments will work collaboratively with the school communities to develop and implement effective and innovative magnet school programs.

Superintendent of Schools – (Locally-funded, (b)(4)
(b)(6) Time on Project) Arthur C. Johnson, Ph.D., will have ultimate responsibility for the federal MSAP Project. Dr. Johnson has been the Superintendent of Schools for the School District of Palm Beach County since March 2001. Prior to this, he served in educational positions as Chief Academic Officer, elected School Board Member, Area Superintendent, Principal of four high schools and two elementary schools, Teacher, and University Associate Professor. His education consists of a Doctorate, Master's and Bachelor's Degrees, and post-doctorate education at the Harvard Law Institute, the ASA Superintendent's Academy, and the National Endowment for the Humanities at Boston University. Dr. Johnson holds the Florida Professional Educator's Certificate in Educational Leadership and School Principal. He has extensive experience supervising magnet and choice school project and a record of tangible success in raising minority student achievement. Dr.

Johnson has distinguished himself in his commitment to district-wide development of school leadership (including the training and hiring of increased numbers of highly talented minority and other administrators); implementation of a data-driven and highly structured district and school improvement process; development and implementation of a district-wide intervention program to improve student achievement with the realignment of district services and resources with differentiated levels of support targeting the schools with the highest levels of needs (all four MSAP schools are targeted as high needs schools); and to expand magnet and choice opportunities for students. These district-wide initiatives all have the common goal of focusing the energies of every adult in the district and school community to improve academic achievement levels for all SDPBC students, thereby narrowing the achievement gap and fulfilling the ultimate purpose and promise of Brown v. Board of Education.

Director of SDPBC School Choice – (Locally funded, (b)(4), (b)(6) Time on Project) Mary Vreeland has accumulated 40 years' experience in educational positions in the areas of School Choice, Alternative Education, Truancy Intervention, Special Education, Dropout Prevention, and a Speech and Language Clinician. Her education includes a Bachelor's and Master's Degrees in Speech and Language Science, and Educational Leadership. She holds the Florida Professional Educator's Certificate in the areas of Educational Leadership and Speech Correction. Her recent relevant training includes Rigorous Curriculum Development, Career Academies, Smaller Learning Communities Federal Management Training, Magnet Schools of America Institutes and Training Conferences, and the High Schools that Work Training Conference. Ms. Vreeland will monitor and supervise the MSAP Project operation and staff, creating a logical link between the magnet activities at the school site level and district leadership initiatives designed to create magnet schools with healthy, rigorous, engaged learning

environments. Ms. Vreeland is highly regarded as a transformational leader in school choice initiatives, innovative instruction and community involvement. Under her leadership, under-performing schools have been transformed by highly effective magnet and choice programs, and the opportunities for school choice throughout the SDPBC have expanded considerably. In collaboration with the MSAP Project Director, the Magnet Advisory Council, and the independent evaluator, Ms. Vreeland will regularly review the status of the project to ensure that implementation is following the established timeline toward meeting the objectives on time and within the budget, and that all components are in place to set the magnet schools up for success. The Director of School Choice will actively participate in a broad range of program activities and will ensure that the district adheres to the approved plan to reduce minority group isolation and improve achievement. The Magnet Office will be directly under the responsibility of the Director of School Choice, Mary Vreeland, who is also a member of the Superintendent's Leadership Team that meets weekly. *As a result, the Magnet Office will have direct access to the Superintendent in matters related to this MSAP Project.*

K-12 Arts Curriculum Administrator (Locally Funded, (b)(4) Time on Project) Dr. Tom Pearson holds Bachelor's and a Master's Degrees in Music Education with an emphasis on Conducting; a Specialist Degree in Educational Leadership; and a Doctorate Degree in Education. He holds the Florida Professional Educator's Certification in Music Education, Curriculum and Instruction, and Educational Leadership. Dr. Pearson has accumulated 30 years experience in education, with 20 years as a music teacher and band director. Dr. Pearson has been the lead teacher and program coordinator for a magnet school of the arts and a magnet curriculum specialist. For the past three years, he has served all District schools as the K-12 Arts Education Administrator. He is considered a leader among his peers as the incoming President

for the Florida Music Supervisors' Association. Prior to planning this project, Dr. Pearson provided leadership for the Schools and Community Arts Education Task Force, which met for one year, performed a needs assessment in arts education throughout the district, and made six recommendations regarding equity in arts education for all students. A Key Element of that report was the recommendation that Plumosa Elementary be converted to an elementary arts magnet school, with the intention of identifying a middle school and high school to develop a K-12 arts continuum as is available in the North/Central/West area. The vision of the Plumosa School of the Arts came out of this year-long task force for equity in arts education, as well as School Board approval to move forward. Dr. Pearson then worked closely with the Plumosa Design Team to develop the MSAP Project Design, served on the Magnet Planning Council, and will continue to serve on the Magnet Advisory Committee. Dr. Pearson has provided invaluable guidance during the planning process for the project, and will continue in that advisory role throughout the project to provide guidance. In addition to his background and contribution to this project at the Plumosa School of the Arts, Dr. Pearson also has received extensive training from the International Baccalaureate. He participated in training and implementation of the IB-PYP curriculum design, assessment, inquiry-based strategies, the units of inquiry, and cultural arts study.

Outside, Independent Evaluator - (MSAP Funded) American Education Solutions, Inc. (AES) is a New York-based educational consulting firm that provides MSAP federal grant project evaluation services to school districts throughout the eastern United States. David Kikoler, President, and its Vice President, Elaine Rosales (the principle officers), both have over 35 years' professional experience in education, as well as a wide-range of experience in federal project planning, development, and evaluation (for over 25 years.) AES and its principle officers

have also accumulated vast experience as evaluators for federal educational programs, with extensive experience evaluating Magnet Schools Assistance Projects in school districts throughout the United States. AES will work closely with the SDPBC Project Director and all project staff to implement a comprehensive evaluation plan within the proposed timeline to assess the extent to which the SDPBC grant project activities successfully meet the project objectives during each year of the project. The external evaluation services provided by AES will include developing data collection plans, analyzing data, providing periodic feedback to project stakeholders, preparing all required reports, and interpreting report findings to provide the district with recommendations, insights and strategies for improvement, as needed, following the quarterly formative assessments. American Education Solutions, Inc., will provide the SDPBC with an extensive external evaluation design process with quarterly formative reports and annual summative reports, including, but not limited to, the extensive analysis of outcomes and processes used to achieve objectives annually; data collection to assist in analysis of achievement of objectives annually; data collection to determine the extent of reduced minority group isolation in each school during each year; analysis of project staff and parent responses to questions related to project objectives; data collection to determine the extent of increased student academic achievement; the description and analysis of project staff time and the interactions between project and school staff related to achievement of objectives; analysis of data supporting the increased instructional capacity of staff and teachers; examples of curriculum units and lessons produced; analysis of written responses to questions related to use of human and material resources purchases by the grant; and extensive process recommendations to help project staff better address evaluation questions and reflect on their responses. School districts across the United States have expressed immense satisfaction with the high quality evaluation

services provided by AES. For example, due to the quality of AES evaluations and the valuable evaluative information produced for project staff, twelve school districts nationally selected American Education Solutions, Inc., as the outside, independent evaluator during the 2004–07 project cycle of the Magnet Schools Assistance Program.

Additionally, AES collaborates with highly qualified and experienced researchers from the *Educational Research Department at Brown University* with the technical expertise to assist school districts who choose to respond to the invitational priority for a rigorous evaluation. This AES collaboration with Brown University researchers resulted in six of the twelve rigorous evaluation designs as awarded by the USDOE for the 2004-07 MSAP cycle. In response to *Invitational Priority 5 – Experimental and Quasi-Experimental Designs*, the SDPBC proposes a scientifically-based, quasi-experimental evaluation design to be carried out by independent Brown University researchers with the experience and technical expertise as required.

Qualifications of Magnet School Principals (*Locally Funded; 100% Time on Project*)

All magnet school principals 1) have met stringent leadership qualifications; 2) were originally selected by interview process including peer principals, parents; 3) were prepared for the position with a 2-year district training program for Preparing New Principals; and 4) hold a valid Florida Professional Educator Certification in Education & Leadership and School Principal. Additional training for all school principals includes workshops in Undoing Racism, Facilitative Leadership, Florida Performance Measurement System, Classroom Teachers Assessment System, No Child Left Behind AYP Criteria, Closing the Achievement Gap, Classroom Walk-Through Training, Efficacy and Culture for Academic Achievement, Continuous Improvement, School Improvement Planning, and Strategies for Diverse Student Learning.

Dr. Mary Stratos, Principal, Conniston Middle School (proposed IB-Middle Years

Programme) (Locally funded; (b)(4),(b)(6) Time on Project) Dr. Mary Stratos has 18 years experience in education, as principal, assistant principal, ESOL coordinator, and teacher of Social Studies, Language Arts, ESOL, Technology, Spanish, Dropout Prevention, and Career Training for Women. For the past four years, Dr. Stratos has been a middle school principal, with her initial 3 years experience as the magnet school principal in the district's south regional IB-authorized Middle Years Programme (IB-MYP) at Carver Middle in Delray Beach. She is uniquely qualified as the IB-MYP principal in this project as she brings her extensive IB leadership experience and training to the new IB-MYP magnet school proposed for Conniston Middle in West Palm Beach. Dr. Stratos is bilingual in English and Spanish. She has taught, developed curriculum, and coordinated individual educational plans for students with limited English proficiency. Additionally, she has designed curriculum for a multicultural, a technology-integrated, and an arts-integrated program. Dr. Stratos is also an experienced site facilitator and manager for the USDOE Smaller Learning Communities grant project. She has designed, facilitated, and provided school-wide professional development for teachers in curriculum alignment, assessment, concept mapping, and strategies for ESOL inclusion. Dr. Stratos holds an Ed.D. in Educational Leadership, a Master's in ESOL and a Bachelor's in Social Studies Education. She holds the Florida Professional Educator's Certificate in Educational Leadership, School Principal, Social Studies, ESOL, and is also certified in New York and Georgia.

Dr. Glenda Sheffield, Principal, Bethune Elementary School (proposed IB-Primary

Years Programme) - (Locally funded, (b)(4),(b)(6) Time on Project) During her 14 years' professional experience in education, Dr. Glenda Sheffield has been a Principal, Assistant Principal, Reading Coach, and teacher. She has eight years' experience as a magnet lead teacher, magnet curriculum

coordinator, and magnet site administrator. Dr. Sheffield has experience with magnet recruitment, magnet curriculum, and magnet collaborate partnerships/advisory board. She has managed magnet school budgets, the *Reading First* grant budget, a school-wide budget (as principal), and has expertise in monitoring and analyzing data, and preparing statistical reports. Dr. Sheffield has five years' experience as a school-based principal and administrator. She holds the Florida Professional Educator's Certificate in Educational Leadership, School Principal, and Business Education. She holds Bachelor's and Master's degrees in Business Education, as well as Specialist's and Doctoral degrees in Educational Leadership.

Priscilla Maloney, Principal, Plumosa Elementary School (proposed Magnet School of the Arts) (Locally funded; (b)(4),(b)(6) time on project) During her 20 years experience as a professional educator, Priscilla Maloney has served in the capacity of Principal, Assistant Principal, an Alternative Education Coordinator, and Physical Education teacher/department chair. Ms. Maloney is uniquely qualified as an instructional leader and principal. For most of her seven years' experience as a school site-based educational leader and administrator, Ms. Maloney focused her instruction leadership in the areas of Curriculum, Instruction, and Assessment. She also has extensive experience developing strategies to increase parental involvement; coordinating mentorship programs at two schools; monitoring instructional budget operations; coordinating the school accreditation process; implementing a Conflict Resolution program; and planning and meeting the educational needs of students with limited English proficiency and students considered "at risk." Ms. Maloney holds a Bachelor's degree and a Master's degree, and she is currently a second-year Doctoral Student in Educational Leadership. Her Florida Professional Educator's Certificate is in Educational Leadership; School Principal; and Physical Education. For the school year 1999-2000, Priscilla Maloney received the

prestigious teaching award, *I Make a Difference/Teacher of Excellence Award*, a best-of-the-best teaching award from WPEC News 12.

Sharon Brannon, Principal, Forest Park Elementary School (proposed IB-Primary Years Programme) (Locally funded; (b)(4),(b) Time on Project) Sharon Brannon has 35-years' experience as a professional educator, in positions including Principal, Manager of School Improvement (district-wide), Manager for Program Evaluation, Research Specialist, and 18 years' experience as an elementary teacher, reading coach, and teacher trainer for science. Ms. Brannon has conducted state-wide and district training in the school improvement process and National Study of School Evaluation (NSSE) Indicators of School Quality. In 2000, Ms. Brannon conducted all research activities to prepare a thorough written report for the district-wide *Magnet Schools and Programs Evaluation*, with commendations and recommendations, for magnet school personnel, the Superintendent, and the School Board. She has implemented school reform projects and provided training and technical assistance for School Advisory Councils in the writing and implementing of school improvement initiatives focused on low performing student subgroups and closing the achievement gap. From 2000 - 2002, she also served as the Florida Chairperson for a 20-member Florida Elementary and Middle School Accreditation Council and coordinated state-wide training and a state conference attended by over 500 educators from throughout Florida. Ms. Brannon holds a Master's in Educational Leadership; a Bachelor's in Elementary Education with 50-credit post-degree studies in School Psychology. Her Florida Professional Educator's Certificate is in Educational Leadership, School Principal, School Psychology and Elementary Education.

Vivian Green, Principal, Pahokee Elementary School (proposed IB-Primary Years

Programme) – (Locally Funded; (b)(4),(b)(6) Time on Project) Vivian Green has 15 years’ experience in education, teaching, mentoring, and providing leadership for other educators. Ms. Green holds a Masters’ Degree in Educational Leadership, and is certified as a School Principal and in Educational Leadership. As an administrator, she has communicated with all stakeholders as a principal, assistant principal, and district administrator, with focused leadership in parent-centered training and workshops, school improvement, and student academic achievement. During this time, she implemented a broad-based leadership team with teachers and parents. With this team, she has facilitated the selection of Pahokee Elementary as the proposed west area IB Primary Years Programme. She has developed curriculum with strategies for special needs populations and students with limited English proficiency. In addition to the various fields of training required for the position of principal, she has provided numerous professional development workshops for teachers in strategies for promoting parent involvement and in improving academic achievement.

(2) (iii) Teachers who provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools.

The quality and professionalism of the instructional teaching staff will be the basis for success of the magnet school concept at each site. All teachers will be committed to the magnet school concept. All teachers in the magnet schools will be designated as “Highly Qualified,” as defined by NCLB standards.

MSAP Magnet Lead Teachers – (To be hired; MSAP Funded; 100% Time on Project)

One lead teacher will be identified for each magnet school in the project. The lead teacher will be highly qualified, Florida certified, experienced, and highly trained. Each lead teacher will be

responsible for assisting the magnet school principals in all aspects of magnet school design, development, implementation, and monitoring progress toward meeting project objectives each year. The Lead Teacher will work closely with all the project staff and teachers to ensure that curriculum development and instructional delivery meets the requirements of the project. The Lead Teacher will plan and participate in professional development, and will work with the teaching staff to provide continuous follow-up training on site with a component for collegial support necessary for successful implementation of magnet school training.

Magnet School Classroom Teachers (Locally Funded; 100% Time on Project)

Teachers at magnet schools are selected based on their certification, high qualifications, interest in the magnet program and theme, successful experience teaching a diverse student population, commitment to actively participate in professional development; and dedication to student achievement and to the overall success of the magnet school. Grant funds will enable each magnet school principal to hire part-time instructional staff, such as adjunct professors, professional artists, or other experts in the magnet school theme.

(2) (iv) The applicant, as part of its nondiscriminatory employment practices, ensures personnel selection without regard to race, Religion, Color, National Origin, Sex, Age, or Disability.

All policies of the School Board of Palm Beach County, Florida, are authorized by Florida Statutory Authority and State Board of Education Rules. The SDPBC Equal Education Opportunities (EEO) office monitors, coordinates, and recommends action to ensure compliance with nondiscrimination policies. To effectively and fairly resolve conflicts, the School Board has established grievance procedures related to equitable access and nondiscriminatory treatment of applicants for employment, or employees, alleging discrimination.

Equal Employment Opportunity Policy 3.05 The School Board prohibits discrimination on the basis of religion, race, ethnicity, national origin, color, sex, marital status, age, parental status or disability in all employment practices of the district. These employment practices include, but are not limited to, the recruitment, hiring, compensation, assignment, training, promotion, demotion, discipline, or dismissal of employees. The Board also commits to the principle of fostering diversity to enrich the educational experiences of all students through exposure to adults from many backgrounds, thereby providing educational settings that promote an understanding of diversity and contribute to the quality exchange of ideas inherent in the educational setting.

Policy Concerning Persons with a Disability and Procedures for Accommodation 3.06 - In accordance with the Americans with Disabilities Act of 1990, the School Board prohibits discrimination against a qualified individual with a disability, because of the disability of such individual, in regard to job application procedures, hiring, advancement, discharge, compensation, job training, or other terms, conditions, or privileges of employment. The School Board shall provide reasonable accommodations to a qualified individual when necessary to enable the individual to perform the essential functions of the position.

Policy Prohibiting Harassment 3.19 The School Board recognizes the right of all employees and applicants for employment to work in an environment free from discrimination and conduct which can be considered harassing or coercive. Therefore, harassment based on race, color, religion, sex, national origin, age, disability, or any other characteristic protected by federal and state law, will not be sanctioned or tolerated.

(3) Personnel qualifications include experience and training in fields related to the objectives of the project, including key personnel knowledge of and experience in curriculum development and desegregation strategies.

The SDPBC is committed to identifying certified and qualified personnel to provide instruction and leadership in the implementation of the project magnet schools. Key personnel for the project will be selected based on expertise, previous successful experiences, high qualifications, training, expertise in curriculum development, and work histories in magnet schools or other schools working with culturally/ethnically diverse populations. They will have experience with desegregation issues, such as equitable access and inclusion, and an understanding of the impact magnet school programs have had on students' opportunity to access specialized programs in a culturally and ethnically diverse learning environment. Such backgrounds and experiences will ensure that the target magnet schools promote the project objectives and district priorities to continue and increase equitable student access to high quality, innovative magnet school educational programs.

In addition, the Project Director, Principals, Curriculum Specialist, and Lead Teachers will be trained and experienced in the development of curriculum and instruction. They will be qualified to develop curriculum materials related to the magnet themes for culturally/ethnically diverse students. All key personnel will bring demonstrated experience and knowledge of curriculum development, effective instructional delivery models, extensive and successful teaching experience, and efficacy to the project. The project will be staffed with well-qualified, culturally diverse individuals who have served as classroom teachers, school site administrators, curriculum designers, professional development trainers, directors for school choice programs and magnet school programs, and superintendents at various administrative levels.

During the course of the three-year project, all key personnel and classroom teachers will receive further training in the development and implementation of curriculum and instructional strategies for the specific magnet school theme, as well as further training in effective instructional strategies with students of diverse backgrounds. Technical assistance and training will be provided by district staff and outside experts.

280.31 (C) QUALITY OF PROJECT DESIGN

(1) Applicant has designed a quality project.

The Magnet Schools Assistance Program (MSAP) project design is the product of a comprehensive planning process within the School District of Palm Beach County (SDPBC), involving area superintendents, magnet/choice program administrators, an arts curriculum administrator, a trainer for the IBO, principals, teachers, and parents from the five proposed magnet schools. As a result, the project design has ten planned strategies: 1) to meet all project objectives; 2) to increase student achievement; 3) to foster interaction among students of varying backgrounds; 4) to implement a strategic/aggressive recruitment plan for each proposed magnet school; 5) to offer opportunities for development of K-12 international education continuums; 6) to offer innovative, challenging program options; 7) to provide research-based professional development for all teachers and staff; 8) to provide for continuous improvement; 9) to increase parent involvement; and 10) to ensure equity and access within inclusive learning environments.

All five proposed magnet schools will offer high-quality, school-wide magnet schools (all students are magnet students), with research-based themes that represent innovative, challenging curricula with research-based best practices and motivational instructional approaches to enable students to gain in-depth abilities and knowledge. The proposed magnet schools epitomize a wide range of interests and programs that can guide students to become knowledgeable, creative, well-rounded citizens of the world. They are based upon magnet themes/programs that have proven to be effective in raising student achievement while attracting diverse students into magnet school settings by choice. The quality, thematic magnet project designs are provided within part (2) (iii) of this section, *Quality of Project Design*. Each provides a program overview.

major program strands, planned strategies and enrichment activities, professional development, assessment measures, and innovative theme-related interactive learning centers. All five project schools will focus on the deeply-rooted belief that all students are natural inquirers and that inquiry is at the heart of all learning. The learning environments at the project magnet schools will be structured to use theme-related resources to provide all students with strategies for high levels of performance to ensure that all students reach their optimum potential for learning.

The five proposed magnet schools and themes in the project are:

| MSAP Magnet School | Magnet School Theme |
|----------------------------------|--|
| Bethune Elementary | International Baccalaureate - Primary Years Programme |
| Forest Park Elementary | International Baccalaureate - Primary Years Programme |
| Pahokee Elementary | International Baccalaureate - Primary Years Programme |
| Conniston Middle School | International Baccalaureate Middle Years Programme |
| Plumosa Elementary School | Visual, Performing and Communication Arts & Technology |

Research Basis for the Selection of the International Baccalaureate Magnet Themes -

International Baccalaureate: (3) Primary Years Programmes; (1) Middle Years Programme

The *International Baccalaureate Organization (IBO)*, a non-profit educational foundation in Geneva, Switzerland, is an internationally renowned authority on educational program design and development with the best of international research, practices, and philosophies. The IBO has authorized over 1,300 schools in 110 countries. IBO-authorized schools offer the *Primary Years Programme* in elementary school; the *Middle Years Programme* in middle school; or the Diploma Programme in the final two years of high school. The new IB continuum will offer families with the prospect of a continuous international education in K-12.

Research Basis for the Selection of the Visual, Performing, Communication Arts Themes -

- Plumosa Elementary Magnet School of the Arts

Critical Evidence: How the ARTS Benefit Student Achievement - A 2006 compendium of research containing a collection of current evidence-based research linking arts education with academic achievement. Study in specific arts disciplines details areas of academic achievement.

1) Integrated arts - learning performance, standardized tests, school environment; 2) Visual Arts - reading, math, language, science, making inferences, reading readiness, reading comprehension for learning disabled students; 3) Dance - non-verbal reasoning, creative and abstract thinking, reading readiness; 4) Drama - reading comprehension, writing, motivation to learn; 5) Music - standardized tests, language, math, SAT, higher level math courses, self esteem of at-risk students; 6) Arts-standardized tests, SAT (linear increases - more time in arts: higher the scores).

Ruppert, Sandra S. (2006) Critical Evidence: How the ARTS Benefit Student Achievement, Washington, D.C.: National Assembly of States Art Agencies; Arts Education Partnerships.

(2)(i) Promote desegregation, including how each proposed magnet school program will increase interaction among students of different social, economic, ethnic and racial backgrounds.

TO PROMOTE DESEGREGATION: The SDPBC has extensive knowledge and a history of successful experience applying effective recruitment strategies to magnet schools of choice. Characteristics of effective magnet schools include 1) outstanding leadership; 2) an appealing, engaging learning environment; 3) a variety of strategic and effective recruitment strategies; 4) approaches to contact and impress potential feeder school applicants; 5) a powerfully attractive, innovative theme; 6) highly trained teachers; and 7) an outstanding educational program of choice that helps students achieve challenging academic content. Along with the recruitment strategies outlined in *Plan of Operation (2) (v)*, the effective magnet school

characteristics will be implemented in each proposed magnet school to attract potential feeder school applicants, and reduce minority group isolation currently in substantial proportions.

Reduced Minority Group Isolation by Choice Admission will be available for students who live in the attendance boundaries for the proposed magnet schools. In these schools, the underrepresented population consists of non-minority students. The feeder schools targeted for active recruitment strategies are predominately composed of non-minority students. Recruitment will NOT negatively impact the composition of feeder school enrollment. Recruited students who live outside the attendance boundaries will *apply by application-of-interest, and will be selected by lottery without selection criteria.* NO academic exams or other criteria will be used.

Selection of Themes The planning teams participated in the comprehensive project design process, and in the selection and recommendation of magnet schools and themes. Advice was sought from the following sources:

- a) effective magnet school research;
- b) interest survey of sample feeder population;
- c) district experience with a wide variety of themes;
- d) staff visits to other districts with successful magnet themes;
- e) technical assistance from thematic magnet school experts;
- f) district experience with effective and successful magnet schools of choice;
- g) recent years' application pool data and size of wait pools for various magnet school themes;
- h) School Board's Strategic Academic Plan with objectives and priorities to develop additional International Baccalaureate opportunities in the various regions throughout the district.

Effective Implementation - Based on these factors, the planning team recommended the selection of themes that have proven to be most effective, successful, and attractive themes. The

Superintendent and School Board approved the teams' recommendations for the schools and themes to be strategically located in schools with facility space, in different district regions to:

- 1) Offer more opportunities for students in the extraordinarily popular Arts and IB themes;
- 2) Provide additional IB schools per the Board's Strategic Academic Plan;
- 3) Reduce minority group isolation in the proposed magnet schools with implementation of school-wide magnets (all students enrolled in the magnet schools will be magnet students);
- 4) Accept facility division recommendations for facilities for proposed magnet schools;
- 5) Identify appropriate feeder schools for each magnet school to set the project up for success;
- 6) Identify IB program levels needed in regions needing to complete the K-12 IB continuums;
- 7) Identify elementary arts school to replicate the district's success and meet public demand;
- 8) Locate the extraordinarily attractive IB/Arts themes in facilities with space for applicants;

The plan for selection of proposed magnet schools strategically placed proposed magnet schools in schools to reduce minority group isolations; in regions to complete the popular themes of the planned K-12 continuums; to ensure facility space for anticipated successful recruitment of targeted feeder school applications; to effectively meet all objectives within project timeline.

School-wide Magnet Schools - Each proposed magnet school will be structured as a *magnet school-wide design*. All students in attendance will be magnet school students, and all students will participate in the thematic learning opportunities. All teachers will be magnet school teachers, and all teachers/staff will receive the extensive training offered in the project.

TO FOSTER INTERACTION WITHIN EACH MAGNET SCHOOL for students from different social, economic, ethnic, and racial backgrounds throughout the school day, the SDPBC is fully committed to providing all students a high-quality, inclusive educational experience. Each proposed magnet school will be free of stereotypical patterns and functions that could be a

barrier to open participation by students of different backgrounds. Extensive teacher training will ensure that all instructional practices in the magnet schools support differentiation needs, access, inclusion, and achievement. The innovative magnet themes will be motivational to students from a wide variety of backgrounds that come together out of interest and choice. When groups of students from different backgrounds are brought together in magnet school settings, strategies to develop inter-group relations are needed to foster climates of acceptance and promote interaction. With teachers at the center of these educational efforts, providing inclusive, effective learning opportunities for all students, this project will be dependent upon meeting the needs of teachers, too, as they serve increasingly diverse students of different backgrounds, as well as students with limited English proficiency and students with disabilities.

Heterogeneous Grouping Strategies- Magnet school students will study in small, cooperative instructional groups as a strategy to foster more opportunities to bring together students of different backgrounds, and to offer more opportunities for students to learn from and to teach one another. Grouping will be heterogeneous, structured by topic rather than ability-level, thereby bringing students together in based on interest. Teaching strategies that encourage interaction among students from different backgrounds will be the standard at these proposed magnet schools. Instruction organized around challenging group projects and cooperative learning groups will create learning environments in which all students are encouraged to be full and contributing members. When students learn to work cooperatively in groups, they have a chance to explore ideas, justify their views, and synthesize knowledge within the supportive group environment. The heterogeneous learning groups will ensure that students are learning together in a respectful, courteous, democratic environment. Themes of study will be developed around student interests and concerns. Standards-based content will be addressed within themes.

Common-Interest Projects - The interdisciplinary curriculum designed for each magnet school will be structured to give students choices of learning projects in to participate. Projects, performances, presentations, and other activities will be planned purposely to bring groups of students from different backgrounds together in classrooms, in grade levels, in learning activities, and throughout the entire school to interact in a positive manner. Just as common interests bring students to apply for the magnet schools in the first place, students learning together on a common project will also find themselves with others of all backgrounds who share their interests. This will encourage diversity in relationships as students develop a respect for their peers and recognize them as individuals who share their interests.

Inclusive Instruction- To ensure the interaction of students from different social, economic, ethnic and racial backgrounds, these students will participate in inclusive classes and learning activities together. Teachers will maintain high expectations for all in the rigorous and challenging curriculum. Heterogeneous, inclusive classrooms and learning activities will reflect the diversity of the magnet school as a whole. Interaction can best be ensured when the structure of the school brings students with different background and needs together to learn together. Magnet student achievement will occur in inclusive classrooms with students of all backgrounds and all ability levels. The inclusion model has many advantages from which all students will benefit. Physical access to instructional facilities will not be a barrier, as all schools meet federal and state standards for access by students with disabilities.

Monitoring Interaction- The principal and lead teacher of each proposed magnet school will monitor student participation within classrooms and activities to ensure participation of students with varied backgrounds as represented within the school. Monitoring of participation will occur regularly to remedy any imbalances that do occur as soon as they are apparent.

(2) (ii) Improve student academic achievement for all students in each magnet school, including the manner and extent to which each magnet will increase student academic achievement in the instructional area(s) offered by the school.

The proposed magnet schools are designed to improve academic achievement for all students enrolled in the magnet schools. Measurable goals and benchmarks are established in the project objectives to quantify the effectiveness of the project, not only to meet the academic objectives to which energy and time will be directed, but also to provide a continuum of benchmarks through the project years that will empower students to proceed toward mastery of those objectives. The Florida Comprehensive Assessment Test (FCAT) is part of Florida's effort to improve the teaching and learning of challenging educational standards. The Florida Sunshine State Standards include Grade Level Expectations that are measures of student progress toward that achievement of the standards at different levels. The FCAT assesses student achievement of the higher-order cognitive skills represented in the *Sunshine State Standards (SSS)*.

The proposed magnet schools are designed to increase academic achievement among all groups of students, consistent with the goals of No Child Left Behind. All teachers will set high expectations for all students, and energize them with exciting and engaging inquiry-based and cooperative strategies and projects to acquire critical and higher-order thinking skills. The challenging curricula in these thematic magnet schools will be engaging, interdisciplinary, challenging, and stimulating for all. Students will be challenged with new learning activities, but they will also have the safety net of academic support to see them through.

Magnet students will inevitably have varied individual academic needs. They will also have unique strengths, experiences, and backgrounds to contribute to the educational experience for all. Addressing academic needs of all students in the magnet schools will begin with an

understanding of the students, their strengths, their needs, and teacher knowledge of effective strategies that will enable all students to improve academic achievement and achieve proficiency on challenging state standards. All students, including special needs students and limited English proficient students, will need to interact with their peers, to be exposed to higher level thinking, to be recognized for their contributions, and to be ensured equal access to quality instruction.

Professional Learning Committees (PLC) - Lead teachers and teacher teams in all proposed magnet schools will form PLC's - small groups of teachers with common students and a common mission to improve the academic achievement of their common students. The Lead Teacher at each proposed school will participate in all teacher meetings including bi-weekly teacher team meetings of the Professional Learning Communities (PLC), monthly student achievement meetings of each team with the principal, and bi-monthly meetings of the Instructional Innovation Council (representing all grade levels, every specialty area, the magnet lead teacher and the principal.) The faculty at each school will meet with the School Advisory Council (administrators, teachers, parents, community members) on a monthly basis. Child Study Team meetings will be scheduled monthly, or as needed, with special education teachers, classroom teachers, administrators, and the magnet lead teacher. Lead teachers will compile a database for their magnet school that includes achievement and assessment data, with teacher recommendations to determine which students require additional assistance or acceleration. The PLC's will collaborate to provide one another with a supportive culture where they inquire, discuss, share, reflect, and create action plans to ensure academic achievement for all students in the magnet school. The first weekly meeting will be designated for interdisciplinary planning so that connections can be made across subject areas. The second weekly meeting will be for interdepartmental planning to monitor student assessment data and ensure that all students

acquire the same skills in the same courses regardless of who teaches the section. The PLC's will have access to all available data for students in their learning community, and will use the compiled assessments data together to plan informed instruction for all students and make necessary adjustments as needed. Students needing extra assistance will have access to an intensive reading and mathematics classes, mentors and tutoring during school or after-school.

Continuous Improvement - The process for continuous improvement will be an integral part of each proposed magnet schools. Teachers will use the continuous improvement model, a research-based process using the most effective practices for data driven instruction, including analysis of student data and student work, and alignment of curriculum with instruction, assessments, and standards. Teachers will adopt a variety of alternative assessments and use those assessments to inform curriculum and instruction. Teachers will integrate assessment into instruction so that assessment does not only measure students, but becomes part of the learning process. All students will receive feedback and an opportunity to improve work in every class. Continuous improvement is a dynamic, ongoing process with a relentless focus on improving student learning. As schools in the active, ongoing process of continuous improvement, the proposed magnet schools will collect and evaluate relevant data; review current research for effective strategies; engage in planning and interventions; provide internal review of their progress; and collaborate and seek feedback from stakeholders. The leadership and learning community of each proposed magnet school will cultivate and foster an environment that has improvement embedded in daily practice.

Student Achievement in Magnet Thematic Focus - In addition to standardized testing, each of the proposed magnet schools will put into place many systems that will allow administrators, lead teachers, and classroom teachers to assess student achievement and progress

within the magnet learning theme. Teachers and staff are key to developing and sustaining a magnet school that works, and curriculum design teams will ensure the development and use of magnet student portfolios, authentic assessment and performance based assessment, to monitor progress of students within the themes. The manner and extent to which each magnet school will use portfolios and performance based assessment will be further explained in the description of the magnet project design for each theme in (2) (iii) within this section.

(2) (iii) Implement high quality activities to improve student academic achievement based on State's academic content standards and academic achievement standards, or to improve students' reading skills or knowledge of mathematics, science, history, geography, English, foreign language, art, or music, or improving vocational, technological, and professional skills.

Magnet Curriculum Development - The MSAP objectives have set incremental progress benchmarks for curriculum development each year of the project. The teachers and staff at each proposed magnet school will be fully invested in the high quality curriculum development of these programs. Supplementary time after school, Saturdays, and summers will be scheduled for teachers of all subjects and grade levels, and in theme-alike schools, to come together to learn, share, and trade expertise as they fuse their experience and knowledge into interdisciplinary curricular units and student projects, and develop thematic curriculum in both vertical and horizontal formats. The magnet curriculum will meet or exceed challenging State requirements at each school and will provide innovative, quality, and highly motivating learning opportunities in interactive learning environments that are not available in traditional schools in the district. The proposed magnet schools will offer innovative themes that use an interdisciplinary curriculum and approach to strengthen skills and academic knowledge, and provide various venues for students to learn and acquire integrated knowledge of subjects. A variety of traditional and

alternative assessment practices within each school's defined magnet theme will be used to inform instruction. In addition to the overall academic content areas, the five project magnet schools will focus on specific thematic instruction which will be prominent in the all aspects of each magnet school and will be the basis for the curriculum design for each school.

Understanding by Design All magnet teachers and staff in the project will receive the ASCD-published book, *Understanding by Design*, written by Grant Wiggins and Jay McTighe, and all support materials which outline the key ideas and framework for curriculum design. The training team, consisting of the Project Director, the Curriculum Specialist, and the Lead Teacher for the magnet school, will prepare comprehensive professional development for each magnet school site, using the three-video tape series and all training support materials. Prior to on-site training, all teachers and staff will read *Understanding by Design*, and review all support materials while making notes, inquiries, and reflections in their electronic *Reflection Journals* to prepare for full and active participation. As the magnet curriculum designers, the professional staff will collaborate before, during, and after the *Understanding by Design* training to deepen their understanding of curriculum design elements, and to relate these elements to the theme-specific, interdisciplinary, and challenging magnet curriculum to be effectively designed and implemented during the three years of the project. Follow-up training will be provided as the teachers develop magnet school curriculum throughout the project.

Differentiated instruction will be used by all magnet teachers to provide multiple paths so that students of different abilities, interests, or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as part of the daily learning process and the overall academic achievement in the magnet school. In preparation for differentiation, the teacher diagnoses the differences in readiness, interests, and learning styles of all students in the

class, using a variety of performance indicators. With differentiation, the essential curricula concepts will be the same for all students, but the complexity of the content, learning activities, and or products will vary so that all students are challenged and no students are frustrated. It allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and cooperative learning. Differentiated instruction ensures that all students master high academic standards in their own way and at an appropriate pace.

Inquiry-Based Instruction will be a foundation of innovative instruction used by all magnet teachers in all five proposed schools to foster awareness that, in real life, problems often have multiple solutions, and that possibilities should be tested using rational, consistent criteria. In the inquiry-based classroom, emphasis is on thinking, not telling children what to think. The basic idea is to foster the creative and critical imagination in a learning environment that promotes responsibility, creative thought, inquiry, and reflection. Infusion lessons and integrated units will help students to understand just how the “what” of what they are learning fits into the big picture of their knowledge, and thus learning becomes more understandable, relevant, and accessible for students of various achievement levels to experience academic achievement.

Project-based Learning This instructional approach will pervade in all areas of learning in the proposed magnet schools. The key is to coordinate this project-based approach with meaningful teaching and learning within and across the content areas. Hands-on, interactive strategies that are relevant and meaningful will be planned as one strategy to meet the academic needs of students who come from a variety of backgrounds. The magnet school curricula will incorporate interdisciplinary student projects to fuse the disciplines in order to make teaching relevant and learning applicable to real life problems and challenges. For this to be a common

occurrence, both students and teachers will have to become comfortable and familiar with various creative uses with the latest in state-of-the-art technology and multimedia learning tools.

Technology and Pedagogy is another training element that will ensure all magnet school teachers develop the skills and facility to integrate the latest in technology into the classroom. Teachers will develop their technology skills to effectively infuse the most creative uses of existing and emerging technology into interdisciplinary lessons and projects. Students will learn to employ technology to support a variety of learning activities, including the ability to analyze issues with a view to planning, designing, developing and implementing a group response to the challenging interdisciplinary projects. Unlike classrooms in traditional schools, students will work in collaborative groups on work tables simulating the workplace, using the most advanced equipment and technology available, to respond to interdisciplinary project challenges.

Follow-Up and Reflection- In all professional development throughout the project, all project teachers and staff will attend training with a lap top and flash drive with their *Reflection Journals*, noting important points to remember and think about; reflections on topics at hand; reflection on the meaning of the training as it relates to the individual teacher; and maintenance of written reflections of how the teacher intends to implement the training and thoughts on how to use the training in the classroom. Following each training session, the lead teacher will meet with the faculty to review the topic and reflections, and all teachers will share their written reflections and thoughts for use in the classroom. As additional follow-up, the teachers will be supported by highly trained facilitators to ensure the implementation of classroom innovations and their commitment to and understanding of topics explored.

Reading Instruction - To comply with the state-approved K-12 Comprehensive Reading Plan for the district, the magnet schools will implement a reading program that teaches the

critical elements of reading. All students in the magnet schools will build reading fluency; practice strategic reading skills; and increase vocabularies. Teachers will incorporate effective reading strategies into the curriculum and their lesson plans. As a result, students will read across the curriculum; receive reading instruction which reflects teacher training in best teaching practices; be assessed regularly to inform instruction; receive appropriate interventions/tutoring services, as needed; independently read a required minimum number of books during each grading period and over the summer; learn strategies for reading complex content area texts and manuals; and improve performance in reading on the Florida Comprehensive Assessment Test.

Junior Great Books - The enriched literature to be integrated into the English Language curriculum at each grade level in the five proposed magnet schools will be the quality, authentic ***Junior Great Books*** inquiry-based and award-winning classics. The *Junior Great Books* are appropriately prepared for reading levels with high-level expectations for in-depth levels of thinking and inquiry. The package includes quality books of classics for each grade level, audio-visual materials and equipment; interactive, inquiry-based professional development for students, school staff and parents; multi-media learning presentations; and classic literature from all periods and genres. Enriched, inquiry-based cooperative learning will be experience-based and representative of a wide variety of cultures, encouraging thorough and comprehensive inquiries into cultural differences, similarities, influences, and characteristics. This series will further enhance language development with innovative opportunities for public speaking, reading, sharing, group discussion, and debate. With *Junior Great Books*, the magnet students in the proposed magnet schools will be exposed to the world's great literature, and will develop higher-order, critical thinking skills and will experience the creation of original solutions to global problems while collaboratively reading, writing, thinking, and speaking.

THE ELEMENTARY MAGNET SCHOOL OF THE ARTS

at

PLUMOSA ELEMENTARY SCHOOL

Grades K – 5

Delray Beach, Florida

Program Overview - The Plumosa Elementary Magnet School of the Arts will offer a new, school-wide arts and technology enrichment magnet program, for students in K - 5, wherein every child will participate in the arts magnet program, and the skills and knowledge in the arts go well beyond what is available at traditional elementary schools. This magnet school is designed to stimulate students' potential, interest, and talents in the visual, performing, communication, and technology arts. Simultaneously, it is designed to promote academic achievement through arts enhancement of academic disciplines with an interdisciplinary approach, stressing creativity and artistic expression, and ultimately, enriching the community. A full range of creative, exploratory and intensive arts and academic experiences will challenge and develop the knowledge and skills for elementary students interested in the arts. In the magnet school, students will participate in the challenging integrated curriculum; learn and practice the arts disciplines interactive arts studios; enhance creative potential; enrich fluency and flexibility; develop perceptual, problem-solving, and personal-social skills; participate in performance and "informance" experiences; and participate in inquiry-based instruction implemented in all classrooms and studios. Technology is emphasized at Plumosa through the Renzulli School-wide Technology Enrichment Model. Overall, the magnet school for the arts will offer a rigorous and balanced educational program which ensures the highest levels of achievement.

Curriculum Model - Curriculum mapping will be the basis for the arts, academics, and technology integrated curriculum at Plumosa Elementary School of the Arts. Curriculum mapping will help teachers to: 1) see a clear link between the curriculum, instruction, and assessment tools; 2) tighten up the curriculum; 3) reflect on the content they are responsible for covering; and 4) facilitate teaming vertically and horizontally, within and across subject. *These curriculum maps will play an important teaching and learning role in:*

- Ensuring the *Sunshine State Standards* and *Grade Level Expectations* are met, thereby, strengthening student skills and knowledge;
- Helping teachers understand what is taught and when, in all subject areas and grades;
- Understanding concepts, ideas, activities across many subject areas;
- Integrating the arts and technology in the classroom;
- Eliminating redundancies in what is taught across grade levels;
- Helping coordinate areas of study into larger interdisciplinary units;
- Acting as a successful venue for fostering conversation about curriculum and instruction among the teachers and staff;
- Planning for portfolio and performance based assessments, as well as standardized tests;
- Assisting teachers in reflecting and adjusting the lessons through the school year.

Each curriculum map will include emphasized processes/skills; the content in terms of essential concepts and topics; and the products and performances that are the learning assessments. Curriculum mapping's big picture affords the staff at the Plumosa magnet school the opportunity to consider both small and large scale steps to improve student achievement and performance. Additionally, it offers a means for ongoing, systematic, immediate, and long-range planning.

Thematic Articulation- All students in the Plumosa Magnet School of the Arts will study visual, performing, communication, and technology arts via three articulation strategies:

- ✓ The Arts as a Process;
- ✓ The Arts with Academic Integration; and
- ✓ The Arts as Skills and Disciplines.

1) **The Arts as a Process**- The Plumosa arts magnet school will provide opportunities for all students in the arts and academics that extend well beyond those offered in traditional elementary schools. The underlying research-based philosophy is that students, who learn skills and achieve understanding with the creative and performing arts, significantly enhance performance in the core academic subject areas through the application of multiple learning styles and abilities. The creation, appreciation, understanding, and participation in the visual, performing, and communication arts components will be the magic that fosters diverse cultural awareness and will form a blueprint for the development of individual life-long learning that delights the senses, expands perspectives, and encourages aspirations. The school-wide instructional process will provide in-depth learning experiences and exposure to the arts and related arts technology through engagement in hands-on, minds-on creative work and performance that will require the orchestration of a multitude of mental and physical skills. Through each day's unique and innovative learning experiences, students will access all learning modalities in opportunities to learn and express through lessons designed to tap into each child's visual, auditory, and kinesthetic learning styles and to improve overall academic achievement for all students.

2) **The Integration of Academics and Arts** - The arts teachers and classroom teachers will collaborate to integrate instruction. All students will develop an understanding of the significance of the arts as they improve reading achievement and technology skills, and acquire

knowledge and understanding of core academic subjects and standards. Arts will be infused throughout the academic areas with integrated performance-based, hands-on learning activities, such as singing, dancing, painting, drawing, role-playing, etc. The visual, performing, communication arts, and technology components will be emphasized through thematic units fully integrated into the academic, standards-driven curriculum, to develop a school-wide teaching and learning program that covers all standards and grade expectations for learning in a vertically and horizontally integrated curriculum. These components will foster literacy, imagination, competency, and creativity in a thematic arts environment conducive to high achievement and cultivation of the whole child. School-wide instruction will focus on inquiry and discovery processes through individual and cooperative group learning projects in a standard-based interdisciplinary curriculum. Throughout the year, students will participate in *“informances”* as well as performances, to artistically demonstrate what they have learned in academics.

3) *The Arts as Skills and Disciplines-* All Plumosa students will access the ongoing activities in the arts interactive studios daily, allowing all students to learn and to focus on practice, skills development, performances and finished products. The intensive arts will be taught by Plumosa certified arts teachers, as well as professional artists-in-residence. Classroom teachers will accompany students to arts studios. The classroom will choose an art area to learn during this time. Some Plumosa classroom teachers are artists in their own right, and will be tapped to work with students to prepare for performances, and to sponsor an Arts Troupes.

Learning in the Arts involves students in the construction and communication of meaning through making of art, whether visible stand-alone art, musical, performance, or technology. It involves thinking, feeling, and doing. Students at all levels and across the curriculum will explore and experience the language of art, its mediums and equipment.

processes, forms, and techniques. The creative process fully integrates students' intuitive and emotional insights to the world with rational thought, critical judgment, and the development of physical and cognitive abilities required to appropriately imagine and create art in various forms. Students will learn how to relate to and understand the world of art; analyze parts, mediums, tools, and processes; interpret other artists' meanings; evaluate techniques and works of art; articulate understanding of these concepts; and apply them to their own art. Students will learn to use creative, instrumental, and other mediums of art. All students in all grades will learn performance etiquette, and all students will learn from participation in the Renzulli School-wide Technology Enrichment. The school-wide study and performance of ethnic and cultural art will enhance understanding and awareness of cultural differences, similarities, and traditions.

High Expectations - Arts and Academics The teachers at Plumosa are excited about their unique challenge to create a high academic learning and achieving environment by emphasizing the infusion of the arts into the curriculum and by developing effective methods that integrate arts with the academic requirements for the *Sunshine State Standards and Grade Level Expectations*. High expectations for academic achievement will be communicated throughout all instruction. The delivery of a standards-based, arts-infused curriculum, with exploratory themes that introduce the child to the visual arts, dance and movement, music, theatre, communication arts, and technology, will emphasize curiosity, awareness, and exposure to all arts and academic areas. Students will engage in a full range of interdisciplinary and developmentally challenging activities to build upon existing abilities to discover new challenges. Involvement in this stimulating environment will challenge students of diverse backgrounds to realize their creative potential. Plumosa classroom teachers will use innovative teaching practices within thematic units to infuse the arts into the curriculum and to differentiate for all. For example, teachers will

use drama, playwriting, and role playing to teach social studies; they will develop higher order, critical thinking skills in students by addressing visual arts within strategies for literacy. The Lead Teacher will assist in classrooms as teachers make the transition and become comfortable with the new arts-infused academic instruction delivered within thematic units. Teachers at Plumosa expect to work harder than most to take on this exciting project and successfully transform the traditional Plumosa elementary into the exciting new Plumosa School of the Arts.

Arts and Technology Instructional Components -

- *Visual Arts* - drawing, painting, charcoal sketching, sculpture, printmaking, ceramics;
- *Performing Arts* - instrumental/vocal music; dramatic/stagecraft theatre; and dance instruction including modern dance, ballet, tap, tiny tumbling, and cultural dances;
- *Communication Arts* - multimedia with graphic arts/design, digital photography, film/television broadcast production, creative/journalist writing, debate/public speaking;
- *Technology* - the Renzulli School-wide Technology Enrichment Model for K -5.

Professional Development - Throughout the magnet school, certified arts teachers and professional working artists will work collaboratively with all grade-level academic teachers to familiarize them with the process of using arts to support and integrate the academic curriculum. Classroom teachers and arts teachers will participate in training in the use of the arts as a vehicle to teach academic content and standards. The integrated arts curriculum will encourage creativity and self-expression in the classroom, arts studio classes, and extracurricular activities. Professional Development will be provided by a combination of Florida Atlantic University Art Education Professors, Florida International University Art Education, professional working artists, certified art teachers, artists from partnership arts associations, and the SDPBC Arts

Curriculum Administrator. Some Professional Development identified specifically for the teachers at Plumosa Elementary Magnet School of the Arts is listed below:

Plumosa Arts Sample Professional Development Topics

| | | |
|-------------------------------|----------------------------|---------------------------------|
| Cross-disciplinary Curriculum | Visual Thinking Strategies | Exhibitions & Performances |
| Active Use of Arts Studios | Curriculum Mapping | Sunshine State Standards & Arts |
| Integrated Arts & Academics | Choreography for Teachers | The Creative Learning Process |
| Suzuki & Orff Music Methods | Teaching Multicultural Art | Critical Evidence: Achievement |
| Renzulli School Enrichment | Performance Assessment | Teaching Arts with Technology |

Arts for Achievement - The Plumosa Magnet Arts School will ensure that academically challenged students are given all opportunities to participate in the in-depth arts instruction offered in classrooms and in interactive studios. In traditional schools, developmental reading and math occurs for these students while others have opportunities for creative study in arts and music classes. In art schools around the nation, students who participate in a challenging, well-rounded curriculum, including visual and performing arts in a standards-based, interdisciplinary curriculum, consistently outperform students who do not have access to such programs.

Authentic Assessment - Exposure to a variety of cultural art forms and performances will be incorporated throughout each year, at all grade levels, through visits to professional musical productions, vocal performances, and various dance forms; visits to museums and exhibits of visual arts and photography; and continuous interaction/instruction from professional working artists. The school will begin with *quarterly performances for each grade level* with parents invited during the preparation and to enjoy the finished product or performance. As students and teachers become more knowledgeable, the number of displays, performances, concerts, etc. by

individuals and groups, will expand exponentially. Each event will include *informances* to artistically demonstrate what students have learned in the arts-integrated academic subjects.

The *Imagination Celebration* will be the culminating event each year at the Plumosa Magnet School of the Arts. The *Imagination Celebration*, a school/community arts festival to celebrate and showcase the artwork of magnet students from throughout the year, including demonstrations from various arts troupes, art displays, technology exhibits, vocal concerts, instrumental performances, children's theatre, etc. Teachers will also exhibit their artwork. The *Imagination Celebration* will demonstrate the value of performing and visual arts as essential to learning; will stimulate imagination and creativity through children's artwork presentations; will recognize the outstanding arts achievements by participating magnet students; and will demonstrate the innovative celebration as a marketing and recruitment tool for students interested in applying to the Plumosa Magnet School. Feeder school students and parents will be personally invited to attend each year. This school-wide celebration of learning will be developed with parents and other arts-based community partners, and will be broadly advertised for public awareness. Numerous activities, displays, performances, demonstrations, and exhibits will take place, and family participation will be especially encouraged.

Portfolios/Performance-Based Assessment- Student portfolios and performance-based assessment will offer an effective approach to student assessment that documents the manner and extent to which the magnet school is increasing student achievement in the academics, as well as in the magnet thematic instructional areas of art. The portfolios - a collection of student work and reflections of that work - serve as a measure of student accomplishment and growth; complement traditional and performance-based assessment; and provide a multi-dimensional collection of student ability, potential, and progress. The student's perceptions and reflections of

the work is an integral process that encourages focused learning. The student portfolio documents learning and performance with regular and alternative assessments; is flexible enough to reflect growth in academic achievement and artistic performance; and is designed to evaluate many elements of learning and development not captured by standardized tests. It puts student performance assessment into the hands of teachers and students, and in the classrooms in which they work. The portfolio contains work sampling, a curriculum-embedded assessment, rather than an “on demand” set of tests. The portfolio and performance-based system assesses and documents student’s knowledge, skills, behavior, accomplishments, and progress, and is displayed across a wide variety of educational domains, as manifested on multiple occasions, with well-defined procedures. It systemizes teacher observations by guiding those observations with specific criteria, well-defined procedures, and rubrics. It contains samples of student academic work, artwork, developmental guidelines and checklists, summary reports, and rubrics. (Rubrics are an effective assessment tool for evaluating projects, simulations, live performances, etc.) The arts with academic connections are assessed by rubrics, journals, traditionally tested, etc. Classroom-based and instructionally relevant to the arts magnet school, the student portfolio contains performance assessment components that involve the student, the parents, the teacher, and the school administration in the processes of assessment. *Student Portfolios will be maintained electronically on a flash drive to save portfolios and progress for each student.*

Arts Troupes - Arts troupes are available for extended and focused instruction in the arts areas of particular interest to students in grade three through five (and grade 6 at Pahokee). Students may participate through expressed interest in the arts area, and will be required to have parental permission to be in an Arts Troupe. Intermediate students may join (with parental permission) one of the following Art Troupes: the Plumosa Magnet Dance Troupe; the Plumosa

Magnet Band; the Plumosa Magnet Chorus; the Plumosa Magnet Acting Troupe; or the Plumosa Magnet Troupe of Artists. Art Troupes will have extra practices and performances, which may occur during school or after school. For Arts Troupes' performances off-campus during or after the school day, students will be provided transportation by district funded extracurricular buses for events scheduled late in the day, or they may be driven in one or more cars by the lead teacher, parents or other family members, teachers, or administrators. When art troupe's students participate in performances off campus, they will wear a specially designed and brightly colored Plumosa Magnet School vest for adults to continually identify the students. The artistic school vests will be designed in various sizes and with bright color to identify art troupe members to instill a level of pride and enthusiasm for the arts performances; and to ensure that adult chaperones will keep every child within sight at all times when performing outside of the school.

Plumosa Arts Ambassadors – The lead teacher at the Plumosa Magnet School of the Arts will organize the Student Arts Ambassadors. They will be students in the fifth grade at Plumosa, who submit an application-of-interest and have parental permission to participate as an ambassador for the school. The Arts Ambassadors will work with the Lead Teacher during school and after school. They will receive training in leadership skills, teambuilding, social etiquette, public speaking, and peer mediation. Their responsibilities include providing tours (with the Lead Teacher) to show visitors, potential students and parents around the school and the arts studios and to explain the innovative learning opportunities and the integrated arts magnet program. They rotate in groups to greet parents and guests at evening meetings and at Open House or student orientation visits. The Arts Ambassadors will have a professional dress code on days they are meeting visitors to the school, and will be expected to represent the best of the Plumosa as a leader at all times, during all school events, formal or informal. Arts

performances as a recruitment strategy may be provided by students within the school, by members of the Arts Troupes, or by Student Ambassadors, or a combination of these groups.

INTERACTIVE LEARNING ENVIRONMENTS - Arts Studio Learning

The Dance Studio will be learning environment in which students learn to use their bodies as both an instrument and a medium for thinking. Students progressively develop knowledge, skills, and techniques that allow them to use their bodies with confidence, success, and insight. The dance component will offer learning and performing experiences in ballet, modern dance, tap, tiny tumblers (for K – 2), and cultural dance. The Dance Studio will be converted from a portable classroom on campus. This studio will accommodate dance, movement, and physical education, with certified art teachers and professional artists-in-residence. The studio will be equipped with a sound system with surround sound speakers; a variety of music CD's; a portable dance floor; ballet barres; and dance mirrors.

The **Communication Arts Project Design Studio** will be the creative hub for the communication arts program where students will learn to use multimedia technology for graphic arts design; digital photography; creative writing; and journalistic writing. Students will develop the sophisticated processes of digital photography technology including proper usage of the digital camera, transference of digital images, alterations of imagery, printing images and gallery display. The project-based learning center is where students work in collaborative groups to design communication arts projects in a lab with 30 multi-media wireless laptops, Internet access, wireless headphones, printers, scanners, graphic design and office software, 3-D analysis and holographic software, production software, and digital photography equipment. Plumosa has a television broadcast center that will be enhanced through the development of these design projects. Word processing software will be used for creative writing, and graphic arts software

for journalistic design. Communication arts will explore the use of hand-held computer devices and software, digital photography equipment and supplies, and collaborative technology-based learning project supplies and other resources. Elements of graphic arts design, optical illusion, virtual reality, and multiple light/sound exposures will be explored. Furnished with a wide variety of learning materials, technology, and software, the Project Design Studio will be an inspiring and motivating environment, fostering creativity and confidence.

In the *Music Suite*, students will practice and learn a variety of music skills, including learning how to sing, to read music, and to play an instrument. Some highly-interested students may also want to learn to conduct and compose music, and to use music-related technology to enhance music learning. Music will be taught by a combination of certified music teachers and professional artists-in-residence, and will be enhanced by visiting musicians and attendance at live performances. The Music Suite will be aligned with components of the music program in a large room sectioned for vocal music and instructional music. The music suite will offer one small laptop lab with 5 Internet-accessible wireless laptops and wireless headphones, and appropriate software for exploring the principles of music and for composing music, as well as other music technology enhancements. One piano will serve both vocal and instrumental music, as well as one sound system with surround sound speakers and a large assortment of music CD's. Sheet music, storage areas, an instructor's lectern with conductor's wand, student music stands, music stations for practicing and listening, and appropriate music supplies and equipment will be available for the vocal music studio and for the instrumental music studio. Each music studio will have music instructor lecterns with conductor's wands; student music stands; and music stations for practicing and listening. The *Vocal Music Studio* will be equipped for individual and group vocal music, with student risers in the group studio. The *Instrumental Music Studio* will be

equipped with student risers; various sound experimentation resources (from tuning forks to wind chimes); and a 20-station electronic keyboard studio with a teacher's keyboard management station, headphones, and software. Students will learn to plan and perform on a wide variety of musical instruments, including band instruments, stringed instruments, drums, steel drums, hand bells, Orff instruments, Suzuki violins, and recorders.

The Visual Arts Studio will provide a fully-equipped studio for students to participating in the creating of visual arts. The visual arts program will include learning experiences in drawing, painting, sculpture, ceramics, and printmaking. Aesthetic understanding and art appreciation will be fostered through visits to art exhibits, museums, and local art studios. The Visual Arts will be integrated into the academic studies through thematic units. In addition, the Visual Arts Studio will provide a hands-on arts studio with a sculpture center and a painting center where students will draw and paint on studio easels. Student art galleries will be in each building with every student demonstrating visual artwork in some capacity. The studio will be supported with a large assortment of visual arts supplies, material, and equipment.

Theatre Arts Studio - Plumosa currently has a combination lunch room/auditorium which will be provide the much-needed stage with a large seating area. To support performances, the cafetorium will have track lighting and a sound system with surround system. (The sound system will also be used every day during lunch to play classical CD's.) Storage will be provided for costumes, hats, makeup, stage props, and other resources to support theatre instruction and performance. In addition, there will be a classrooms dedicated to drama for small presentations and rehearsals in a black drop theatre environment with a small portable stage.

Technology Enrichment Laptop Lab This school-wide enrichment will be available throughout the school, including on the one desktop available in each class and the one computer

lab in the school. This Enrichment provides technology enhanced differentiation, personalized learning, pursuit of student learning anytime...anywhere, independent learning exploration, technology learning management and student profile, and a total talent portfolio. To enhance this school-wide technology enrichment, one laptop lab will be dedicated to this technology strand of learning. The lab will have 30 wireless laptops with Internet access and wireless headphones. The lead teacher will schedule classrooms on a rotating basis for technology enrichment.

The Arts Across the World Mural- An *Arts Across the World* Mural will be designed and painted in collaboration with students and teachers at Plumosa Elementary School of the Arts. This mural, to be developed with technical assistance from a professional artist, will be an interdisciplinary visual arts and mathematics project with hands-on applications. The student-designed mural project will feature artistic images of multicultural children actively involved in an array of arts projects in settings throughout the world. It will depict the commonalities of children learning through the arts in an international perspective. The *Arts Across the World* Mural will be located in a focal point of the school as a point of pride for Plumosa magnet school students and teachers who will be directly involved in every aspect of the process. This teaching and learning activity will be real-world relevant to the students.

The Halls are Alive! - Additionally, the Plumosa School of the Arts will set the tone for classical music with a sound system and speakers installed in the hallways and in the lunchroom for classical music CD's to provide classical music throughout the day as students enter and exit the school or as they are scheduled to move to studios in the hallways. A music system with speakers will also be installed in the lunchroom to set the tone for classical music during lunch.

THE IB MIDDLE YEARS PROGRAMME

at

CONNISTON MIDDLE SCHOOL

Grades 6 – 8

West Palm Beach, Florida

Program Overview - Conniston Middle School will be transformed from a traditional middle school to a new school-wide magnet school, grades six through eight, offering the Middle Years Programme of the International Baccalaureate to all students in attendance. Upon notification of MSAP funding, the Project Director will immediately alert the International Baccalaureate Organization (IBO) that Conniston Middle School will undergo all IBO requirements for authorization to attain the status of IB World School, authorized to offer the Middle Years Programme. As the magnet school is implemented and recruitment occurs, Conniston students will become increasingly more diversified. In the MYP, the different backgrounds, languages, cultures, and contributions of the students will be celebrated with a focus on internationalism. The global emphasis will intentionally reflect the MYP mission. The school schedule and curriculum will provide for the thorough study of essential concepts through an interdisciplinary and spiraled curriculum including the study of the MYP eight subject groups each year, grades six through eight. The program will promote international understanding, responsible citizenship, and the importance of learning how to learn and how to communicate. The Conniston magnet school will encourage students to explore their individuality through a global, inquiry-based education, focused upon discovering and nurturing individual learning styles. The MYP framework will allow students to discover their most effective Approaches to

Learning. Armed with this self knowledge, students will explore their place in an increasingly global environment through the use of essential questions to guide instruction and learning.

The MYP International Model The MYP has been designed by the IBO as a five year international program for students in grades 6 – 10. When Conniston students complete their middle school experience in grade eight and matriculate to the high school level, the Conniston students will not have completed the MYP as it was envisioned by the IBO. The MYP is a program specifically intended for students through grade ten. All Conniston eighth graders, and their parents, will be actively encouraged to continue their studies in the MYP at the currently IB-authorized magnet program at Forest Hill High School, located within the same residential attendance boundaries as Conniston, within the central region of school district. Students recruited to attend Conniston will be encouraged in the same manner to attend Forest Hill High to complete the MYP program in grades nine and ten. This grant application does not address support for Forest Hill as this is currently an established, authorized IB school.

The MYP Curriculum Model - The MYP curriculum model displays the eight subject groups organized around the framework of the Areas of Interaction. These subject groups are designed to be studied each year of the MYP, in a five year international program for students in grades 6 – 10. The MYP curriculum framework will focus on the areas of interaction and the IB learner profile integrated into spiraled, interdisciplinary units of learning, using the a) aims and objectives; b) essential concepts; and c) scope and sequence, as provided in the MYP subject guides for the eight subject groups. The curriculum design will provide academic challenge, and it will accentuate the interrelatedness of the disciplines, acknowledging the role of subject disciplines in transdisciplinary study. The areas of interaction are constant throughout the course

of the MYP and the eight subject groups, but also through interdisciplinary teaching and projects, whole school activities, and the culminating capstone activity.

*The eight **MYP subject groups** to be studied each year of the MYP include:*

- 1) **Language A** The school's language of instruction (the study of the English language);
- 2) **Language B** An additional modern language learned at school (Spanish or French);
- 3) **Humanities** History and Geography;
- 4) **Sciences** - Biology, Chemistry, Physics, Earth Science; Health Science;
- 5) **Mathematics** - Five branches of Mathematics: Number, Algebra, Geometry and Trigonometry, Probability and Statistics, and Discrete Mathematics;
- 6) **Arts** Visual Arts and Performing Arts;
- 7) **Physical Education** one course including a wide range of physical activities; and
- 8) **Technology** Computer and Design Technology.

The eight ***innovative subject groups*** will be taught each year of the MYP, using a spiraled, interdisciplinary curriculum. Students will be continually exposed to the subject groups' essential concepts with increasing rigor through a variety of venues and methodologies encompassing the MYP requirements. Students' knowledge and skills will increase with exposure to the challenging, interdisciplinary curriculum for each subject group, including foreign language and technology, required each year of the MYP magnet program. Students who require supplemental instructional support will be provided assistance with additional instruction and tutoring. Internationalism and multicultural interaction will be promoted throughout the MYP magnet program through different activities in which students, teachers, and parents participate. Throughout the interdisciplinary curriculum, emphasis will be placed on structured inquiry;

problem solving; critical thinking to solve real-world problems; project-based learning; global environmental issues; student service projects; cooperative learning; and internationalism.

Areas of Interaction (AOI) - The five areas of interaction are common perspectives embedded within and across the MYP academic disciplines. AOI's provide the focus on intellectual and social development, and the development of connections between the disciplines, so that students will learn to see knowledge as an interrelated, coherent whole. The AOI's provide a framework for student inquiry and investigative learning. They are as follow:

MYP AREAS OF INTERACTION

- 1) **Approaches to Learning** Students "learn how to learn," with inquiries into: *How do I learn best? How do I know? How do I communicate my understanding?*
- 2) **Community and Service** - Students design a C & S project and maintain a log of service hours, with inquiries into: *How do we live in relation to each other? How can I contribute to the community? How can I help others?*
- 3) **Homo Faber** Students solve problems; demonstrate creative products; make inquiries in context, with inquiries into: *Why and how do we create? What are the consequences?*
- 4) **Environment** Students develop an awareness of global environmental needs and their environmental responsibilities, with inquiries into: *Where do we live? What resources do we have or need? What are my responsibilities?*
- 5) **Health and Social Education** Students develop healthy relationships and respect for body and mind, with inquiries into: *How do I think and act? How am I changing? How can I look after myself and others?*

Professional Development - All Conniston teachers will develop their expertise in the MYP program through consistent, informed professional development, aligned with the MYP

mission, and focused on developing and implementing the MYP curriculum and instructional strategies within and across the eight required subject groups. The MYP depends on knowledgeable, dynamic, and innovative teaching. The administrators and teachers will participate in a continuous process of professional development, including in-service training activities and attendance at regional workshops and training conferences sponsored or endorsed by the IBO. This IBO-approved training is aligned with the MYP authorization requirements for teachers to deliver the program. After these teachers return from IBO training workshops, they will provide extended program leadership in which they will practice formal sharing and presentations of their MYP training experiences with other Conniston teachers and staff members. Some IBO professional development topical seminars in which Conniston teachers will participate and extend their learning to others include:

MYP Professional Development Sample Seminars

| | | |
|-----------------------------|---------------------|-----------------------------|
| Inquiry-Based Instruction | Internationalism | Interdisciplinary Units |
| Areas of Interaction | Coordination | Reflections and Journals |
| Application & Authorization | Making Connections | IB Learner Profile |
| MYP Teaching & Learning | Subject Groups | Second Language Acquisition |
| MYP Models and Concepts | Lesson Design | Subject Scope & Sequence |
| Subject Aims & Objectives | Essential Questions | MYP Conceptual Framework |

MYP Student Assessment While standardized test information is essential to the academic achievement goals of Conniston, it reflects only part of the whole child that will be educated in the Middle Years Programme. With the pledge to commit to the standards and practices of the IBO, Conniston also pledges to develop assessment strategies that allow students to prove mastery. With consistent IBO training, Conniston teachers will work to develop

authentic assessments that are criterion referenced and provide many avenues for students to demonstrate mastery. The MYP portfolio will be a crucial assessment tool for all students, and will be kept in an electronic format and progress saved to a flash drive for each student. Assessments will be aligned with Sunshine State Standards, as well as the international standards of the IBO, to measure student success and guide future curriculum and lesson planning. Students will understand the difference between formative and summative assessment. The vital element of self-reflection will be the standard in the assessment process. The culmination of this self-reflection comes with regular *Student-Led Conferences*, where the students lead parents on a guided tour of their portfolios from each class, pointing out the successes and struggles so they can plan together a path to success in the coming months. Teachers and staff use assessment data to inform instruction. The Lead Teacher will meet with all grade level teams to pull together the support of the teachers, parents, and students, to look in-depth at performance data to design instructional strategies to assist struggling students. As needed, these teams will also bring in special education teachers, counselors, or administrators to plan necessary interventions.

The *Capstone Project* is a culminating project for eighth grade students, and is a direct result of the student's MYP learning experiences at Conniston. The Capstone will engage students in inquiry and will reflect the student's creativity and interest. The lead teacher will serve as advisor to the student during the development of the capstone project, which may be focused on an Area of Interaction (the environment, for instance), or it may be a product of interdisciplinary research and discovery learning in response to a student-posed inquiry. Students will display, present, or perform capstone projects during the *Showcase of Learning* for invited guests and parents, and for representative students and teachers from the MYP in grades 9 - 10 at Forest Hill High (district magnet program, not in this project.)

Unique Aspects of the proposed MYP at Conniston:

- An interdisciplinary, holistic approach to learning through the Areas of Interaction
- A framework of aims and objectives to be delivered within state content standards
- Cross-cultural appreciation and teamwork
- Progress through growth of abilities and character

The Fundamental Concepts of the MYP at Conniston

- Making connections among subjects learned in school, and between what is learned in school and what is observed outside school
- Developing an appreciation of one's own culture/heritage as well as cultures of others
- Developing effective communication skills, including the study of another language

MYP Student Ambassadors – MYP Student Ambassadors for Conniston will be students in grade eight who submit an application-of-interest and have parental permission. The Lead Teacher will work with the ambassadors during school and after school. They will receive training in leadership skills, teambuilding, social etiquette, public speaking, and peer mediation. Their responsibilities include providing tours (with the Lead Teacher) to show visitors, potential students and parents around the school and to explain the innovative learning opportunities as MYP students in the magnet school. They rotate in groups to greet parents/guests at evening meetings, Open House, or student orientation visits. Ambassadors will have a professional dress code on days they are meeting visitors to the school, and will be expected to represent the best of the Conniston MYP as a school leader at all times, during all school events, formal or informal.

MYP INTERACTIVE STUDENT LEARNING ENVIRONMENTS

Video Conferencing - will be made available through distance learning technology. This will truly bring international cultures to students in a real-life way. Videoconferencing will bring middle school students face-to-face to meet across cultural and national boundaries to discuss their similarities and differences, and the world issues that affect them, and to promote the concept of global citizenship. Videoconferencing will also add value to lessons and enable teachers to give students the opportunity to interact with experts without leaving the school. Some student learning interaction will include professionals from museums, technology institutes, universities, and scientists; teachers with specialized expertise for other parts of the world; or people who may have directly experienced or contributed to historical events in units of study. During the quality video conferencing session, the teacher will be the facilitator and the expert will lead the session. This mode of technology-enhanced interactive conferencing will enhance students' social interaction, self expression, and other communication skills, as well as provide opportunities for deep reflection and to develop memorable learning experiences.

Global Environmental Learning Center This learning center is designed to take scientific explorations into the real world for MYP student global scientists to inquire, explore, investigate, discover, and document results. With a research-quality weather station, wind tunnel, an authentic nature trail, and a greenhouse, students will have many opportunities to learn and participate in interdisciplinary investigations that include hands-on, minds-on learning activities to understand cycles and habitats of nature, using a variety of handheld technology and graphing calculators to perform authentic experiments and download/collect data for spreadsheets and charts. Students will participate in studies in the fields of horticulture, meteorology, oceanography, sociology, geology, geography, etc. They will forecast weather events, including

storms and hurricanes, and make daily predictions via the school-wide TV broadcast studio. They will use technology/data collection devices to experiment and draw conclusions about plants, sun, sky, clouds, seasons, weather, and wind. Overall, they will inquire and explore with critical thinking/problem solving; collaborative learning; and to link to educational standards.

- *Greenhouse Package* (installed to Withstand Hurricane Force Winds) - a 48' x 30' greenhouse with interactive learning laboratory stations to facilitate student teams' inquiry, hands-on scientific research, discovery, experimentation for projects and problem-solving.
- *Nature Trail* with walkway, bird blind, wildflower gardens, plants, learning stations, materials, and outdoor classroom furnished with hands-on, motivational discovery centers to foster creativity and motivate environmental inquiry, experimentation, and discovery.
- *Weather Station* with wind tunnel, hand-held data collection devices and lap tops to conduct sophisticated investigative studies to track, investigate, experiment, simulate patterns, discover and forecast; broadcast forecasts daily on school's TV broadcast facility.

Collaborative Inquiry Laptop Labs Three wireless Collaborative Inquiry Laptop Labs will be provided for student projects, each with 30 laptops, wireless Internet access and wireless headphones. One laptop lab will provided collaborative inquiry projects for each grade level, 6 - 8. These Labs will be active centers for student collaborative projects in math, science, and technology, where students will perform meaningful extended learning, emphasizing group work and project work. Digital photography equipment will support projects in each lab.

Foreign Language Lab The proposed Conniston MYP will implement a foreign language A/V technology learning laboratory for enhanced foreign language and international cultural learning, with 30 student computer stations and 1 instructor management station with Rosetta Stone software for learning Spanish and French. All Conniston students will fully

participate in the MYP-required second language study. This enhanced learning lab will provide state-of-the-art interactive technology, a projector, Internet access, wireless headsets; microphones; digital voice recorders; a digital and video camera with tripod; and multiple international videos, a multi-standard video/DVD player, a wide-screen TV; and sound system with surround sound speakers, a printer, and scanner.

IB Internationalism A major focus in the MYP theme is internationalism, enhanced by opportunities for multicultural learning and learning a second language; video conferencing, etc. Students will a) increase their knowledge of the world and its peoples; b) use the internet to make connections with students in MYP schools throughout the world; c) focus dialogue and debate on critical world issues that demonstrate interconnectedness and challenges we face as global citizens; d) become informed and culturally aware citizens of the world; and e) study in the MYP educational framework in which students become active in their own learning. Internationalism will be enhanced throughout the school with the Hallway of International Flags; international time-zone clocks in various school learning centers; an international, teaching and learning hands-on wall mural learning project; a wall-sized international map; and an educationally graphic Geochron Global Time Wall Clock that shows real-time daylight and darkness over the globe to continually remind students of their place and time within the world and how time zones affect daylight and darkness.

The Learning Across the World Mural A *Learning Across the World* Mural will be designed and painted in collaboration with the students and teachers at Conniston Middle School. This mural, to be developed with technical assistance from a professional artist, will be an interdisciplinary visual arts and mathematics project with hands-on applications. The student-designed mural project will feature artistic images of multicultural young people actively

involved in an array of learning experiences in settings throughout the world. It will depict the commonalities of student learning in an international perspective. The *Learning Across the World* Mural will be located in a focal point of the school as a point of pride for Conniston students and teachers who will be directly involved in every aspect of the process. This teaching and learning project will be real-world relevant to the students.

Science Lab Instructional Resources MYP students are required to participate in science lab learning. Conniston will need new and replacement resources for the lab. These will support National Science Education Standards, and will allow teachers to provide differentiated and learning extension activities. The lab will emphasize hands-on, minds-on interdisciplinary exploration using science integration applications; manipulatives; experiment books/manuals; anatomical models; human cell models; experiment supplies; laptop computers with scientific probes, interfaces, sensors, software; hand-held technology with cradles for data collection; video analysis capture tools; motion detectors; monitors; conductivity devices; TI graphing calculators; software updates with direct-connect to calculators; and supplies for experiments in biology, chemistry, physics, earth science, physical science, life science, and comprehensive science. The MYP science lab will need annual subscriptions to National Geographic.

Foreign Language Instructional Classrooms - Foreign language learning is a major focus of the MYP. The five teachers of Spanish and French will rotate through the foreign language lab weekly, but instruction occurs daily. Instruction in the foreign language classroom will need to be enhanced with materials to provide foreign language enrichment and to focus and challenge student learning with A/V supplies, materials, equipment; culture and language learning games; a television per language classroom with video/DVD player; a selection of videos; foreign language resource books, dictionaries, multicultural story books, word:phrase

books; links to instructional websites; authentic realia; tape players with cassettes and recorders; and tape players/recorders with foreign language audio cassettes.

THE INTERNATIONAL BACCALAUREATE

PRIMARY YEARS PROGRAMME

at

Forest Park Elementary - Grades K- 5, Boynton Beach, Florida

Bethune Elementary School – Grades K – 5, Riviera Beach, Florida

Pahokee Elementary School – Grades K – 6, Pahokee, Florida

Program Overview - The Primary Years Programme (PYP) is a program of the International Baccalaureate Organization (IBO). The proposed PYP magnet schools (Forest Park, Bethune, and Pahokee) will offer an international, transdisciplinary educational program designed to foster the development of the whole child. The PYP is a comprehensive, balanced, inquiry-based approach to teaching and learning, coupled with challenging and varied assessments, to create a relevant, engaging framework for all children, and to teach them to relate their experiences to the realities of the world. Beyond intellectual rigor and high academic standards, strong emphasis will be on the ideals of internationalism and responsible citizenship, as PYP students strive to become critical, compassionate thinkers and lifelong learners; and to become conscious of the shared humanity of all people and committed to improving our world.

Theme-Alike Magnet Schools - The PYP is proposed for implementation in three magnet schools across the district, in geographic locations distant to one another, and in strategically-placed locations where the PYP implementation will form a K-12 IB Continuum with

established, IB-authorized Middle Years and Diploma Programmes. The three proposed PYP magnet schools will offer the world renowned-PYP to all of its students, with performance-based inquiry to structure the teaching and learning, and with the opportunity to study Spanish or French as a foreign language. Staff planning teams from each proposed magnet school met with the district's steering committee, along with an IBO trainer, during the summer of 2006 to align the comprehensive three-year plan for successful implementation of these three schools to meet

- 1) the timeline for training, activities, and budgets;
- 2) the objectives of the project; and
- 3) requirements for IBO authorization.

Upon notification of funding, the Project Director will immediately notify the IBO that Forest Park, Bethune, and Pahokee Elementary Schools will begin the process of developing and implementing the PYP school-wide magnet schools. All teachers and staff in these schools will follow IBO guidelines, standards, and practices to ensure each school is IBO-authorized to offer the PYP as an IB World School by the third project year.

The PYP Curriculum Model - The PYP is a curriculum model of the IBO. The PYP offers a comprehensive approach to teaching and learning, with a complete curriculum model which incorporates guidelines on what students should learn, as well as guidelines on teaching methodologies and assessment strategies. This model is expressed through three interrelated questions through which learners construct meaning:

- The Written Curriculum - What do we want to learn?
- The Taught Curriculum - How best will we learn?
- The Learned Curriculum - How will we know what we have learned?

The three proposed PYP magnet schools are committed to providing a challenging, integrated, and relevant curriculum that prepares all students to be compassionate, ethical leaders for the international world of the 21st Century. At the three schools, teaching and learning will be guided by the PYP philosophy that promotes a learning environment where diverse students will develop a better understanding of and sensitivity to others, and the PYP curriculum framework that enables children to construct meaning to learning while developing the concepts of internationalism and social responsibility. The PYP curriculum is flexible, as it provides a framework within which the magnet schools will constitute the skills and knowledge of subject disciplines as required by Florida’s Sunshine State Standards and Grade Level Expectations.

The Subject Domains of the Primary Years Programme

| | |
|--|----------------|
| Language A - (the English language) | Social Studies |
| Language B - (Spanish or French as a foreign language) | Science |
| The Arts - (Visual Arts and Vocal Arts) | Mathematics |
| Personal, Social, and Physical Education | Technology |

Interrelated Knowledge and Skills - While the PYP emphasizes the importance of the acquisition of knowledge and skills in traditional subjects, it places equal importance on the need to acquire interrelated knowledge and skills; to explore content that is relevant; to integrate subjects and make connections across the disciplines; and to foster the total growth of the developing child. The PYP has identified international transdisciplinary themes that have global significance and a common meaning in all cultures. They are part of the required *Programme of Inquiry* that unifies the curriculum framework in PYP schools world-wide. Teachers and students are guided by these themes as they design curricular units for exploration and study. Students explore subject areas through these themes, often in ways that transcend conventional subject

boundaries. In the process, students understand important concepts, acquire essential skills and knowledge, develop particular attitudes, and learn to take socially responsible action. The Transdisciplinary Themes provide balance and meaning through integrated, relevant knowledge in context.

Transdisciplinary Themes of the Primary Years Programme

Who we are

Where we are in time and place

How we express ourselves

Sharing the Planet

How we organize ourselves

How the world works

The Taught Curriculum – How best will we learn? - The IBO offers specific guidelines and support for teachers. IBO workshops and collaborative networking gives teachers the opportunity to fully understand the philosophy and concepts within the PYP. The IBO provides a Unit Planner as a structured approach to collaborative planning in the form of a unit planner. The Unit Planner is designed around seven open-ended questions: 1) What is our purpose? 2) What resources will we use? 3) What do we want to learn? 4) How best will we learn? 5) How will we know what we have learned? 6) How will we take action? 7) To what extent did we achieve our purpose? The PYP is taught as both a curriculum and an approach. In fact, curriculum is defined as including approach in recognition of the fact that the two are inextricably linked. The links are strengthened by developing classroom practices which directly reflect the written curriculum.

The PYP Programme of Inquiry provides the comprehensive framework for teaching and learning with a commitment to Structured Inquiry as the driving force for all learning within the PYP curriculum framework. Structured inquiry pervades every aspect of the curriculum, as planned and developed by the teachers, staff, and students, using open-ended questions to guide student learning. However, students will ultimately drive the learning through inquiry generated

during the learning process. Overall, the PYP schools will offer the comprehensive, inquiry-based approach to teaching and learning; instruction in foreign language; opportunities for student community service; instruction in music, visual art, and technology; independent research and cooperative team projects; internationalism; and alternative assessment strategies.

Community and Service - Opportunities for student action are a component of the PYP. Students will be taught to reflect about what they have learned and choose a way to make the world a better place because of that learning and action. Student action may take action in their school or community as a result of their learning, both socially and personally. Students take action when they provide services to fellow students, staff, and the community. Some IB-PYP student action projects already suggested for the students in the proposed PYP schools include beach clean-up days; school-wide recycling projects; and food and supply collections.

The Learned Curriculum (PYP Student Assessment) - PYP teachers assess students by selecting or designing methods of assessment appropriate to the learning outcomes they intend to capture. Teachers also take into account the diverse, complicated, and sophisticated ways that individual students develop and demonstrate their understanding. The primary objective for assessing students' learning and performance is to give feedback to:

- Students to encourage the start of lifelong learning;
- Teachers to support their reflection on what to teach and how to teach it; and
- Parents to highlight their child's learning and development.

Student assessment is emphasized in the professional development, curriculum development, and throughout the teaching and learning. Through IBO workshops, teachers are provided the opportunity to work collaboratively on model sample assessments, and they are encouraged to strategies appropriate to the needs of their students. Formative assessment is interwoven with

daily learning, and helps teachers and students find out what the students already know to plan the next stage of learning. The PYP promotes a range and balance of assessment and feedback techniques, including student/teacher/parent conferences, structured observations, writing samples, rubrics, checklists, anecdotal records, and performance tasks assessed by teachers and by the students themselves. Summative assessment occurs at the end of the teaching and learning process and gives students opportunities to demonstrate what they have learned.

The PYP Portfolio, a profile of student achievements and accomplishments, is an important documentation of the student's educational progress. *The portfolio will be maintained electronically and saved on a flash-drive for each student.* Students and teachers collaborate on portfolio selections, which may be work sampling, student self assessment, extracurricular achievements or other student activities. The PYP Portfolio assesses the extent to which the central idea/concept has been learned. Through a process of collaboration, PYP teachers will constantly assess the success of their own teaching and facilitating of student learning.

The Primary Years Program Exhibition is an extended collaborative inquiry project to be carried out by the student in the final year of the PYP, requiring each student demonstrate engagement with the five essential elements. It is both a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, and a summative assessment activity that is a celebration and rite of passage, symbolic and actual, from the PYP into the middle school.

PYP Student Ambassadors are organized in each magnet school by the lead teacher. They will be students in the last year of the PYP who submit an application-of-interest and have parental permission to participate. Ambassadors will work with the Lead Teacher during school and after school, and will receive training in leadership skills, teambuilding, social etiquette, public speaking, and peer mediation. Their responsibilities include providing tours (with the

Lead Teacher) to show visitors, potential students and parents around the school and explaining the magnet school’s innovative PYP learning opportunities. They rotate in groups to greet parents and guests at evening meetings, Open House or student orientation visits. Ambassadors will have a professional dress code on days they meet visitors, and will be expected to represent the best of their PYP school as a leader at all times, during school events, formal or informal.

PYP Professional Development - Before the proposed magnet schools are authorized as PYP schools, all teachers and staff in the school-wide magnet programs will participate in IBO training to either 1) attend IB workshops; or 2) participate in school-based training organized and approved by the IB. The Professional Development plan for the three proposed magnet schools will be a combination of both. All staff members from the three magnet schools will participate in many training sessions together, to continuously a) dialogue and learn from one another, b) contribute ideas and grow together, c) work as cross-school teams to exchange ideas; d) contribute to development of PYP units of inquiry, and e) collectively develop expertise needed to effectively implement the PYP for authorization in the third project year. All magnet staff members will develop expertise through IBO workshops in topics including:

PYP Sample Seminar Topics

| | | |
|---------------------------------|--------------------|--------------------------------|
| Planning Units of Inquiry | Internationalism | Teaching for Critical Thinking |
| Inquiry-Based Instruction | The PYP Curriculum | Closing the Achievement Gap |
| Connections Between Disciplines | Making Connections | Science Investigations |
| Student-Designed Assessment | Student-designed | Self and Peer Assessment |
| Formative/Summative Assessment | Shared Reflections | Student-Led Conferences |

All training will lead to further mastery of the essential elements of the PYP. In addition to formal training, teams of teachers in each school will meet collaboratively on a bi-weekly basis

to ensure quality education and academic achievement for all students. Teachers will receive training before, and continuously after, a school becomes IBO-authorized to offer the PYP.

PYP INTERACTIVE LEARNING ENVIRONMENTS

The three proposed PYP magnet schools (Forest Park, Pahokee, and Bethune) will have common overall goals for the education of conscientious, global citizens. The future of the world hinges upon education to teach students to look beyond borders and develop increased cooperation among nations.

One World Nature Center - Each PYP school will be equipped with a hands-on environmental lab and model for learning in the One World Nature Center, including an outdoor classroom with a weather station, wind tunnel, hand-held devices for data collection, laptops, sensors, and an ecologically authentic nature trail. The equipment will be used to conduct investigative experiments, simulate weather patterns, discover and make forecasts daily on each school's TV broadcast facility. The environmental trail will have a walkway, bird blind, wildflowers and other plants, learning stations, etc. The outdoor classroom will be furnished with hands-on, motivational discovery centers to foster creativity and motivate environmental inquiry, and discovery. Teaching and learning activities will emphasize hands-on, minds-on exploration and inquiries of cycles in nature; interdisciplinary activities and projects; hands-on science games, nature crafts and weather projects; ecological investigative kits; environmental guides and resources; weather photography with journals and digital cameras; and student service projects to create awareness, appreciation, and comprehension of the community and the world.

United Nations Assembly Learning Center will be established in each proposed PYP school with an international center for student leadership conferences, PYP exhibitions, project displays, student-led conferences, parent/student workshops, authentic cultural realia, a wall-

sized world map, international clocks to support units of inquiry; the Hallway of Flags; international supplies; multicultural books; international time-zone clocks in various learning centers; current world globes in each classroom in each school; and an educationally graphic Geochron Global Time Wall Clock within the media center of each PYP school, showing real-time daylight and darkness over the globe. This technologically unique clock will continually remind international students of their place and time within the world and how time zones affect daylight and darkness. Internationalism is enhanced by the IB Internationalism Teacher Training.

IB Internationalism - Internationalism will a) increase the PYP students' knowledge of the world and its peoples; b) increase collaboration and dialogue among students of different cultures/nationalities; c) highlight critical world issues that demonstrate interconnectedness and challenges that we face as global citizens, such as disease, global warming, poverty, war, global terrorism, etc.; d) offer students a tangible taste of foreign places that they might never have the opportunity to visit on their own; e) create informed and culturally aware citizens of the world; and d) provide an educational framework in which students become active in their own learning.

Video Conferencing Initiative - will be a learning element of the United Nations learning center, and will bring international cultures to students in a real-life way. Each school will develop PYP partnership schools to communicate about similarities and differences, and videoconferencing will bring young people face-to-face to meet across cultural and national boundaries to discuss issues of similar interest, differences, and the world issues that affect them. Videoconferencing will also bring professionals in to demonstrate their expertise, and teachers from around the world. This technology-enhanced interactive conferencing will enhance students' social interaction, self expression, and other communication skills, as well as

opportunities for deep reflection and to develop memorable learning experiences. Video conferencing will be integrated into units of learning. Students will be active learners.

Classroom Global Science Investigation Centers will be grade appropriately designed for each classroom in each proposed PYP magnet school, with supplies and other resources to enrich science inquiries, investigations, explorations and discoveries. Science centers will also be provided with science games, laptops, kits, inquiry-based materials, software, and science and math manipulatives. Student in the intermediate classroom science centers will also explore and discover with TI Graphing Calculators; Palm and GPS hand-held computers; laptops with sensors and probes, and appropriate software.

Foreign Language Labs Each proposed PYP school will teach French and Spanish as a second language, enhanced with two different foreign language labs in each school - one for AV/cultural enhancement and the other for technology/second language learning enhancements:

1) Foreign Language Audio/Visual (video/tape) Lab will accommodate 25 students and an instructor, using AV equipment and learning supplies for international cultural enhancement. Learning resources include a TV, screen, projector, a video/DVD player; a variety of international videos/DVD's and audio cassettes; 25 tape players/recorders; a digital video camera, tripod, supplies; a sound system with speakers; digital voice recorders; microphones.

2) Foreign Language Multimedia (computer) Lab will have 25 student computer stations, Internet access, microphones, wireless headsets, speakers, printers, scanner, Spanish/French *Rosetta Stone* language software, instructor station with management software and a projector. All students at the PYP schools are magnet students, and as such, all will fully participate in the study of a second language. Spanish and French will be reinforced throughout

each day, as the foreign language teachers collaborate with all classroom teachers to prepare common foreign language phrases for daily use in classrooms and in other school activities.

The *Collaborative Project Inquiry Laptop Lab* will be provided for each PYP school, with 30 wireless laptops, access to the Internet, software, wireless headphones, printers, scanners, and collaborative project supplies and resources. The PYP lead teacher at each school will schedule classrooms on a rotating basis into the laptop lab as a center for active collaborative inquiry projects. Students will have the opportunity to perform meaningful team projects for extended learning, emphasizing group work and project work. The laptop lab will have digital photography equipment and software to support student collaborative inquiry.

The Learning Across the World Mural A *Learning Across the World* Mural will be designed and painted in collaboration with the students and teachers at each PYP school (Forest Park, Bethune, and Pahokee.) The mural project at each school, to be developed with technical assistance from a professional artist, will be an interdisciplinary visual arts and mathematics project with hands-on applications. The student-designed project will feature artistic images of multicultural children actively involved learning experiences in settings throughout the world. It will depict the commonalities of learning in an international perspective. The *Learning Across the World* Mural will be located in a focal point of each proposed PYP school as a point of pride for the students and teachers who will be directly involved in every aspect of the process. This teaching and learning activity will be real-world relevant to the students.

The International Baccalaureate Organization (IBO), a non-profit educational foundation based in Geneva, Switzerland, is internationally recognized for its wealth of knowledge and experience and for its significant role in developing international educational models that combine the best of the research, practices, and philosophies of a range of global

national systems across the world. The IBO offers the Primary Years Programme for students aged 3 to 12; the Middle Years Programme for students in the 11 – 16 age range; and the Diploma Programme for students in the final two years of school, aged 16 to 19. The IBO has authorized over 1,300 schools in 110 countries across the world.

(2) (iv) Encourage greater parental decision-making and involvement.

Each of the five proposed magnet schools will participate in extensive recruitment activities to attract students from feeder schools to reduce minority group isolation. As the diversity in cultures increase, there will be increased opportunities for cultural learning and sharing from parents and other family members. Parent involvement is a major priority of the SDPBC and of this magnet school project. Parents played a key role in the project planning process, and the proposed magnet schools will actively increase parental participation, decision-making, involvement, as well as parental sharing and learning. As the project proceeds, more parents will be involved and more will play an influential role throughout the MSAP project, and beyond. Parents in the identified magnet schools have begun active and meaningful support activities in the initial approval, design, and decision-making process.

The Project Director (to be assigned to the project full-time on local funds should the project be approved) has received the support, assistance, and guidance of a district MSAP-planning committee, during the initial planning phase of this project. Parents have played a vital role as parent planners on this committee, and will continue to play a key role throughout all phases of the project. This advisory committee included parents, School Advisory Chairpersons, principals, teachers, community members, area superintendents, an IBO staff member, and key district administrators with specific expertise.

Upon notification of MSAP funding, the MSAP Magnet Advisory Committee will expand and assume the role of district oversight committee for the MSAP Project at all five schools. Some additional members will include students and key magnet personnel such as the Curriculum Specialist, Recruitment Specialist, and each magnet school's Lead Teacher. This committee will serve to make periodic assessments toward meeting project objectives, review evaluation data, make recommendations for program improvement and expansion at each site, receive reports on the recruitment and application process, recommend strategies to continuously increase awareness/involvement of all parents, and participate, when available, with marketing campaigns and events in the parent-to-parent role.

The Recruitment Specialist and each site's Lead Teacher will plan active marketing strategies for involving and informing parents about the wide range of educational opportunities available in the project school. Parents to be targeted in this effort include both neighborhood residential parents and feeder school parents, as all are magnet school parents. Additionally, to foster parent involvement, some local, residential parents will play a role in the marketing of their child's neighborhood school, and speak to other parents on behalf of the project school. Letters, flyers, and brochures will be developed and distributed through the school, at meetings, at community events, and by direct-mail. Open houses will be held at each project school to host marketing events for parents of feeder schools, and magnet fairs will be held regionally to highlight the innovative magnet school opportunities. Language facilitators will be present at community meetings, and all written materials will be translated into English, Spanish, Haitian Creole, and Portuguese. Events such as these will assist all parents in determining the value of the magnet school for their children. The magnet project in each school will involve all enrolled students (and all recruited students) along with their parents.

A commitment to facilitating and encouraging parental involvement is essential to this project. Parents are responsible for the education of their children, but educators have the obligation to assist parents in learning about the education process and understanding their own roles in the education of their children. The very nature of a magnet school of choice in itself increases parent involvement. When parents sign the application-of-interest to participate, parents are automatically involved in decision-making about their children's education. All parents will be asked to pledge support to their child's magnet school, to their child's education, to provide a productive learning environment for homework, and to attend student/teacher/parent conferences. All parents will be requested to commit to participation in at least one student/parent magnet interaction workshop. All parents will also be invited to participate and make decisions regarding many more magnet school activities. When parents are involved, students tend to demonstrate motivation and a better attitude toward school, toward others, and toward themselves. Children from diverse cultural backgrounds tend to do better in school when parents and teachers collaborate to bridge the gap between the culture at home and the culture at school. Children benefit the most from a true partnership between parents and educators.

Multicultural Programs - Magnet staff will target parents and community to enhance the magnet themes with multicultural teaching and learning activities. An array of multicultural activities, such as cultural dances, art, speakers, etc., will be coordinated with local international organizations, such as the German-American Club, the Hispanic Heritage Society, the Puerto-Rican Cultural Society, the Palm Beach County Cultural Council, the Ikenobo Ikenana Society, the Italian Cultural Society, the Haitian American Society, and many more.

Parent Outreach Program Each Lead Teacher will create this systematic program to quickly mobilize staff members for comprehensive parent outreach. Informative newsletters, websites, e-mails, opinion polls and surveys, and telephone contacts will be used to recruit parents to workshops with their children, to assist and participate in school events, and mobilization will also be used to gather as much input from parents as possible on an ongoing basis. Parent representatives will attend meetings to learn about the magnet theme in their child's school, the SAC, site-based management, school progress toward meeting MSAP objectives, school improvement, student achievement, and other planned parent magnet interaction events. Parents of students from all groups and backgrounds will be encouraged to participate in school activities. The project is serious about reaching ALL parents for participation, and district-provided transportation will be provided for parents without cars or rides.

New, comprehensive **Parent/Student Interaction Workshops** at all project magnet schools will offer unique learning opportunities during Evening and/or Saturday Workshops for parents and students on a variety of topics. Some will be common to all proposed magnet schools, and some will be aligned with the school's magnet theme. Parent Interaction Workshops develop parents as teachers as they acquire teaching skills to advance the talents and abilities of their own children. Saturday Workshops also develop children as teachers to expand the child's own learning while extending this knowledge to parents. Seeds of knowledge will be planted in school, cultivated through Parent/Student Saturday Workshops, matured with interdisciplinary homework projects designed for parent collaboration, and ripened further through extension to continuous home learning and learning for life. Some enrichment topics for parents and students, in school workshops or for home collaboration, will include arts projects; journals for

writing or sketching; collaborative math and science projects; and hands-on skill acquisition and mastery of emerging technologies.

To circumvent the digital divide that could become a challenge in schools with students who come from a wide variety of diverse backgrounds, all magnet schools will offer the lap-top check-out program to ensure equitable opportunities for all students to use technology in the home. *Laptops for Learning* will be Saturday Workshops for students and parents to be offered in each magnet school. These workshops have a twofold focus: First, Students and parents will learn together, and in many instances, students will have the opportunity to teach their parents; and secondly, all topics related to the Lap Top Check-out Program will be covered, including opportunities, responsibility, care of the laptop; avenues for security in the home; and hands-on full and creative uses of lap top technology. Each school will have 30 *Laptops for Learning*.

Each of the proposed magnet schools has a district-funded full-time counselor. The counselors at the project schools will work as a team to develop the *Advisement Model* to work with parents and students to do some career assessment and to set goals in academics, reaching and attending college, and for career awareness. The college and career workshops developed by counselors will include goal setting forms that will then go into each student's magnet portfolio. The counselor at each magnet school will also work with teacher teams to schedule academic progress meetings with the student, teachers, and parents.

The *Volunteers in Magnet Schools* will be organized to assist with school-wide, grade-wide, or classroom multicultural activities; student tutoring; teaching assistance; and clerical assistance for classroom teachers. Project school parents have already begun to assist with developing increased partnerships. Additionally, volunteer speakers and presenters are currently being recruited from the vast array of culturally diverse and international organizations; a

considerable number and variety of professional arts associations; cultural heritage historical societies; and local businesses. The increase in parental participation will assist in increasing contacts for these partnerships, and will increase opportunities for assistance for field studies or special learning activities. The increase in parent partnerships will also provide increased opportunities for incentives and rewards to students in the target magnet schools for academic and personal success. The target magnet schools will encourage a high degree of parental involvement to support the success of the magnet schools.

280.31 (d) BUDGET AND RESOURCES

(1) The adequacy of the facilities to be used.

Selection of Adequate Facilities - The identified school facilities are both adequate and appropriate for conversion into magnet schools. The facilities and locations of these proposed magnet schools have been carefully selected due to:

- 1) adequacy to meet the School Board's commitment to reduce minority group isolation as needed in these schools with substantial minority enrollment;
- 2) locations of facilities to provide regional access within a reasonable, practical distance for equitable student opportunities to attend the popular IB and Arts magnet themes;
- 3) adequacy of locations to meet the regional goals and needs planned for K-12 continuums;
- 4) adequacy of facilities to offer the innovative instruction for the identified magnet themes;
- 5) adequacy to provide the project designs' interactive, theme-related learning centers;
- 6) adequacy of space to provide access for magnet students from within and outside boundaries either as magnet students admitted due to residence within attendance boundaries, or as magnet students admitted as recruited, lottery-selected applicants;
- 7) adequacy of space to ensure many new seats for the anticipated large applicant pools to meet the expected demand and provide opportunities for many applicants to be selected;

The proposed magnet school facilities meet all requirements for this project.

Approval of Facilities: The school buildings proposed for the project have been approved by the district's Facilities Management Division (and by the Superintendent and School Board) as adequate and appropriate for the services these magnet schools will offer, particularly in light of the district's recent construction and renovation initiatives. In addition to facility features provided for all district schools, approval from Facilities Management was based on criteria:

sufficient space for equipment installation and storage; adequate ventilation in special-purpose classrooms; sufficient electrical wiring or wiring that can be made adequate to support the unique new equipment; facilities sufficient to accommodate the increase in enrollment; safe, suitable waiting areas for transported students; and physical arrangements that permit appropriate security for equipment acquired through this project. Each of school buildings is well maintained and landscaped, thus appealing to prospective magnet-recruited student applicants and parents.

Adequate and Appropriate Locations - All five proposed schools are located in Concurrency Service Areas (CSA) within attendance boundary areas that are primarily populated by minority families. Thus, the schools selected for reduced minority group isolation all have substantial numbers of minority students currently enrolled. Students who live in the attendance area for each school will be admitted to the magnet school if they choose to attend. The local magnet students will be joined by the lottery-selected and magnet-recruited students who mostly live in feeder school areas targeted for aggressive recruitment.

Regions - The proposed magnet schools are also all located in school facilities in regions that are geographically distant from one another. The proposed schools with identical themes will NOT compete for the same students, due to the distance from one another.

Space -In choosing these schools, another important consideration was space available. These schools have an initial building capacity to hold many more students than the number currently enrolled. The state and district have implemented Class Size Reduction requirements. However, the schools selected for this project are unusually under-enrolled and, even with Class Size Reduction requirements, the facilities will still have space for the enrollment growth resulting from magnet school implementation.

FOREST PARK ELEMENTARY, a proposed IB Primary Years Programme

Forest Park Elementary was built in 1955 on 12 acres of land. It is located in the southern region of the district (CSA 19), in the minority-populated section of Boynton Beach. Forest Park features 41 classrooms, including a parent resource room. Forest Park offers adequate space with a current enrollment of 487 students, in grades K - 5, attending a school built with a capacity for 749 students. Class Size Reduction limits enrollment to 632 students, still allowing space for magnet school enrollment growth of recruited students. Enrollment is at 77% capacity.

BETHUNE ELEMENTARY, a proposed IB Primary Years Programme

Bethune Elementary opened in August 2000 in a new school facility on 15 acres of land, in the district's northern region (CSA 5), in the mostly minority-populated city of Riviera Beach. The school features two floors of learning space with 43 classrooms. Originally built to house up to 1,015 students, Bethune has an enrollment today of 555 students in grades K - 5. Class Size Reduction requirements limit the school to 794, but still allow plenty of space for growth with additional recruited magnet students choosing the IB-PYP. Enrollment is at 70% capacity.

PAHOKEE ELEMENTARY, a proposed IB Primary Years Programme

Pahokee Elementary was first built in 1967. The old school facility was demolished when the district opened a modern, replacement school in 2001, on 15 acres of land in the predominantly minority-populated town of Pahokee, located in the western, rural area of the county school district (CSA 23). This facility features 35 classrooms, with one currently being used as a literacy resource room. Pahokee is known as the "other coast" on the grassy waters of Lake Okeechobee. Pahokee was designed to house 830 students, and currently is under-enrolled with 474 students in grades K - 6. Class Size Reduction limits growth to 671, still allowing plenty of space for recruited students to attend the magnet school. Enrollment is at 71% capacity.

PLUMOSA ELEMENTARY, a proposed Magnet School of the Arts

Plumosa Elementary is located on 11 acres of land in a largely minority-populated neighborhood of Delray Beach, in the southern region of the school district (CSA 20). Plumosa currently serves 375 students in grades K – 5, in a building built for 670, with a Class Size reduction limit of 581, allowing many recruited students the opportunity to attend the magnet school of the arts. Enrollment is at 65% capacity. Plumosa is the ideal location with a charming elementary facility for the district’s south area elementary magnet arts school. Originally built in 1954, Plumosa has received remodeling and structural improvements over the years, with a full renovation in 1990, then additional modernization and remodeling in 2002. Plumosa has 40 classrooms and great deal of potential as an arts magnet school with a “cafetorium,” complete with a stage, curtains, and convertible bench seating large enough to accommodate parents and visitors from the entire school community for many and varied planned student performances.

CONNISTON MIDDLE, a proposed IB Middle Years Programme

Conniston Middle was originally built in 1977, and received remodeling in 2003. The school facility is located on 15 acres of land in the predominately minority-populated section of downtown, urban West Palm Beach, geographically in the center of the school district (CSA 11). Conniston Middle School was built to hold a maximum of 1,286 students in 53 classrooms. The current enrollment at Conniston is 947 students in grades 6 – 8, with Class Size Reduction requirement limiting the school enrollment to 1,056, still allowing space for recruited students to attend the magnet school. Enrollment is at 87% utilization of the school facility with Class Size Reduction limited capacity.

All SDPBC school facilities are air conditioned and all buildings are handicap/wheelchair accessible. These elementary schools (Forest Park, Bethune, Pahokee, and Plumosa)

and the middle school (Conniston) are each equipped with a clinic, a media center, office space, a minimum of one networked computer lab and one computer per classroom with Internet access. Resource rooms are provided to coordinate instruction for students with disabilities, and also for students with limited English proficiency. All schools have a teacher work area equipped with a computer for teachers' use, a copier, a telephones, etc. In addition, all elementary facilities have at least one playground area with equipment and one ball field with a diamond and backstop, and all middle school facilities have a gymnasium, and at least two ball fields. All school grounds are secured with wire fences, and the buildings have security door locks and alarms to provide protection while school is in session or during other school events. The magnet school facilities, their complimentary infrastructures, and surrounding resources are more than adequate to carry out the proposed project.

Construction and Renovation- Due to the success of the county-wide voters' referendum in November 2004, the SDPBC has implemented a high quality, ongoing capital improvement project. Each year, the Facilities Management Division updates the Five-Year Construction Plan, in collaboration with the citizen-based School Board's Independent Sales Tax Oversight Advisory Committee, providing detailed information to the Board on plans to budget all major and minor capital projects. The overall goals of the capital plan, to meet the challenges for the future, as updated and approved by the School Board annually, include: 1) Construction of new and replacement schools and school additions; 2) Plans to address the challenges of Class-Size Reduction Goals; 3) Effective schedules and sufficient capacity for growth; 4) Provisions to meet the demands of sufficient program capacity aligned with innovative curricular needs of magnet programs; 5) Continuous replacement and modernization of the older school facilities; 6) Additions to overcrowded school facilities; 7) Maintenance of the level of service for school

concurrency; and 8) Continuous plans for the school district to provide structurally appropriate schools, including the SDPBC's management of the 17 county-wide hurricane shelters in schools, repair of damage from flash floods or tornadoes, proactive prevention of wind and flood-related damage (such as mold), repairs of facility damage, especially those identified that may cause immediate danger to persons, and malfunction of air condition or fire alarms.

(2) The Adequacy of the Equipment and Supplies to be Used.

The proposed project budget for equipment and supplies, an outgrowth of an intensive planning process involving school design teams and a district planning team, is adequate to implement the innovative instructional programs for magnet schools described in this narrative. The equipment and supplies requested with grant funds are designed to attract and keep pace with the various instructional programs and strategies needed to address a diverse population. These start-up, three-year operational costs for equipment and supplies are the basis for the MSAP budget requests for instructional items directly related to the needs of the specialized new magnet themes and curricula for each of the five proposed schools, including innovative interactive learning labs with cutting-edge technology; and supplies and equipment to support the rigorous curriculum at all five schools. Grant funds will be used for the acquisition of supplementary books, journals, and manuals related to each theme, supplies, instructional materials and equipment, including wireless lap tops, software, and other instructional technology, as necessary to a) conduct the magnet school programs; b) increase academic achievement related to the state's challenging content standards; and c) improve skills and knowledge in the content areas.

The four proposed IB schools (Conniston, Forest Park, Pahokee, and Bethune) will be outfitted with *state-of-the-art science labs and equipment* to take scientific explorations and

inquires into the classroom and outside in environmental nature centers. The Student Global Scientists will inquire and investigate through scientific explorations using, at each IB site, a research-based weather station; a wind tunnel; an authentic nature trail; and wireless laptop carts to perform technological experiments in the outside science centers as well as in the classroom science labs and centers.

Additionally, the MYP at Conniston will offer horticulture studies and exploration of plant cycles in a fully equipped greenhouse professionally installed to withstand hurricane-force winds. *Global Science Exploration/Experiment Labs* will provide each IB school with Global Science Experimentation (as learning centers in each PYP classroom and as a science laboratory at the MYP where a science lab will be equipped out of a former classroom with grant funded science equipment and materials for student science investigation and science experiments. The science centers and lab will provide opportunities for over 250 science experiments on topics such as air, weather, space, earth, science, and comprehensive science. The MYP global scientists will experiment safely with chemicals. The PYP science exploratory classroom centers will be equipped for science exploration without chemicals. Items to be purchased include workbooks, test tubes, beakers, balloons, batteries, pulleys, bulbs, prisms, thermometers, bulbs, prisms, copper wire, hands-on science learning games, science resource books, funnels, experiment manuals, science demonstration kits; hand-held data collection devices for exploration and inquiry such as GPS devices, TI graphing calculators, palm hand-held computers; lap tops; probes; sensors; teacher demonstration workstations; and appropriate software. The MYP lab will also have student and teacher demonstration/experimental workstations with chemical resistant surfaces; will be equipped with appropriate chemicals for experiments and proper chemical storage containers with appropriate signage; and will be

provided other safety equipment including goggles with storage and cleanup; eye wash; gloves; aprons; a ventilated fume hood; a fire blanket; science experiment workbooks and manuals. Science equipment storage will be provided for each learning location.

The four IB schools will each have a **Foreign Language Lab** to provide technology enrichment learning for all IB students in Spanish and French, and to provide international learning across the world. The labs will be equipped with wireless laptops, wireless headphones, recorders, microphones, audio-visual tapes and videos and DVD's, multi-purpose video/DVD players and wide screen televisions to enhance the multicultural visual learning. Workbooks and manuals will be provided, and multicultural posters, international clocks, and international flags.

The four IB schools will have **Distance Learning Multi-media Networked Technology** for live, long distance, interactive learning with young people across cultural and national boundaries, as well as professional artists' demonstrations, scientists' demonstrations, museums from across the world, and other professional experts.

The Plumosa arts school will equip multiple **art studios** with artistic instructional materials and equipment, instructional arts workbooks and manuals, laptops and printers with art-specific software, as well as a wide variety of artistic teaching and learning supplies. The visual arts studio with a digital photography learning area, an art gallery with fabric display panels and framing materials to display student work, student work stations with supplies such as paints, charcoal, art pencils, print making supplies, various art consumables, and ceramic/sculpture supplies with a kiln; the music suite (with choral risers, band instruments, Suzuki orchestral violins, electronic keyboards, and music supplies) will be equipped with instructional music materials and equipment, surround sound equipment, an instructor's lectern, etc. In addition, the school hallways and school student learning centers, such as the media

center, will be equipped with high quality sound systems to constantly play classical music throughout the school. **The Performing Arts Studio** will be equipped with a black box theatre with scenery and stage-prop supplies, stage craft tools and supplies, a sound system and track lighting, and a dance room with a moveable dance floor, barres, mirrors, and a quality surround sound system, music, a wide screen television with a video/DVD player. Performing arts student learning and performing materials will be purchased such as dance shoes, leotards and tights, costumes with hats and sequined vests, accessories, make-up, costume storage, a puppet set, and other performance items. The **Communication Arts Studio** will include 30 high quality, multimedia wireless laptops, 10 printers, 5 scanners, and quality graphic arts software, and a video production studio with editing system and software, broadcast quality digital camera and TV studio equipment including a wide screen TV and a video/DVD player. *Learning through the Arts* kits will be provided to all classroom teachers.

Student Recruitment equipment and supplies will include a high quality computer with Microsoft office software, graphics software, and website design software. Also required for recruitment will be a comb binder, an electric stapler, a laminator with supplies, a heavy-duty 3-hole punch, a large cutting board, binding supplies, high quality paper, printer, scanner, fax machine, a supply of flash drives, a bulletin board, a digital camera, a microphone, a recorder with audio tape supplies, a presentation platform with large white board and markers, a TV with VCR/DVD, a supply of CD's for distribution of magnet program recruitment ads, and theme-related books, journals, videos, software programs. The recruiter will require a digital video camera with batteries, tripod, lenses, storage, and various other accessories.

District's Local Effort: The district will maintain its local effort to allocate equipment and supplies from the general fund. The lead teacher will plan for and manage both district and

MSAP equipment and supplies to meet the many needs of a magnet school in its initial years, and will develop an ongoing, systematic strategy for coordinating resources available from the MSAP project and from the district to ensure the success of the magnet school in meeting the educational needs of students and in improving student achievement within a diverse student population that has an equitable opportunity to participate in the high quality magnet school. Lead teachers will make good use of the supplies, materials, equipment, and resources that the district provides each year to enhance the magnet school. These resources are items made available to students and teachers in all schools. In the magnet schools, they will double in value in the magnet program development, due to the capability to use them in conjunction with unique items provide by MSAP. Some examples of items that district will supply include textbooks, technology, capital construction improvements, academic software, classroom lending libraries, and the SDPBC public educational television broadcasting and media development. Florida legislation requires a vendors' bid process to ensure the highest quality equipment and instructional supplies are procured at the most competitive price. The Purchasing Department will work closely with the Project Director and other MSAP personnel to order high quality items with the most reasonable price available.

The district's previous experience with implementation of magnet schools has demonstrated that major technology and equipment components are most successful when they proceed in well ordered phases. The proposed magnet school facilities have school-wide access to the Internet, but the availability of necessary programmatic technology and equipment is limited in each facility. To fully carry out these five magnet school projects, a successive, meaningful order of purchases, installation, and staff training has been planned throughout each year of the project. In this proposal, each site's magnet budget has been carefully planned to

maintain the integrity of the magnet theme. Development of itemized equipment and supply lists began with a detailed inventory of resources already available which could be allocated to the planning and implementation of this project. Once this preliminary phase of budgetary planning was completed, design teams (including district and school staff, as well as School Advisory Council members) were formed at each of the five schools slated for conversion to magnet schools. Budgetary needs were identified in concert with each school's planned magnet theme and objectives, since the instructional program drives the specific needs for equipment, supplies and services essential to successful magnet school implementation. Comprehensive plans were then formulated for acquisition of goods and services over the three years. In allocating expenditures to each year's budget, the design teams focused on essential considerations related to magnet school development and project objectives.

Infrastructure: MSAP funds will be used to purchase equipment and software to bolster each school's technological capabilities. This is possible because the five proposed magnet schools have received recent capital upgrades, including the proper infrastructure to support such equipment. The technology planned to be implemented as part of the project will work properly and efficiently in each of the five proposed schools. The most extensive purchases in equipment and technology will be required to implement the Plumosa School of the Arts with innovative programs for magnet students to study and perform in visual arts, performing arts, and communication arts. This arts magnet school design requires major purchases of state-of-the-art interactive studio equipment, technology, lighting and sound equipment, materials and supplies for the arts components of visual, performing, and communication arts will be aligned with the progressive implementation of each arts components in each arts strand over the three years of the project.

The SDPBC has a large financial and philosophical investment in all magnet schools and in promoting desegregation by choice, including those five new project schools as well the existing, established, successful magnet schools, and in successful desegregation by choice, and the success of other magnet project outcomes and objectives. The cumulative impact has, over the years, produced a system capable of delivering high quality services to address the needs of a diverse student population. All of the equipment and supplies the district intends to use will assist in reducing minority isolation, meeting state and local standards, promoting innovative teaching methods, and improving student achievement as outlined in the project outcomes and objectives.

All funds requested in this application are supplementary to the district's basic educational program, which will continue to be provided to students in the proposed magnet schools on the same basis as to all other district elementary and middle school students.

(3) The Adequacy and Reasonableness of the Budget for the Project.

To adequately support the development and implementation of the five proposed magnet schools, the SDPBC is requesting approximately \$12 million dollars over the 3-year project for instructional materials, supplies, equipment, professional development, and personnel - purchases clearly planned to support the project and clearly delineated in the budget narrative. Support furnished through the MSAP grant will supplement the approximate \$7.5 million per year investment made by the SDPBC to sustain the 139 current magnet programs in 52 magnet schools within the district. The budget request is reasonable in terms of the approximate 8,000 students who will be served over a three-year period in activities and objectives that are directly aligned with the purposes of the project. Funds will allow for innovative magnet schools to be

implemented and designed to raise student achievement and foster diversity. Grant funds will directly support the desired changes in relation to the objectives for the project.

1.0. By June 30, 2010, minority group isolation will be reduced in the five proposed magnet schools with substantial proportions of minority students, as verified by an independent

evaluator. - The marketing of new magnet schools, which necessarily begins before thematic instruction is actually implemented, is a particular challenge. Recruitment is complicated by the need for students and parents to make decisions about school choice before magnet school sites have much of a concrete nature to show prospective students. For this reason, when students who choose proposed magnet schools actually arrive on campus, they need to see evidence that the program in which they are taking part actually exists. To address this, a relatively high proportion of the first-year budget has been reserved for purchase of recruitment equipment and supplies. The Recruitment Specialist will plan an on-going district-wide campaign to bring these five new schools to the attention of the public and attract a diverse group of new students to each school, each year of the project. This Specialist will also collaborate with each Magnet Lead Teacher to organize the recruitment plan specific to that school, and proposed feeder school students aligned with that school. Each event, whether district-wide or school-wide, will be announced and set up with visually exciting effects. The Recruitment Specialist will schedule regular meetings for Lead Teachers to meet and plan together so that strategies that are effective can be duplicated, and events for different schools are not scheduled too close in time or in location, and for Lead Teachers to assist each other and not impede each other. Recruitment funds are budgeted in the Magnet Office for use by the Recruitment Specialist, and in each magnet school for use by each Lead Teacher. A portion of the budget will be used to directly and

actively inform all students in the feeder schools about the innovative, exciting learning opportunities available in the proposed magnet schools.

2.0. By June 30, 2010, the five proposed magnet schools will develop and implement systemic reforms that provide all students the opportunity to meet challenging State academic content and student academic achievement standards, as verified by an outside, independent evaluator

This ensures that all stakeholders are involved in the magnet development and planning process; increases student proficiency in reading and math on the FCAT state test each year; and sets the benchmark for all five proposed magnet schools to meet the states NCLB criteria for AYP no later than year three of the project. Each school's School Advisory Council will directly address the MSAP objectives and the development/implementation of the magnet school themes in the annual School Improvement Plan. MSAP funds support the implementation of systemic reforms such as the continuous improvement process, quality assurance, peer reviews, professional opportunities and support for educators provided throughout as teachers and staff focus on continuous improvement and a learning community where, together with the students, parents, and other stakeholders, the project educators consistently question and reflect on best practices and students' performance and growth as they all pull together to work toward school improvement. The entire MSAP project budget supports this outcome for the total school and all subgroups to increase achievement and for all five proposed schools to make AYP no later than project year three. The MSAP budget supports the academic achievement outcome with the implementation of highly motivating, rigorous, and research-based thematic educational programs of choice. Funds will support team planning for teachers to focus efforts on student learning, engage in a continuous process of improvement, and deliver on promises made to parents. Funds will support technical assistance for teachers in implementing these systemic

reforms, and to provide training in best practices and professional knowledge necessary to understand the delivery of the standards-based, innovative magnet school program to increase student learning and maintain the capacity for high levels of achievement. MSAP funds also support the formative evaluation. The MSAP independent evaluator will make quarterly formative visits to review the practices and the progress of each project school in achieving its goal for improving student learning, and to provide feedback and make specific recommendations, as needed, for teachers and project staff to monitor and adjust to ensure objectives and improvement efforts are met and stay on target.

3.0. By June 30, 2010, each of the five proposed magnet schools will develop, design, and implement innovative educational methods and practices that promote diversity and increase choices, as verified by an outside, independent evaluator

The MSAP budget supports the development of innovative educational methods with extensive professional development, curriculum development, and the high quality, innovative theme-specific educational methods and practices are planned for and taught in the classroom. The innovations will also be captured visually and digitally by the marketing specialist and lead teachers, and presented in district-wide, school-wide marketing campaigns to provide more voices and more avenues of communication for more students and more families to become aware and take advantage of their magnet school opportunities. This outcome is supported with innovative theme development through curriculum and professional development, visits to highly effective magnet schools experienced in offering the theme; specific parent/magnet interaction activities, and a teacher/parent survey relative to the attitudes, expectations, and assessments of the quality of the school, its programs, the climate, the diversity, the choice, and the success of the students. The specific material, equipment, and supplies needed to teach the magnet theme will be purchased

for each year of the project. The MSAP Curriculum Specialist will monitor and meet all IB and other fee schedules, and will work closely with the lead teacher in each magnet school to develop time schedules coordinating the teacher training, debriefing, reflecting (all project teachers and other staff will keep reflection journals), and meeting the IBO Standards and Practices so that the visiting panel of international experts will find the highest quality of IB implementation at the Primary Years or Middle Years levels, and all four IB schools will be authorized as IB World Schools by the third project year. The budget includes the district hourly rate for supplementary funding to pay teachers to work additional hours on a collaborative basis in curriculum design teams after school, on weekends, and during the summer. The curriculum design teams will revise and fine-tune the standards-based, interdisciplinary curriculum to meet the needs of the magnet programs as outlined. The supplementary hourly curriculum funding is for full-time teachers who are highly qualified and teach in the magnet schools.

4.0. By June 30, 2010, courses of instruction will be designed and implemented within each of the five proposed magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of needed in the workplace, as verified by an outside, independent evaluator

To achieve this outcome, the MSAP budget supports all costs associated with the start-up operation of the magnet thematic curriculum for the 3-year project, including the Curriculum Specialist and Lead Teachers in each proposed magnet school. Grant funds support theme-related curriculum and instructional equipment and supplies; curricular development activities of teams of teachers and project staff; development of the challenging, thematic, standards-based curriculum and curriculum documents including costs associated with interdisciplinary projects; and technical assistance associated with development and implementation of curriculum. Funds

support all project staff in learning to implement various authentic assessment methods, including the development of rubrics and the use of the student portfolio. Although the overall conceptual framework for each magnet theme has been established, detailed curriculum development to develop the full potential of the magnet structures and methods can only be carried out within the project term itself. Funds have therefore been allocated for continuous curriculum development for all five schools throughout the three years of operation. In this project, some of the funded time that teachers spend in curriculum development will cross over into the area of professional development as they learn the process by which they will plan and teach the curriculum. By the third project year, the theme-specific curriculum developed by the five project schools will be second to none. The materials and supplies for curriculum development, authentic assessment, and project based learning will be funded by the MSAP. The MSAP Plumosa magnet arts school budget will support student performances, with the purchase of instruments, electronic keyboards, art supplies/paints and easels, a kiln, aprons, digital cameras, display boards and frames, music books, scripts, costumes, dance shoes, performance lighting and sound, graphic arts technology and software and other arts-instructions supplies, materials, and equipment. The MSAP funds support technical assistance to update project websites each year to include sections devoted to the activities and development of the magnet school theme.

5.0. By June 30, 2010, professional development will be implemented in the five proposed magnet schools that will enhance the project and sustain the magnet schools at a high performance level after the Federal funding is terminated, as verified by an outside, independent evaluator.

If magnet schools are implemented as intended, they represent a radical change from instructional business as usual. This will not happen without intensive training for

those who are to deliver the innovative program. For this reason, substantial requests are included throughout the MSAP budget for professional development activities closely linked to the characteristics of the magnet instructional themes, as well as to the identified needs of the student population to be served. Funding will be set aside to support the magnet school teachers' extensive need for professional development to meet the needs and instructional requirements of the magnet school theme. Funding is based on the district's hourly supplementary rate for full-time teachers to participate in additional hours for professional development after school, on Saturdays, and during the summers. Supplementary hourly pay is provided for local teacher training. If teachers are required to travel to the thematic training, those teachers will be reimbursed for travel costs rather than provided supplementary pay.

An additional essential consideration is the nature and requirements of the *International Baccalaureate*. Four of the five proposed magnet schools will implement Primary or Middle Years Programmes of the International Baccalaureate (IB). More than any other magnet theme, the IB requires extensive professional development for all school instructional staff, including the principal as instructional leader. A progressive professional development plan with beginning, intermediate, and training topics is required for all teachers and staff during each of the three project years for these schools to achieve IB authorization. The IB as a magnet theme is an investment in people as the driving force to provide the high quality teaching strategies and curriculum redesign required for authorization as an IB World School. The foundation of this progressive training plan is based on the development of extensive, school-wide instructional expertise in research-based, internationally recognized best practices as required and endorsed by the International Baccalaureate.

Extensive professional development is also planned for the Plumosa arts magnet school teachers to learn about art as both a process and as content, and to understand the research underpinning education in the arts as critical links to student achievement. Plumosa arts school teachers will be trained in a successful, research-based approach to the development of curriculum and instructional strategies to integrate arts into the academic curriculum. A large proportion of the MSAP budget is devoted to the professional development of all magnet project teachers and staff.

All teachers will be well prepared to ensure a full transformation from a traditional school to a magnet school. In addition to thematic topics, teachers at all five schools will be trained each year in topics to meet the educational needs of all students in the magnet school, including access and inclusion, differentiation, and cultural sensitivity. All project staff will keep reflection journals to write in as they reflect on what they have learned and how it can best be applied in their school and in the classroom. The intensive preparation, skill development through training, curriculum development and expert technical assistance will ensure that these magnet schools will continue to offer the magnet school theme after the federal funding is terminated.

6.0. By June 30, 2010, all students enrolled in the magnet schools will be ensured equitable access to a high quality education, enabling them to succeed academically and continue with postsecondary education or productive employment, as verified by an independent evaluator

MSAP funds for materials, supplies, training, and curriculum development will support the counseling advisement component in each proposed magnet school, with a focus on each student's individual academic and career plan, developed with advisors and parents, setting personalized academic and career goals. Funds will support teacher teams in the development of curriculum and specific scheduling and teaching strategies to provide additional opportunities for

students to advance through rigorous studies and gain momentum to read proficiently when they matriculate to the next level of schooling.

The costs projected for the five new magnet schools will buy good value for the money. The initial infusion of grant funds is essential to the ultimate success of the project. Throughout this proposal, an attempt has been made to connect the project objectives with the funds requested for personnel, benefits, teacher teaming, professional development, curriculum development, technical assistance, instructional materials and supplies, equipment and technology, and services to demonstrate the adequacy and the reasonableness of the budget.

In preparing this proposal, the SDPBC has developed a cost-effective budget that meets the needs for the sufficient start-up funds to support conversion and capacity building of five traditional schools to full-school magnet programs, enrolling over 8,000 students in a three-year period. Since magnet schools are consumer driven, substantial initial funding is crucial to put in place magnet thematic options that will attract students and provide them with exemplary educational opportunities once enrolled. Additionally, the project plan assures that sufficient program capacity will be built over three years to assure that schools have fully developed magnet program capacity and reasonable ongoing program resources will be in place to ensure that, when federal funding ends, the district can in good faith pledge to assume them.

With its commitment to sustaining the project magnet schools after the federal funding is terminated, the SDPBC will sustain the project magnet schools, and will continue to provide adequate facilities, maintenance, personnel, benefits, training expertise, materials, equipment, and transportation in support of its commitment to diversity and excellence. The SDPBC will continue to provide transportation to and from all magnet schools to provide equitable opportunities for students to choose to attend magnet schools located outside of their residential

areas. Also, district-provided transportation is provided for magnet students to participate in field study trips, and extracurricular buses for magnet students to participate in after-school activities.

280.31 (e) EVALUATION PLAN

The Evaluation Plan for the Project - (1) Includes methods that are appropriate to the project; (2) Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement; and (3) Includes methods that are objective and that will produce data that are quantifiable.

EVALUATION DESIGN –

This evaluation will provide a comprehensive examination Magnet Schools Assistance Program (MSAP) project in the School District of Palm Beach County (SDPBC). It is hoped that it will assist school staffs and school district personnel modify and improve project performance during the funding cycle, will assist school district personnel in designing future education programs, will help parents better understand SDPBC's magnet school project, and will give those interested in magnet schools valuable information that will strengthen projects in other places. In addition, this evaluation will produce information needed by the United States Department of Education to properly evaluate the effectiveness of this project.

The evaluation will span the three years of the MSAP grant cycle, drawing data from a variety of sources. A report will be submitted at the end of each project year. Each of the three reports (two annual performance reports and one final report) will address the project objectives and MSAP Performance Indicators. Project objectives span the three-year length of the project. However, progress toward the achievement of these objectives will be assessed annually to ensure the timely modification of program components that are not making sufficient progress. Formative evaluation reports will be written for internal district and school use, in a process of program review, reflection and improvement that will be described later in this section.

The SDPBC magnet project evaluation will draw on a wide variety of data to provide substance and context for both formative and summative reports. Quantitative, extant data (e.g.

demographic information and standardized test results) will be used in conjunction with questionnaire, interview and observation data as well as with qualitative data resources (e.g. school improvement plans, developed curriculum materials, parent activity logs, professional development records) to ensure a thorough and balanced evaluation. By answering basic questions about the extent, nature, and reasons for program success (or lack thereof), this rich supply of information will help project and school staff make needed mid-course modifications. Project outcomes will be reported on both a district-wide and a school-by-school basis to provide the most accurate assessment of the project; what is working well at one school is not necessarily working at all at another, or is working well there for an entirely different set of reasons.

What follows is a description of the data, data collection instruments (e.g. test, surveys, protocols), and methods of analysis that will be used during the course of this evaluation. There will also be a discussion of the formative evaluation process, a summary of how data will be collected for each project objective, and an evaluation work scope/timeline.

Data Collection

The outside, independent evaluator will develop a complete set of data collection instruments (including surveys, observation and interview protocols and document requests) designed to provide sufficient information to address project objectives and MSAP Performance Indicators and to supplement extant data. The data to be collected will include:

School Improvement Plans: Every SDPBC school produces a school improvement plan which includes a needs assessment, an analysis of student test data, and activities that are aimed at improving instruction and student achievement. The Project Director will provide the evaluator with each magnet school's School Improvement Plan each year. Each plan will include four sub-plans in support of the MSAP: (1) systemic reform/curriculum alignment; (2) magnet

theme development and implementation; (3) professional development; and (4) parent participation.

Student achievement, demographic and other data: The evaluator will collect achievement and other data needed to address project objectives related to student academic achievement (Program Purpose II objectives). School, grade and class level racial and ethnic student census data collected by the district will indicate the extent to which each project school, and the overall project, succeeds in meeting objectives aligned with Program Purpose I, including reducing, eliminating, and preventing minority group isolation.

Document requests: The evaluator will request documentation from magnet school classroom teachers and MSAP supported staff to assist in determining the quality and extent of MSAP implementation. For example, all units and lessons developed as a result of this project will be documented and samples submitted to the evaluators. The uses of MSAP personnel and material resources will be documented as will changes in teaching methods. Lists of professional development opportunities and the materials that accompanied those seminars will be collected, as well as Staff Development Reporting Forms.

Observations: The evaluator will develop a standardized observation protocol for project schools, with input from the principals, lead teachers, and the project director to be used during quarterly visits to each magnet school. These site visits are conducted by trained evaluators who also have extensive experience as magnet school practitioners. During each visit, the site visitor will observe lessons, lesson planning and curriculum writing, and interview school personnel, students and parents. Interviews will be designed to shed light on, among other topics: how the magnet theme is being developed and implemented; what instructional methodologies are being used; how professional development is being implemented and applied; what impact magnet

personnel and materials are having on the educational program of the school; and how the theme is incorporated into daily lessons, student work, and the overall culture of the school. Note that site visits will also serve as an opportunity for evaluators to work formatively with schools, a process discussed in more detail later in this section.

Principal, teacher, student and parent surveys and interviews: Teacher, student and parent surveys have been developed by the Education Alliance of Brown University in cooperation with the evaluation firm American Education Solutions (AES). These surveys were a product of a nine-year evaluation project involving nine MSAP funded districts in which survey data and student test scores were collected and analyzed. *Survey items are directly related to the purposes of the MSAP and the objectives of this proposal.*

Teacher surveys will be administered annually to all classroom teachers at both magnet and comparison schools. Student data will be collected by sampling one grade from each school. For example, students in grade 4 will be surveyed from each elementary school. Parents will be surveyed by selecting a random sample of classes from each school, then sending surveys home. Parent surveys may also be administered at parent workshops or other functions if necessary.

Teachers and students at several non-magnet schools with racial and socio-economic compositions similar to those of the magnet schools will also be surveyed. These comparison schools will help place magnet survey responses in greater context, as well as serving as a benchmark by which to measure them. Follow-up interviews with magnet lead teachers, other magnet teachers, administrators, and the project director and magnet staff will also go into greater depth regarding magnet implementation and will put teacher survey responses in context.

Formative Evaluation and Reporting

The evaluator will aid in the continual improvement of magnet program implementation over the course of the grant period by tracking the degree to which magnet schools are achieving project objectives and activities throughout the school year. This type of monitoring helps evaluators and program staff: (1) have an on-going view of the implementation of the project; (2) increase the degree of attainment of project objectives; and (3) have the ability to modify the objectives and/or activities, if necessary, before the end of the school year.

Formative evaluation returns information about a program to those implementing it to better achieve its objectives and improve program performance. In this process, teachers, school administrators, and district administrators are viewed as data users, not simply suppliers of data. The power of the process rests in its ability to help teachers and administrators identify where they are going, how to improve the journey, and whether they have arrived. It is a process for communicating, building support, and developing a shared vision throughout the school community. All data collected by the evaluators will be used to facilitate the overall planning and implementation process for administrators and teachers.

The formative evaluation process for this project can be divided into several components: (1) planning; (2) survey analysis and reporting; (3) site visits, observations, and interviews; and (4) recommendations.

Planning: Each school improvement plan will incorporate the purposes, objectives and activities of this MSAP grant application. As part of this planning process, every school will create magnet standards which, together with State academic content and student academic achievement standards, will be the foundation for the professional development, development of units and lessons, observation protocols used by the evaluators, and rubrics and protocols used in

the peer review of lessons. This process will ensure that there is a clear definition of how the magnet theme will be integrated with other subjects and agreement among teachers, the school administration and the magnet program staff on the content and instructional methods that will be used to present magnet theme related units, lessons and courses to students.

Survey Analysis and Reporting: The evaluator will use data gathered through surveys to structure interviews and observations in each of the magnet schools to better determine the progress that schools are making toward each program objective. Survey results will also be used to assist schools in determining how to modify program activities to make them more effective. Statistical manipulation of response choices will be implemented to facilitate the analysis. For example, 4-point, continuous response scales, such as the strongly agree – strongly disagree scale, will be averaged and mean responses will be tested separately for the magnet/comparison schools. T-tests will be used, whenever possible, to test for significant differences between the means.

Several reports are generated from the survey data. First is a graphical report comparing magnet schools in aggregate to comparison schools in aggregate. Each survey item will be tested to determine whether significant differences are present between the magnet and comparison responses. The results for each item will be presented as pie, bar, or line graphs to allow for easy interpretation by school and district staff. *These reports will be used to present and discuss district results emphasizing district trends.*

In addition, survey items for each school will be compiled in separate tabular reports. In these reports, tables highlight the differences in response patterns between each of the magnet and comparison schools that were surveyed. This data is then used during site visits to help facilitate discussions and structure observations and interviews concerning the extent and quality

of implementation for each of the objectives of this grant. *These reports will be used to help individual schools examine the quality and extent of their MSAP implementation.*

Site Visits, Observations, and Interviews: Even though surveys are a valuable formative data collection tool (they query large numbers of the people who have the most detailed knowledge of the extent and quality of program implementation), follow-up site visits that include classroom observations and interviews of teachers, administrators, students and parents are an essential supplement.

Recommendations: Throughout the process of planning, surveys, site visits, observations and interviews, reports and follow-up discussions, schools are focusing on the project objectives, performance indicators, and activities. They have produced detailed implementation plans including sub-plans for systemic reform, student achievement, curriculum alignment, magnet development and implementation, professional development, and expansion of their parent programs. The surveys, observations and follow-up interviews focus on these same domains. Therefore, the recommendations that the evaluators will make to each school, and to the project director, will be based on this work, and will in fact be a logical extension of this work. Recommendations will be presented by the evaluators both in writing and through discussion groups. There will be recommendations for improvement for each of the domains described above. In addition, exemplary areas will be highlighted.

Summative Evaluation and Reporting: The evaluator will conduct a comprehensive evaluation of the impact of the MSAP on SDPBC's magnet schools. One aspect of this work is to determine the extent to which program objectives are attained. The primary data sources for this evaluation were described in some detail above. The evaluator will collect and analyze the data, prepare two annual performance reports and one final report summarizing findings, and discuss the

results with district and magnet school staffs. The following section details each of the program purposes, the objectives related to those purposes, and the means evaluators will use to assess the degree to which SDPBC has successfully met these objectives.

Program Purpose (1): Elimination, reduction, prevention of minority group isolation. **Summary of**

Objectives: *For each project year. (1.1)* Minority group isolation will be reduced at each magnet school. *(1.2)* The percentage of minority student applicants will be at least 10% lower than the percentage of minority students in each magnet school. *(1.3)* No feeder school will exceed the district-wide average of minority students for that grade level. *(1.4)* Class minority: non-minority ratios will not deviate from school ratios by more than 15%.

How Objectives will be Measured: The SDPBC collects data that details the distribution of its racial and ethnic minority students in project schools at the beginning of the school year. The official racial/ethnic enrollment data will be analyzed and summarized by the independent, outside evaluator as compiled for all SDPBC schools, for each magnet school, and for each feeder school, and will be used to determine whether these objectives have been achieved *(1.1, 1.3)*. Every principal must identify the composition of social-economic/ethnic/racial students in every class in the school. The Project Director will be responsible for the collection of this data *(1.4)*, as well as data for each magnet school's applicant pool *(1.2)*, and the evaluator will analyze and summarize the data as to whether the objectives have been achieved.

Program Purpose 2: Develop, implement magnet school projects that will assist the SDPBC achieve systemic reforms, and provide all students the opportunity to meet challenging State academic content standards and student academic achievement standards. **Summary of Objectives:** *(2.1)* Magnet schools' School Improvement Plans will reflect the integration of at least two systemic reform initiatives each year. *(2.2)* FCAT-NRT median percentile scores in reading and mathematics will increase by 2% per year. *(2.3)* The proportion of students scoring at or above proficiency levels in reading and mathematics will increase

each year by at least 10% for the total population and for each of the NCLB-defined subgroups (2.4) By the end of Project Year 3, each magnet school will have made Adequate Yearly Progress as defined by NCLB.

How Objectives Will Be Measured: (2.1) School Advisory Councils will log the dates, locations, attendance, agendas, and minutes of their meetings with a focus on MSAP objectives and systemic reform initiatives. Logs and School Improvement Plans will be collected by the project director and made available to the evaluators. (2.2, 2.3, 2.4) All students in grades 3 through 8 take the FCAT in February and March of each school year. Data is analyzed by the State Education Department, sent to the district, and posted on the Web. This data will be presented in the Annual Performance Reports in tabular form, highlighting the AYP targets and how each magnet school - both in aggregate and by subgroups - performed in relation to these targets. If specific subgroups do not meet AYP, additional analysis into the performance of this group will be conducted to provide greater insight into the source of the problem.

If approved by the US Department of Education, test score data will also be used in a quasi-experimental research study to determine whether student gains were statistically significant when compared to a matched comparison groups of students, and whether these gains were correlated with resources and activities supported by the Magnet Schools Assistance Program. This study would probe student achievement data in great depth, analyzing which students the magnet programs appear to benefit most, and what grades and subject magnet programs appear to teach most strongly when compared to the non-magnet status-quo. Details regarding this proposed experimental research can be found in *Other Attachments* in the Grants.Gov submission of this MSAP application.

Program Purpose 3: Development and design of innovative educational methods and practices that promote diversity and increase choices in elementary and secondary public schools. **Summary of**

Objectives: (3.1) By the end of each Project Year, 90% of teachers will design and implement at least five innovative educational methods, practices, or strategies. (3.2, 3.3, 3.4) By the end of Project Years 1, 2, and 3, students will receive instruction directly related to their magnet theme for (20%, 40%, 60%) of their instructional time. (3.5, 3.6) By the end of Project Year 3, the IB-PYP and IB-MYP programs will have been authorized by the International Baccalaureate Organization. (3.7) By the end of Project Years 2 and 3, parent participation will have increased by 10% each year. (3.8) By the end of Years 2 and 3, teachers and parents will have a 90% satisfaction rate with the quality of educational methods and practices.

How Objectives Will Be Measured: (3.1, 3.2, 3.3, 3.4, 3.8) **Program fidelity** (the degree to which the program is implemented as intended) will be determined in the areas of **dosage** (number of minutes per week/year and proportion of instructional time the magnet theme is presented to students), **quality of lessons** presented to students, and **adherence** (degree to which project goals, objectives and activities described in this proposal are implemented). **Teacher surveys** will ask about developing magnet theme materials, the frequency the magnet theme was used in the classroom, and the types of innovative instructional practices that were used most often. Questions about curriculum alignment and teacher perceptions of human and material resource support will also be included. The survey data will be used to determine the extent to which new instructional practices are used, the effectiveness of these practices, how many teachers have adopted new practices, how frequently they use them, and whether students have benefited from them. At the end of each project year, the **evaluators will interview** magnet lead teachers, classroom teachers, school principals, the project director, other magnet staff, students and parents and **inspect curricula and other documents** to determine which curricula and materials have been created, which have been published, which have been used by teachers, and the extent of that use. (3.7) Parent participation documentation and parent surveys will shed

light on the level of parent involvement, while (3.5, 3.6) IB Organization visiting team reviews and documentation will help measure whether schools have fulfilled their IB related objectives.

Program Purpose 4: To support... courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technical and professional skills of students. **Summary of Objectives:** (4.1) By the end of each Project Year, all students will complete one or more theme-related interdisciplinary project. (4.2, 4.3, 4.4) By the end of Project Year (1, 2, & 3), teachers and staff will have designed and developed (30%, 65%, 100%) of the school's theme-integrated challenging magnet curriculum, and Magnet school students will develop and demonstrate mastery of the magnet curriculum. (4.5) By the end of each Project Year, 90% of students at the Plumosa Magnet School of the Arts will participate in an interdisciplinary arts production, performance, or display. (4.6) By the end of Project Year 3, schools will incorporate a minimum of ten challenging theme-based curriculum objectives related to career and technology integration.

How Objectives Will be Measured:

(4.1, 4.2, 4.3, 4.4, 4.5, 4.6) Information about curriculum developed will be gathered through a number of sources including teacher surveys, teacher and staff interviews, and the collection of extensive documentation from each school, including each school's working magnet curriculum document, samples of theme-based curriculum objectives, and samples of rubrics for interdisciplinary projects. Curricula developed by teachers will be collected and assessed by a peer review panel and the evaluator to determine the quantity and quality of materials that have been created.

In addition, every school will create magnet standards which will be the foundation for the development of units and lessons, observation protocols used by the evaluators, and rubrics and protocols used in the peer review of lessons. This process will ensure that there is a clear definition of and agreement on the content and instructional methods that will be used to present

magnet theme related units, lessons and courses to students. Coded observation data of lessons and peer review panel data will be used to determine the quality of lessons as well as fidelity to the proposed treatment described in this application. Teachers, principals and magnet staff will develop, by the end of the first project year, the methods that will be used to assess student mastery of magnet curricula. These methods will be based on the magnet standards developed by each magnet school, and will be approved by the project director and evaluator.

Program Purpose 5: Improvement of the capacity of local education agencies, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated. **Summary of Objectives:** *By the end of each Project Year:*

(5.1) 90% of teachers will have completed 40 hours of professional development in topics for inclusive, differentiated instruction per year; **(5.2, 5.3)** 90% of teachers IB-PYP and IB-MYP schools will participate in at least 5 IB-official workshops each year, for a minimum of 60 hours per year. **(5.4)** 90% of teachers at Plumosa Magnet School of the Arts will participate in at least 5 arts-related workshops per year, for a minimum of 60 hours per year. **(5.5)** 90% of teachers will implement at least three new innovational educational methods or practices. **(5.6)** By the end of Project Year 3, 90% of teachers and staff will be trained in magnet theme-specific topics, and inclusive, differentiated instructional strategies.

How Objectives will be Measured: **(5.1, 5.2, 5.3, 5.4, 5.6)** Attendance at workshops or other training sessions will be logged by the presenter and lead teacher at each school. The magnet school principals in collaboration with the Project Director will be responsible for collecting data including the presenter's or trainer's name and position, the type of training, the number of hours of training provided and the number and names of teachers and staff involved. **(5.5)** The percentage of teachers applying the training in their classrooms will also be determined through survey item analysis, follow-up interviews, lesson plans, and classroom observations. Curricula

developed by teachers will be collected and assessed—by a peer review panel and the evaluator – to determine the quantity and quality of materials that have been created. Developing high quality curricula is an essential part of increasing the capacity of schools to continue the magnet program following the end of federal funding.

Program 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 productive employment. **Summary of Objectives:** *By the end of each Project Year:* **(6.1)** The percentage of students reading at or above grade level when they matriculate to the next level of schooling will increase by 5% each year. **(6.2)** 90% of students will participate in a magnet advisory program emphasizing career awareness and goal setting. In addition, objective 1.4, relating to the equitable distribution of minority and non-minority students throughout each magnet school's classes directly addresses this Program Purpose. Objectives 2.2, 2.3, 2.4, 4.2, 4.3, and 4.4 which are related to providing all students the opportunity to meet challenging State academic content standards and student academic achievement standards, and the writing of magnet curricula and the production of magnet curricula guides directly address this purpose.

How Objectives will be Measured: **(6.1)** As discussed earlier, FCAT data (per school and per grade level) by the district and will be used to assess successful implementation of this objective. **(6.2)** Participation in a magnet advisory will tracked by each school and documentation of the level of student participation and the quality of work produced in the advisory workshops will be provided to evaluators. In addition, surveys will ask students about their participation in and experiences with this initiative.

Annual Evaluation Schedule

- TASK 1 Initial meeting with project and district staff (Week 1 or 2)
- TASK 2 Refine data collection instruments and plan; refine analysis plan (Weeks 1-3)
- TASK 3 Data Collection, Analysis and Reporting
 - Subtask 3.1 Collect year 1 data (Throughout year)
 - Site visits including interviews and observations (Weeks 3-33)
 - Formative evaluation including discussion of recommendations (Weeks 3-40)
 - Surveys administered (Week 34); Survey results reported (Week 38)
 - Documents collected (e.g. units/lessons integrated with magnet theme)(Week 34)
 - Subtask 3.2 Analyze and process data (Weeks 34-36)
 - Subtask 3.3 Prepare Annual Performance Report (Weeks 36-37)
 - Subtask 3.4 Submit report to school District (Week 38)
 - Subtask 3.5 Submit report to United States Department of Education (Week 40)

All data to be collected including student achievement, demographic, survey, interview and observation data, school improvement plans and document requests were previously described. Survey analysis and test score reporting was also previously described. The formative evaluation will be ongoing throughout the school year. The annual performance report will be submitted to the school district by the evaluator by the 38th week of the project. Week 1 is the week the project begins each year.

280.31 (f) COMMITMENT AND CAPACITY

(1) Magnet School Activities will Continue after Assistance is No Longer Available.

Commitment to Sustaining the MSAP Project - The SDPBC will support the continuation of the five proposed school-wide magnet schools and continuation of the identified themes and activities for the magnet schools of choice after federal funding is no longer available. In the Voluntary Desegregation Resolution adopted by the School Board on February 9, 2007, the School Board approved the following statement of purpose to sustain the project:

“WHEREAS, the largest cost to implement the proposed new school-wide programs is in the first three years, and, pending the award of the MSAP grant to fund the first three years, the Board commits to provide the necessary on-going resources to continue these magnet schools after the grant funding expires;” School Board-adopted, Feb. 9, 2007.

The Superintendent and Board have committed to sustaining all five of the proposed magnet schools, identified for funding in this project, when funding expires. When MSAP funding has expired in past projects, all magnet schools have been sustained by the district at a high level of program quality. The commitment to sustain the proposed magnet schools in the current project is verified by the actions of the School Board and district to sustain the magnet schools in the past. The five schools proposed as magnet schools for the current project will be sustained at a high level of program quality when the grant funding for this project expires. These schools will be sustained at a level to continuously provide high quality teaching and learning activities as appropriate to sustain the school-wide magnet program themes.

Commitment to Sustain Specific Schools and Themes as Proposed - This MSAP application requests assistance for start-up funds for those magnet school themes most in demand

by students and parents, and those that are most expensive and difficult to set up. The themes most in-demand in the SDPBC are the magnet schools for the Arts and those programmes under the auspices of the International Baccalaureate Organization. This project is focused to propose:

- Conniston Middle School - IB - The Middle Years Programme
- Forest Park Elementary - The Primary Years Programme
- Bethune Elementary - The Primary Years Programme
- Pahokee Elementary - The Primary Years Programme
- Plumosa Elementary - Visual, Performing, Communication, & Technology Arts

Once the high costs of start-up funding are covered, the SDPBC has committed to support the sustenance and maintenance of these magnet schools and find the necessary resources to continue support when assistance is no longer available.

Continuously Sustained Magnet Schools - The SDPBC has extensive and successful experience with the design, development, implementation, and maintenance of an array of magnet thematic programs as currently sustained in the network of 139 magnet programs in 52 schools throughout the district. This sizeable network of magnet programs and schools, as sustained and maintained by the SDPBC, represents a combination of 14 sustained school-wide magnet schools initially funded by the MSAP (in the early to mid 1990's), and a substantial number of district-funded magnet programs, mostly designed for the less-costly magnet-programs-within-schools model, as designed, implemented, funded, and sustained by SDPBC.

(2) (i) The applicant is committed to the magnet school project.

Despite continued growth, dwindling resources, and unfunded government mandates, the SDPBC has demonstrated a continuous commitment and support to both the magnet programs initially funded by the MSAP, as well as to those magnet programs that were developed by local

funds. All 14 magnet programs started with MSAP funds are still operating and have been continued with local funds. In addition, the district continues to develop and locally fund additional magnet programs initiated by the district. Request for assistance in this project is focused on those magnet program themes that are most expensive and difficult to set up. When the high-level of start-up costs are covered, the district will be able to find the resources necessary to support the continuation of the magnet programs.

The district will focus all magnet program support activities on the successful implementation of the five proposed magnet schools, and on the achievement of all objectives within the established timeline. However, this commitment extends beyond the timeline for the project, as the Superintendent and School Board have fully committed to assume the necessary costs and provide all required resources to sustain all five proposed magnet schools when the funding for the project comes to an end.

District-wide Network of Magnet Programs To substantiate the SDPBC's commitment to the concept of magnet programs of choice, the district maintains a network of 139 magnet programs in 52 schools throughout the district, with a broad range of programming options at all levels of schooling. Each year, the district provides this extensive network of magnet programs with the support and resources needed implement quality magnet program enhancements.

- Provide students throughout the district with a variety of quality magnet programs of choice;
- Provide and maintain high caliber education experiences to enhance student achievement;
- Provide innovative programs with unique learning options that transcend traditional schools;
- Prepare students for a global society by reducing the incidence of minority group isolation;
- Provide teacher training to differentiate instruction to meet the academic needs of students.

District Magnet Allocations - The district allocates over \$2 million annually to provide instructional resources to the district's 139 magnet programs in 52 schools on the basis of a magnet allocation formula to fund essential and unique magnet thematic educational program requirements for implementation of the themes, the level of schooling, and the size of the programs, as funded by the Supplemental Academic Instructional Funds generated through the Florida Educational Finance Program, enacted by the Florida Legislature to provide equitable distribution of state funds among school districts throughout the state each year.

Experienced Commitment The SDPBC has 18 years of successful and extensive experience all areas and phases of the development, implementation, and sustenance of a wide variety of magnet school programs and themes. School stakeholders, including district and school administrators, teachers, parents, and students, have demonstrated a high level of support and commitment to the concept of magnet schools of choice. The district has a proven record in cultivating many and varied magnet program themes at different levels of schooling from kindergarten through grade twelve. With its flourishing and highly successful magnet programs, the district has also cultivated a first-rate reputation for high-quality magnet school programs.

(2) (ii) Other resources to continue support for magnet school activities when assistance is no longer available.

In-Kind Support - In-kind contributions for this project includes both general operating fund allocations to support specialized thematic needs, as well as capital project funds that will make in-kind contributions to the extensive costs for transportation and for the renovation and remodeling of buildings. The in-kind contributions, both operation and capital, will help to establish innovative and challenging programs in the proposed magnet schools as displayed during the student recruitment activities to attract the targeted feeder school applicants by choice.

The district will provide substantial in-kind support throughout the project through personnel support. The Executive *Director of Choice (Mary Vreeland)* has committed to contribute 10% time of project, and the *K-12 Arts Administrator (Dr. Tom Pearson)* has also committed to dedicate approximately 10% time on project. Together, they will dedicate a large proportion of their total time to contribute their expertise to the development and implementation of the magnet schools and themes, and to monitor the progress and implementation of the project. All magnet principals, locally funded, will contribute 100% of time to the project with the implementation of the school-wide magnet schools to impact every student and every teacher on campus. Additionally, partnerships will dedicate a wide variety of commitment activities to the project, including personnel expertise, admission fees, teacher training, technical assistance, mentors, tutorials, guest speakers, student rewards, and facility space for staff professional development.

Capital Funding - District in-kind capital project plans include theme-related construction and capital improvement, as well as technology infrastructure upgrades, pending approval of this grant. Each of the five proposed magnet school sites will receive theme-supportive construction projects generated from the .5 cent sales tax revenue as approved in the November 2004 election. Capital project funds will modify or renovate the school facility to establish innovative, challenging, interactive learning environments as aligned with the magnet school theme. The unique learning environments will not only be motivating, engaging, and challenging environments for magnet school students, but they will also become show-places as stops on parent tours and during open houses for exciting student recruitment adventures. Additionally, the .5 cent sales tax approved by voters is expected to provide projects valued over

\$3 million dollars in capital funds to establish, upgrade, and maintain thematic labs and innovative learning environments in magnet schools with construction funded by the district.

Transportation - In addition to the formidable construction and renovation projects that have either been completed or are in process, district transportation routes are being re-designed to provide district-funded transportation to provide students equitable opportunities to choose to attend magnet schools from throughout broad geographic zones. In addition to providing bus transportation to and from magnet schools of choice, the district makes a special effort to provide magnet schools with activity buses so that students have equitable opportunities to participate in an extensive array of theme-supporting extracurricular activities.

With the district's continued commitment to providing required and necessary support for the continuation of all magnet schools (MSAP-initiated or district-initiated), it is becoming much more difficult to provide start-up funds needed to initiate quality programs, even though the district is in desperate need for these new and additional programs to provide students with opportunities, where currently too many are sitting in wait pools, and too often students never get assigned from wait pools due to the lack of seats in the magnet programs most in-demand; the two themes most in-demand are provided in the proposed magnet schools in this application. Should this MSAP proposal be funded, it is clear that the programs will receive on-going allocations and extensive support after the start-up costs are covered in the first three years.

Continuation Funding - Once the magnet schools no longer have federal assistance, the district will maintain the magnet schools using local funds, which should be evident by the number of magnet programs (139 magnet programs in 52 schools). *After the initial start up costs are paid from federal funds, the cost to maintain the magnet program will be substantially*

reduced. The chart below shows the initial start up costs and the continuing costs of the MSAP magnet project schools.

| CATEGORY | MAGNET START-UP | MAGNET CONTINUATION |
|-----------------------|------------------------|----------------------------|
| Personnel | \$535,360 | \$120,000 |
| Fringe | \$196,225 | \$20,000 |
| Equipment | \$432,896 | \$10,000 |
| Supplies | \$1,654,148 | \$80,000 |
| Contractual/Technical | \$824,901 | \$20,000 |
| TOTAL | 3,993,915 | \$255,000 |

The district is committed to providing the essential requirements to maintain innovative quality while providing a reduced, more realistic allocation that meets the needs of the specialized curriculum and instruction to maintain the very important element of innovation with opportunities that are not available in traditional schools. When the MSAP funding is no longer available, approximately \$250,000 will be allocated to support the on-going themes. This will provide for the unique and innovative learning opportunities and the ongoing costs related to the specialized instruction NOT available in traditional schools; funding to update equipment (technology or software); additional supplies to support the unique curriculum with interdisciplinary projects and experiential learning. At the end of the project, it will be necessary to consolidate some the staff positions and determine how much of the might still be required for the lead teacher position. With three years to prepare, the district will be able to incorporate this sum into the operational budget for the 2010-2011 school year.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 3165-
Mandatory_Voluntary_School_Board_Resolution_Adopted_February_9,_2007.pdf

Attachment 2:

Title: Pages: Uploaded File: 6944-
Choice_Plan_and_Procedures_dopted_School_Board_Policy_5.016_September_18,_2006.pdf

Attachment 3:

Title: Pages: Uploaded File: 5667-Grant_Contents.doc

Attachment 4:

Title: Pages: Uploaded File: 9684-MSAP_2007_Appl-Tables_1_and_2.doc

Attachment 5:

Title: Pages: Uploaded File: 3156-MSAP_2007_Appl-Table_3_Conniston.doc

Attachment 6:

Title: Pages: Uploaded File: 8090-MSAP_2007_Appl-Table_3_Forest_Park_Elementary.doc

Attachment 7:

Title: Pages: Uploaded File: 9085-MSAP_2007_Appl-Table_3_Pahokee_Elementary.doc

Attachment 8:

Title: Pages: Uploaded File: 1552-MSAP_2007_Appl-Table_3_Plumosa_Elementary.doc

Attachment 9:

Title: Pages: Uploaded File: 9270-MSAP_2007_Appl-Table_3_Dr._M._M._Bethune_Elementary.doc

Attachment 10:

Title: Pages: Uploaded File: 733-MSAP_2007_Appl-Table_4_Conniston_Middle.doc

Attachment 11:

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Attachment 12:

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Attachment 13:

Title: Pages: Uploaded File: 0038-MSAP_2007_Appl-Table_4_Pahokee_Elementary.doc

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Attachment 15:

Title: Pages: Uploaded File: **4012-MSAP_2007_Appl_Table_5_Selection_of_Students.doc**

Attachment 16:

Title: Pages: Uploaded File: **2496-MSAP_2007_Appl_Table_6_Revised_Magnet_Schools.doc**

Attachment 17:

Title: Pages: Uploaded File: **7518-Magnet_Schools_Assistance_Program_Assurances.pdf**

Attachment 18:

Title: Pages: Uploaded File: **4954-AES_Evaluator_Qualifications.doc**

Attachment 19:

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Attachment 20:

Title: Pages: Uploaded File: **2514-District_Office_Personnel.pdf**

Attachment 21:

Title: Pages: Uploaded File: **3505-Dr._Glenda_Sheffield_Resume.doc**

Attachment 22:

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Attachment 23:

Title: Pages: Uploaded File: **8190-Jacqueline_K._Daniels.doc**

Attachment 24:

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Attachment 25:

Title: Pages: Uploaded File: **7775-Karen_Abrams_resume.rtf**

Attachment 26:

Title: Pages: Uploaded File: **9784-Mary_Delucia.pdf**

Attachment 27:

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Attachment 28:

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Attachment 29:

Title: Pages: Uploaded File: **4290-Principal_resume_-_Priscilla_Maloney.doc**

Attachment 30:

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Attachment 31:

Title: Pages: Uploaded File: 502-Tom_Pearson_Biography.doc

Attachment 32:

Title: Pages: Uploaded File: 8115-Tracy_Hinkle_Gaugler_Resume_IB.doc

Attachment 33:

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Attachment 34:

Title: Pages: Uploaded File: 7801-msap_RESPONSE_TO_INVITATIONAL_PRIORITY.doc

Attachment 35:

Title: Pages: Uploaded File: 3272-Job_Descriptions.doc



VOLUNTARY SCHOOL BOARD
RESOLUTION

FOR

MAGNET SCHOOLS ASSISTANCE
PROGRAM GRANT

Adoption Date
February 9, 2007

PR/Award # U165A070087

Desegregation Plan Information Form

Type of Desegregation Plan

(Check One & Attach the Appropriate Documents)

A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies.

Attach the Following Documents

- A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan.
- **Note:** If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice.

Any desegregation plan modification should be mailed to:

Steven L. Brockhouse
US Department of Education
Office of Innovation &
Improvement
400 Maryland Avenue SW, Rm
4W229
Washington, DC 20202-5970

PR/Award # U165A070087

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

Attach the Following Documents

- A copy of the plan
- A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

**VOLUNTARY SCHOOL BOARD
RESOLUTION**

FOR

**MAGNET SCHOOLS ASSISTANCE
PROGRAM GRANT**

PR/Award # U165A0700

**Voluntary School Board Resolution
To Qualify the School District of Palm Beach County
For the Magnet Schools Assistance Program §280.4 F**

WHEREAS, the Palm Beach County School Board desires to provide the best education to all children served by the school district; and

WHEREAS, the Board is committed to equal opportunities for all students in schools throughout the district; and

WHEREAS, the Board is committed to providing all students the opportunity to meet challenging State and academic achievement standards;

WHEREAS, the United States Congress, in the Magnet Schools Assistance Program (MSAP) has recognized that eliminating, reducing, and preventing minority group isolation in the schools in this country is a compelling governmental interest and has provided federal funding to address this compelling governmental interest; and

WHEREAS, in the MSAP, Congress has also recognized that the development of magnet schools will assist school districts in reducing minority group isolation; achieving systemic reform; providing all students the opportunity to meet the challenging State academic content standards; developing innovative educational methods and practices that promote diversity and increase choices in public schools; strengthening the knowledge of academic subjects and vocational skills of students attending magnet schools; improving the capacity to continue to operate magnet schools at a high performance level after Federal funding is terminated, and ensuring that all students enrolled in magnet schools have equitable access to high quality education that will enable them to succeed academically and to continue with post secondary education or productive employment; and

WHEREAS, the largest cost to implement magnet programs is in the first three years, and, pending the award of the MSAP grant to fund the first three years, the Board commits to provide the necessary on-going resources to continue these new magnet schools after the grant funding expires; and

WHEREAS, the proposed new school-wide magnet programs address all of the purposes of the MSAP, and the MSAP has made a competitive grant application available for school districts to request federal funding to assist with providing the resources necessary for new magnet programs to be implemented; and

WHEREAS, as required by the MSAP regulations, the School District of Palm Beach County has designed its choice strategies to recruit students from diverse backgrounds, to assign students by race-neutral lottery selection, based on student choice, without using academic or other selection criteria; and

WHEREAS, the School District of Palm Beach County's competitive grant application to the MSAP will be fully consistent with the goals, definitions, and eligibility of the MSAP; and

WHEREAS, as required by the MSAP Regulations, the establishment of school-wide magnet programs will reduce the minority group isolation in each of the proposed new magnet schools over the period of the grant award; and

WHEREAS, the establishment of the proposed magnet schools will not result in an increase of minority enrollment, at any feeder school; and

WHEREAS, the School District of Palm Beach County intends to operate its magnet schools in compliance with the *School District's Procedures Manual for Choice Schools and Programs*, as outlined in School Board Policy 5.016, adopted on November 1, 2006;

NOW, THEREFORE, THE PALM BEACH COUNTY SCHOOL BOARD DOES RESOLVE that the following schools will be designated as magnet schools, pending the award of the MSAP grant request for an approximate \$12 million to support the three-year effort to develop and implement new school-wide magnet programs at:

Dr. Mary McCloud Bethune Elementary School
International Baccalaureate Primary Years Programme

Forest Park Elementary School
International Baccalaureate Primary Years Programme

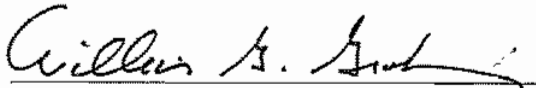
Pahokee Elementary School
International Baccalaureate Primary Years Programme

Conniston Middle School
International Baccalaureate Middle Years Programme

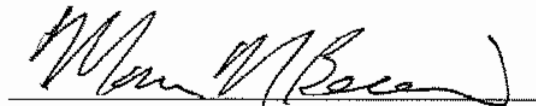
Plumosa Elementary
Elementary School of the Arts

PR/Award # U1654070087

IN WITNESS THEREOF, THE SCHOOL BOARD HAS ADOPTED
AND AGREED TO THIS RESOLUTION.


William G. Graham, Chairman

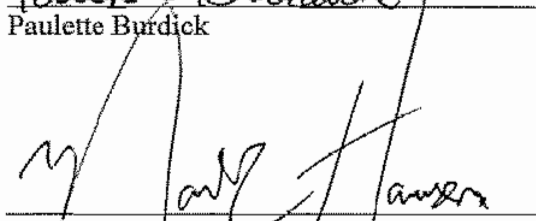
2/9/07
Date


Monroe Benaim, M.D., Vice Chairman


2/22/07
Date


Paulette Burdick

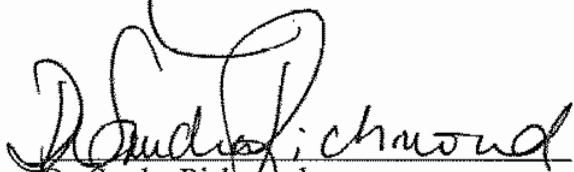
2/21/07
Date


Mark Hansen


2/21/07
Date


Robert J. Kanjian

2/16/07
Date

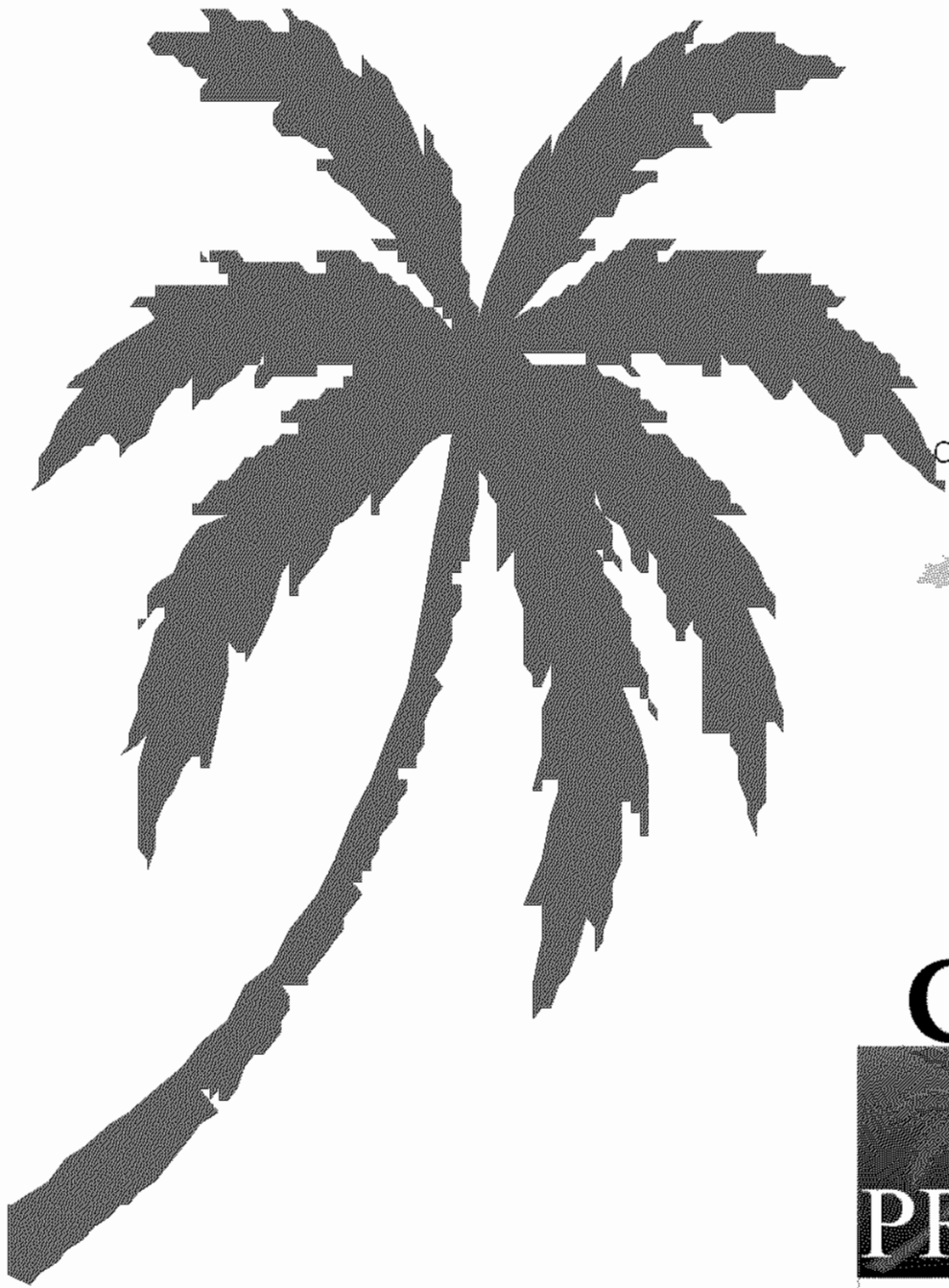

Dr. Sandra Richmond

2/21/07
Date


Debra Robinson, M.D.

2/21/07
Date

PROCEDURES MANUAL FOR CHOICE SCHOOLS AND PROGRAMS



Superintendent of Schools
Arthur C. Johnson, Ph.D.

Chief Academic Officer
Ann Killets

Assistant Superintendent
Curriculum and Learning Support
Brenda Magee, Ed.D.

Director
Choice Programs and School Choice
Mary R. Vreeland



CHOICE

PROGRAMS

OF PALM BEACH COUNTY



The School District of Palm Beach County, Florida
September 18, 2006

1. History and Purpose

- a. The School Board is committed to providing quality educational opportunities for all students regardless of background characteristics. It strives to provide an educational environment that enhances the student's educational success, such as a diverse setting that promotes understanding of tolerance and fair play, so that the tenets of a democratic society are reinforced by what students experience in schools. The School Board implemented magnet schools and programs as one way to ensure that quality educational opportunities were available to all students in diverse settings. The School Board continues to use choice schools and programs as a strategy to provide quality educational opportunities for students in diverse settings, to the extent financial resources are available for the programmatic aspects of these schools and programs and for the related transportation.
 - b. The many choice schools and programs initiated in the Palm Beach County School District (PBCSD) in the future will continue to maintain the goals of:
 - i. improving achievement for all students who are participating in the choice schools and/or programs;
 - ii. providing a unique or specialized curriculum or approach; and
 - iii. promoting and maintaining the educational benefits of a diverse student body. Diversity and/or diverse, for the purpose of this manual, are defined as students' first language, Exceptional Student Education (ESE) students with disabilities, the socioeconomic status of the students (based on free and reduced-price lunch data), gender, and race/ethnicity consistent with the state of Florida classification for reporting.
2. **Kinds of Choice Programs** -- At the elementary, middle, and high school levels, the PBCSD may implement total-school choice programs or a program within a school. In schools implementing a choice program within a school, the principal shall ensure that, for a certain portion of the day, there is interaction between those students participating in the choice program and those who are not in the choice program. For example, this interaction might occur in art, music, or physical education classes or various elective classes at the secondary levels. The appropriate area superintendent and the school principal or designee shall monitor implementation of this provision.
3. **Attendance Boundary Options** -- Where a new choice school or program is established in an existing facility that has an existing attendance boundary, the School Board may elect to:
- a. maintain the same attendance zone; or
 - b. eliminate the existing attendance zone and redraw it so that the students in the existing zone are assigned to another school or other schools in the District; or

- c. redraw the attendance zone so that approximately 25% to 35% of the choice school's membership is comprised of students within walking distance of the school. All other students from the previous attendance zone would be reassigned to another school or schools in the PBCSD.
- d. In order to assure that eligible students who live outside the attendance area have access to choice programs, the following formula will be used. This process is not necessary for schools that have no specific SAC area assigned.
 - 1) A maximum enrollment number will be determined for each choice program.
 - 2) A number indicating 50% of the maximum enrollment will be determined.
 - 3) The number will be divided by 4.
 - 4) The dividend will indicate the least number of students from out of the attendance/SAC area that a program may accept at the 9th grade level unless it would bring the total school population above 100% of the school's Florida Inventory of School Housing (FISH) capacity.
 - 5) If the number of out of attendance/SAC area applicants is less than the number indicated in #4 above, or the school's population is below 100% FISH capacity, all eligible out of attendance/SAC area applicants may be accepted in order to meet the maximum enrollment for the grade level.

4. Academic or Related Eligibility Criteria

- a. *Elementary Level* -- Although elementary schools shall not use academic or related criteria for choice-school eligibility, elementary choice schools may require--as a condition for admission--that parents/guardians sign a contract agreeing to the student requirements of the choice school. This may include required participation in school activities, acceptable attendance, acceptable conduct or abiding by a specified dress code where such requirements are part of the choice theme. By February 1, the principal shall submit a proposal for any such requirements for the following school year to the appropriate Area Superintendent and to the Choice Programs and School Choice Director. The Choice Programs and School Choice Director will review the proposed criteria and make recommendations to the Chief Academic Officer. The Superintendent, Chief Academic Officer or designee, with legal support available from the Office of Chief Counsel, shall review such criteria and require that they be nondiscriminatory and provide equal access for all students.

5. Recruitment -- To ensure that all students have equitable educational opportunities and to promote diverse choice-school enrollment, it is the goal of the PBCSD to provide all students with the opportunity to access choice schools and programs.

- a. To carry out this goal, the Superintendent and Chief Academic Officer shall ensure that recruitment strategies are developed by each choice

school or program and that each school submits a recruitment plan to implement these strategies to the appropriate Area Superintendent and to the Choice Programs and School Choice Director no later than August 30 of each school year. Each school's recruitment plan shall be designed to achieve a diverse applicant pool to promote the PBCSD's diversity goals at each individual choice school or program.

- b. The PBCSD seeks to provide information and assistance to all parents/guardians as they make choices for their children. The PBCSD's Department of Choice Programs and School Choice shall be responsible for making available choice schools and programs information at the Fulton-Holland Educational Services Center, on the PBCSD's Web site, and in every public school throughout the PBCSD. The Department of Choice Programs and School Choice is also responsible for coordinating outreach programs for developing and monitoring applicant pools for each choice school or program. The PBCSD will use resources such as the following to promote these outreach programs: choice school fairs, newsletters, choice program applications, newspaper and radio advertisements, civic organizations, the Internet, The Education Network (T.E.N.), promotional recruitment, and publicity through other local government agencies.
6. **Application Process** -- In order for the student-applicant to be eligible for consideration for a choice school or program, the parents/guardians of applicants must return completed applications to the Department of Choice Programs and School Choice (for fall admission to the choice school or program) no later than the District's last full attendance day of the first semester for students for elementary and secondary (middle and high school) choice schools and programs.
- a. Between September 1 and the District's last full attendance day of the first semester for students, the District will make applications available for choice schools and programs, for the following school year, at each public school in the PBCSD and at the Fulton-Holland Educational Services Center.
 - b. A student must be residing in Palm Beach County prior to completing an application or auditioning for a choice school or program in the PBCSD.
 - c. Only one (1) application may be submitted per student, and no changes will be allowed once the application is submitted.
7. **Selection Process** -- Prior to the annual activation of the selection process for each choice school and program, the staff of the Department of Choice Programs and School Choice shall analyze the applicant pool for each choice school and program. For school-wide choice schools with attendance boundaries, the PBCSD shall estimate the projected enrollment of students residing in the boundary. The school's program capacity, less this projected enrollment, shall be the number of available seats for the selection process.
- a. The Choice Programs and School Choice Director shall implement the guidelines as set forth herein for the annual lottery selection process that will take into consideration the diversity of the PBCSD.

- b. If there are fewer applicants than seats available, the PBCSD shall admit all eligible applicants to the choice school or program. In that situation, applications submitted after the deadline date will be processed for consideration, as placements are needed to continue to fill available seats. Students in the wait pool enrolled in PBCSD elementary or secondary schools will not be placed in choice schools or programs after the 11th day count.
- c. If the applicant pool for a given school contains more eligible applicants than available seats, the PBCSD will use a special selection process, as follows:
 - i. First, where there are more applicants than seats available in a choice school or program, the PBCSD will give preferences as follows:
 - A. up to 20% of the available seats may be selected by the principal from the highest qualified applicants who selected that particular program as their 1st choice for each choice school or program prior to the random lottery. The names of these students will be sent to the Director of Choice Programs and School Choice immediately following the eligibility determination of all students who applied to the choice school or program;
 - B. up to 45% of the available seats in the elementary or up to 25% of the available seats in the secondary choice school or program may be filled with applicants using the number of seats remaining, after deducting the 20% who meet the eligibility requirements for the specified program and are siblings of those students who are already admitted and will be attending the choice school or program the next year;
 - C. up to 50% of available seats, after deducting the 20% of highest scoring eligible students and the 45% or 25% for siblings, may be filled with eligible applicants who have participated in and completed a program in a similar, preparatory choice theme at the lower grades. To be eligible for this preference, however, a student must meet any academic or related criteria for the choice program for which they are applying;
 - D. applicants for the specified program who belong to a district-approved priority group or population, which includes neighborhood-designated SAC areas (see Appendix A to this manual), and/or any other specified group of students indicated in the school's informational paperwork;
 - ii. Next, the PBCSD will analyze whether using a fully random lottery to fill the remaining seats (after admitting boundaried students and giving the preferences described in paragraph (i) above), would result in a student composition reasonably reflective of the diversity of the PBCSD. If the results would be

appropriate, the remaining seats will be filled through a random lottery.

- iii. However, if using a fully-random lottery to fill the remaining seats (after admitting boundaried students and giving the preferences described in paragraph (i) above) would likely result in a school enrollment that is not reasonably reflective of the diversity of the PBCSD in terms of the designated variables, then a weighted random lottery selection process will be conducted according to the following procedure:
 - A. The applicant pool shall first be weighted for students' first language. Then, that new weighted pool and existing enrollment will be analyzed for other factors listed below. If the likely school enrollment would fall within the appropriate range for all of those factors, then a lottery shall be conducted using the pool weighted only for students' first language;
 - B. If further weighting is needed after weighting for students' first language, the pool may then be weighted for ESE students with disabilities. Then, that new weighted pool and existing enrollment will be analyzed for other factors listed below. If the likely school enrollment would fall within the appropriate range for all of those factors, then a lottery shall be conducted using the pool weighted only for students' first language and ESE students with disabilities;
 - C. If further weighting is needed after weighting for students' first language and ESE students with disabilities, the pool may then be weighted for socioeconomic status of the students. Then, that new weighted pool and existing enrollment will be analyzed for other factors listed below. If the likely school enrollment would fall within the appropriate range for all of those factors, then a lottery shall be conducted using the pool weighted only for students' first language, ESE students with disabilities and socioeconomic status of the students;
 - D. If further weighting is needed after weighting for students' first language, ESE students with disabilities and the socioeconomic status of the students, the pool may then be weighted for gender to the extent necessary to limit the estimated variation in gender to a reasonable degree. Then, that new weighted pool and existing enrollment will be analyzed for other factors listed below. If the likely school enrollment would fall within the appropriate range for all of those factors, then a lottery shall be conducted using the pool weighted only for students' first language, ESE students with disabilities, socioeconomic status of the students and gender;
 - E. If further weighting is still needed after weighting for students' first language, ESE students with disabilities, the socioeconomic status of the students, and gender, as a last

resort the pool may also be weighted for race/ethnicity, and a random lottery selection process will then be held.

8. **Appeal Process** -- If parents/guardians believe that their child was not allowed an equitable opportunity for admission to a choice school or program during the selection process, the parent/guardian may request an appeal.
- a. A parent may request an appeal within ten (10) school days from the date of the letter indicating his/her child's assignment, wait pool status, or determination of ineligibility. The request for an appeal must be sent in writing to the Choice Programs and School Choice Director, with a copy sent to the choice school or program's principal. The request must state the alleged inequity or technical problem as defined in (8) (b) below and should include information supporting the appeal.
 - b. The following definitions apply to this appeal process:
 - 1) Technical Problem: Any relevant malfunction, such as defective equipment or a power failure in the building, or a mathematical error that could have a negative effect on the outcome of the student's admission process.
 - 2) Inequity: A failure to provide appropriate accommodation(s) according to a child's documented disability or limited English proficiency during the student's admission process.
 - c. After a written request for an appeal is received from a parent/guardian, the Department of Choice Programs & School Choice will investigate the alleged inequity or technical problem to determine its merit. At the completion of the investigation, one of the following actions will occur:
 - 1) The Department of Choice Programs and School Choice will send a letter to the parent/guardian denying the appeal.
 - 2) The Department of Choice Programs and School Choice will send a written notification to the parent/guardian of the time, date and location of the appeal committee hearing.
 - 3) The Choice Schools or Programs principal/designee will contact the parent/guardian regarding the information received if the appeal appeared it may have merit.
 - d. If an appeal committee hearing is granted, the parent/guardian will be given ten (10) minutes to present to the appeal committee the basis of their appeal stating the inequity or technical problem that occurred in the admission process as stated in the written request for an appeal to the Director of Choice Programs & School Choice. The Choice Appeal Committee is established under the direction of the Choice Programs and School Choice Director and shall consist of professional educators and administrators with experience and knowledge of schools within the school district. At the conclusion of the parent/guardian's presentation, the committee will have an opportunity to ask questions of the parent/guardian. The parent/guardian will then leave the room. The school principal or designee of the choice school or program will be asked to enter the room and have ten (10) minutes to present information concerning the alleged inequity or technical problem previously presented by the parent. At the completion of the responsive presentation, the

committee will have an opportunity to ask questions of the choice school or program principal or designee. The choice school or program principal or designee will exit the room. The committee will discuss the information and make the final decision as soon as practicable. Within ten (10) business days from the date the final decision is made, the Director of Choice Programs and School Choice will send a copy of the appeals committee decision to the parent or guardian and the choice school or program principal.

9. **Transportation** -- The School Board shall provide transportation for all students who are enrolled in choice schools and programs who reside more than two miles from the choice school or program, and who reside within a designated choice transportation zone. Bus stops to choice schools or programs may be limited and located significantly further from the student's home. Those students not residing in the transportation zone for a specific choice school or program, but who are selected, may attend but will have to provide their own transportation to and from the school, the nearest school bus pick-up location within the transportation zone, or the nearest Tri-Rail Station location or Palm Tran bus stop. Where economically feasible, the School Board shall provide activity buses to and from secondary choice schools or programs to enable students to participate in extracurricular activities offered at the secondary choice schools or programs which they attend.
10. **Student Continuation and Exit Procedures** -- Once a student is admitted to a choice school or program, the PBCSD shall allow the student to remain in that choice school or program until the student reaches the highest grade level offered by that school. A student who fails to meet the standards established in the contract will be placed on probation. If concerns continue, a committee will be established to review, discuss and recommend the appropriate action. If a student exits a choice school or program, voluntarily or involuntarily, that student will remain at the same school site for the remainder of the school year, and be placed if possible, in the regular programming of that school. If there is no regular programming available, that student will attend the school assigned to his residence at the end of the following semester. An exit interview will be required for any student who is withdrawn from the choice school or program for any reason other than a change in residence.
11. **Creating, Replicating, or Moving a Choice School or Program** --
 - a. By January 1 of each year, the Superintendent, Chief Academic Officer and the appropriate Area Superintendent, shall determine whether there is a need to identify any potential sites for new choice schools or programs, for replication of existing choice themes at new sites, or for moving a choice program from one school to another. If the need exists for a new school or program, the Program Proposal form (PBSD 2079), incorporated herein by reference, must be submitted to the Chief Academic Officer for review by the Program Proposal Review Committee. The Chief Academic Officer, Superintendent and Cabinet will then review the committee's recommendation and approve the program, if appropriate, for implementation up to 18 months from the date of approval.
 - b. In making this determination, the Superintendent, Chief Academic Officer, and Cabinet shall utilize the goals for choice schools and

programs provided in Section (1)(b) above. In addition, the Superintendent shall use a number of other considerations, including:

- i. the geographic location of a potential site in order to ensure equitable access to choice programs, including reasonable transportation time, for all students;
 - ii. any demographic changes in an attendance zone, such as declining enrollment or decreasing diversity;
 - iii. the suitability and condition of the potential site;
 - iv. the School Board's priorities;
 - v. the impact that implementing a choice school or program at a potential site might have on displacing students currently assigned to the school and on the enrollment and diversity at the surrounding schools;
 - vi. the potential for attracting a diverse enrollment to a proposed site;
 - vii. the impact on concurrency and the capacity and utilization of a potential site;
 - viii. the achievement data that demonstrates student learning gains;
 - ix. the budgetary impact for creating a new choice school or program, or of replicating a theme at a new site. Consideration should include the available funds for existing choice schools and programs and any other needs of the PBCSD.
- c. In addition to the above factors, in determining whether to replicate a choice theme at another school in the PBCSD, the Superintendent, Chief Academic Officer or designee shall consider whether there is sufficient demand for that theme by reviewing any waiting list for the theme at an existing school, including the number and diversity of the students on the list.
- d. When the Superintendent, Chief Academic Officer or designee has identified a potential site, the proposed theme will be recommended for that site. The Superintendent shall base this recommendation on whether the choice theme:
- i. will draw a diverse enrollment to that site;
 - ii. will improve academic achievement;
 - iii. is aligned with the PBCSD's course of study and preparations for career pathway requirements; and
 - iv. should be implemented for grades K-12.
- e. Once the potential sites and themes are identified, the Superintendent, Chief Academic Officer or designee shall invite

principals at those schools to submit the Program Proposal form (PBSD 2079), incorporated herein by reference, for a choice school or program at their respective schools. The Choice Programs and School Choice Director shall provide assistance, as needed, in the development of the proposals. These proposals shall include:

- i. the development of the choice theme/program/design recommended by the Superintendent, Chief Academic Officer or designee;
 - ii. strategies for attracting a diverse population;
 - iii. strategies for improving academic achievement;
 - iv. strategies for aligning the choice theme with the PBCSD's course of study and career pathway requirements;
 - v. how students in the PBCSD shall have access to the application and transportation process for the choice school or program;
 - vi. what the budget requirements are for the choice school or program, including an explanation of why each budget item is reasonable and necessary for the choice theme or program;
 - vii. the impact on facilities and any future recommendations;
 - viii. how the choice school or program will be monitored and evaluated in addition to completed choice program evaluation results.
- f. Principals shall submit their proposals to the appropriate Area Superintendent and to the Choice Programs and School Choice Director by January 31 of each year. Choice schools or programs may be implemented up to 18 months from date of approval.
- g. The Superintendent, Chief Academic Officer or designee shall review the proposals using the goals and criteria specified in the guidelines. Based on the review, the Superintendent shall present to the School Board by May 1, which, if any of the proposals for new or revised choice schools or programs may be implemented.

12. Determining Continuation of Existing Choice Schools or Programs

- a. If a choice school or program is not meeting or making satisfactory progress toward the three goals specified in these guidelines, as set forth in paragraph (1)(b) above, the Choice Programs and School Choice Director, the Area Superintendent, and the Director of School Improvement shall initiate the activities of a technical assistance planning team. A technical assistance plan will be prepared no later than June 1 for implementation the following year in the choice school or program.
- b. If a choice school or program has not made satisfactory progress after at least three years of implementation and one full year of technical assistance, the Area Superintendent shall notify the principal by June 1 of the end of the technical assistance year

regarding discontinuation of the choice school or program. If a choice school or program is discontinued, the Area Superintendent and the principal shall develop a plan to be presented to the Superintendent, Chief Academic Officer or designee to ensure an orderly transition of the choice school or program to a non-choice school program. A Program Conversion/Closure form (PBSD 2168), incorporated herein by reference, must be completed by the school site, and then will be discussed at the monthly Program Proposal Review Committee meeting.

13. Diversity and District-Wide Maintenance of School Populations

- a. A list will be sent to Area Superintendents, choice schools or programs principals, school-based coordinators, Multicultural and ESE Departments on a bi-weekly basis of Limited English Proficient (LEP/LY) students and ESE students with disabilities who have applied to choice schools or programs. This information will allow schools to self-monitor their recruiting methods and utilize more effective means for attracting LEP/LY and ESE students to their programs.
 - b. During the first week of November, the Department of Choice Programs and School Choice staff will analyze elementary and secondary school level choice applications for diversity. The results of the analysis will be shared with the choice school principal and appropriate Area Superintendent. By November 15, if necessary, the Choice Programs and School Choice Director will notify the Area Superintendent if any action plans are required from the principals to modify the recruitment procedures to increase the diversity of the applicant pool for the current recruitment period.
 - c. A Choice School or Program LEP/ESE Review Committee consisting of Choice Program, Multicultural, ESE, Area and school-level personnel representation will review all LY and ESE students with disabilities as to their respective classification that were deemed "ineligible" for program placement. If the committee determines that the students' records indicate that the student should be considered "eligible", the committee will confer with the choice school or program principal to discuss the student's status.
 - d. If necessary, the eligible LEP/LY students may be prioritized for placement if there are a disparate number of LY students in each choice school or program.
 - e. If necessary, the eligible ESE students with disabilities may be prioritized for placement if there are a disparate number of ESE students with disabilities in each choice school or program.
- 14. Budgeting and Funding Implications** -- No later than September 1 of each school year, choice school principals may submit any proposed budget items to support the unique needs of the choice theme for the following school year. This budget proposal shall be submitted to the Department of Choice Programs and School Choice, and shall be reviewed by the Choice Programs and School Choice Director prior to submission to the Director of Budgeting Services for funding consideration. This process is also followed during the Program Proposal Review Committee meetings.

15. **Monitoring and Evaluation** -- The Superintendent may submit to the School Board a report regarding the implementation of choice schools and programs. This report may include:
 - a. data on the pool of eligible students for each choice school or program;
 - b. the diversity of the recruitment pool (in evaluating whether a choice school or program meets or will meet the goal of diversity), the PBCSD broadly considers various types of diversity.
 - c. recruitment techniques that have increased and decreased the diversity of the pool of eligible students;
 - d. data on the students who were accepted into each choice school or program, including the diversity of the students who were accepted into each choice school or program;
 - e. data on the unique nature of the program or specialized curricular approach, and its impact on attracting a diverse population;
 - f. data on how students are performing in each choice school or program, including how students from diverse populations are performing;
 - g. data on the withdrawal of students from each choice school or program; and
 - h. any recommendation for improving choice schools and programs, particularly as to the participation of students in choice schools or programs, and the development of outstanding choice schools or programs.

16. **Annual Review** -- The Department of Choice Programs and School Choice shall review these procedures annually and submit any recommendations for revision to the Superintendent, who may recommend that the procedures be amended accordingly.

DUE DATE TIMELINE

| Due Date | Item Due | Intended Person/Department |
|--|--|--|
| August 30 | Choice Program Recruitment Plan | Area Superintendent, Choice Program & School Choice (CPSC) Director |
| September 1 – District’s last day of student attendance for the first semester | Application period for elementary and secondary school students | CPSC Department |
| November 15 | Action plan to modify recruitment procedures for elementary and secondary schools, if needed | Area Superintendent, CPSC Director |
| January 19 | Schools submit names of eligibility selection committee, if applicable | Area Superintendent, CPSC Director |
| February 1 | Schools submit newly proposed or changed eligibility criteria for next school year | Area Superintendent, CPSC Director |
| January 1 | Schools submit new program proposals for next school year on PBSB 2079 | Area Superintendent, CPSC Director for review by Superintendent and Chief Academic Officer (CAO) |
| January 31 | Schools submit proposal outlining new program implementation plan | Area Superintendent, CPSC Director for review by Superintendent & CAO |
| April 1 | Newly proposed or changed eligibility criteria request reviewed | Superintendent & CAO |
| May 1 | New program implementation plan recommended to school board, if appropriate | Superintendent |

| | | |
|--------|---|---|
| June 1 | Schools submit technical assistant plan if not making satisfactory progress | Area Superintendent, CPSC Director, School Improvement Director |
|--------|---|---|

STATUTORY AUTHORITY: §§ 1001.41(1), (2); 1001.42(22), Fla. Stat.

| School | Program | Choice Priority SAC Areas | Note |
|-------------------------------|---|---|--|
| Morikami Park Elementary | International Baccalaureate Primary Years | 296B, 306A, 306B | Students must submit an application by the deadline |
| Poinciana Elementary | Math, Science and Technology | 257, 406A, 406B | |
| S.D. Spady Elementary | Montessori | 288, 290B, 294 | |
| BAK Middle School of the Arts | Visual, performing, Communications Arts | 102, 103, 097C | Must submit an application by the deadline and pass the audition |
| Suncoast High | Interdisciplinary Program | 82, 83, 84 SAC 81A, 81B, 81C, 81D, 81E, 81F, 81G, 81H, 81I, 81J, 94A, 94B, 94C, 94D, 94E, 93C, 93D, 93E | Must submit an application by the deadline |

LAWS IMPLEMENTED: §§ 1001.41(1); 1002.42(4); 1002.20(6)(a); Fla. Stat.

HISTORY: New: September 18, 2006

APPENDIX A

Choice Programs and School Choice Priority SAC Areas

Program Narrative

Competitive Preference Priorities:

- Need for Assistance** **1**
 - (a) Cost of Full Implementation
 - (b) Available Resources
 - (c) Extent to which cost of Project exceed applicant resources...
 - (d) Difficulty of Effectively Carrying Out Approved Plan

- Expanding Capacity to Provide Choice** **16**
 - (1) Help Parent whose children attend low performing schools
 - (2) Effectively inform Parents about Choice

Selection Criteria:

- (a) Plan of Operation** **22**
 - 1. Quality of the Plan of Operation
 - 2. Extent to which the Applicant Demonstrates
 - (i) Effectiveness of Management Plan
 - (ii) Effectiveness of Plan to Attain Outcomes
 - (A) Will Accomplish the Purposes of Plan..
 - (B) Are Attainable Within the Project Period
 - (C) Are Measurable and Quantifiable
 - (D) Ability to Determine Progress
 - (iii) Utilization of Resources and Personnel
 - (iv) Equal Access and Treatment
 - (v) Effectiveness of the Plan to Recruit Students

- (b) Quality of Personnel** **77**
 - 1. The Qualifications of Personnel
 - 2. Extent of Personnel Qualifications
 - (i) Project Manager
 - (ii) Other Key Personnel
 - (iii) Qualified Teachers
 - (iv) Nondiscriminatory Employment Practices
 - 3. Experience and Training Related to Project Objectives

| | |
|--|------------|
| (c) Quality of Project Design | 97 |
| 1. Quality of the Project Design | |
| 2. The Extent to which each Magnet School: | |
| (i) Foster Interaction Among Students | |
| (ii) Addresses Education Needs of Students | |
| (iii) High Quality Education Program | |
| (iv) Parental Decisionmaking and Involvement | |
| (v) Improves Racial; Balance | |
| | |
| (d) Budget and Resources | 154 |
| 1. Adequacy of Facilities | |
| 2. Adequacy of Equipment and Supplies | |
| 3. Adequacy of Reasonableness of the Budget | |
| | |
| (e) Evaluation Plan | 175 |
| 1. Methods are Appropriate for the Project | |
| 2. Success in Meeting Intended Outcomes | |
| 3. Methods are Objective and Data Quantifiable | |
| | |
| (f) Commitment & Capacity | 195 |
| 1. Continuation of Commitment after Assistance | |
| 2. Extend of Commitment | |
| (i) Is committed to Project | |
| (ii) Identification of Additional Resources | |

Table #1: Enrollment Data—LEA-Level

| Actual Enrollment—October 1, 2006 (Current School Year) | | | | Projected Enrollment—October 1, 2007 (Year 1 of Project) | | | | Projected Enrollment—October 1, 2008 (Year 2 of Project) | | | | Projected Enrollment—October (Year 3 of Project) | | | |
|--|---------------------|----------------------|----------------|---|---------------------|----------------------|----------------|---|---------------------|----------------------|----------------|---|---------------------|----------------------|----------------|
| Grade Level | Minority Student No | Minority Student Pct | Total Students | Grade Level | Minority Student No | Minority Student Pct | Total Students | Grade Level | Minority Student No | Minority Student Pct | Total Students | Grade Level | Minority Student No | Minority Student Pct | Total Students |
| K | 8057 | 63 | 12716 | K | 8251 | 63 | 13097 | K | 8499 | 63 | 13490 | K | 9008 | 63 | 14291 |
| 1 | 8299 | 64 | 13004 | 1 | 8572 | 64 | 13394 | 1 | 8829 | 64 | 13796 | 1 | 9094 | 64 | 14116 |
| 2 | 7972 | 62 | 12950 | 2 | 8270 | 62 | 13339 | 2 | 8518 | 62 | 13739 | 2 | 8774 | 62 | 14077 |
| 3 | 8061 | 62 | 12928 | 3 | 8256 | 62 | 13316 | 3 | 8503 | 62 | 13715 | 3 | 8758 | 62 | 14083 |
| 4 | 7774 | 60 | 12911 | 4 | 7979 | 60 | 13298 | 4 | 8218 | 60 | 13697 | 4 | 8465 | 60 | 14143 |
| 5 | 7354 | 59 | 12488 | 5 | 7589 | 59 | 12863 | 5 | 7817 | 59 | 13249 | 5 | 8051 | 59 | 13795 |
| 6 | 7865 | 61 | 12982 | 6 | 8156 | 61 | 13371 | 6 | 8401 | 61 | 13772 | 6 | 8653 | 61 | 14223 |
| 7 | 7169 | 58 | 12378 | 7 | 7394 | 58 | 12749 | 7 | 7616 | 58 | 13131 | 7 | 7844 | 58 | 13581 |
| 8 | 7679 | 59 | 13044 | 8 | 7927 | 59 | 13435 | 8 | 8164 | 59 | 13838 | 8 | 8409 | 59 | 14284 |
| 9 | 8120 | 58 | 14091 | 9 | 8418 | 58 | 14513 | 9 | 8670 | 58 | 14948 | 9 | 8930 | 58 | 15466 |
| 10 | 7473 | 56 | 13294 | 10 | 7668 | 56 | 13693 | 10 | 7898 | 56 | 14104 | 10 | 8135 | 56 | 14592 |
| 11 | 6611 | 54 | 12180 | 11 | 6774 | 54 | 12545 | 11 | 6977 | 54 | 12921 | 11 | 7186 | 54 | 13222 |
| 12 | 5804 | 52 | 11107 | 12 | 5949 | 52 | 11440 | 12 | 6127 | 52 | 11783 | 12 | 6311 | 52 | 12225 |
| Tot | 98238 | 59 | 166073 | Tot | 101203 | 59 | 171053 | Tot | 104237 | 59 | 176183 | Tot | 107618 | 59 | 182252 |

Table #2: Year of Implementation for Existing Magnet Schools Included in the Project

| School Name | First School Year as a Magnet School | School Name | First School Year as a Magnet School |
|-------------------------------------|--------------------------------------|--------------------|--------------------------------------|
| Conniston Middle School | 2007-2008 School Year | Plumosa Elementary | 2007-2008 School Year |
| Dr. Mary McCloud Bethune Elementary | 2007-2008 School Year | | |
| Forest Park Elementary | 2007-2008 School Year | | |
| Pahokee Elementary | 2007-2008 School Year | | |

Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

Table #3: Enrollment Data—Magnet School

| Magnet School: Forest Park Elementary | | | | | | | | | | | | | | | | | |
|--|-----------------------------|-----------------------|---|---------------------------|----------------|-------------|-----------------------------|---|---------------------------------|---------------------------|----------------|-------------|--|-----------------------|---------------------------------|---------------------------|----------------|
| Actual Enrollment as of October 1, 2006 (Current School Year) | | | Projected Enrollment as of October 1, 2007 (Year 1 of Project) | | | | | Projected Enrollment as of October 1, 2008 (Year 2 of Project) | | | | | Projected Enrollment as of October 2009 (Year 3 of Project) | | | | |
| Grade Level | Number of Minority Students | Minority Student Pct. | Number of Non-Minority Students | Non-Minority Student Pct. | Total Students | Grade Level | Number of Minority Students | Minority Student Pct. | Number of Non-Minority Students | Non-Minority Student Pct. | Total Students | Grade Level | Number of Minority Students | Minority Student Pct. | Number of Non-Minority Students | Non-Minority Student Pct. | Total Students |
| K | 66 | 95.7% | 3 | 4.3% | 69 | K | 70 | 77.8% | 20 | 22.2% | 90 | K | 100 | 80.0% | 25 | 20.0% | 125 |
| 1 | 74 | 93.7% | 5 | 6.3% | 79 | 1 | 70 | 93.3% | 5 | 6.7% | 75 | 1 | 73 | 78.5% | 20 | 21.5% | 93 |
| 2 | 54 | 93.1% | 4 | 6.9% | 58 | 2 | 75 | 93.8% | 5 | 6.3% | 80 | 2 | 70 | 95.9% | 3 | 4.1% | 73 |
| 3 | 64 | 92.8% | 5 | 7.2% | 69 | 3 | 70 | 94.6% | 4 | 5.4% | 74 | 3 | 75 | 93.8% | 5 | 6.3% | 80 |
| 4 | 77 | 98.7% | 1 | 1.3% | 78 | 4 | 70 | 93.3% | 5 | 6.7% | 75 | 4 | 70 | 94.6% | 4 | 5.4% | 74 |
| 5 | 69 | 94.5% | 4 | 5.5% | 73 | 5 | 77 | 98.7% | 1 | 1.3% | 78 | 5 | 70 | 93.3% | 5 | 6.7% | 75 |
| 6 | | | | | | 6 | | | | | | 6 | | | | | |
| 7 | | | | | | 7 | | | | | | 7 | | | | | |
| 8 | | | | | | 8 | | | | | | 8 | | | | | |
| 9 | | | | | | 9 | | | | | | 9 | | | | | |
| 10 | | | | | | 10 | | | | | | 10 | | | | | |
| 11 | | | | | | 11 | | | | | | 11 | | | | | |
| 12 | | | | | | 12 | | | | | | 12 | | | | | |
| Tot | 404 | 94.8% | 22 | 5.2% | 426 | Tot | 432 | 91.5% | 40 | 8.5% | 472 | Tot | 458 | 88.1% | 62 | 11.9% | 520 |
| | | | | | | | | | | | | | 488 | 84.7% | 88 | 15.3% | |

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

Table #3: Enrollment Data—Magnet School

| Magnet School: Pahokee Elementary School | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------------|-----------------------|---|---------------------------|----------------|-------------|-----------------------------|-----------------------|---|---------------------------|----------------|-------------|-----------------------------|-----------------------|---|---------------------------|----------------|-------------|-----------------------------|-----------------------|---------------------------------|---------------------------|----------------|--|
| Actual Enrollment as of October 1, 2006 (Current School Year) | | | Projected Enrollment as of October 1, 2007 (Year 1 of Project) | | | | | | Projected Enrollment as of October 1, 2008 (Year 2 of Project) | | | | | | Projected Enrollment as of October 1, 2009 (Year 3 of Project) | | | | | | | | | |
| Grade Level | Number of Minority Students | Minority Student Pct. | Number of Non-Minority Students | Non-Minority Student Pct. | Total Students | Grade Level | Number of Minority Students | Minority Student Pct. | Number of Non-Minority Students | Non-Minority Student Pct. | Total Students | Grade Level | Number of Minority Students | Minority Student Pct. | Number of Non-Minority Students | Non-Minority Student Pct. | Total Students | Grade Level | Number of Minority Students | Minority Student Pct. | Number of Non-Minority Students | Non-Minority Student Pct. | Total Students | |
| K | 66 | 97.1% | 2 | 2.9% | 68 | K | 70 | 82.4% | 15 | 17.6% | 85 | K | 75 | 80.6% | 18 | 19.4% | 93 | K | 75 | 78.9% | 20 | 21.1% | 95 | |
| 1 | 56 | 98.2% | 1 | 1.8% | 57 | 1 | 66 | 95.7% | 3 | 4.3% | 69 | 1 | 70 | 82.4% | 15 | 17.6% | 85 | 1 | 75 | 81.5% | 17 | 18.5% | 92 | |
| 2 | 65 | 98.5% | 1 | 1.5% | 66 | 2 | 56 | 98.2% | 1 | 1.8% | 57 | 2 | 66 | 94.3% | 4 | 5.7% | 70 | 2 | 70 | 82.4% | 15 | 17.6% | 85 | |
| 3 | 91 | 98.9% | 1 | 1.1% | 92 | 3 | 65 | 98.5% | 1 | 1.5% | 66 | 3 | 56 | 98.2% | 1 | 1.8% | 57 | 3 | 66 | 94.3% | 4 | 5.7% | 70 | |
| 4 | 81 | 100% | 0 | 0.0% | 81 | 4 | 91 | 98.9% | 1 | 1.1% | 92 | 4 | 65 | 98.5% | 1 | 1.5% | 66 | 4 | 56 | 98.2% | 1 | 1.8% | 57 | |
| 5 | 50 | 100% | 0 | 0.0% | 50 | 5 | 81 | 100% | 0 | 0.0% | 81 | 5 | 91 | 98.9% | 1 | 1.1% | 92 | 5 | 65 | 98.5% | 1 | 1.5% | 66 | |
| 6 | 66 | 98.5% | 1 | 1.5% | 67 | 6 | 50 | 100% | 0 | 0.0% | 50 | 6 | 81 | 100.0% | 0 | 0.0% | 81 | 6 | 91 | 98.9% | 1 | 1.1% | 92 | |
| 7 | | | | | | 7 | | | | | | 7 | | | | | | 7 | | | | | | |
| 8 | | | | | | 8 | | | | | | 8 | | | | | | 8 | | | | | | |
| 9 | | | | | | 9 | | | | | | 9 | | | | | | 9 | | | | | | |
| 10 | | | | | | 10 | | | | | | 10 | | | | | | 10 | | | | | | |
| 11 | | | | | | 11 | | | | | | 11 | | | | | | 11 | | | | | | |
| 12 | | | | | | 12 | | | | | | 12 | | | | | | 12 | | | | | | |
| Tot | 475 | 98.8% | 6 | 1.2% | 481 | Tot | 479 | 95.8% | 21 | 4.2% | 500 | Tot | 504 | 92.6% | 40 | 7.4% | 544 | Tot | 498 | 89.4% | 59 | 10.6% | 557 | |

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

Table #3: Enrollment Data—Magnet School

| Magnet School: Plumosa Elementary | | | | | | | | | | | | | | | | | |
|--|-----------------------------|-----------------------|---|---------------------------|----------------|-------------|-----------------------------|---|---------------------------------|---------------------------|----------------|-------------|---|-----------------------|---------------------------------|---------------------------|----------------|
| Actual Enrollment as of October 1, 2006 (Current School Year) | | | Projected Enrollment as of October 1, 2007 (Year 1 of Project) | | | | | Projected Enrollment as of October 1, 2008 (Year 2 of Project) | | | | | Projected Enrollment as of October 1, 2009 (Year 3 of Project) | | | | |
| Grade Level | Number of Minority Students | Minority Student Pct. | Number of Non-Minority Students | Non-Minority Student Pct. | Total Students | Grade Level | Number of Minority Students | Minority Student Pct. | Number of Non-Minority Students | Non-Minority Student Pct. | Total Students | Grade Level | Number of Minority Students | Minority Student Pct. | Number of Non-Minority Students | Non-Minority Student Pct. | Total Students |
| K | 75 | 90.4% | 8 | 9.6% | 83 | K | 100 | 83.3% | 20 | 16.7% | 120 | K | 100 | 76.9% | 30 | 23.1% | 130 |
| 1 | 68 | 94.4% | 4 | 5.6% | 72 | 1 | 75 | 83.3% | 15 | 16.7% | 90 | 1 | 100 | 83.3% | 20 | 16.7% | 120 |
| 2 | 55 | 93.2% | 4 | 6.8% | 59 | 2 | 70 | 94.6% | 4 | 5.4% | 74 | 2 | 75 | 83.3% | 15 | 16.7% | 90 |
| 3 | 55 | 91.7% | 5 | 8.3% | 60 | 3 | 55 | 93.2% | 4 | 6.8% | 59 | 3 | 70 | 94.6% | 4 | 5.4% | 74 |
| 4 | 56 | 91.8% | 5 | 8.2% | 61 | 4 | 55 | 91.7% | 5 | 8.3% | 60 | 4 | 55 | 93.2% | 4 | 6.8% | 59 |
| 5 | 63 | 91.3% | 6 | 8.7% | 69 | 5 | 65 | 92.9% | 5 | 7.1% | 70 | 5 | 55 | 91.7% | 5 | 8.3% | 60 |
| 6 | | | | | | 6 | | | | | | 6 | | | | | |
| 7 | | | | | | 7 | | | | | | 7 | | | | | |
| 8 | | | | | | 8 | | | | | | 8 | | | | | |
| 9 | | | | | | 9 | | | | | | 9 | | | | | |
| 10 | | | | | | 10 | | | | | | 10 | | | | | |
| 11 | | | | | | 11 | | | | | | 11 | | | | | |
| 12 | | | | | | 12 | | | | | | 12 | | | | | |
| Tot | 372 | 92.1% | 32 | 7.9% | 404 | Tot | 420 | 88.8% | 53 | 11.2% | 473 | Tot | 455 | 85.4% | 78 | 14.6% | 533 |
| | | | | | | | | | | | | Tot | 500 | 82.2% | 108 | 17.8% | 608 |

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

elementary magnet schools participating in the project, indicate “All” in the “Magnet” column associated with Elementary Feeder School “X”.

- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

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

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

Table 5: Selection of Students

Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come /first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the "Magnet School(s)" identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

Magnet School(s): ALL: Conniston Middle School, Forest Park Elementary, Dr. Mary McLeod Bethune Elementary, Pahokee Elementary and Plumosa Elementary

Check the appropriate box:

- Academic examination is a criterion in the magnet school student selection process.
- Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

Student Selection Process -- Prior to the annual activation of the selection process for each choice school and program, the staff of the Department of Choice Programs and School Choice shall analyze the applicant pool for each choice school and program. For school-wide choice schools with attendance boundaries, the PBCSD shall estimate the projected enrollment of students residing in the boundary. The school's program capacity, less this projected enrollment, shall be the number of available seats for the selection process.

- a. The Choice Programs and School Choice Director shall implement the guidelines as set forth herein for the annual lottery selection process that will take into consideration the diversity of the PBCSD.
- b. If there are fewer applicants than seats available, the PBCSD shall admit all eligible applicants to the choice school or program. In that situation, applications submitted after the deadline date will be processed for consideration, as placements are needed to continue to fill available seats. Students in the wait pool enrolled in PBCSD elementary or secondary schools will not be placed in choice schools or programs after the 11th day count.
- c. If the applicant pool for a given school contains more eligible applicants than available seats, the PBCSD will use a special selection process, as follows:
 - i. First, where there are more applicants than seats available in a choice school or program, the PBCSD will give preferences as follows:
 - A. up to 20% of the available seats may be selected by the principal from the highest qualified applicants who selected that particular program as their 1st choice for each choice school or program prior to the random lottery. The names of these students will be sent to the Director of Choice Programs and School Choice immediately following the

eligibility determination of all students who applied to the choice school or program;

- B. up to 45% of the available seats in the elementary or up to 25% of the available seats in the secondary choice school or program may be filled with applicants using the number of seats remaining, after deducting the 20% who meet the eligibility requirements for the specified program and are siblings of those students who are already admitted and will be attending the choice school or program the next year;
- C. up to 50% of available seats, after deducting the 20% of highest scoring eligible students and the 45% or 25% for siblings, may be filled with eligible applicants who have participated in and completed a program in a similar, preparatory choice theme at the lower grades.
- D. applicants for the specified program who belong to a district-approved priority group or population, which includes neighborhood-designated SAC areas and/or any other specified group of students indicated in the school's informational paperwork;

ii. Next, the PBCSD will analyze whether using a fully random lottery to fill the remaining seats (after admitting boundaried students and giving the preferences described in paragraph (i) above), would result in a student composition reasonably reflective of the diversity of the PBCSD. If the results would be appropriate, the remaining seats will be filled through a random lottery.

iii. However, if using a fully-random lottery to fill the remaining seats (after admitting boundaried students and giving the preferences described in paragraph (i) above) would likely result in a school enrollment that is not reasonably reflective of the diversity of the PBCSD in terms of the designated variables, then a weighted random lottery selection process will be conducted according to the following procedure:

- A. The applicant pool shall first be weighted for students' first language. Then, that new weighted pool and existing enrollment will be analyzed for other factors listed below. If the likely school enrollment would fall within the appropriate range for all of those factors, then a lottery shall be conducted using the pool weighted only for students' first language;
- B. If further weighting is needed after weighting for students' first language, the pool may then be weighted for ESE students with disabilities. Then, that new weighted pool and existing enrollment will be analyzed for other factors listed below. If the likely school enrollment would fall within the appropriate range for all of those factors, then a lottery shall be conducted using the pool weighted only for students' first language and ESE students with disabilities;
- C. If further weighting is needed after weighting for students' first language and ESE students with disabilities, the pool may then be weighted for socioeconomic status of the students. Then, that new weighted pool and existing enrollment will be analyzed for other factors listed below. If the likely school enrollment would fall within the appropriate

range for all of those factors, then a lottery shall be conducted using the pool weighted only for students' first language, ESE students with disabilities and socioeconomic status of the students;

- D. If further weighting is needed after weighting for students' first language, ESE students with disabilities and the socioeconomic status of the students, the pool may then be weighted for gender to the extent necessary to limit the estimated variation in gender to a reasonable degree. Then, that new weighted pool and existing enrollment will be analyzed for other factors listed below. If the likely school enrollment would fall within the appropriate range for all of those factors, then a lottery shall be conducted using the pool weighted only for students' first language, ESE students with disabilities, socioeconomic status of the students and gender;
- E. If further weighting is still needed after weighting for students' first language, ESE students with disabilities, the socioeconomic status of the students, and gender, as a last resort the pool may also be weighted for race/ethnicity, and a random lottery selection process will then be held.

Table 6: Revised Magnet Schools

Instructions:

For each magnet school identified in Table #2 (Existing Magnet Schools Included in the Project):

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box.
- Use additional sheets, if necessary.

Magnet School:

Nature of Revision or Change to the Magnet School:

Revising 96C Elementary, named Dr. Mary McCloud Bethune Elementary in August 2000, from a Global Technology and Communications Magnet theme to an International Baccalaureate Primary Years theme.

Explanation of How or Why the Revision is Significant:

96 C Elementary, named Dr. Mary McCloud Bethune Elementary, was opened in Riviera Beach, FL in August, 2000 as a Global Technology and Communications Magnet School. At this time, there was an existing magnet high school in Riviera Beach, Suncoast High School, which had successfully implemented the themes of International Baccalaureate, Computer Science, Math, Science and Engineering (MSE) and an Interdisciplinary Program for neighborhood students that may not meet the rigorous academic requirements of the other themes implemented at Suncoast High School. In addition, the only middle school in Riviera Beach, John F. Kennedy Middle School, an authorized International Baccalaureate Middle Years Programme since 1997 was just beginning and the full benefits of a K-12 International Baccalaureate education was not evident to the school district at that time.

Since 2000, the School District of Palm Beach County has successfully implemented a K-12 International Baccalaureate continuum in Delray Beach, FL. Across the North American region, there are only 29 such K-12 International Baccalaureate continuums in existence. The K-12 IB Continuum in Palm Beach County has seen great academic success with students of low socio-economic background and diversity. The success is so staggering the School District is in the process, through this MSAP grant, of creating three more K-12 International Baccalaureate continuums, one in each area of our geographically large county. By revising the current theme of Dr. Mary McCloud Bethune Elementary to include the International Baccalaureate Primary Years Programme theme, we will give the City of Riviera Beach an academic continuum that will assist their students succeed in any area in which they decide to pursue once they graduate and continue their post-secondary path of study. In addition, this theme revision will permeate the whole school, and all students will participate in the theme. The Global Technology and Communications Theme is operated as a school within a school.

MAGNET SCHOOLS ASSISTANCE PROGRAM ASSURANCES


In accordance with section 5305(b)(2) of the No Child Left Behind Act, the applicant hereby assures and certifies that it will—

- (A) use grant funds under this part for the purposes specified in section 5301(b);
- (B) employ highly qualified teachers in the courses of instruction assisted under this part;
- (C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;
- (D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;
- (E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;
- (F) carry out a high-quality education program that will encourage greater parental decisionmaking and involvement; and
- (G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

* * * * *

If the applicant has an approved desegregation plan—

The applicant hereby assures and certifies that it is implementing that desegregation plan as approved.



Signature of Authorized Representative

7/26/07

Date

Qualifications and Responsibilities of Project Evaluator: American Education Solutions

The School District of Palm Beach County will contract with the firm of American Education Solutions (AES). Since 1992, AES has evaluated thirty-seven Magnet Schools Assistance Program grants in seven states including Tennessee. AES has collaborated with the Education Alliance at Brown University for the past nine years to provide MSAP grantees with comprehensive evaluation services. In addition, the AES/Brown University team was awarded six rigorous MSAP evaluations during the current grant cycle.

The teacher, student and parent surveys that will be used in this evaluation have been developed by American Education Solutions (AES) in cooperation with the Brown University team. These surveys were a product of an extensive evaluation and research project involving nine MSAP funded districts in which survey data and student test scores were analyzed. **A work plan for this project's evaluation is included in the evaluation section of this proposal.**

AES's work with New York City, which serves over a million school children, is an example of the services AES offers its clients. After an extensive examination of its qualifications and experience, the New York City Department of Education approved AES to provide evaluation services for its school districts. AES currently evaluates New York City Smaller Learning Community Programs in 17 schools, inter-district MSAP programs involving 5 school districts, a MSAP rigorous evaluation (with Brown University), a Title IID Technology program in 21 schools, Teaching American History projects in 3 school districts and a Title IIB Math, Science Partnership Program in 34 schools.

A rigorous evaluation design, developed by the Education Alliance at Brown University, has been included in this proposal. If approved, it will be implemented by a highly qualified

team of statisticians and researchers at the Alliance. They will be supervised by Dr. Debra Collins, Director of Research at the Education Alliance at Brown University.

The AES MSAP site visit team includes Dr. Gladys Pack, Dr. Donna Elam, Dr. Nancy Peck, Dr. June Levy, Dr. Verdell Roberts, Ms. Joanne Smith, and Dr. Judith Stein. All have been teachers and administrators and have extensive evaluation experience. Two were assistant superintendents, three were principals, two were Equity Assistance Center Directors and two were directors of magnet schools. The site visitor for this project will be selected from this list.

Brad Terry Marko



Education:

| | |
|---|--|
| Colorado State University Ft. Collins, Colorado | Bachelor of Science in Zoology 1975 |
| State University of New York College at New Paltz, New York | Post Graduate Study 1976-1977 |
| University of South Florida Tampa, Florida | Post Graduate Study 1994-1998 |
| Astronauts Memorial Foundation Kennedy Space Center, Florida | Implementation of Windows 2000 Server 2001 |
| LEVEL I & II TRAINING MYP ISO | |

Employment:

| | |
|-----------------------------------|--------------|
| Palm Beach County School District | 1981-Present |
|-----------------------------------|--------------|

Experience:

- Teacher Science, Technology
- Department Chairman – Science, Vocational/Technology
- Technology Coordinator
- Telecommunications Coordinator
- FIRN Contact
- Chairman of the Technology Committee
- TEAM Team Leader
- Clinical Educator
- Student Teacher Supervisor
- Facilitated Workshops /Teacher Training
- Designed & Implemented the High Tech laboratory at Loggers' Run
- Implemented Science Fair Program at Loggers' Run
- Wrote curriculum for HS Credit Laboratory – Biology and Physical Science

Honors:

- Dwyer Award Nominee for Vocational Education
- Rotary Club Teacher of the Year

Certification: See attached

RESUME

Mary R. Vreeland

(b)(6)

EDUCATION:

| | |
|------|---|
| 1989 | M.S. Educational Leadership Nova University |
| 1967 | Speech & Language Science University of Maryland |

CERTIFICATION:

Educational Leadership (K-12)
Speech Correction (K-12)

WORK EXPERIENCE:

| | |
|--------------|---|
| 2004-Present | Director, Choice Programs & School Choice Department Palm Beach County School District |
| 2001-2004 | Director, Alternative Education Department Palm Beach County School District |
| 1998- 2001 | Manager, Truancy Interdiction Program (TIP) Palm Beach County School District |
| 1994-1998 | Manager, Dropout Prevention Palm Beach County School District |
| 1989-1994 | ESE Area Specialist Palm Beach County School District |
| 1984-1989 | ESE Coordinator H.L. Johnson Community Elementary |
| 1979-1984 | Speech & Language Clinician Wynnebrook, Gladeview & Belle Glade Elementaries |
| 1967-1973 | Speech & Language Clinician Prince George's County, Maryland |

RELEVANT TRAINING:

| | |
|-----------|--|
| 2004-2006 | Creating Career Academies: Rigor, Relevance & Relationships Dr. Willard Daggett International Center for the Advancement of Education Conference |
| 2005-2006 | Flippen Leadership Training Smaller Learning Community Grant Workshop (Cohort 5) Magnet Schools of America Conference |

2004-2005 High Schools That Work Conference
2005-2006 Florida Association of Career & Technical Education Conference
2006-2007 National Career Academy Coalition Conference
2007-2008 Association for Career & Technical Education Conference

Elizabeth Ann Killets
CHIEF ACADEMIC OFFICER, PALM BEACH COUNTY SCHOOLS

EDUCATION

M.S. – TROY STATE UNIVERSITY

B.S. – TROY STATE UNIVERSITY

CERT. – EDUCATIONAL LEADERSHIP

EXPERIENCE 31 YEARS IN EDUCATION

Chief Academic Officer – Palm Beach County Schools – 2003 – Present

Chief of Staff to Superintendent – 2002–2003

Executive Assistant to Superintendents – 1999–2002

Elementary Education Director – 1997-1999

Executive Assistant to Superintendents – 1994-1997

PRINCIPAL/OTHER

H.L. Johnson Elementary School

Assistant Principal

H.L. Johnson Elementary School

Guidance Counselor

H.L. Johnson Elementary School

TEACHER

Primary Grade
Ft. Rucker, Alabama

Primary Grade
Pensacola, Florida

Primary Grade,
Alternative Education
Wynnebrook Elementary

(b)(6)

(b)(6)

Joseph M. Moore

Objective To become a key financial/business manager with the School District of Palm Beach County

- Career Highlights**
- ✓ Directed all financial and procurement functions for an agency with an annual budget of over \$520 million.
 - ✓ Participated as a key SFWMD staff member in executive level strategic planning and strategy sessions for over fifteen years.
 - ✓ Guided the SFWMD's budget development and annual priority setting as it grew from \$40 million to over \$520 million annually.
 - ✓ Served as the SFWMD's principal liaison on administrative and financial issues with the Governor's office and Legislature for eight years.
 - ✓ Served as principal liaison with Legislature and outside interest groups for Everglades Construction Project (\$800M) funding and reporting. Asked to assume lead for SFWMD when project came under intense review and criticism by Legislature and outside interest groups.
 - ✓ Led efforts to resolve major funding issues facing the SFWMD such as Everglades restoration, headquarter refurbishment, and major capital equipment purchases with innovative results.
 - ✓ Directed Supplier Diversity function during development of first agency rule outlining supplier diversity program.
 - ✓ Repeatedly demonstrated how support units can provide efficient customer service while insuring statutes, policies, and internal controls are strictly adhered to.
 - ✓ Served as Human Resource Director for the FKAA (Keys water utility) during SFWMD oversight period closing two plants and renegotiating a wage agreement with the bargaining unit.
 - ✓ Successfully reengineered financial and business functions to be more efficient and better use available technology.

Professional experience

2/98 – 1/00 SFWMD
Chief Financial Officer

- Responsible for all financial functions to include budget, accounting, risk management, treasury, grants, procurement and other financial services for entire agency. Responsible for maintaining appropriate internal control systems while administering financial resources to accomplish agency mission.

6/95 – 2/98 SFWMD

Director, Budget and Procurement Office

- Executive level position responsible for budget development and administration, as well, as all procurement of goods and services. Responsible for supplier diversity function. Created first agency distributed financial positions where financial and contracting professionals were dedicated to Everglades Construction Project and located within the program work group.

6/83 – 6/95 SFWMD

Director, Budget Office / Budget Director

- Transitioned into an executive level manager position responsible for budget development and administration. Administered function as SFWMD budget grew from \$40 million annually to over \$400 million annually. Incorporated major changes in funding and reporting complexity. Implemented the Agricultural Privilege Tax program adopted by the Legislature in 1994. Participated in all Executive level and Governing Board strategic planning and priority setting retreats during this time. Directed the upgrade of automated financial systems affecting my area of responsibility twice during this period. The SFWMD's financial functions repeatedly received recognition by national and state professional associations during this period.

9/77 – 6/83 SFWMD

- Held several professional positions in the Human Resources Office. Developed policies. Administered compensation and insurance programs. Also, served as Training Officer. Served as the FCAA Human Resource Director during the period of SFWMD oversight. Responsibilities included union negotiations in addition to other HR responsibilities.

1/70 – 9/77

- Held a series of positions at the Miami field maintenance facility culminating in senior supervisory positions responsible for heavy equipment operation and major water control structure refurbishment. Responsible for supervising crews ranging from seven to fourteen employees.

- Professional References**
- Samuel Poole Executive Director, SFWMD 8/94 – 3/99
Telephone: 954 – 525 – 9900
Mailing address: % Berger, Davis and Singerman PA
350 E. Las Olas Blvd., Suite 1000, Ft Laud, FL 33301
 - Michael Slayton Deputy Executive Director, SFWMD
8/94 – 1/00 Telephone: 321 – 722 – 5384
Mailing address: %St. Johns Water Mgmt District
525 Community College Parkway SE, Palm Bay, FL 32909
 - Joseph Schweigart Director, Everglades Construction Project
Telephone: 561 – 682 – 6102
Mailing address: %SFWMD, P.O. Box 24680, WPB, FL 33416
 - Additional references can be furnished upon request

Education 1980 Florida Atlantic University Boca Raton, FL
Public Administration
1977 - 1999

- * Numerous short courses in management, leadership, public finance, technology and business systems

Professional Affiliations Past member – Government Finance Officer's Association of US and Canada (1988 – 1999)

Past member – Florida Government Finance Officer's Association

Past member – School District of Palm Beach County Audit Committee – member from 2/96 to 9/00, Chairman '98 and '99

PR/Award # U165A070087 Past member – SFWMD Audit Committee, '98 and '99, one of two staff members that served on Audit subcommittee of the Governing Board

Arthur C. Johnson, Ph.D.

SUPERINTENDENT OF PALM BEACH COUNTY SCHOOLS

EDUCATION

Ph. D. - FLORIDA STATE UNIVERSITY HARVARD LAW SCHOOL
School Law Institute
M.S. - FLORIDA STATE UNIVERSITY SUPERINTENDENTS ACADEMY
Association School Administrators
B.A. - UNIVERSITY OF SOUTH FLORIDA BOSTON UNIVERSITY
National Endowment of Humanities

EXPERIENCE **40 YEARS IN EDUCATION**

Superintendent ■ Palm Beach County Schools ■ March 2001 - Present
Chief Academic Officer ■ Palm Beach County Schools ■ October 2000 ■ March 2001
School Board Member ■ Palm Beach County Schools - November 1998 ■ October 2000

PRINCIPAL 25 Years

Spanish River High TEACHER
W. T. Moore Elementary, Tallahassee
Boca Raton High Florida State University
Williston High Alta Vista Elementary, Sarasota
Zolfo Springs Elementary Pineview Gifted School, Sarasota
Crawfordville Elementary Lynn University

FANNY B. JOHNSON

(b)(6)

E-Mail: johnsof@palmbeach.k12.fl.us

PROFESSIONAL EXPERIENCE:

03/01/00 – PRESENT:

CHOICE PROGRAMS AND SCHOOL CHOICE
Statistical Analyst

RESPONSIBILITIES

Efficiently communicate with parents and school district staff, including Spanish-speaking families, asking for information regarding the status of applications and transportation services for the Magnet/Choice and NCLB Programs. Coordinate and participate in large complex projects. Train and provide the necessary support for new incoming personnel in the Data Center. Collect and accurately input data to meet timelines for Choice and NCLB Programs. Create specific reports with statistical results and reply to special requests of data from the Administrators, Principals, Choice Coordinators, and The Media.

04/16/99 – 02/28/00

PURCHASING DEPARTMENT
Purchasing Technician

RESPONSIBILITIES

Processed requisitions in an accurate and timely manner. Assisted the Purchasing Agent in tabulating bids, preparing vendor cards, mailing labels, and other written correspondence. Communicated with vendors and school district staff regarding the status of bids, items available for purchase, etc. Maintained files and performed other related duties.

01/19/94 – 4/15/99

SOUTH TECH
Data Processor II

RESPONSIBILITIES

Managed the data collection activities. Performed various database system administration tasks such as backup and recovery. Prepared data reports for teachers, school administrators, and district departments, as requested. Maintained a working knowledge of school computer equipment and provided user support.

EDUCATION:

Jorge Tadeo Lozano University
Bogota – Colombia
International Business, 1982.

Palm Beach Community College
General Courses

University of Arizona
Certification in Interpretation and Translation, 2002

OFFICE SKILLS:

Microsoft Word XP, Excel, Coreldraw 7.0, Adobe Photoshop 7.0, Access, QuarkXpress, Internet usage, Terms, and office equipment. 55 WPM.

LANGUAGE SKILLS:

English / Spanish

REFERENCES:

Upon request

PRIVACY JUL1659270087

Glenda F. Sheffield

(b)(6)

EDUCATIONAL BACKGROUND

January 2002 – June 2005

Nova Southeastern University
Fort Lauderdale, Florida
Degree: Doctorate of Education
Major: Educational Leadership

August 1997 – 1999

Nova Southeastern University
Fort Lauderdale, Florida
Degree: Educational Specialist
Major: Educational Leadership

August 1990 – August 1992

Bowling Green State University
Bowling Green, Ohio
Degree: Master of Education
Major: Business Education

CERTIFICATION

Florida Teachers Certificate # 713683
Business Education
Educational Leadership
School Principal

PROGRAM KNOWLEDGE

- ◆ Academic Accelerated Achievement (AAA) Plan
- ◆ Florida Department of Education Continuous Improvement Model (CIM)
- ◆ Eight Steps Process Improvement Model
- ◆ Educational Data Warehouse (EDW)

PROFESSIONAL EXPERIENCE

Principal – Dr. Mary McLeod Bethune Elementary School

March 2006 – Present

- ◆ School center instructional leader
Instructional leader for a K-5 elementary school. My primary responsibilities include: providing instructional leadership; redesigning curricula; hiring quality personnel; providing appropriate staff development; and creating a positive culture with parents, staff, students, and community.

Assistant Principal – Dr. Mary McLeod Bethune Elementary School

November 2002 – March 2006

- ◆ Serve as the building administrator in the absence of the principal
- ◆ Assist with budgetary process (Operational & Title I)
- ◆ Participate in the recruitment and hiring of personnel
- ◆ Supervise and evaluate professional and support personnel as assigned
- ◆ Serve as a resource person in identifying and solving classroom problems
- ◆ Orient new staff to school procedures
- ◆ Assist with development of Master Schedule
- ◆ Participate in Learning Team Meetings
- ◆ Coordinate students handbook, emergency plan, and school activities
- ◆ With the principal, revise faculty handbook as needed
- ◆ Assist with the articulation of curriculum with the instructional teams
- ◆ Coordinate Educators Support Program
- ◆ Use Educational Data Warehouse to analyze student achievement data
- ◆ Use Educational Data Warehouse to identify subgroup of students
- ◆ Provide in-service on 3rd Grade Mandatory Retention
- ◆ Assist with In School and After School tutorial programs
- ◆ With the principal, conduct pupil progression meetings with teachers

Glenda Sheffield - Page 2

- ◆ Assist in the development, implementation and communication of all school safety plans and procedures
- ◆ Coordinate all local and state assessments and FCAT parent meetings
- ◆ Review student discipline policies and administer or coordinate discipline as needed
- ◆ Provide, maintain and encourage parental involvement
- ◆ Coordinate students transportation
- ◆ With the principal, complete required state reports
- ◆ Assist with the development of School Improvement Plan

Third Grade Reading Academy -Site Administrator – Dr. Mary McLeod Bethune Elementary School Summer 2003 & 2004

- ◆ Developed and managed budget
- ◆ Hired and supervised personnel
- ◆ Coordinated registration procedures
- ◆ Coordinated procedures with feeder schools
- ◆ Worked with teachers to develop a balance literacy plan for struggling readers
- ◆ Reviewed assessment data with teachers to differentiate instruction
- ◆ Establish procedures for student portfolio completion
- ◆ Coordinate Third Grade Mandatory Retention meetings for identified parents
- ◆ With the principal, completed required "Good Cause" forms

Site Administrator – Palm Beach Lakes Community High School Summer Session (June 2002 - July 2002)

- ◆ Organized master schedule
- ◆ Developed and managed budget
- ◆ Hired and supervised personnel
- ◆ Coordinated registration procedures
- ◆ Established transportation procedures

Assistant Principal – Palm Beach Lakes Community High School September 2000 – November 2002

- ◆ Supervise clerical staff in Student Services' office
- ◆ Evaluated professional and support personnel as assigned
- ◆ Manage In School Suspension Program (Alternative Learning Center)
- ◆ Monitored out of school suspension rate
- ◆ Monitored Alternative Education Placement
- ◆ Developed and implemented students attendance procedures
- ◆ Coordinated Truancy Meetings
- ◆ Coordinated Allied Health, Marine Technology Choice Option and Tech Prep Programs
- ◆ Maintained statistical data on Magnet Programs
- ◆ Collaborated with the Palm Beach County Sheriff's Office - implementation of youth campus court

William T. Dwyer Community High School, Palm Beach Gardens, Florida Academy of Finance Magnet - Teacher Coordinator July 1993 – September 2000

- ◆ Monitored Magnet Program internal accounts
- ◆ Implemented School Store to secure scholarships for Academy of Finance students
- ◆ Coordinated recruitment programs for prospective students
- ◆ Coordinated District and state Competitive Events for Future Business Leaders of America
- ◆ Developed an effective partnership with business community
- ◆ Organized community service projects

REFERENCES

Available upon request

Sharon Brannon

Home:

(b)(6)

brannon@mail.palmbeach.k12.fl.us

Work:

3360 Forest Hill Blvd.
West Palm Beach, FL 33406
(561) 434-8848

WORK HISTORY

- 2006- present *Principal, Forest Park Elementary School*
- 2003-present *Manager, Office of School Improvement*
Identify and assist schools with implementing school reform projects, provide training and technical assistance to schools in need of improvement, work with schools and School Advisory Councils in how to write and implement school improvement initiatives focused on low performing students, including ESE and ESOL students; provide training in how to analyze data and write objectives for school improvement; coordinate district SACS accreditation.
- 2000-2003 *Manager, Program Evaluation, Department of Research, Evaluation, and Accountability*
Evaluate instructional programs such as the K-2 reading program; analyze and report test and survey data through written reports, charts, and graphs; provide staff development to enhance the understanding of national, state, and district reports and data; develop and administer testing and survey programs; and facilitate the work of six specialists and two secretaries.
- 1999-2000 *Specialist, Office of School Improvement, Department of Research, Evaluation, and Assessment*
Developed district scoring guides for Palm Beach Writes, grades 2-10; provided training and technical assistance with the School Improvement process and in classroom assessment; evaluated instructional programs, including the magnet school programs; developed and administered testing and survey programs; analyzed and reported test and survey data; produced written reports, charts, and graphs; and coordinated district SACS accreditation.
- 1990-1999 *Teacher on Assignment, Department of Research, Evaluation, and Assessment*
Developed scoring guides for scoring extended response items aligned with FCAT scoring rubrics; trained in how to score writing in alignment with the Florida Writes rubric, identified best practices in district high performing schools in writing and math; analyzed and reported test and survey data through written reports, charts, and graphs; developed the School Effectiveness Questionnaire and administered testing and survey programs; designed and conducted program evaluations; and coordinated district SACS accreditation.
- 1983-1990 *Teacher, Lantana Elementary*
Taught second, fourth, fifth grades; served as grade chairperson; and Science Fair coordinator; conducted school and district workshops as Teacher Trainer for Science; and served as Spelling Bee coordinator and SACS Chairperson.
- 1977-1983 *Teacher, K.E.C./Canal Point Elementary*
Taught second and third grades, Title I reading.
- 1974-1977 *Teacher, First Baptist Day School, West Palm Beach*
Taught second grade.
- 1972-1974
PR/Award # U165A070087 *Teacher, Carver Elementary, Columbia, South Carolina*
Taught second grade.

PROFESSIONAL ACTIVITIES

- 2005 *U.S. Department of Education Reviewer for Comprehensive School Reform Grants*
Reviewed comprehensive school reform grant proposals for an award of \$2 million.
- 2003-2004 *Member of Southern Association of Colleges and Schools (SACS) Central Review Regional Committee and the Florida Elementary and Middle School Committee*
Determine accreditation status; and review accreditation issues and reports for elementary and middle schools in eleven-state region.
- 2000-2002 *Florida Chairperson, SACS Elementary and Middle School Committee*
Coordinated work of 20-member Florida Committee; facilitated committee meetings; and coordinated state-wide training activities, including SACS Summer Conference, which was attended by over 500 educators throughout the State of Florida.
- Member of the SACS Executive Council*
Conducted accreditation business throughout eleven-state region.
- 1998-present *State and District Trainer*
- School Improvement Process*
Conducted statewide and district training in school improvement process and National Study of School Evaluation (NSSE) Indicators of Schools of Quality
- Student-Involved Classroom Assessment*
Coordinated recruitment, training, and ongoing support for National Board Certified Teachers in student-involved classroom assessment.
- Work Sampling System, a Standards- Based Instructional and Assessment System*
Coordinated the work of teachers, principals, and consultants to develop the K-5 Literacy Performance Standards, which are used districtwide to determine compelling and verifiable evidence for pupil progression; managed grant budget; served as a trainer for the WSS at pilot schools; conducted interviews and observations of teachers at pilot sites and problem-solved implementation issues.
- 1998 *Member of Florida Department of Education (FDOE) Committee to select FCAT Range Finders for FCAT Reading Extended Response Items*
Participated on FDOE committee to choose exemplars for FCAT reading extended response items.
- 1987-1990 *District Trainer*
Teaching Science at Elementary Schools
Conducted training throughout district on science program.
-

EDUCATION

- 1998 Master's degree in Educational Leadership
Florida Atlantic University
- 1986-1995 School Psychology program, 50 credit hours
Florida International University
- 1972 B.A. in Elementary Education
Palm Beach Atlantic College, Summa Cum Laude
FR/Award # U165A070087

(b)(6)

e-mail - matuells@palmbeach.k12.fl.us

SUZANNE MATUELLA

Objective: To serve the School District of Palm Beach County, Florida as a School Principal

Experience:

| | |
|----------------|---|
| 2002 - Present | Assistant Principal Forest Park Elementary School 1201 SW 3 rd Street Boynton Beach, Florida 33435 |
| 2001-2002 | ESOL Coordinator / Administrative Intern Bak Middle School 1725 Echo Lake Drive West Palm Beach, Florida 33407 |
| 2000-2001 | Educational Sabbatical |
| 1994-2000 | Teacher, 3rd, 5th, ESOL Inclusion Egret Lake Elementary 5115 47 th Place N. West Palm Beach, Florida 33417 |
| 1990-1994 | Teacher, 2nd & 3rd Seminole Trails Elementary 4075 Willow Pond Road West Palm Beach, Florida 33417 |
| 1990-Spring | Teacher, 6th Grade Mathematics Lantana Middle School 1225 W. Drew Street Lantana, Florida 33462 |

Lara Lee Bugeja

(b)(6)

bugejal@palmbeach.k12.fl.us

| | | | |
|--------------------------------|--|---|------------------|
| Education | 1993 – 1998 | Methodist College | Fayetteville, NC |
| | B.A., Music Education Minor in French | | |
| Professional Experience | 2002 – Present | School District of Palm Beach County, FL | |
| | | Music Teacher, Plumosa Elementary | |
| | | <ul style="list-style-type: none">▪ Grade Chair (2005 – Present)▪ Direct student performances at a minimum of five times a year▪ Participate in <i>Spotlight on Young Musicians</i>▪ Saturday Tutorial coordinator (2005 – 2006)▪ Implemented <i>Beat for Peace</i> (Michael Kane, <i>Beat for Peace</i>) African drumming guidance program▪ Direct After-school Chorus and Recorder Clubs▪ TEAM trained▪ SAC/PTA Member | |
| | 1999 – 2002 | School District of Palm Beach County, FL | |
| | | Secretary I, Alternative Education | |
| | | <ul style="list-style-type: none">▪ Secretary to Manager of Program Support▪ Organized and updated Alternative Education referral packets and expulsion/IAES cases▪ FCAT administrator | |
| | 1998 – 1999 | School District of Palm Beach County, FL | |
| | | School Office Assistant, Pine Grove Elementary | |
| | | <ul style="list-style-type: none">▪ Secretary to Magnet Coordinator▪ Handled accounts for the Artists-in-Residence Program▪ Responsible for all magnet applications and reports to the Palm Beach County School District Magnet Office▪ Parent/Visitor tours of the facilities for student recruitment | |
| Related Experience | | Direct Children's Choir at Christ Fellowship Church (2004 – Present) | |
| | | Vocal Team at Christ Fellowship Church (1999 – Present) | |
| | | Methodist College Concert Choir (1993 – 1998) | |
| | | <ul style="list-style-type: none">▪ 1997 Senior Project (Directed & conducted small symphony and college chorus in François-Joseph Gossec's <i>La Nativité</i>)▪ 1997 - 1998 Vice President▪ 1996 - 1997 President▪ 1995 - 1996 Secretary▪ March 1996 Cultural Educational Exchange to France | |
| | | Junior Voice Recital (April 7, 1996) | |
| | | Senior Voice Recital (March 3, 1998) | |
| | | Methodist College Scholarship Vocal Ensemble (1996 – 1998) | |
| | | Methodist College Monarch Quartet (1993 – 1998) | |
| | | Music Educator's National Conference (MENC) (1995 – 1998) | |
| | | <ul style="list-style-type: none">▪ 1997 – 1998 Vice President▪ 1996 - 1997 Secretary▪ 1995 – 1996 Vice President | |
| | | Methodist College Summer Music Camp Counselor (1993, 1997 Summers) | |
| | | Discovery Day Camp Counselor (1995 – 1996 Summers) (Bullis High School, Potomac, MD) | |

JACQUELINE K. DANIELS

(b)(6)

OBJECTIVE

To continue the development of my education, expertise and leadership as a teacher, program coordinator and administrator.

CERTIFICATION

Florida Professional Educator's Certificate 744853 Expires June 30, 2007

- Mathematics 5-9
- Mathematics 6-12
- Gifted Endorsement

West Virginia Professional Educator's Certificate 234-04-0428 Expires at Death

- Mathematics 7-12
- General Sciences 7-12

EDUCATION

2004-Present Florida Atlantic University Boca Raton, FL

Currently pursuing certification in Educational Leadership and candidacy in educational leadership doctoral program.

1999 Nova Southeastern University Fort Lauderdale, FL

M.S., Mathematics

1990 Marshall University Huntington, WV

B.A., Mathematics and Science Education

EXPERIENCE

OCTOBER 2005 -
PRESENT

The School District of Palm Beach County Mary R. Vreeland, Director
Department of Choice Programs and School Choice 561-434-7371

Manager, Choice Programs

3308 Forest Hill Boulevard West Palm Beach, FL 33406

- Choice Program Coordinator for 139 programs in 52 schools
- Coordinate monthly program coordinator meetings with school site coordinators
- Responsible for budgeting 139 Choice Programs and overseeing the spending of the budgets by school sites
- Communicate curriculum and facility needs to the Planning and Construction Departments for existing buildings and new construction
- Write and communicate the five year program planning needs to the Area Superintendents, Chief Academic Officer and Superintendent
- Implement 11 CLP Choice Options as required by federal law
- Implement application and lottery process for all Choice Programs
- Hire consultants for professional development of Choice Coordinators and School Faculties
- Write and oversee the Voluntary Public School Choice Grant, 1 million awarded over five years
- Represent and communicate the needs of the School District to legislative representatives

2003-1 OCTOBER
2005

Forest Hill Community High School Mayra M. Stafford, Principal

6901 Parker Avenue West Palm Beach, FL 33405 561-540-2422

International Baccalaureate Diploma Programme Coordinator

Maguel and Career Track in Coordinator

- Completed the IB authorization process for Forest Hill's Diploma Programme authorized World School, April 9, 2005
- Responsible for master schedule of Choice Programs, Advanced Placement and scheduling of all Choice Program students
- Maintain contact with the International Baccalaureate North American (IB/IA) office concerning authorization of program and student testing
- Conduct all IB staff development sessions
- Purchase all Choice Program supplies
- Maintain \$700,000 budget for Choice Programs
- Wrote the federal Small Learning Communities Grant, \$1.7 million awarded June 2005
- Market programs and recruit students for 8 Choice Programs
- Advanced Placement Testing Coordinator
- Implemented 9th grade Academy for Drop-Out Prevention

1995-2003

Carver Community Middle School

561-636-2109

101 Barwick Road Delray Beach, FL 33445

2001-2003 Dr. Ian B. Saltzman, Principal

1999-2001 Carol S. Blacharski, Principal

1999-2003 International Baccalaureate Middle Years Programme Coordinator

1995-1999 Mathematics/Science Instructor - Carol S. Blacharski, Principal

- Taught Mathematics/Sciences in grades 6-8
- After School PACE Director
- Completed the IBMYP authorization process for the Carver/Atlantic partnership, authorized IB World School, February 1, 2001.
- Responsible for recruiting students and parents for the program
- Responsible for scheduling the IBMYP students
- Conducted all professional development of school staff in cooperative learning, critical thinking skills, IB methodology and implementation as well as overseeing curriculum implementation
- Trained by IBI/IA as a representative for staff training on an international level
- Completed Clinical Educator Training
- Gifted Department Chairperson
- SADD member
- PTSA Liaison
- Maintained a \$350,000 budget for IBMYP

- 1999-PRESENT
- Palm Beach Community College** Dr. Barry Moore, Associate Dean
 4200 Congress Avenue Lake Worth, FL 33461 561-868-3350
Adjunct Instructor: Mathematics
- Teaching College Algebra and Statistics
- 1990-1995
- Tolsia High School** Gary Adkins, Principal
 #1 Rebel Drive Fort Gay, WV 304-272-5116
Mathematics and Science Instructor
- Taught Mathematics and Science in grades 9-12
 - Organized Charter Chapter of Mu Alpha Theta
 - Mathematics representative on the High Schools that Work Steering Committee
 - Wrote Applied Mathematics Curriculum for the state of West Virginia
 - Senior Class Sponsor
 - Drill Team Sponsor
 - Commencement Speaker, Class of 1992
- 1997-1998
- Marshall University** Carol Perry, Associate Dean
 #1 John Marshall Drive Huntington, WV 25575 304-636-3646
Adjunct Instructor: Mathematics
- Taught College Algebra to students in the Community and Technical College

REFERENCES AVAILABLE UPON REQUEST

Workshops Presented

| DATE | LOCATION | TOPIC |
|----------------|----------------------|--|
| March 2001 | Cincinnati, OH | Implementing Rigorous Academic Programs to At-Risk Students |
| September 2001 | Accra, Ghana, Africa | Implementing Rigorous Academic Programs to At-Risk Students |
| October 2001 | Chicago, IL | Implementing Rigorous Academic Programs to At-Risk Students Cohort I |
| December 2001 | Yonkers, NY | Implementing Rigorous Academic Programs to At-Risk Students |
| January 2002 | Hot Springs, AR | Implementing Rigorous Academic Programs to At-Risk Students |
| September 2002 | Miami, FL | Implementing Rigorous Academic Programs to At-Risk Students |
| November 2002 | Hot Springs, AR | Raising the Bar: Challenging Students that Do Not Want to Be Challenged |
| January 2003 | Hot Springs, AR | Seat Time vs Proficiency: Are We Being Fair to Our Students? |
| March 2003 | Myrtle Beach, SC | Implementing Rigorous Academic Programs to At-Risk Students |
| May 2003 | Miami, FL | Raising the Bar: Challenging Students that Do Not Want to Be Challenged |
| September 2003 | Sebastian, FL | Implementing Rigorous Academic Programs to At-Risk Students |
| January 2004 | Greenville, SC | Implementing Rigorous Academic Programs to At-Risk Students |
| June 2004 | Chicago, IL | Implementing Rigorous Academic Programs to At-Risk Students Cohort II |
| July 2004 | Austin, TX | Implementing Rigorous Academic Programs to At-Risk Students |

| DATE | LOCATION | TOPIC |
|---------------|-------------------|---|
| January 2005 | Chicago, IL | Raising the Bar: Challenging Students that Do Not Want to Be Challenged Cohorts I and II |
| April 2005 | Las Vegas, NV | Implementing Rigorous Programs to At-Risk Students |
| June 2005 | Nashville, TN | Implementing Rigorous Programs to At-Risk Students |
| June 2005 | Greenville, SC | Raising the Bar: Challenging Students that Do Not Want to Be Challenged & Seat Time vs Proficiency: Are We Being Fair to Our Students? |
| July 2005 | Austin, TX | Raising the Bar: Challenging Students that Do Not Want to Be Challenged |
| July 2005 | Chicago, IL | Seat Time vs Proficiency: Are We Being Fair to Our Students? |
| February 2006 | Washington, D. C. | Legislative Conference NCLB, Choice Programs and At-Risk Students: How Does NCLB Affect Our Students and Schools |
| March 2006 | San Antonio, TX | Raising the Bar: Challenging Students that Do Not Want to Be Challenged & Seat Time vs Proficiency: Are We Being Fair to Our Students? |
| April 2006 | Omaha, NE | Seat Time vs Proficiency: Are We Being Fair to Our Students? |

Scheduled Workshops for 2006

| DATE | LOCATION | TOPIC |
|-----------|-------------------|---|
| June 2006 | Orlando, FL | Raising the Bar: Challenging Students that Do Not Want to Be Challenged & Seat Time vs Proficiency: Are We Being Fair to Our Students? |
| July 2006 | Freeport, Bahamas | Raising the Bar: Challenging Students that Do Not Want to Be Challenged & Seat Time vs Proficiency: Are We Being Fair to Our Students? |
| July 2006 | Austin, TX | Seat Time vs Proficiency: Are We Being Fair to Our Students? |

(b)(6)

(b)(6)

provenzano@palmbeach.k12.fl.us

John J. Provenzano

Administrative Experience:

2004- Present Conniston Middle School WPB, FL.

Assistant Principal

Discipline, School Improvement Plan, Title 1, Public relations, Budget, Facilities Personnel, Curriculum, School Safety

2004- Present Conniston Middle School WPB, FL

Director of Aftercare

Hiring of staff, budgets, tutorial program, recreational programs

2003- 2004 Conniston Middle School WPB, FL.

Athletic Director

Eligibilities, facilities, managing coaches and teams, fundraising

2003-2004 Conniston Middle School WPB, FL.

CO-Director of Aftercare.

Hiring of staff, budgets, tutorial program

2001-2002 Conniston Middle School WPB, FL.

ESE Coordinator

Administrator of Special Education Department.

Special Education Teaching Experience:

2001-2002 Conniston Middle School WPB, FL.

ESE Coordinator

Administrator of Special Education Department.

1998-2004 Conniston Middle School WPB, FL.

Teacher of Emotionally Handicapped

Teaching social-personal skills and academic skills to children in grades 6-8 with emotional difficulties.

2001-2004 Conniston Middle School WPB FL.

ESOL Teacher

Teacher of English to adults whose first language is Spanish.

Mentoring and Tutoring:

1999-2004 Conniston Middle School WPB, FL.
Tutor for the Pass Program
 Tutored children who need remediation in academic areas.

1998-2004 Conniston Middle School WPB, FL.
Mentor for at-risk children—Project Harmony.
 Mentored children at-risk of dropping out once every week.
 Built up self-esteem in these children at Camp Harmony one week out of the year.

Certification: CURRENT

- Educational Leadership (All Levels)
- Emotionally Handicapped/ Special Education (Grades K-12)
- CPR
- First Aid

Education:

2000-2002 Florida Atlantic University Boca Raton, FL

- 2nd Masters of Educational Leadership, secondary level.
- Completed Assistant principal program and holds certification.

1996-1998 Florida Atlantic University Boca Raton, FL

- **Masters of Education**, Certification in Exceptional Student Education.
- Preparation program in emotional disturbance (level K-12).

1989-1993 Rhode Island University Kingston, RI

- **Bachelor of Science**, Physical Education Major.

Extracurricular:

2002 Conniston Middle School West Palm Beach, FL.

- Girls Volleyball Coach

2003-2004

- Girls Softball Coach

2002-2003
 Active member of the SACC committee

Hobbies: (b)(6)

Karen L.P. Abrams

(b)(6)

Objective

To assist in enriching the achievement and learning environment of student's.

Experience

2006 - Present

**Conniston Middle School
673 Conniston Road
West Palm Beach, Florida 33405**

Assistant Principal

- Prepare the School Improvement Plan
- Assist with the preparation of the Choice School Recruitment material
- Conduct annual evaluations of teachers
- Assist new teacher in transitioning into the classroom.
- Prepare and distribute the faculty handbook
- Prepare and distribute the substitute handbook
- Handle the discipline of students
- Testing coordinator

2004 - 2006

**School District of Palm Beach County
Staff Development - Human Resource Department
West Palm Beach, Florida 33404**

Instructional Specialist

- Assist in the development, implementation and evaluation of professional development events and activities for school center professional development teams, and District and area contacts.
- Implements District component procedures for professional development activities for all District employees.
- Assists in the production and distribution of a tri-annual professional development catalogue to all District employees.
- Collaborates with community agencies in the design and delivery of professional development programs.

2003 - 2004

**Royal Palm Beach Community High School
10600 Okeechobee Blvd
Royal Palm Beach, Florida 33411**

Teacher

- Taught Accounting and Business Systems and Technology
- Assist with the writing of the School Improvement Plan
- Assisted in Student Services
- Member of the Educator Support Team
- Member of the School Accreditation Committee
- Member of the IIT Committee
- Member of the Staff Development Team
- Sponsor of Student's Against Destructive Decisions
- Sponsor of Student's Working Against Tobacco
- Student Handbook Committee
- Teacher Handbook Committee
- FCAT Incentive Committee Chair
- Assisted in the preparation of the FCAT testing materials

1993- 2003

**Lake Shore Middle School
425 W. Canal St. N
Belle Glade, Florida 33430**

Teacher

- Taught Business, Geography and Intensive Math
- Teacher on Assignment - 8th Grade Student Services
- Member of the Educator Support Team
- Member of the CORE Team
- Completed the Spanish and Creole Student Handbook and Calendar
- Gradequick Manager and Trainer
- Assistant Band Director
- Student Council Advisor
- Drill Team Advisor
- Prepared the Parent School Newsletter
- Organized Open House
- Assisted with "Help Your Child Achieve" workshop including preparing flyers and mailings
- Assisted with the bus evacuation drills
- Prepared testing materials of FCAT

1992 - 1993

Loggers Run Middle School
11584 W. Palmetto Pk. Rd
Boca Raton, Florida
Marketing Teacher

Teacher

- Taught Marketing
- Organized Fashion Production of Marketing Students

1988-1992

West Area/ FHAC Administrative Office
Exceptional Student Education
Belle Glade, Florida 33430

Hospital Home Bound Teacher

- Provide educational services to students unable to attend the traditional school setting because of medical reasons.

Education

2001 - 2002

Nova Southeastern University
Ft. Lauderdale, Florida
Master of Science - Educational Leadership

1984 - 1987

Florida Agricultural and Mechanical University
Tallahassee, Florida 32307
Bachelor of Science - Education

References

References are available on request.

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Mary L. DeLucia

| | | |
|-------------------------|---------------|---|
| Education | 1998-2000 | Nova Southeastern University Masters in Educational Leadership |
| | 1978-1980 | Florida Atlantic University Bachelor of Arts In Education |
| | 1975-1978 | Palm Beach Community College Associate of Arts in Education |
| Professional experience | 12/06-Present | School District of Palm Beach County, Florida Choice Programs Coordinator at Plumosa Elementary School <ul style="list-style-type: none">▪ Responsible for marketing, recruiting, organizing and maintaining existing choice program and future programs. |
| | 4/04-12/06 | School District of Palm Beach County, Florida Choice Programs Coordinator at Lake Worth High School <ul style="list-style-type: none">▪ Responsible for marketing, recruiting, organizing and maintaining the following choice programs with a combined enrollment of 1,134 students and a faculty of 18 teachers:<ul style="list-style-type: none">○ Medical Sciences Academy○ Criminal Justice Academy○ Early Childhood Teacher Academy○ Air Force Junior ROTC▪ Gathered, organized and presented information and personnel for the NCAC & ACTE evaluation of the Medical Sciences Academy. The Medical Sciences Academy received awards and \$1,000.00 for exceeding the criteria of the NCAC & ACTE evaluation.▪ Gave national and state conference presentations of the Lake Worth High School Medical Sciences Academy.▪ Participant of the FDOE Matchmaker Grant (received \$40,000.00) to mentor Florida school districts building career academies.▪ Organized and implemented Academy Open House events to market and recruit for the academies.▪ Organized and implemented Academy Orientation for incoming freshmen.▪ Provided professional development opportunities for academy faculty.▪ Collected, analyzed and documented data for at risk academy students.▪ Participated in academy events. |
| | 8/03-4/04 | School District of Palm Beach County, Florida Choice Programs Specialist for the School District of Palm Beach County – 94 choice programs in PBCS <ul style="list-style-type: none">▪ Responsible for all aspects of choice programs from the District Office▪ Supported all choice programs school students and personnel.▪ Planned and put into operation the county-wide Showcase of Schools, a marketing venue for all schools with Choice Programs.▪ Planned calendar for choice programs coordinators and disseminated the calendar▪ Planned organized and implemented monthly meetings for Choice Program Coordinators.▪ Arranged for guest speakers to present pertinent information to the Choice Program Coordinator at each monthly meeting. |

MARY E. STRATOS

(b)(6)

WORK EXPERIENCE:

8/06 – Present

Conniston Community Middle School, Principal

West Palm Beach, FL

Primary Responsibilities: Principal administrator of middle grades Title I school within WPB. The school serves a diverse student population that is composed of a majority of English Language Learners. The campus houses a Dual Language program focused at the integration of Spanish as the first language of instruction to native and non-native language Spanish speakers. Additionally, the school has applied for a status of Candidate School with IBO. The vision of the application will lend for a partnership between the middle school and sole-high school in the area. This partnership is strengthened by the dual vision of both administrations to develop cohesive academic programs that feed into both secondary schools.

12/03 – 8/06

Carver Community Middle School, Principal

Delray Beach, FL

Primary Responsibilities: Principal administrator of middle grades Title I school within the City of Delray Beach. The school serves 1400+ students of diverse academic and ethnic backgrounds. Additionally, the school houses a Middle Years IB program was being established as a school-wide initiative.

1/01 –12/03

Boynton Beach Community High School

Boynton Beach, FL

Primary Responsibilities: Vice Principal, Assist with recruiting, interviewing and hiring of personnel for a new high school; designed small learning community grant for an performing 'arts' integration program; collaborated with feeder schools and district personnel to assist with the design of the curriculum profile; reviewed and analyzed FCAT data of incoming students to determine instructional profile and staff allocation; design and supervise the development of the master schedule, inclusive of regular-ed, ESOL, ESE - Gifted, vocational, athletics and instructional assistance program (READ 180⁰, SRI, EDL, FCAT Explorer, River Deep, and after school academic assistance models); ongoing collaborating with administration and department heads to institute teacher assignments and curriculum alignment; promote access to community resources, business partnerships and grant writing; designed methods to provide data feedback to instructional personnel and SAC members: FTE and academic grades administrator; 2002 summer school administrator; assisted with the design of a school wide professional development program, focused on - curriculum alignment, same grade level and content area assessments, administrative and integration of instructional technology, and the development of a school wide writing rubrics and concept maps; and other services associated with student services and school safety.

MS-120-54-0415

8/98 –1/01

Omni Middle School

Boca Raton, FL

Primary Responsibility: 8th grade assistant principal.

Responsibilities included: ESOL and Dropout prevention program contact person; ESE and alternative education Child study contact; grant writer; Annenberg grant coordinator, the grant focal point was the integration 'arts' in core academics; curriculum design team coordinator; instructional evaluation; community relations liaison; managed student services and instituted a consistent discipline matrix usage and reporting system; reading program developer; After-school Director; instructional materials manager; ESP contact and student-teacher developer; FTE and academic grades administrator; test coordinator; Technology team coordinator and Public Technology Funds (STIA) administrator; professional development team director; SAC member; and other services associated with student discipline. Development of instructional best practices based upon FCAT data. This data provided the opportunity to identify instructional strengths and needed areas of improvement by graphing test strand results. Additional projects include: the design and development of an two Internet computer labs to promote instruction and student achievement in advancement of academic courses; integration of technology into ESOL curriculum, design of a ESOL instructional support for mainstreamed ESOL students, curriculum alignment; site-based automated disciplinary data system using Excel; SIP based professional development opportunities, and coordinator of a partnership with Tyco, INC.

1/98 – 6/98

Delray Full Service Center

Delray Beach, FL

Primary Responsibility: Dropout prevention instructor, grades 7-10, reading, language arts, & critical thinking. Developed a computer assisted instructional model to enhance personalized instruction.

10/93 – 1/98

GOLD COAST COMMUNITY SCHOOL

West Palm Beach, FL

Primary Responsibility: ESOL Coordinator targeted the promotion of diverse heritage and language appreciation of non-native English parents and students; language proficiency evaluation; **LEAP grant writer** and coordinator, based on the use of artist to teach core academics; design and implementation of multicultural curriculum; and collaborative development of instructional programs to meet with student's individual instructional needs.

Administrative Experience: Staff development and curriculum design, wrote and implemented state adopted vocational courses, test coordinator; After-school Director; and Professional Orientation Program (POP) member.

Instructional and Curriculum Experience: Implemented and designed academic courses using a Balanced Approach to Learning. Emphasis was placed upon: generating instructional relevance, enhancing student's schema, and increasing communications skills through content area instruction. Usage of varied instructional resources, strategies and alternatives assessments were implemented that maintained the integrity of District Academic Benchmarks and met with the student's individual needs.

MS-120-54-0415

Designed State Dropout Prevention course modifications focused on the combining of commercial cooking and social studies, world history and geography.

1/98 - 6/01

Florida Atlantic University

Boca Raton, FL

- Adjunct professor undergraduate school of education
- Courses of instruction -ESOL methods and curriculum development

10/91 - 1/93

North Rockland School District

Thiells, New York

- Secondary Bilingual Language Arts & Social Studies - Economics, Political Government, World History
- Middle School Bilingual Language Arts & Social Studies, English as a Second Language (ESL) & Spanish Long-Term Substitute

10/89 - 8/91

BOCES Adult Vocational Center

West Nyack, New York

- Adult ESL instructor
- Citizenship and career trainer for women entering the workforce that were not literate in English as their primary language of use.

EDUCATIONAL BACKGROUND:

8/03 – 5/03

Lynn University, Boca Raton, FL; post-doctorate studies

5/98 –2002

Columbia University/Teachers College, NY, NY 10027

- ED.D program, Educational Leadership and Organizational Science, INQUIRY Program of study, Dr. Thomas Sobel, Program Director

10/99 - 5/01

Palm Beach County School Board

11/98 - 6/98

PNPII & PNPI

- District program for Preparing New Principals and Assistant Principals

10/96 - 8/98

BARRY UNIVERSITY

Miami Shores, Florida

- Leadership & Administration certification, 33 postgraduate classes of instruction in the areas of leadership and curriculum design.

1/94 - 8/97

Nova University, Davie, Florida

- Master Degree ESOL K-12

1/87- 8/91

Saint Thomas Aquinas, Sparkill, New York

- Secondary History & 7 -12 Bilingual Education

Certified: State of Florida, **Level 1 Leadership certification**, 7-12 **Social Studies**, K-12 **ESOL**

New York State, Supervisor, 7-12 **History & Bilingual Education**,
QUALIFY for State of Georgia Leadership Certification

Computer skills - Office 2000 (Microsoft Word & Excel, PowerPoint, Access) File Maker Pro, Interim Data Warehouse (IDW), Total Educational Resource Management System (TERMS), Word Perfect

*Bilingual in English and Spanish
Attached references for you review.*

MS-120-54-0415

VIVIAN MORRIS GREEN, Ed.S.

(b)(6)

Work: (561) 924-6466

(b)(6)

greenvi@mail.palmbeach.k12.fl.us

QUALIFICATIONS SUMMARY

- 15 years' experience in the field of education; teaching, mentoring, and leading educators.
- Facilitated and organized various staff inservice and parent centered workshops
- Successfully completed numerous trainings including: Professional Crisis Management (PCM), Florida Performance Measurement System (FPMS), Preparing New Principals (PNP) Phase I & Phase II and Classroom Walk Through Training.
- Chaired the School Advisory Council (SAC) for two years.
- Developed and directed an after school tutorial to increase student achievement.
- Communicated with all stakeholders as principal, assistant principal and district administrator.
- Resolved parent concerns at the school level.
- Assisted principals with varying school issues including School Improvement, Title I, AAA, and budget information.

PROFESSIONAL EXPERIENCE

PRINCIPAL, PAHOKEE ELEMENTARY, Pahokee, FL 33476 (2006-Present)

- Oversees the organization of 84 faculty & staff.
- Monitors the academic achievement of students.
- Promotes parent involvement.
- Maintains a safe and orderly campus.

PROFESSIONAL EXPERIENCE Continued

WEST AREA ADMINISTRATIVE OFFICE, Belle Glade, FL 33430 (2004-2006)

- Served as a direct liaison to specific schools.
- Worked directly with principals & staff to meet school objectives.
- Investigated parent concerns to facilitate resolution at the school level.
- Monitored schools' instructional programs including AAA, ESE & ESOL.

BERKSHIRE ELEMENTARY, West Palm Beach, FL 33406 (1992-2004)

ASSISTANT PRINCIPAL (2002-2004)

- Oversaw a diverse school population including ESE and ESOL students.
- Coordinated Educator Support Program (ESP).
- Mentored new teachers, providing information about planning, conferences, etc.
- Conducted monthly noninstructional staff meetings.
- Implemented school-wide academic and behavioral incentive programs.
- Interpreted testing data to enhance academic instruction.
- Inventoried and distributed textbooks to classroom teachers.
- Organized grade level Single School Culture (SSC) meetings to increase student achievement.
- Mediated conflicts among faculty & staff.
- Wrote memos to staff and parents to distribute important information.
- Inserviced faculty on test taking strategies and procedures.
- Reinforced school discipline plan while encouraging students to take responsibility for their own actions.
- Dealt with parent issues affecting parent teacher relationships.

REFERENCES

Mrs. Sandra Gero, Principal
Equestrian Trails Elementary

(b)(6)

Mrs. Teresa Stoupas
Berkshire Elementary

(b)(6)

Mrs. Patricia Brehm, Principal
Waters Edge Elementary

(b)(6)

Dr. Janis Andrews
West Area Superintendent

(b)(6)

"The roots of education are bitter, but the fruit is sweet"
Aristotle

LAWANDA E. HARPER

OBJECTIVE

To obtain the position of Magnet Coordinator at Pahokee Elementary School.

EXPERIENCE

1997 - Present Pahokee Elementary School Pahokee, FL
Teacher

- 6th Grade Math & Social Studies Teacher
- Title I Contact
- Intermediate Mathematics Coordinator
- SAC Committee Public Relations Liaison
- Math Assessment Writer
- Five Star Award Coordinator
- Instructional Technology Committee
- PBCSD Technology Ambassador

EDUCATION

1991-1997 Florida A&M University Tallahassee, FL

- B.S., Industrial Engineering
- Minor in Computer Education

INTERESTS

School Advisory Council, Family Involvement Committee.

PROFESSIONAL AFFILIATIONS

National Council of Teachers of Mathematics, Classroom Teachers Association, Palm Beach County Reading Council, Palm Beach County Council of Teachers of Mathematics, National Education Association, Florida Education Association

- PNP—Phase II
- Melissa Forney’s Razzle Dazzle Writing/FCAT Survival Training

Provided the following in-service:

- Palm Beach County Literacy Conference: Writing Across All Content Areas Using Sunshine State Standards (District)
- Weekly Grade Group Standards In Practice Meetings (facilitator, K-6th grade)
- Crisis Response Plan (for all Pahokee Elementary School Staff)
- Multiple Intelligences (K-6 Pahokee Elementary School Instructional Staff)

Notes: As assistant principal, my duties include scheduling and coordinating professional development activities for teachers and paraprofessionals, discipline, managing instructional materials, coordinating testing, chairing the safety committee, coordinating the Educator Support Program (ESP) and providing appropriate support for our beginning teachers, managing teacher absences and substitute teachers (coverage), observing and providing support as needed to all instructional staff as well as paraprofessionals to ensure all curriculum and instructional needs are met. Additionally, during FY03, I facilitated weekly grade group Standards in Practice meetings, helping teachers provide students with rigorous assignments aligned with specific Grade Level Expectations. During FY04, I worked closely with Marilyn Schiavo, from the Florida Inclusion Network, to provide teachers with Differentiated Instruction training, helping meet the individual needs of all learners.

2000-2001: Teacher on Assignment, Pahokee Elementary School

In-service:

- Textbook Procedures
- Educator Support Program
- Crisis Response Team (CRT)
- PNP—Phase I
- Project-based Learning Conference in San Francisco, California
- Clinical Education

Notes: As teacher on assignment at PES, my major duties included discipline, managing instructional materials, coordinating testing, chairing the safety committee, coordinating the ESP and providing appropriate support for our beginning teachers, managing teacher absences and substitute teachers (coverage), and providing support to teachers and paraprofessionals to ensure all curriculum and instructional needs were met.

1999-2000: K-6 Literacy/Writing Resource Teacher; Teacher on Assignment, Pahokee Elementary School

PR/Award# U165A070087
In-service:

- ESOL Applied Linguistics
- Facilitative Leadership
- Betty Hamilton's Power Writing
- ESOL Cross-Cultural Communications
- International Reading Association Reading Conference in Orlando, Florida

Notes: During this school year, I focused on using rubrics to assess students' strengths and weaknesses in writing and analyzing test scores to plan future instruction in my classroom. My students earned the highest standardized test scores in the school this year, including the 4th grade gifted class. I also continued planning and implementing the monthly school-wide writing activities, helped write grade level expectations for writing, reading, and math, and taught other teachers how to use holistic scoring to judge students' writing.

1996-1997: 4th grade teacher for ESOL/ESE inclusion classroom, Pahokee Elementary School
 4th grade Chairperson
 Writing Committee Chairperson
 School Improvement Plan Team Member

In-service:

- Teaching the Writing Process
- Pre-K-12 Benchmarks/Sunshine State Standards
- Diagnostic/Assessment Instruments
- Math Maneuvers
- Activities Integrating Math & Science (AIMS)
- International Reading Association Reading Conference in Atlanta, Georgia

Notes: During this school year, I focused on content-area writing, readers' and writers' workshops, and literacy circles. I also incorporated monthly school-wide writing activities.

1995-1996: 4th grade teacher, Pahokee Elementary School
 Discipline Committee Member, Literacy Committee Member

In-service:

- ESOL Curriculum and Materials
- Activities Integrating Math & Science (AIMS)

Notes: During this school year, I focused on improving group interactions in a cooperative learning environment, teaching the writing process, and focusing on positive reinforcement for classroom management.

1994-1995: 4th grade teacher, Pahokee Elementary School
 Math Committee Member, Discipline Committee Member

In-service:

- Professional Orientation Program
- Health Education Development
- Improving Reading Comprehension in Intermediate Grades
- Integrated Technology Systems
- Collaborative Teaching Team (Language Arts)

Notes: During this school year, I focused on cooperative learning, math/science fair projects, and hands-on math and science. I also had the opportunity to teach a blind student.

PR/Award # U165A070087

References available upon request.

Priscilla B. Maloney

(b)(6)

(b)(6)

Work Phone (561) 540-6153

E-mail: malonpr@palmbeach.k12.fl.us

Professional Statement

My mission is to obtain a position as a School Principal where I can utilize my experiences and education to ensure all students a quality education, by providing enriched social and academic experiences that will empower students with the self-confidence needed to promote academic achievement. In my continuing commitment to professional growth, I am certain that my current pursuit of a Doctorate degree in Educational Leadership will enhance my ability to effect positive change as a School Principal.

Objective and Interests - School Principal, K-12

- Encourage parental involvement and participation in school
- Empowering students to maximize their social and academic potential.
- Communicate effectively and build collaborative ties between school and community members and organizations
- Skilled in site-based management

Education and Certification

Nova Southeastern University, Second Year Doctoral Student, Educational Leadership, West Palm Beach, FL Campus

Nova Southeastern University, M.S. Ed. Leadership, Ft. Lauderdale, FL 6/98.

Florida Agricultural and Mechanical University, Bachelor of Science, Health, Physical Education, Recreation and Dance, Tallahassee, FL 4/83.

Florida Dept. of Education Certification: School Principal (All Levels) FDOE # 614587; Educational Leadership (K-12); Physical Education (K-12).

Employment

Assistant Principal of Curriculum and Instruction: secondary level, assist the Principal in the planning, organization, development, and evaluation of the instructional program. Provides the planning and development of the school budget. Directs all phases of the data processing operation, assumes responsibility for general administration in the absence of the principal. Performs other duties as assigned by the Principal.

Summer School Site Administrator: Responsible for management of the plant for the summer session. Summer session fiscal years 2000; 2001; 2003.

Summer School Teacher On Assignment/Support Staff: Duties and Responsibilities; contact person for transportation, Campus Supervision, ESOL contact person, Discipline of Students, Report card distribution and Staff/Student emergencies. As a result of three years of consecutive Teacher on Assignment Summer Session has provided me with the leadership experience necessary, to become an efficient Assistant Principal.

Coordinator/Teacher Alternative Education: Communities in Schools, 9/94-99. The curriculum applies to a group of "at risk" students who have been classified as students with low self-esteem and lack of self motivation. Results improved attendance, behavior and grade point average for 80% of the students.

Head Varsity Girls Basketball Coach: Spanish River H.S. 9/92-9/96 winning program

Department Chairperson/Teacher: Physical Education Dept. K-5 Military Base Fort Stewart, Ga. 9/92-6/94; Liberty County School District; Elementary Teacher, Dade County School District, K-6 Served as Department Head, Shared Decision Making Cadre chair, Peer Teacher, Volunteer mentor. 10/87-8/92.

Flight Attendant: Eastern Airlines 5/83-9/87 Senior Flight Attendant responsible for passenger safety before, during and after flights. Also responsible for four to six crew members during briefing and debriefing meetings.

Administrative Experience

H.S. Assistant Principal, Lake Worth Community H.S., Lake Worth, Florida
Responsibilities 2000 – Present:

- Supervisor of Curriculum, Instruction and Assessment
- Supervised day-to-day instructional budget operations (internal accounts and operation accounts)
- Direct responsibility for the supervision of the computerized management system including grade reporting, attendance and records.
- Manager for student disciplinary procedures; also included follow-up and parental conferences.
- Conducted performance evaluations for faculty and staff members
- Involved with the Juvenile Transition Center that prepares students for school to work.
- On site contact person for the Southern Association of Colleges and Schools/Council on Accreditation and School Improvement.

Community Service and Awards

- 1999-2000 I Make A Difference/Teacher of Excellence Award WPEC News 12*
- Coordinator of the Mentoring Program at Spanish H.S.; on going at Lake Worth H.S.
- Active Member of the School Advisory Council /Spanish River H.S. and Lake Worth H.S.; on-going
- Implemented a successful Conflict Resolution Program for ninth-twelfth grade students Spanish River H.S./Implemented a Single School Culture Policy for Students and Teachers at Lake Worth H.S.
- Team mom for Police Athletic League Youth Basketball League, on-going (Hester Center Boynton Beach)
- Active Parent Citrus Cove Elementary Youth Cheerleader: Three-time National Champs in the youth division, on-going. Active Parent Palm Beach Elite All-stars Competition Cheerleading
- President of the Boynton Beach H.S. Boys Basketball Booster Club
- Inaugural Board Member 1997of the Juvenile Transition Center, Inc. to present

LEADERSHIP EXPERIENCE:

- TEAM/CRT Trained, 2006-present
- IIT Chair, present
- Chair/Secretary for the School Advisory Council (SAC), 1999-present
- PDD Coordinator, present
- ESP Mentor, 2005-present
- PASS Coordinator, present
- Lead Teacher for Read & Write Gold Software, 2004-2006
- Tutorial Coordinator - FCAT Booster Club, 2004-2005
- Single School Culture Committee Promoter, 2004-present
- Gradebook Manager, 2001-2003
- Building Union Steward (UTD: United Teachers of Dade), 2001-2003
- Student Government Sponsor, 2000-2003
- Crisis Intervention Teacher (CIT) Alternate, 2000-2006
- Curriculum Leader of E.S.E., 2004-2006

ADMINISTRATIVE DUTIES:

- Administered referrals.
- Arranged coverage for absent teachers
- Arranged Inservice technology classes
- Coordinated Title I student and family activities
- Designed a policy and forms for lunch detentions
- Developed student daily behavioral charts and contracts
- Established a climate that supported a collegial and caring environment to enhance student achievement
- Overcame resource constraints by establishing certain fundraising activities
- Provided conflict-resolution, problem solving, deescalating aggressive behavior, and TEAM trained intervention skills in appropriate manner
- Supported the CHAMPS, Single School Culture, and the Rigor/Relevance practices
- Utilized diagnostic tests and item analysis of common assessments to determine remediation strategies
- Worked with both budget and internal accounts
- Assisted in hiring school personnel
- Assisted in Alternative Placements
- Coordinated testing procedures
- Assisted on Master Schedule
- Arranged elections and television presentations for student government officers
- Generated funds for student & teacher incentives
- Performed formative domain observations
- Generated over \$6k for the United Way Campaign (2001-02)
- Designed forms to facilitate communication within the department
- Wrote 2005-06 School Improvement Plan
- Recruited teachers, designed schedules, and arranged transportation for the tutorial program
- Organized and supervised field trips and the yearly 8th grade dinner dance (1999-2003)
- Designed curriculum appropriate lesson plan templates for school-wide use
- Surveyed teachers and students on their use, knowledge, and appreciation of the tutorial program
- Mentored with ESP
- Provided student supervision
- Conducted Functional Behavior Assessment (FBA) meetings

TEACHING EXPERIENCE:

- Adapted and developed materials to match the learning styles, strengths, and special needs of each student
- Collaboratively planned student and program success on a daily/weekly basis
- Analyzed diagnostic data to determine and develop lesson plans that delivered ultimate learning through FCAT and CRISS strategies, group activities, and alternative assessments
- Worked with subject area departments heads, administration, and teachers for lesson planning and delivery, student progress, assessment, and discipline
- Trained regular ed. teachers on disability awareness, specialized care instruction, and cooperative teaching strategies
- Implemented the use of Edline to enhance students' and parents' awareness of grades and general requirements in students' classes
- Guided and directed students with low math and reading abilities
- Participated in the Inclusion/Collaborative Teaching Model
- Provided instruction though Multimedia devices

COMPUTER AND TECHNOLOGICAL SKILLS:

- EdLine
- Intel Pad
- Multimedia Projector
- Read & Write Gold
- Riverdeep
- Scanner
- Smart Board
- Unitedstreaming
- Excelsior Pinnacle-Gradebook
- Microsoft Word
- Publisher
- Web Page
- Database
- Excel
- Power Point
- Compass Learning

AWARDS:

- **Hispanic Teacher of the Year** (Nomination), *Carver Middle School (2005-2006)*
- **Teacher of the Year** (Nomination), *HD McMillan Middle School (2002-2003)*
- **Inclusion Teacher of Year**, *HD McMillan Middle School (2002-2003)*
- **C.E.C. Teacher of the Year**, *HD McMillan Middle School (2001-2002)*
- **C.E.C. Rookie Teacher of the Year**, *HD McMillan Middle School (1999-2000)*
- **UTD Rookie Teacher of the Year**, *HD McMillan Middle School (1999-2000)*
- **Sallie Mae Beginning Teacher of the Year**, *HD McMillan Middle School (1999-2000)*

EDUCATION:

4/01-5/02 Ed.S.: Educational Leadership, Nova Southeastern University
1/00-3/01 Endorsement: ESOL, Miami Dade County Public Schools
1/98-8/99 MS.: Exceptional Student Education: Varying Exceptionalities, *Nova Southeastern University*
1/86-12/88 B.S.: Hospitality Management, Florida International University
8/83-12/86 A.A.: Miami-Dade Community College
8/81-05/83 MDCPS Certificate: Business Data Processing, Robert Morgan Vocational Technical Institute

LANGUAGES:

- ENGLISH
- SPANISH
- ITALIAN

references available upon request

Tom Pearson

Dr. Tom Pearson is the K-12 Arts Education Administrator for the School District of Palm Beach County. He is a veteran of 30 years in the field of education. Twenty of those years he taught band at the elementary, middle, and high school levels and conducted two community bands. Dr. Pearson is the Past President of the Mississippi Bandmasters Association where he taught band for 12 years before moving to Florida. In Florida he has served as District Chairman for Florida Bandmasters Association District 14 and Chairman of the Florida Bandmasters Association Ethics Committee for two terms.

For five years Dr. Pearson was the Magnet/Choice Program Specialist for the School District of Palm Beach County. Dr. Pearson has been a presenter for student recruitment and assignment and partnership and funding at the International Network of Schools for the Advancement of Arts Education and Magnet Schools of America. He has been an adjunct professor for Palm Beach Community College and Nova Southeastern University. Dr. Pearson has adjudicated for the Florida Bandmasters Association, Bands of America, Drum Corps International, Winter Guard International, and Heritage Festivals. He is currently serving as the Governmental and Community Relations Chairman for the Florida Music Educators' Association and Vice-President for Governmental Relations for ACE/FAAE. He is president-elect for the Florida Music Supervisors Association and President of the Palm Beach County School District Staff Association.

Dr. Pearson earned his Bachelor of Music Education degree from the University of Southern Mississippi and a Master of Music Education with an emphasis in conducting from the University of Southern Mississippi. He earned an Educational Specialist degree in Educational Leadership and a Doctorate in Education from Nova Southeastern University.

Tracy Hinkle Gaugler

(b)(6)
(b)(6) gauglet@mail.palmbeach.k12.fl.us

Goal: To gain employment as an administrator in an elementary school setting.

Education:

Master's Degree, December 1999 from Florida Atlantic University
Boca Raton, Florida
Educational Leadership
4.0/4.0 professional GPA

Bachelor of Arts, May 1993 from Juniata College
Huntingdon, Pennsylvania
Early Childhood/Elementary Education
3.3/4.0 professional GPA

Areas of Certification:

Educational Leadership (All Levels)
Elementary Education (Grades 1-6)

Experience:

August 1994-present: School District of Palm Beach County

2001-present: Assistant Principal, Pahokee Elementary School

In-service:

- Classroom Walk Through Training
- Cognitive Coaching
- Standards In Practice from EdTrust
- Single School Culture for Academics
- Building Essential Literacy (BEL)
- CHAMPS from Randy Sprick
- Differentiated Instruction with Marilyn Schiavo, Florida Inclusion Network
- Multiple Intelligences from Lori Kagan
- Textbook Procedures
- Educator Support Program
- Crisis Response Team (CRT)
- Assessment for Learning
- Testing Procedures
- School Improvement Plan
- PNP—Phase II
- Melissa Forney's Razzle Dazzle Writing/FCAT Survival Training

Provided the following in-service:

- Palm Beach County Literacy Conference: Writing Across All Content Areas Using Sunshine State Standards (District)
- Weekly Grade Group Standards In Practice Meetings (facilitator, K-6th grade)
- Crisis Response Plan (for all Pahokee Elementary School Staff)
- Multiple Intelligences (K-6 Pahokee Elementary School Instructional Staff)

2000-2001: Teacher on Assignment, Pahokee Elementary School

In-service:

- Textbook Procedures
- Educator Support Program
- Crisis Response Team (CRT)
- PNP—Phase I
- Project-based Learning Conference in San Francisco, California
- Clinical Education

1999-2000: K-6 Literacy/Writing Resource Teacher; Teacher on Assignment, Pahokee Elementary School

In-service:

- Gifted Education Initiative K-2
- Integrating Technology in Writing Instruction

1998-1999: 4th grade teacher in ESOL/ESE inclusion classroom
3rd-4th grade cluster chairperson
IIT/SAC chairperson
School Improvement Plan Chairperson

In-service:

- Content-area Writing
- Integrating Technology in Literacy Instruction
- Windows on Math
- Windows on Science
- International Reading Conference in San Diego, California

Provided in-service to the faculty at PES:

- Planning Content-area Writing (K-6th grade teachers)
- Integrating Language and Spelling in Literacy Instruction (K-6th grade teachers)
- Developing and Using Holistic Scoring and Rubrics (2nd-6th grade teachers)

1997-1998: 4th grade teacher for ESOL/ESE inclusion classroom, Pahokee Elementary School

3rd-4th grade cluster chairperson
IIT/SAC chairperson
School Improvement Plan chairperson

In-service:

- ESOL Applied Linguistics

- Facilitative Leadership
- Betty Hamilton's Power Writing
- ESOL Cross-Cultural Communications
- International Reading Association Reading Conference in Orlando, Florida

1996-1997: 4th grade teacher for ESOL/ESE inclusion classroom, Pahokee Elementary School

- 4th grade Chairperson
- Writing Committee Chairperson
- School Improvement Plan Team Member

In-service:

- Teaching the Writing Process
- Pre-K-12 Benchmarks/Sunshine State Standards
- Diagnostic/Assessment Instruments
- Math Maneuvers
- Activities Integrating Math & Science (AIMS)
- International Reading Association Reading Conference in Atlanta, Georgia

1995-1996: 4th grade teacher, Pahokee Elementary School
Discipline Committee Member, Literacy Committee Member

In-service:

- ESOL Curriculum and Materials
- Activities Integrating Math & Science (AIMS)

1994-1995: 4th grade teacher, Pahokee Elementary School
Math Committee Member, Discipline Committee Member

In-service:

- Professional Orientation Program
- Health Education Development
- Improving Reading Comprehension in Intermediate Grades
- Integrated Technology Systems
- Collaborative Teaching Team (Language Arts)

References available upon request.

ALCEE L. HASTINGS
23RD CONGRESSIONAL DISTRICT
FLORIDA

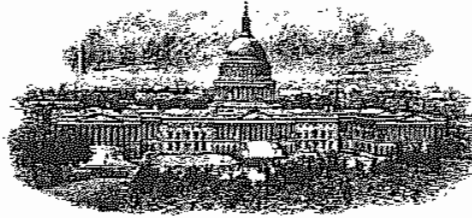
RULES COMMITTEE

PERMANENT SELECT COMMITTEE
ON INTELLIGENCE

FLORIDA DELEGATION
VICE CHAIRMAN

UNITED STATES
HELSINKI COMMISSION

SENIOR DEMOCRATIC WHIP



Congress of the United States
House of Representatives
Washington, DC 20515-0923

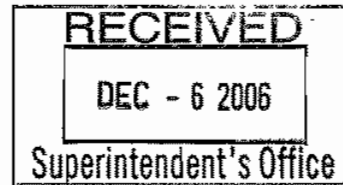
PLEASE RESPOND TO:

- 2235 RAYBURN BUILDING
WASHINGTON, DC 20515-0923
TELEPHONE: (202) 225-1313
FAX: (202) 225-1171
- 2701 W. OAKLAND PARK BOULEVARD
SUITE 200
FT. LAUDERDALE, FL 33311
TELEPHONE: (954) 733-2800
FAX: (954) 735-9444
- 6726 CORPORATE WAY
SUITE 208
WEST PALM BEACH, FL 33407
TELEPHONE: (561) 684-0565
FAX: (561) 684-3613

www.alceehastings.house.gov

December 4, 2006

Dr. Arthur Johnson
Superintendent
School District of Palm Beach County
3300 Forest Hill Boulevard
West Palm Beach, FL 33406



Dear Dr. Johnson:

I am pleased to support the School District of Palm Beach County's program for funding under the Magnet Schools Assistance Program. I'm confident that this proposal, with its emphasis on professional development, international education and project-based teaching and learning, will offer significant opportunities to all members of the Palm Beach County school community. An important strength of the magnet schools program is the opportunities it provides for school leaders to think "outside the box" to continually improve their efforts on behalf of children.

Such programs as the International Baccalaureate for Primary and Middle Years and the museum school theme promise to excite children and families and bring our schools to higher levels of academic performance. I heartily endorse your applications to the U.S. Department of Education for Magnet Schools Assistance Program grants.

Sincerely,

Alcee L. Hastings
Alcee L. Hastings
Member of Congress

RECEIVED
DEC 08 2006
CHIEF ACADEMIC OFFICER



Lois J. Frankel
Mayor
P.O. Box 3366
West Palm Beach, Florida 33402
Telephone: 561/822-1400
Fax: 561/822-1424
e-mail: lfrankel@wpb.org

November 16, 2006

Mary Stratos, Principal
Conniston Middle School
673 Conniston Road
West Palm Beach, FL 33405

Dear Mrs. Stratos:

I am honored to write this letter in support of the establishment of an International Baccalaureate (IB) Middle Years Program at Conniston Middle School.

West Palm Beach is especially proud of the ethnic and racial diversity of our student body in our public schools, including Conniston Middle. Many of our students come from families in the lower economic bracket. The addition of an IB program at Conniston with its focus on excellence and high achievement will provide an enhanced opportunity for these students and provide a venue for a collaborative effort between Conniston Middle School and Forest Hill High School through their respective IB Programs.

I commend your efforts to be progressive in meeting the educational needs of each student and helping to build better citizens in our community.

Sincerely,

A handwritten signature in black ink, appearing to be 'Lois J. Frankel', written over a horizontal line.

Lois J. Frankel
Mayor



CITY OF RIVIERA BEACH

600 WEST BLUE HERON BLVD.
(561) 845-4010

RIVIERA BEACH, FLORIDA 33404
FAX (561) 863-3236

OFFICE OF
CITY COUNCIL

December 8, 2006

Dr. Arthur C. Johnson, Ph.D.
Superintendent of Schools
School District of Palm Beach County
3340 Forest Hill Boulevard – C-316
West Palm Beach, FL 33406-5869

Dear Dr. Johnson:

I have been recently informed that the School District of Palm Beach County will be applying for funding under the Federal Magnet Schools Grant Assistance Program sponsored by the United States Department of Education. I wholeheartedly endorse and support the School District's application which will assist in improving student learning at Dr. Mary McCloud Bethune Elementary School, as well as the other schools identified for inclusion in the grant.

Many of the students who attend Dr. Mary McCloud Bethune Elementary School come from socio-economic backgrounds which are among the lowest in the State. However, the School District has demonstrated at other sites that with appropriate resources and nurturing instruction, students at all socio-economic levels can be academically successful.

The grant will provide much needed resources to enhance professional development, heighten the learning environment and provide the opportunities for students at these schools to progress consistent with and/or exceed adequate yearly progress benchmarks.

The City of Riviera Beach continues to pledge its support to assist the School District of Palm Beach County in acquiring the resources to provide a quality educational opportunity for every student in our community.

Sincerely,

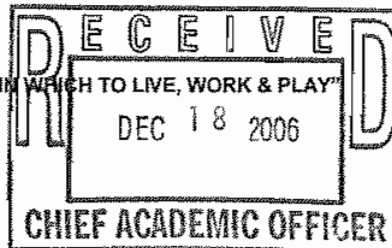
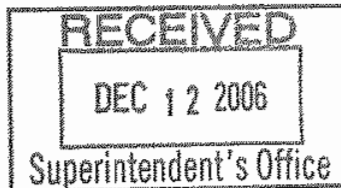
Ann Iles
Chairperson

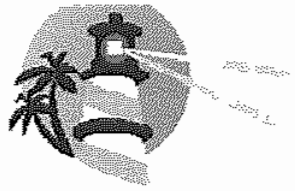
At:mem

cc: Honorable Mayor and City Council

RIVIERA BEACH, FLORIDA... "THE BEST WATERFRONT CITY IN WHICH TO LIVE, WORK & PLAY"

PR/Award # U165A070087





**HOUSING PARTNERSHIP
BEACON CENTER
AT FOREST PARK ELEMENTARY**


Dear Mrs. Brannon

As busy as I am with so many things in the community, I am proud and pleased to be a part of your School Advisory Council. Under your leadership I have noted marked improvement.

I am very excited to hear that Forest Park Elementary School was developing an International Baccalaureate Primary Years Program concept for the next school year. The population growth in Palm Beach County continues to rise and with this comes tremendous student population growth. Educators, such as you, are left with the challenge of providing quality education that is meaningful to each and every student, focusing on their specific and different needs. Forest Park Elementary School's approach to addressing the needs of students by implementing the IB program is not only innovative, but it is also critical.

This is an outstanding move, led by you and your staff's remarkable vision. I commend you on being proactive and insightful.

Sincerely,



Jennifer Wright
Beacon Director
Forest Park Elementary

Mission

The mission of Forest Park Elementary is:

- To ensure the academic achievement and growth for all students.
- To promote and maintain diversity through an inquiry-based learning curriculum approach, which embraces differentiated learning experiences.
- To provide all staff members with a variety of training opportunities which serve to enhance reflection, professional development, and ensures increased student success and achievement.
- To ensure and develop successful communication and collaboration between the home, school, and the local community.
- To establish a foreign language program to develop proficiency in a second language.
- To foster an appreciation and understanding of the arts.
- To create and maintain a safe, nurturing and drug-free environment.
- To foster an atmosphere of respect and cooperation.



Housing Partnership
A Member of the Community Partnership Group

November 20, 2006

Dear Mrs. Brannon,

As the Senior Director of the Forest Park Beacon Center, I am proud to work in partnership with your school. Under your leadership I have noted marked improvement.

It gives me great pleasure to endorse Forest Park Elementary seeks to pursue the related objectives of No Child Left Behind by enhancing the educational opportunities, school resources, and academic outcomes of all students, and particularly of minority and other children within subgroups.

One of the great strengths of the magnet schools program is that it provides opportunities for school leaders to think "outside the box" to constantly improve their efforts on behalf of the children. Programs such as the International Baccalaureate for primary years and the museum school theme promise to excite children and families and bring up schools to higher levels of academic performance.

I offer my enthusiasm and support to you and your school staff as you prepare to submit the Magnet Schools Assistance Program grant application to the United States Department of Education.

Sincerely,

Laura Barry
Division Director, Beacon Centers



Housing Partnership, Inc.
2001 W. Blue Heron Boulevard
Riviera Beach, FL 33404
(561) 841-3500
Fax (561) 841-3555
www.gocpg.org

To Whom It May Concern:

I am writing on behalf of the School Advisory Council at Pahokee Elementary School regarding starting an IB program. Having this program at our school would be a benefit to the children at this school and the community, as PMHS has an IB program and our school would be a direct feeder to their program. Currently the closet program is a considerable bus ride from Pahokee and most parents do not wish their children to be bussed away from home, this prevents many children from taking part in the elementary prep that would assist them in the middle school program.

Mrs. Green made a presentation about the program to the SAC during our November meeting and was met with positive responses by parents, community members and staff.

Thank you.



Cathleen Lewy

PR/A00078411/65/NOV09/87
SAC Chair

City of Pahokee



CITY HALL 171 NORTH LAKE AVENUE PAHOKEE, FLORIDA 33476 PHONE (561) 924-5534 FAX (561) 924-7301

December 14, 2006

J. P. Sasser
Mayor

Gary McEntire
Vice-Mayor

Allie H. Biggs
Commissioner

Henry Crawford, Jr.
Commissioner

Keith W. Babb, Jr.
Commissioner

Lillie Latimore
City Manager

Patricia McLean
City Clerk

Mimi McAndrews
City Attorney

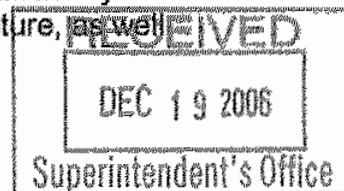
Dr. Art Johnson, Ph.D., Superintendent
Palm Beach County School District
3300 Forest Hill Boulevard
West Palm Beach, Fl 33406

Dear Dr. Johnson,

The City of Pahokee supports Pahokee Elementary School in its application to become an International Baccalaureate Primary Years Program School.

As you are aware, the Pahokee Senior High School graduation rate is only 47%. This low success rate has a negative impact on the work force which then impacts the local economy.

We believe that this initiative will strengthen our youth early in their education and enable them to maximize their potential. This program is important for the future success of the Glades area and self-sufficiency of our residents. We sincerely hope that you will consider the future, as well as the immediate rewards, of this important program.



Sincerely,

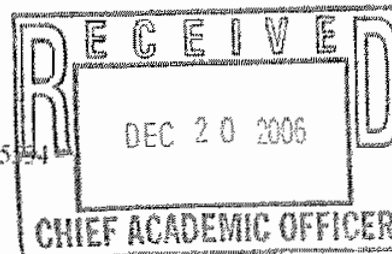
Mayor J.P. Sasser

Vice Mayor Gary McEntire

Commissioner Keith Babb

Commissioner Allie Biggs

Commissioner Henry Crawford



City of Pahokee • 171 North Lake Avenue • Pahokee, FL 33476 • (561) 924-5534

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Board of Directors

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K/Max Direct

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& Bakst*

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Telecommunications*

Stephanie
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Robert D'Angelo,
*Comyson Associates,
Inc. / Renaissance
Commons*

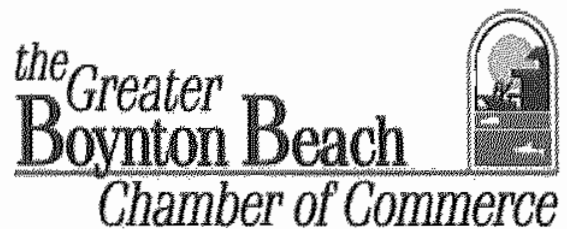
Lou Frazer,
*Holiday Inn Boynton
Beach*

Donna Hey,
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Tony Newbold,
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Co.*

Rod Silverio,
*Keyes Company
Realtors*

Steve Waxelbaum,
The Palm Beach Post



December 4, 2006

Dr. Art Johnson, PHD
Superintendent- Palm Beach County School District
3308 Forest Hill Boulevard, Suite C-124
West Palm Beach, FL 33406

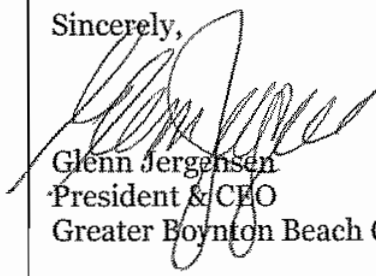
Dear Dr. Johnson,

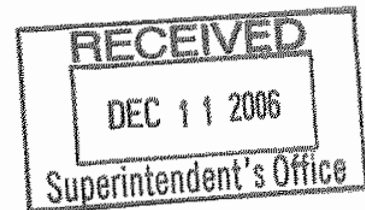
It was recently brought to my attention the school district's plans to expand the International Baccalaureate programs in Palm Beach County. We applaud this effort and would be pleased to communicate this to the business community in the Greater Boynton Beach area to assist in any way possible.

The Greater Boynton Beach Chamber of Commerce wishes to express support for the implementation of an International Baccalaureate Program at Forest Park Elementary here in Boynton Beach. Currently, students in Boynton Beach wishing to attend an IB school must apply outside the city and face limited availability. An IB program would be a great asset to the community and would allow more children to benefit from such an excellent curriculum.

Our Chamber of Commerce is very interested in the quality of our local education and we encourage our members to participate in the City advisory boards, as well as partner with our local schools in any way they can to assist in improving youth education.

Sincerely,


Glenn Jergensen
President & CEO
Greater Boynton Beach Chamber of Commerce



Cc: Kurt Bressner, City Manager, City of Boynton Beach



CITY OF RIVIERA BEACH

600 WEST BLUE HERON BLVD.
(561) 845-4010

RIVIERA BEACH, FLORIDA 33404
FAX (561) 863-3236

OFFICE OF
CITY COUNCIL

December 8, 2006

Dr. Arthur C. Johnson, Ph.D.
Superintendent of Schools
School District of Palm Beach County
3340 Forest Hill Boulevard – C-316
West Palm Beach, FL 33406-5869

Dear Dr. Johnson:

I have been recently informed that the School District of Palm Beach County will be applying for funding under the Federal Magnet Schools Grant Assistance Program sponsored by the United States Department of Education. I wholeheartedly endorse and support the School District's application which will assist in improving student learning at Dr. Mary McCloud Bethune Elementary School, as well as the other schools identified for inclusion in the grant.

Many of the students who attend Dr. Mary McCloud Bethune Elementary School come from socio-economic backgrounds which are among the lowest in the State. However, the School District has demonstrated at other sites that with appropriate resources and nurturing instruction, students at all socio-economic levels can be academically successful.

The grant will provide much needed resources to enhance professional development, heighten the learning environment and provide the opportunities for students at these schools to progress consistent with and/or exceed adequate yearly progress benchmarks.

The City of Riviera Beach continues to pledge its support to assist the School District of Palm Beach County in acquiring the resources to provide a quality educational opportunity for every student in our community.

Sincerely,

Ann Iles
Chairperson

AI:mem

cc: Honorable Mayor and City Council

PR/Award # U165A070087

RIVIERA BEACH, FLORIDA... "THE BEST WATERFRONT CITY IN WHICH TO LIVE, WORK & PLAY"



City of Boynton Beach

Education and Youth Advisory Board

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*The Education and Youth
Advisory Board exists to act
as a fact-finding and advisory
board on all issues pertaining
to the youth of the Boynton
Beach Community.*

PR/Award # U165A070087

December 1, 2006

Dr. Art Johnson, PHD
Superintendent – Palm Beach County School District
3308 Forest Hill Boulevard Suite C-124
West Palm Beach, FL 33406

Dear Dr. Johnson:

Ms. Kelly Daniels recently presented to our board the school district's plans to expand the International Baccalaureate programs in Palm Beach County. We applaud this effort and are pleased to assist in any way possible.

Our board wishes to express support for the implementation of an International Baccalaureate Program at Forest Park Elementary in Boynton Beach. Currently, students in Boynton Beach wishing to attend an IB school must apply outside the city and face very limited availability. An IB program would be a great asset to Forest Park Elementary and would allow more children to benefit from such an excellent curriculum.

Our board serves the City of Boynton Beach by providing services and experiences for children, and by advising our city officials of opportunities for improving youth education. We are always looking for opportunities to better the experiences of the children in our City.

Sincerely,

Steve Waldman, Chair
The City of Boynton Beach
Education and Youth Advisory Board

xc: Kelly Daniels



100 N.W. 181 AVENUE

DELRAY BEACH, FLORIDA 33444

561 243

December 4, 2006

Dr. Art Johnson, Superintendent
The School District of Palm Beach County
3340 Forest Hill Boulevard C-316
West Palm Beach, FL 33406

Re: Letter of Support for a Fine Arts Program at Plumosa Elementary School

Dear Dr. Johnson:

The Delray Beach Education Board takes great pleasure in supporting a "Fine Arts" program at Plumosa Elementary School. The addition of such a program will be attractive to students that live in the Delray Beach area and expand educational choices offered in the south area of the School District.

A fine arts program at Plumosa Elementary School would also create a nice feeder school into a middle school of the arts that is anticipated at the old Atlantic High School site in the near future. The Education Board will help the District to connect local cultural arts entities with the school in support of its new program that in turn will further the goals of the School District by strengthen its community partnerships.

As always, the Delray Beach Education Board supports educational opportunities offered by the School District of Palm Beach County that help to boost our children's academic successes.

Sincerely,


Janet Meeks
Education Coordinator



"Mary Stratos"
<stratos@palmbeach.k12.fl.us>
11/16/2006 12:37 PM

To <tsmail@wpb.org>
cc "Nicole Raziano" <raziano@palmbeach.k12.fl.us>
bcc
Subject Conniston Middle School

History: This message has been replied to and forwarded.

Good Afternoon Tyvi;
I am in the middle of collaborating with the district on a 1.5 million Federal Grant for Conniston. The grant focuses on the infusion of IB instruction in to the middle school as a focus of increased student achievement. One of the grants requirements is letters of support from the local municipalities. Do you think you may assist us with obtaining a letter from the mayor as well as a City Commissioner? The letter only needs to reference that the City of West Palm Beach is in support of an International Baccalaureate Middle Years Program, and can lend collaborative support for the growth of the program partnership that will be established between Forest Hill High School and Conniston Middle School.

I can be contacted at 561-802-5405 for any additional information that will lend ease and support for the letters. I am trying to compile all information by the end of this calendar year. The proposal is due for January 2007.

Once again, thank you, respectfully,

M. Stratos, Principal
Conniston Middle School

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.



Schoolhouse Children's Museum

December 4, 2006

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Dr. Art Johnson, PIID
Superintendent – Palm Beach County School District
3308 Forest Hill Boulevard Suite C-124
West Palm Beach, FL 33406

Dear Dr. Johnson:

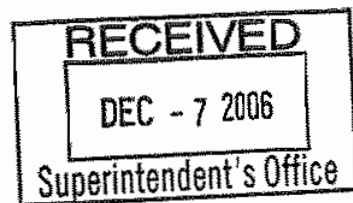
On behalf of the Schoolhouse Children's Museum and our Board, we are writing this letter in support of the International Baccalaureate programs in Palm Beach County.

Our board wishes to express support for the implementation of an IB program at Forest Park Elementary in Boynton Beach. By providing this program, parents and children in the community will have an opportunity to benefit from an excellent curriculum in their own neighborhood.

We serve the Boynton Beach community and the families that reside here and believe that such a program would be a true asset to the educational foundation and growth in our community.

Sincerely,

Michael Hall
Executive Director
Schoolhouse Children's Museum
P: 561-742-6784
F: 561-742-6781
hallm@ci.boynton-beach.fl.us





April 5, 2007

Ms. Kelly Daniels, Project Director
Magnet Schools Assistance Program
Department of School Choice, Suite C-124
West Palm Beach, Florida 33406

Dear Ms. Daniels:

It is my pleasure to submit this letter of support for Plumosa Elementary to receive federal funding in its mission to serve as a new Visual, Performing and Communication Arts Magnet School. Plumosa, a Delray Beach elementary school, serves a high population of economically disadvantaged students. In fact, 75% of the student body is enrolled in the Free or Reduced Lunch Program. The school is currently rated as a "C" school in Palm Beach County.

Federal grant funding to support Plumosa's transition from a neighborhood school to an arts magnet school will not only promote student diversity by opening enrollment to students from communities throughout Palm Beach County, but it will also improve overall student engagement and achievement through a fully arts integrated approach to instruction.

Students and teachers from Plumosa Elementary have been actively involved in our *S*T*A*R Series* (school day performance series) program over the past several years. The Kravis Center welcomes the opportunity to serve as a valuable resource for teachers and administrators by providing training to shift from a general education neighborhood school to an arts-focused school through Single School Culture reform. The Kravis Center is dedicated to providing high quality professional development for teachers through the arts as a Kennedy Center Partner in Education with the School District of Palm Beach County.

On behalf of the Kravis Center, I strongly encourage you to approve funding for Plumosa Elementary to begin its whole school transformation by adopting the arts magnet program.

Sincerely,

Tracy C. Butler
Director of Education

BALLET FLORIDA

MARIE HALE - FOUNDER & ARTISTIC DIRECTOR

April 5, 2007

Kelly Daniels, Choice Manager
The School District of Palm Beach County
Department of Choice Programs and School Choice
3308 Forest Hill Boulevard
Suite C-124
West Palm Beach, FL 33406

Dear Mrs. Daniels:

It gives me great pleasure to endorse the School District of Palm Beach County's program for funding under the Magnet Schools Assistance Program. I believe that this proposal, with its emphasis on professional development, international education, and project-based teaching and learning, will bring significant opportunities to all members of the Palm Beach County school community.

One of the great strengths of the magnet schools program is that it provides opportunities for school leaders to think "outside of the box" to constantly improve their efforts on behalf of children. Programs such as the International Baccalaureate for Primary and Middle Years and the Fine Arts theme promise to excite children and families and bring our schools to higher levels of academic performance.

I offer my enthusiasm and support to you and your school leaders as you prepare to submit the Magnet Schools Assistance Program grant applications to the United States Department of Education.

Sincerely,



David S. Scotch
Executive Director

cc: Donna Morgan, Principal, Academy of Ballet Florida
Christine O'Shea, Education Administrator



April 2, 2007

Magnet Schools Assistance Program
Department of Choice Programs and School Choice
The School Board of Palm Beach County, Florida
3308 Forest Hill Boulevard, C-124
West Palm Beach, Florida 33406

Re: Magnet Schools Assistance Program – CFDA 84.165A

Dear Sir and/or Madam:

It with the utmost respect for the School Board of Palm Beach County, that I write this letter of support. As a staple of the Palm Beach Community the South Florida Science Museum has had the opportunity to work closely with the School Board for nearly 46 years and stands strong in its support of all the School Board programs, specifically the commitment for additional Magnet Schools within the County.

The South Florida Science Museum is thrilled to support the School Board's endeavor in adding the following proposed Magnet Schools to the County:

Conniston Middle School;
Dr. Mary McCleod Bethune Elementary School;
Forest Park Elementary School;
Pahokee Elementary School; and
Plumosa Elementary School.

On behalf of the South Florida Science Museum, I completely support the efforts of the School Board in bringing more Magnet Schools to Palm Beach County.

Should you have any questions, please do not hesitate to contact me at 561-832-1988 x: 238.

Sincerely,

A handwritten signature in black ink that reads "Charles M. Hamilton". The signature is fluid and cursive, with a long horizontal stroke at the end.

Charles M. Hamilton
President & CEO
South Florida Science Museum



THE SCHOOL DISTRICT
OF PALM BEACH COUNTY, FLORIDA

ANN KILLETS
CHIEF ACADEMIC OFFICER

ARTHUR C. JOHNSON, Ph.D.
SUPERINTENDENT
OF SCHOOLS

CAROLE R. SHETLER
SOUTH AREA SUPERINTENDENT
2153 CLINT MOORE ROAD
BOCA RATON, FL 33496
(561) 241-2050
FAX (561) 241-2055

April 10, 2007

To Whom It May Concern:

It is with great pleasure I write this letter of support for the efforts of Ms. Kelly Daniels, Project Director and Ms. Sharon Brannon, Principal of Forest Park Elementary, as they seek funding through the Magnet Schools Assistance Program (MSAP) Grant to develop a International Baccalaureate Primary Years Programme at Forest Park Elementary School. This program will be of tremendous benefit not just to the students of Forest Park, but to the entire Boynton Beach and Delray Beach communities; communities that are rich in cultural diversity, home to many different dialects and love of the Arts.

As the Area Superintendent for Forest Park Elementary School, the need for a program of this type is evident to me. The MSAP Grant will give the students of Forest Park Elementary greater exposure to researched-based inquiry instruction models, foreign language development, fine arts, and will provide additional opportunities for the School District to develop close partnerships with many different organizations to benefit our students for now and in the future.

I am thrilled to offer my support of this program to Ms. Daniels and Ms. Brannon and wish them both great successes on securing funding for this program for the students of Palm Beach County.

Sincerely,

A handwritten signature in cursive script that reads "Carole R. Shetler".

Carole R. Shetler
South Area Superintendent

CRS:ml



THE SCHOOL DISTRICT
OF PALM BEACH COUNTY, FLORIDA

ANN KILLETS
CHIEF ACADEMIC OFFICER

ARTHUR C. JOHNSON, Ph.D
SUPERINTENDENT
OF SCHOOLS

CAROLE R. SHETLER
SOUTH AREA SUPERINTENDENT
2153 CLINT MOORE ROAD
BOCA RATON, FL 33496
(561) 241-2050
FAX (561) 241-2055

April 10, 2007

To Whom It May Concern:

It is with great pleasure I write this letter of support for the efforts of Ms. Kelly Daniels, Project Director and Ms. Priscilla Maloney, Principal of Plumosa Elementary, as they seek funding through the Magnet Schools Assistance Program (MSAP) Grant to develop a Fine Arts Program at Plumosa Elementary School. This program will be of tremendous benefit not just to the students of Plumosa Elementary, but to the entire Delray Beach community; a community rich in cultural diversity and love of the Arts.

As the Area Superintendent for Plumosa Elementary School, the need for a program of this type is evident to me. The MSAP Grant will give the students of Plumosa Elementary greater exposure to the Fine Arts and provide additional opportunities for the School District to develop close partnerships with Fine Arts organizations to benefit our students for now and in the future.

I am thrilled to offer my support of this program to Ms. Daniels and Ms. Maloney and wish them both great successes on securing funding for this program for the students of Palm Beach County.

Sincerely,

A handwritten signature in cursive script that reads "Carole R. Shetler".

Carole R. Shetler
South Area Superintendent

CRS:ml



THE SCHOOL DISTRICT OF
PALM BEACH COUNTY, FLORIDA

WEST AREA OFFICE
1901 N.W. 16TH STREET
BELLE GLADE, FL 33430

(561) 996-4900 FAX: (561) 996-4912

JANIS ANDREWS, Ed. D.
WEST AREA SUPERINTENDENT

ARTHUR C. JOHNSON, Ph.D.
SUPERINTENDENT

April 11, 2007

Ms. Kelly Daniels, Project Director
Magnet Schools Assistance Program
The School District of Palm Beach County
Department of Choice Programs and School Choice
3300 Forest Hill Boulevard
Suite C-124
West Palm Beach, FL 33406

Dear Ms. Daniels,

It is with great pleasure I write this letter of support for your efforts as Project Director of the Magnet Schools Assistance Program (MSAP) grant and Ms. Vivian Green, Principal of Pahokee Elementary, as you seek funding to develop an International Baccalaureate Primary Years Programme at Pahokee Elementary School. This program will be of tremendous benefit not just to the students of Pahokee, but entire community; a community that is rich in cultural diversity, home to many different dialects, languages and love of the Arts.

As the Area Superintendent for Pahokee Elementary School, the need for a program of this type is evident to me. The MSAP grant will give the students of Pahokee Elementary greater exposure to researched based inquiry instruction models, foreign language development and fine arts. In addition, this program will complete a K-12 IB continuum in the Pahokee community, feeding an existing authorized International Baccalaureate Middle Years Programme and Diploma Programme at Pahokee Middle/Senior High. As you can see, the community of Pahokee is excited to have this rigorous academic programming available for their students. With the addition of this wonderful program, the school and community will be able to provide additional opportunities for the School District to develop close partnerships with many different organizations to benefit our students, for now and in the future.

I am thrilled to offer my support of this program to both you and Ms. Green and wish you both great success on securing funding for this program for the students of Palm Beach County.

Sincerely,

Janis Andrews, Ed.D.
West Area Superintendent

NORTON

MUSEUM OF ART

April 13, 2007

Kelly Daniels
School District of Palm Beach County
3310 Forest Hills Blvd.
West Palm Beach, FL 33406-5813

Dear Ms. Daniels,

Dr. Tom Pearson, Arts Administrator for the School District of Palm Beach County, let me know that an application has been made to establish Plumosa Elementary School as a second magnet elementary school for the arts in our County. I am writing today in support of this application.

As an arts educator at one of South Florida's major cultural institutions, I have worked with children and art for over twenty years. I have seen how children possessing diverse aptitudes for learning can be impacted for the better through music, dance, theater and the visual arts. I have heard from teachers with whom we work how a museum tour or related lesson in the classroom has sparked a particular child's enthusiasm for learning. The arts definitely serve to involve students in more than form and color; they open children's eyes to new worlds of understanding that span the curriculum, engage critical thinking, and lead to greater individual and collective achievement.

Since 2004, I have had the great opportunity to develop the Norton School Partnership with the administrators and teachers at U.B. Kinsey/Palmview Elementary School of the Arts. This program has allowed me to work with a school population not unlike Plumosa's (in terms of economic need) that has blossomed under the leadership of Mrs. Helen Byrd and her staff. Their commitment to our Partnership's goal of creating effective arts integration across the curriculum (language arts, social studies, science and math) has impacted student learning as well as all teachers' engagement with the arts. According to Mrs. Byrd, our exhibitions and performances by U.B. Kinsey students have helped the children develop a greater sense of pride in their achievements. As they explore the arts across the curriculum to learn and apply diverse concepts, and as they gain self-esteem through their own creative efforts, these young people are being transformed by their involvement with the arts.

Since polls show an overwhelming majority of American adults believe that the arts are critical to education, I think that our communities would welcome the establishment of a second magnet arts program in the southern part of our County. I look forward to hearing more about this application.

Sincerely,


Glenn C. Tomlinson
William Randolph Hearst Curator of Education



March 30, 2007

To Whom It May Concern:

I would like to express my total support of the federal initiative with providing the IB program for Conniston Middle School, the Middle Years Baccalaureate Program (MYBP).

This program emphasizes curriculum integration and enhances science technology. It embraces technology as a means of instruction. Statistics prove, approaching curriculum through technology is an enticing vehicle our youth respond to with academic excellence.

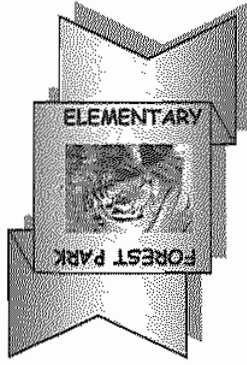
As a member of the School Advisory Council I fully support this initiative and partnership with Forest Hills High School. The continuation of this program drives towards the achievement of academic excellence for all students at Conniston Middle School.

Sincerely,
Valeria Ogletree
Valeria Ogletree

SAC Member

Conniston Middle School

PR/Award # U165A070087



Forest Park Elementary

1201 S.W. Third Street, Baynton Beach, FL 33435

Phone: 561.369.7056 Fax: 561.364.7905

Sharon Brannon
Principal

Suzanne Matuella
Assistant Principal



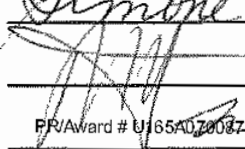
To Whom It May Concern:

We, the undersigned teaching faculty and staff of Forest Park Elementary School, do hereby express our support for the USDOE Magnet Schools Assistance Program Grant to implement the rigorous research based International Baccalaureate Primary Years Program in our school beginning August 2007. We understand that this support includes participation in theme-based professional development, as well as collaborative planning meetings, horizontal and vertical, as well as implementing additional courses that will be considered core instruction for our students. Thank you for your consideration of our

PR/AW ~~grant~~ proposal.

FOREST PARK ELEMENTARY
STAFF IB ACCEPTANCE ACKNOWLEDGEMENT

April 16, 2007


Allison Blake
Phyllis Hill
Natalie Cuddy
Helen Burke
Karen Drent
Mindy Deconroy
Marianne Rosenblum
Bonnie Spada
Frances M. Jensen
N. Smellman
E. Lustig

Lisa Hallman
Abraham A. Payne
Karen Adrobitch
Dobbi Scherer
M. Dwyer
Maria F. Ford
Quis Pacheco
Simone Thomas


W Hewitt
Margaret Anthis
Ken Tarts
Perry St. Cloud
Mark Moeck
Jamie Leeds
C. Lemke
Toni Laska
Mark C. Flaherty
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Yvonne Arnold
James King
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Helen Fogel
Lauri C. Beecher
Marilyn Koberg
Kim Steen
Eufrosina Monte
Francesca Monica
Ann Bares
Yvonne Christopher
Barbara Menden
M.
J. H. H.
Mira Kutter



THE SCHOOL DISTRICT OF
PALM BEACH COUNTY, FLORIDA

NORTH AREA ADMINISTRATION
1160 "N" AVENUE
RIVIERA BEACH, FL 33404

(561) 494-1500 FAX (561) 494-1550

ARTHUR C. JOHNSON, Ph.D.
SUPERINTENDENT

MARISOL FERRER
NORTH AREA SUPERINTENDENT



April 16, 2007

It is with great pleasure that I write this letter of support for the efforts of Ms. Kelly Daniels, Project Director and Dr. Glenda Sheffield, Principal of Dr. Mary McCloud Bethune Elementary, as they seek funding through the Magnet Schools Assistance Program (MSAP) grant to develop an International Baccalaureate Primary years Programme at Dr. Mary McCloud Bethune Elementary School. This program will be of tremendous benefit not just to the students of the school, but the entire community; a community that is rich in cultural diversity, home to many different dialects, languages and love of the Arts.

As the Area Superintendent for Dr. Mary McCloud Bethune Elementary School, the need for a program of this type is evident to me. The MSAP grant will give the students of the school greater exposure to researched based inquiry instruction models, foreign language development and fine arts. In addition, this program will complete a K-12 IB continuum in the Riviera Beach community, feeding a program seeking authorization as an International Baccalaureate Middle Years Programme at John F. Kennedy Middle School and an existing authorized Diploma Programme at Suncoast High School. As you can see, the community of Riviera Beach is excited to have this rigorous programming available for their students. With the addition of this wonderful program, the school and community will be able to provide additional opportunities for the School District to develop close partnerships with many different organizations to benefit our students, for now and in the future.

I am thrilled to offer my support of this program to Ms. Daniels and Dr. Sheffield and wish them both great success on securing funding for this program for the students of Palm Beach County.

Sincerely,

Marisol Ferrer,
PR/Award # U165A070087
North Area Superintendent



The Great Books Foundation

35 East Wacker Drive, Suite 2300
Chicago, IL 60601-2205

1-800-222-5
www.greatbooks

April 18, 2007

To Whom it may concern:

The Great Books Foundation (GBF) is delighted to be the designated partner for the International Baccalaureate (IB) schools that are part of Palm Beach County School District's Magnet Schools Choice Program application.

GBF and IB would be a partnership that aligns closely in philosophy and practice. The Foundation has a history of supporting the IB framework in elementary, middle and high schools in NY, MD, DC, FL, GA, NC, VA, CO, IL, and TX. We offer materials and strategies that build teacher capacity to develop inquiry-based classrooms and the opportunities to build global literacy and make connections across the curricula. GBF has achieved success with IB teachers who understand that our program is such a natural "fit" with their needs that we have developed alignment pieces with both the elementary (PYP) and the middle school (MYP) levels.

The Great Books Foundation has established several partnerships with the IB world. One of our consultants formerly taught at an IB school and also worked on the team that helped get the school certified as a Primary Years Program (PYP). Since then, she has presented at the national IBNA conference for several years and has led trainings that integrate the PYP and MYP philosophical framework with the Shared Inquiry methodology. She collaborated with the IB Coordinator of Anne Arundel County, MD and presented workshops that demonstrate ways to integrate our Junior Great Books® (JGB) program specifically with the Learners Profile, which has recently been adopted through all levels of the IB system.

One of the PYP schools that has integrated JGB programs very successfully is Sarah Smith Elementary School in Atlanta, Georgia. One of their faculty, Dr Abby McKinnon, was honored with a 2007 Great Books Great Teachers Award for her creative and thorough integration of materials and methodology in PYP cross-curricular mapping.

Junior Great Books is an exemplary K-12 program that promotes reading comprehension, critical thinking, and writing. Our materials feature world literature and primary source documents that address several disciplines. The Shared Inquiry™ Method promotes best practices and global citizenry as students collaborate to become curious thinkers who respect multiple perspectives, while the IB approach supports the promotion of student inquiry and making connections.

As President of the Great Books Foundation, I am pleased and honored to support the Palm Beach County School District efforts to create an exciting educational partnership.

Sincerely,

George Schueppert
President

Great Books. Great Minds
Learning How to Think and Share Ideas



PAHOKEE ELEMENTARY SCHOOL

560 East Main Place

Pahokee, Florida 33476

Phone (561) 924-6466 • Fax (561) 924-6469

Vivian M. Green
Principal

Tracy Gaugler
Assistant Principal

We, the undersigned teaching faculty and staff of Pahokee Elementary School, do hereby express our support for the USDOE Magnet Schools Assistance Program Grant to implement the rigorous research based International Baccalaureate Primary Years Programme in our school beginning August 2007. We understand that this support includes participation in theme-based professional development, as well as collaborative planning meetings, both horizontal and vertical, as well as implementing additional courses that will be considered core instruction for our students. Thank you for your consideration of our grant proposal

Vivian M. Green
 Telica Abrams
 Donna Baker
 Gloria Boldin
 Syrenthia Boldin
 Johnette Burden
 Deborah Cirincione
 Donna Cohick
 Martha DeVito
 Robbie Everett
 Lakeisha Freeman
 Dolores Garry
 Vivian Gordon
 Melissa Hamilton
 Youlando Harley
 Lawanda Harpcr
 Terrilyn Jenkins
 Mary Johnson
 Ella Leckie
 Beverly Lee
 Cathleen Levy
 Mariela Macias
 Megan Ungurean
 Lakecha Wells
 Melvia Williams
 Jennifer Wilson

V. M. Green
Telica Abrams
Donna Baker
Gloria Boldin
Syrenthia Boldin
Johnette Burden
Deborah Cirincione
Donna Cohick
Martha DeVito
Robbie Everett
Lakeisha Freeman
Dolores Garry
Vivian Gordon
Melissa Hamilton
Youlando Harley
Lawanda Harpcr
Terrilyn Jenkins
Mary Johnson
Ella Leckie
Beverly Lee
Cathleen Levy
Mariela Macias
Megan Ungurean
Lakecha Wells
Melvia Williams
Jennifer Wilson

Tracy Gaugler
 DeAlexis Martin
 Carolyn Mawali
 Tricia Maxwell
 Alfredia McCloud
 Brynn McLaughlin
 Begina Mills
 Charlyne Otis
 Shacrea Pace
 Sarah Page
 Liliana Paniagua
 Betty Pctithomme
 Gloria Pinzon-Valbati
 Mary Pringle
 Dorothy Rhodes
 Carolyn Rogers Long
 Renae Samuels
 Pamela Scudder
 Marilyn Shirley
 Editha Smith
 Heather Stahlin
 Daphine Tolbert
 Thomas Urso
 Ronethia Wells
 Wanda Williams

Tracy Gaugler
DeAlexis Martin
Carolyn Mawali
Tricia Maxwell
Alfredia McCloud
Brynn McLaughlin
Begina Mills
Charlyne Otis
Shacrea Pace
Sarah Page
Liliana Paniagua
Betty Pctithomme
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Mary Pringle
Dorothy Rhodes
Carolyn Rogers Long
Renae Samuels
Pamela Scudder
Marilyn Shirley
Editha Smith
Heather Stahlin
Daphine Tolbert
Thomas Urso
Ronethia Wells
Wanda Williams



Plumosa Elementary – A Title I School
1712 NE 2nd Avenue
Delray Beach, FL 33444
(561) 243-1562 Fax (561) 279-1701



Priscilla Maloney
Principal

Judith Greene
Assistant Principal

April 18, 2007

MEMORANDUM

TO: USDOE MSAP Grant Review Committee

FROM: Faculty and Staff of Plumosa Elementary School

We, the undersigned teaching faculty and staff of Plumosa Elementary School, do hereby express our support for the USDOE Magnet Schools Assistance Program Grant to implement the rigorous research based Fine Arts Program in our school beginning August 2007. We understand that this supports includes participation in theme-based professional development, as well as collaborative planning meetings, and developing community partnerships with Fine Arts organizations to open the world of the Arts to our students. Thank you for your consideration of our grant proposal.

| | | |
|--------------------------|------------------------|----------------------|
| <i>Priscilla Maloney</i> | <i>Loring Hill</i> | <i>Debra</i> |
| <i>Erica</i> | <i>Madamey</i> | <i>Sarah</i> |
| <i>Jan</i> | <i>Carlene Caseter</i> | <i>MWB</i> |
| <i>Jill Rogers</i> | <i>Arlene Weiss</i> | <i>C. Fredrick</i> |
| <i>Summer Joth</i> | <i>Linda Rhodes</i> | <i>Stephanie</i> |
| <i>Mary K. Thucia</i> | <i>J.M. [unclear]</i> | <i>Nicole Grimes</i> |
| <i>Sally Smoller</i> | <i>Janet Davis</i> | <i>Barbara</i> |
| <i>Bill [unclear]</i> | <i>Carol Capanna</i> | <i>Judith</i> |

Plumosa Elementary School – A Title I School
1712 NE 2nd Avenue
Delray Beach, FL 33444
(561) 243-1562 Fax (561) 279-1701



Priscilla Maloney
Principal

Judith Greene
Assistant Principal

April 18, 2007

MEMORANDUM

TO: USDOE MSAP Grant Review Committee

FROM: Faculty and Staff of Plumosa Elementary School

We, the undersigned teaching faculty and staff of Plumosa Elementary School, do hereby express our support for the USDOE Magnet Schools Assistance Program Grant to implement the rigorous research based Fine Arts Program in our school beginning August 2007. We understand that this support includes participation in theme-based professional development, as well as collaborative planning meetings and developing community partnerships with Fine Arts organizations to open the world of the Arts to our students. Thank you for your consideration of our grant proposal.

Shirley Santiago
Carelyn & Kivabella
Yvette Jackson
Liz Ann Dipprissier
Crystal duross
Mary
Robert Asensault
Angelina Glass

Ameydeth
Pchamz
Breedly/hts
Chris Win
Blaise Nicholasky
Bruno Inozom
Walter
Christine Bice
Kellie Camacho

deborah cawson

CONNISTON COMMUNITY MIDDLE SCHOOL

673 Conniston Road, West Palm Beach, Florida 33405
 561.802.5400 Fax 561.802.5409

M. Stratos
 Principal

We, the undersigned teaching faculty and staff of Conniston Middle School, do hereby express our support for the USDOE Magnet Schools Assistance Program Grant to implement the rigorous research based International Baccalaureate Middle Years Programme in our school beginning August 2007. We understand that this support includes participation in theme-based professional development, as well as collaborative planning meetings, both horizontal and vertical, with our own staff and our partner school, Forest Hill Community High School. Thank you for your consideration of our grant proposal.

| | | |
|-------------------------|------------------------|---------------|
| Gay Bradbury | Janet K. Lange | Philip Harris |
| Joe | James Scott | Joelqui Tomas |
| Betty Byrke | St. Miller | Jean Ross |
| Jim Lee | Lizadellman | Rachael Lee |
| John | Jonnie H | |
| Donna A. Melius | John | |
| Karen Ruckner | Magda Alvarez | |
| Donnell | Susan Collopy | |
| Brad Marks | Vincent Amador | |
| John | Anthony | |
| John | Duniquya Asay | |
| Nicole Pazanis | Shirley M. Siga | |
| Kory Boles | John | |
| John | Theresa Viano | |
| Governance | Shirley Silva | |
| John | Stonid J. Royle | |
| John | John | |
| Peter Showmik | Clara Cooper | |
| John | Giselle Vargy | |
| Wanette Davenson | John | |
| Marie R. Pagan | T. Joy | |
| John | Liz Schaefer | |
| Carol Roberts | Shirley | |
| Mindy | Constance | |
| John | Connie Williams | |
| John | | |
| John | | |



1501 Avenue "U" • Riviera Beach, Florida 33404
Phone (561) 494-2600 • Fax (561) 494-2610

Glenda F. Sheffield, Ed.D, Principal
Edwina Mooney, Ed.S, Assistant Principal

A Title I School

April 20, 2007

We, the undersigned teaching faculty and staff of Dr. Mary McLeod Bethune Elementary School, do hereby express our support for the USDOE Magnet Schools Assistance Program Grant to implement the rigorous research based International Baccalaureate Primary Years Programme in our school beginning August 2007. We understand that this support includes participation in theme-based professional development, as well as collaborative planning meetings, both horizontal and vertical, as well as implementing additional courses that will be considered core instruction for our students. Thank you for your consideration of our grant proposal.

Faculty & Staff Signatures:

| | | |
|---------------------------|----------------------------|---------------------------|
| <u>Glenda Sheffield</u> | <u>Virginia Case</u> | <u>Paula King</u> |
| <u>Susan Higginbotham</u> | <u>Shirley Barber</u> | <u>Yvonne Lewis</u> |
| <u>Christina Leitch</u> | <u>Cynthia D. Lee</u> | <u>Carlaundra King</u> |
| <u>Karen Noble</u> | <u>Kameen Clure</u> | <u>Wanda Corder</u> |
| <u>Dolores Bondy</u> | <u>Holly Lee</u> | <u>Patricia V. DeCaro</u> |
| <u>Buffy Ogilvie</u> | <u>Charlie D. Stanley</u> | <u>Dobrota Gies</u> |
| <u>Petrea Harrett</u> | <u>Lucita Boneo</u> | <u>Roskei Jackson</u> |
| <u>Gale Davis</u> | <u>Edwina Mooney</u> | <u>Donna Lewis</u> |
| <u>Wanda A. Lee</u> | <u>Hertina Harris</u> | <u>Glenda O. Wolf</u> |
| <u>Angela Switzer</u> | <u>May Hill</u> | <u>Essie Alara</u> |
| <u>Christy</u> | <u>Cherelle Taylor</u> | <u>Shirley Gummel</u> |
| <u>Myra Howard</u> | <u>Claudette Wilkerson</u> | <u>Alfreda Gray</u> |

RESPONSE TO INVITATIONAL PRIORITY

Rigorous Evaluation Design Plan

Palm Beach County Schools

2007-2010 MSAP Grant Application

1. Introduction

Evaluations of the impact of magnet schools on student achievement have been limited for a variety of reasons. This is largely due to the methodological challenges presented by parental and student choice as a factor of magnet school impact. As a result, development of effective research designs and subsequent estimation of program effects that account for the unique nature of choice have more recently focused on the use of lotteries to simulate experimental design or value-added quasi-experimental methodologies to isolate the impact of these programs (Ballou, Goldring, Liu, 2006; Hoxby & Rockoff, 2004; Betts & Loveless, 2005). This evaluation plan will pursue the same approaches to implement a rigorous assessment of the proposed magnet school program of the Palm Beach County Schools.

Specifically, the Education Alliance will evaluate the impact of the magnet school assistance program (MSAP) on student academic achievement in the Palm Beach County Schools. To accomplish this, evaluators will identify, obtain, analyze, and interpret state specific student achievement data in light of magnet program implementation at each proposed location. Based on district characteristics, magnet program variables, and data resources, Alliance evaluators will explore the feasibility of using the Palm Beach County School's lottery system to implement an experimental evaluation design using lotteried-in students as treatment participants and lotteried-out students as control group members. Absent the ability to field an experimental design using the district lottery system, the Alliance will implement a rigorous quasi-experimental evaluation design incorporating carefully matched treatment and comparison groups, as well as employ value added analysis methods to measure the impact of magnet schools on student achievement.

2. Research Approach and Questions

The Palm Beach County Schools will establish the following five magnet schools (with corresponding themes) through the MSAP:

- Forest Park Elementary (International Baccalaureate Primary Years Programme)
- Pahokee Elementary (International Baccalaureate Primary Years Programme)
- Bethune Elementary (International Baccalaureate Primary Years Programme)
- Plumosa Magnet School of the Arts (Dance, Music, Theatre, Visual Arts, Communication Arts) - Elementary
- Conniston Middle School (International Baccalaureate Middle Years Programme)

Students from across the district may apply for admission to any available choice schools. The Palm Beach County Schools will use lotteries to assign applicants to any open seats. Students

will be recruited to enhance diversity with regard to race, ethnicity, socioeconomic level, geography, and gender.

Based on discussions with the current school choice administrators, combined with lottery policies, it appears that student magnet applications in the Palm Beach County Schools are not expected to afford the level of randomization required to establish viable treatment (lotteried-in) and control groups (lotteried-out) for this evaluation. As a result, a quasi-experimental design will be used to address the following evaluation questions:

- Do students attending magnet schools make greater achievement gains than similar students attending conventional schools?
- If any differences are found, what is the magnitude of the difference in achievement gains between magnet and non-magnet students?
- Do magnet schools produce greater achievement benefits for NCLB defined subpopulations of students?

3. Quasi-experimental Evaluation Design

Interrupted Time Series Analysis

The goal of this evaluation is to understand whether the introduction of magnet school programs will affect the academic outcomes of students in MSAP schools as compared to what their achievement would have been in the absence of MSAP. As a result, an interrupted time series (ITS) analysis will be used to assess the impact (i.e., value added) of magnet schools using grade cohorts' academic outcomes before and after implementation of MSAP, and in comparison to identified control schools in the participating school districts within the Palm Beach County Schools.

Interrupted time series (ITS) is an alternative method of evaluation that can provide reliable estimates of magnet school effects. Bloom (2003) and others have used interrupted time series to estimate the effects of whole school reforms on student academic performance. The ITS will assess the extent to which measures of academic achievement of students in magnet schools differ from the historical trend prior to the implementation of the whole school magnet school program (baseline). This baseline model will provide a benchmark to assess whether the participating magnet schools experience a deviation (intervention impact) from the historical academic achievement trend that coincides with the implementation of the program. The projection of students' achievement based on the historical achievement trend prior to the introduction of magnet program in participating schools and the corresponding baseline trend and projected achievement evidenced in comparison schools act as the counterfactual – or, the performance levels that would have occurred in the absence of the magnet school program.

Magnet school students may improve their academic achievement for reasons other than or in addition to magnet schools' program effect. Therefore, comparison schools from the same district and with similar characteristics to the participating magnet schools will be introduced into the analysis to account for other factors (e.g. other contemporaneous school or district policies) that may influence student achievement. Moreover, the ITS will introduce individual

student characteristics, such as race/ethnicity, socio-economic status, prior test scores, aggregated at the cohort level into the analysis in order to account for systematic changes in the characteristics of cohorts of students over time that may confound magnet school effect.

The goal of the interrupted time series analysis is to make valid causal inferences that conversion magnet schools produced the observed change, if any, in students' academic achievement. However, in order to increase the validity of the inferences some analytic assumptions must hold. First, the projection of student achievement, based on the baseline model, must be a valid projection of future student achievement in the absence of the magnet school program. Second, comparison schools with characteristics similar to the conversion magnet schools should provide good measures as to how student achievement would change due to factors other than magnet school effect during the magnet school implementation period. Third, the background characteristics of students must be statistically controlled to account for the differential influence of student characteristics on academic performance. To address these assumptions, the Alliance will conduct interviews with district data managers and employ data verification and documentation activities to inform any necessary adjustments to be made during the planning and analysis phases of this evaluation.

Identifying comparison schools

The best predictor of a school's future performance is its past performance. Therefore, as indicated earlier, the past performance of grade cohorts within magnet schools acts as the first counterfactual. In addition, grade cohorts of comparison schools that are similar in past performance to the proposed MSAP schools will be selected and compared to the academic performance of magnet school students in the post-implementation of MSAP. This will be the second counterfactual. Moreover, it is also important to note that schools with comparable past performance, but which serve different populations, might respond differently to whole school reforms, such as the proposed magnet programs. Consequently, in addition to past performance, schools that serve similar populations of students will be selected as comparisons, using key demographic characteristics such as race/ethnicity, percentage of free/reduced lunch, English language learner status, and special education. With careful matching, it is reasonable to expect that in the absence of MSAP, the treatment and comparison schools might demonstrate similar amounts of progress in student academic achievement.

The unique context of the Palm Beach County Schools is particularly amenable to a quasi-experimental design that employs the use of comparison schools. The district has a large number of non-magnet or choice schools that are similar across a range of demographic variables to the proposed MSAP schools.

Power and Sample Size

There are four elementary schools and one middle school in the proposed 2007-2010 Palm Beach County Schools' Magnet School Assistance Program. The current sample sizes by grade cohorts for elementary schools are: 375 students in third grade, 313 in fourth, and 279 students in fifth grade. The sample sizes for middle schools are: 334 students in sixth grade, 330 in seventh, and 337 students in 8th grade. Based on the fact that the number of conversion magnet schools in the

Palm Beach County Schools is fixed (5) and after estimating the projected number of students for the three-year period after implementation of MSAP, the Alliance will estimate the power of the statistical analysis to detect an MDES (minimum detectable effect size) of .20 standard deviations for each selected grade level. The potential total sample size, including magnet and comparison schools' students, is twice the numbers indicated above.

4. Outcome Measures and Data Sources

Outcome measures

The Florida Comprehensive Assessment Test (FCAT) will be our primary data collection instrument for grades three through eight. The FCAT is taken by all students enrolled in grades 3-11. The FCAT Reading and FCAT Mathematics are reported in three ways: as a scale score on a scale of 100 to 500 for a single grade level; as a developmental scale score on a scale of 0 to 3000 for all grade levels; and as one of five achievement levels. Developmental scale scores are designed to measure individual student's academic progress across grades within the same content area. FCAT data are available from the Florida Department of Education and Duval County Public Schools Department of Research and Evaluation.

The FCAT consists of two types of tests: norm-referenced in reading and mathematics, which compare the achievement of Florida students with that of students nationwide; and criterion-referenced tests in reading, mathematics, science and writing, which measure student progress toward meeting the Sunshine State Standards benchmarks; the FCAT reliability coefficient (KR_{20}) for Reading range from 0.87 to 0.91, and from 0.88 to 0.93 for Math. The standard error of measurement is between 13 and 26 for Reading, and between 8 and 22 for Mathematics.

Data Sources

The FCAT Reading and Mathematics assessment data will be obtained from the Florida Department of Education in collaboration with the Palm Beach County School district's data director and staff. Additional student level data required for disaggregation will be obtained from the Palm Beach County Schools and will include demographic data such as ethnicity, gender, free/reduced lunch status, English language proficiency, and socio-economic status. Where data linking students and their primary teachers are available, these data will be requested by Alliance staff as well. Education Alliance evaluators will work in conjunction with district data director to specify the data needed.

As available, teacher level data will be obtained and include teacher tenure, level of certification, and related teacher quality/experience variables as available. School-level data would include principal tenure, previous school-level performance on state achievement tests; school-level racial/ethnic makeup and free/reduced lunch or Title 1 status, and teacher quality indicators (given the lack/accessibility of individual level teacher data).

Alliance evaluators will routinely correspond and, as necessary and appropriate, meet face-to-face with the director of magnet programs for Palm Beach County Schools. The goal of these meetings will be to clarify the types of statistical analyses being conducted as well as the benefits

and limitations of each approach. Evaluators will also continue to learn about the districts' context for each magnet program, which will inform evaluator interpretation of statistical output. Regular communication with the district's data director will also be important to understanding the structures, intricacies, and limitations of the district's data systems. Collaboration with the district data director assures timely and efficient access to student-level assessment data as well as a variety of other descriptive data on students, teachers, and schools included in the evaluation sites.

School level variables will be collected from NCES Common Core of Data (CCD), Florida Department of Education and Palm Beach County Public Schools web sites, and direct communication with MSAP grantees. CCD contains most data required for three years of pre-conversion school level comparisons. Data are usually available for school type, enrollment size and composition, student/teacher ratio, and grade span.

Once received by the Education Alliance, all data will be extensively reviewed in consultation with district personnel and verified for accuracy. After initial processing, Alliance data analysts will merge data files and prepare them for use in various data analysis programs (e.g., SPSS). This extensive process will be conducted concurrently with a secure data management process, including documentation of all data received and careful organization of district files on a secure server housed at the Alliance.

5. Statistical Analysis

To answer the evaluation questions stated above, the analysis will rely on individual student records obtained from Palm Beach County Schools, including FCAT data in Reading and Math from three years prior to implementation of MSAP and three years after implementation. To address the first evaluation question, a MSAP indicator (W) will be included in the analysis model. The estimation of the magnet school effect size will respond to the second evaluation question. Finally, inclusion of student background characteristics and their interaction with the MSAP effect will be examined to respond to the third evaluation question. Specific steps in approaching the analysis include:

- Use of ITS to estimate the deviation from the baseline trend in the treatment schools (MSAP schools);
- Use of ITS to estimate the deviation from the baseline trend for comparison schools selected from within Palm Beach County Schools;
- Estimation of the difference between the deviations from the baseline trends for MSAP schools versus the comparison schools.

The interrupted time series analysis can be transformed into a multi-level model – in this case, a three level model: students, nested within cohorts, nested within schools. However, Bloom (2003) stated that a random effects model implies that the sample of schools such as the ones included from Palm Beach County Schools is sufficient to generalize to a larger population of schools. Nevertheless, participating schools in the proposed program self-selected to convert to magnet schools. Therefore, a “fixed effects” model at the school level is more appropriate.

Since the school-level error term of the three-level model is fixed, the system of equations can be reduced to a two-level model (students nested within “school-by-year” cohorts).

Level-1 model (students within school-by-year cohorts)

$$Y_{ijk} = \beta_{0jk} + e_{ijk}$$

β_{0jk} = average achievement in cohort j at school k ;

e_{ijk} = the difference between average achievement at cohort j in school k , and the achievement of student i in cohort j at school k

Level-2 model (school-by-year-cohorts)

The level 2 analysis is carried out at the “cohort” level, with each cohort referring to a school by year combination (average achievement as a function of time and membership in the program or comparison groups).

$$\beta_{0jk} = \sum_{k=1}^k \gamma_{00k} D_k + \sum_{k=1}^k \gamma_{01k} D_k X_{1jk} + \gamma_{02} X_{2jk} + \gamma_{03} X_{3jk} + \gamma_{04} X_{4jk} + \gamma_{05} X_{2jk} * W_k + \gamma_{06} X_{3jk} * W_k + \gamma_{07} X_{4jk} * W_k + \tau_{0jk}$$

k = the total number of schools in the sample;

X_{1jk} = current academic year minus the year prior to the first year of the program (this number is equal to zero (“0”) during the last baseline year (2006-2007), it is negative prior to the baseline period, and increases by one (1) in every follow-up year);

X_{2jk} = A dichotomous variable (1 if cohort j at school k occurs in the 1st year of MSAP; “0” otherwise);

X_{3jk} = 1 if cohort j at school k occurs in the 2nd year of MSAP; “0” otherwise;

X_{4jk} = 1 if cohort j at school k occurs in the 3rd year of MSAP; “0” otherwise.

W_k = 1 if school k is an MSAP school; “0” otherwise.

γ_{00k} = the intercept for school k (average achievement in school k in the year prior to the magnet school program);

γ_{01k} = time trend for school k (the relationship between a unit change in time and average achievement at school k ;

γ_{02} = the average 1st year deviation from trend in comparison schools;

γ_{03} = the average 2nd year deviation from trend in comparison schools;

γ_{04} = the average 3rd year deviation from trend in comparison schools;

γ_{05} – the average difference between 1st year deviation from trend in the comparison schools and the 1st year deviation from trend in the magnet schools;

γ_{06} – the average difference between 2nd year deviation from trend in the comparison schools and the 2nd year deviation from trend in the magnet schools;

γ_{07} – the average difference between 3rd year deviation from trend in the comparison schools and the 3rd year deviation from trend in the magnet schools;

τ_{0jk} – residual variance.

Controlling for Shifts in Student Composition (covariates) Among Cohorts

Level-1: Students within Cohorts

$$Y_{ijk} = \beta_{0jk} + \beta_{1jk} X^*_{ijk} + e_{ijk}$$

X^*_{ijk} = background characteristics (i.e. prior achievement) of student i , in cohort j , at school k (grand-mean centered). Additionally and in a separate model, student characteristics will be included in the level-1 model – uncentered – to measure any differential effects of magnet schools on student subgroups and estimate the relative impact of magnet school attendance on these subgroups;

β_{0jk} – average achievement in cohort j at school k , for students with average characteristics;

β_{1jk} – the relationship between prior achievement and student achievement in cohort j at school k ;

Level-2: Schools-by-Year Cohorts

$$\beta_{0jk} = \sum_{k=1}^k \gamma_{00k} D_k + \sum_{k=1}^k \gamma_{01k} D_k X_{1jk} + \gamma_{02} X_{2jk} + \gamma_{03} X_{3jk} + \gamma_{04} X_{4jk} + \gamma_{05} X_{2jk} * W_k + \gamma_{06} X_{3jk} * W_k + \gamma_{07} X_{4jk} * W_k + \tau_{0jk}$$

$$\beta_{1jk} = \sum_{k=1}^k \gamma_{10k} D_k$$

Mixed Model:

$$Y_{ijk} = \sum_{k=1}^k \gamma_{00k} D_k + \sum_{k=1}^k \gamma_{01k} D_k X_{1jk} + \sum_{k=1}^k \gamma_{10k} D_k X^*_{ijk} + \gamma_{02} X_{2jk} + \gamma_{03} X_{3jk} + \gamma_{04} X_{4jk} + \gamma_{05} X_{2jk} * W_k + \gamma_{06} X_{3jk} * W_k + \gamma_{07} X_{4jk} * W_k + \tau_{0jk} + e_{ijk}$$

X_{ijk}^* = student background characteristics (i.e. prior achievement, race/ethnicity, ELL status, Sped, gender) of student i , in cohort j , at school k (grand-mean centered).

Effect Size

In addition to providing the results on the statistical significance of magnet school effects the Alliance will also provide an index of the practical importance or *effect size* of the study results. The Alliance will utilize the most appropriate estimate of effect size to answer the study's research questions.

6. Treatment and Treatment Fidelity

MSAP schools will evolve throughout the three-year MSAP cycle because their programs are implemented in stages. Measuring program treatment fidelity helps identify variability within program structure and content across the MSAP years. The Alliance also understands that examining pre-conversion data, local educational policies, and other initiatives, will help explain the counterfactual—how schools would have evolved if they had not been converted to magnet—which will provide insight into the factors responsible for the evolution of magnet conversion schools, contextualize and interpret the impact of magnet schools on student achievement. The Alliance is also cognizant that many MSAP schools do not have formal structures in place to monitor treatment fidelity; therefore, this will be addressed in the regular evaluation plan as described in the district MSAP application.

Program fidelity (the degree to which the program is implemented as intended) will be determined in the areas of dosage (number of minutes per week/year and proportion of instructional time the magnet theme is presented to students), quality of lessons presented to students, and adherence (degree to which project goals, objectives and activities described in this proposal are implemented). See proposal sections 3.1, 3.2, 3.3.

7. Progress Reports and Communications

The Education Alliance will develop annual progress reports based on guidance from the U.S. Department of Education that will help inform and document implementation of the most rigorous methodology and analysis possible given the district's composition and the data available. Information included in these reports will include at a minimum any changes in the evaluation design, treatment and treatment fidelity measures, progress on data collection, copies of data collection/assessment instruments, progress on database development, updates on data analysis plan, progress in statistical analyses, and preliminary statistical results as available. A final report inclusive of findings and statistical results will be submitted in year three.

The Alliance will maintain ongoing communication with magnet program directors to clarify magnet program implementation and comparison school configurations. Evaluators will also communicate regularly with data directors and meet with them as necessary to learn the structures, intricacies, and limitations of their district's data systems. Such communication is critical to maintaining the close working relationship necessary to support and assure successful implementation of the rigorous evaluations. Evaluators will rely on the district data directors to

secure student-level assessment data as well as a variety of other descriptive data on students, teachers, and schools included in the evaluation sites.

8. Organizational Capacity

The Education Alliance, a department at Brown University, serving the education community since 1975, provides applied research, evaluation, development, technical assistance, and consulting services to public and private educational organizations nationwide. Initially formed through a federally funded program designed to assist second language educators in New England, the work of the Alliance has evolved to focus on state, district and school improvement, with special attention to underperforming districts and schools and issues of equity and diversity. The mission of the Education Alliance is to promote educational change that provides all students with equitable opportunities to succeed and to advocate for populations whose access to excellent education has been limited or denied.

The Education Alliance fulfills this mission by jointly engaging with practitioners and policy makers in planning, implementing, and evaluating the policies, programs, strategies, and practices that lead to sustainable improvements in teaching and learning. Currently, the Education Alliance is engaged in over 40 separate grants and contracts, ranging from short-term, targeted professional services to schools and districts to multi-year rigorous evaluation of instructional programs and high quality technical assistance services to states on issues of equity, comprehensive school reform, and No Child Left Behind implementation.

The Education Alliance's Research and Evaluation Division currently fields up to twenty projects annually. These projects range from federally funded randomized trials investigating adolescent literacy interventions and another assessing the effects of early childcare education to multi-year program evaluations of comprehensive school reform, smaller learning communities, bilingual education, and math and science partnerships. With respect to experience with the Magnet School Assistance Program, the Alliance has collaborated with American Education Solutions to provide comprehensive evaluation services annually for the past three cycles of funding for the Magnet School Assistance Program (MSAP). Working with geographically diverse school districts across multiple states, Alliance evaluators have interacted with MSAP directors and data managers to coordinate data collection activities and assess program implementation and impact over each three-year grant cycle. Throughout each cycle of MSAP awards, Education Alliance staff maintained the use of comparison sites to afford longitudinal assessment of the differential impact of magnet school programs on reducing the achievement gap between minority and non-minority students.

The Education Alliance continues to increase the methodological sophistication of its MSAP evaluations by the use of propensity scoring to develop statistically similar matched samples across schools. In addition, the use of documented inventories of non-magnet school offerings was introduced to assure the absence of former magnet or similar program features among the comparison pool members. Other examples of the Education Alliance's experience with MSAP evaluations include:

- *Site recruitment, data gathering, and analysis of student records.* For each of the last three MSAP funding cycles, approximately 3,000 teacher surveys and 10,000 student

surveys were administered each year. These efforts included the identification and recruitment of comparison sites for survey administration and collection of student test data.

- *Use of quasi-experimental methods, including cross-sectional and growth modeling.* The Education Alliance used quasi-experimental designs throughout each cycle of MSAP evaluation. Working either with matched comparison schools or matched comparison student cohorts, evaluators incorporated increasingly sophisticated methods to define and construct statistically equivalent comparison cohorts. Data were disaggregated and analyzed separately by demographic variables such as student's race and socio-economic status, as required by the MSAP grant. Longitudinal analyses were conducted on successive measurement of students' academic performance to estimate change over time. Results were presented in tables that presented both district-wide performance and magnet-comparison school pairs, yearly and over time. Statistical analyses included both pre-post tests of significance, repeated measures analysis of covariance and growth modeling.
- *Experience in conducting experimental evaluations where programs are over-subscribed.* Education Alliance staff is currently engaged in six rigorous evaluations where the uses of lotteries or application pools were proposed to approximate experimental designs. The lottery provides evaluators with an equivalent treatment group (student applicants who are randomly selected for magnet school "seats") and a control group (student applicants who are not selected); therefore, any post-treatment outcome difference between treatment and control groups can be assigned to treatment effect. Several issues prevented the use of student lotteries for conducting experimental evaluations, including low applicant pools, the use of inconsistently applied weighting protocols, preferential selection policies, and inconsistent test data over time. Such factors were carefully considered within the unique context of each district, and quasi-experimental designs proved to be the most rigorous methodology to employ for these evaluations.

References

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- Hoxby, C. M. & Rockoff, J.E. (2004). The impact of charter schools on student achievement. Retrieved July 25, 2006 from <http://www.economics.harvard.edu/faculty/hoxby/papers.html>.

**MSAP Rigorous
Evaluation 2007**

| <u>Cost Items</u> | | | <u>YEAR 1</u> | | | | <u>YEAR 2</u> | | | | <u>YEAR 3</u> | | <u>TOTAL</u> |
|--|--------------|----------------------|--------------------|--------------|----------------------|--------------------|---------------|----------------------|--------------------|--------------|----------------------|-----------------------|--------------|
| | <u>Days</u> | <u>% Effort</u> | | <u>Days</u> | <u>% Effort</u> | | <u>Days</u> | <u>% Effort</u> | | <u>Days</u> | <u>% Effort</u> | | |
| Salaries | | | | | | | | | | | | | |
| Director | 10 | (b)(4),(b)(6) | \$ 4,231 | 8 | (b)(4),(b)(6) | \$ 3,486 | 8 | (b)(4),(b)(6) | \$ 3,591 | | | \$ 11,308 | |
| R&E Specialist | 46 | | \$ 12,738 | 52 | | \$ 14,832 | 55 | | \$ 16,158 | | | \$ 43,729 | |
| R&E Sr. Associate | 66 | | \$ 14,723 | 68 | | \$ 15,624 | 68 | | \$ 16,093 | | | \$ 46,440 | |
| Data Analyst | 30 | | \$ 5,769 | 32 | | \$ 6,338 | 32 | | \$ 6,529 | | | | |
| R&E Associate | 8 | | \$ 1,477 | 10 | | \$ 1,902 | 10 | | \$ 1,959 | | | \$ 5,337 | |
| R&E Assistant | 10 | | \$ 1,442 | 10 | | \$ 1,486 | 10 | | \$ 1,530 | | | \$ 4,458 | |
| Other FBN | | | - | | | - | | | - | | | - | |
| Program Support Operational (Admin II Staff) | 5 17.5 | | \$ 721 \$ 3,466 | 5 18.5 | | \$ 743 \$ 3,774 | 6 18.9 | | \$ 918 \$ 3,972 | | | \$ 2,382 \$ 11,212 | |
| Salary Subtotals: | 193 | | \$ 44,568 | 204 | | \$ 48,185 | 207.9 | | \$ 50,749 | | | \$ 124,866 | |
| Benefits (32.4%) | | | \$ 14,440 | | | \$ 15,901 | | | \$ 16,747 | | | \$ 47,088 | |
| Miscellaneous Staff | <u>Hours</u> | | | <u>Hours</u> | | | <u>Hours</u> | | | | | | |
| | 75 | | \$ 1,125 | 113 | | \$ 1,744 | 112.5 | | \$ 1,800 | | | \$ 4,669 | |
| | | | - | | | - | | | - | | | - | |
| Misc. Benefits (9%) | | | \$ 101 | | | \$ 157 | | | \$ 162 | | | \$ 420 | |
| Professional Services | <u>Days</u> | | | <u>Days</u> | | | <u>Days</u> | | | | | | |
| Statistical consultant | 5 | | \$ 5,500 | 5 | | \$ 5,500 | 4 | | \$ 4,400 | | | \$ 15,400 | |
| | | | - | | | - | | | - | | | - | |
| | | | - | | | - | | | - | | | - | |
| Staff Travel | <u>Trips</u> | <u>Miles Airfare</u> | | <u>Trips</u> | <u>Miles Airfare</u> | | <u>Trips</u> | <u>Miles Airfare</u> | | <u>Trips</u> | <u>Miles Airfare</u> | | |
| Site National (incl MSA fees) | 2 | 1000 | \$ 4,400 | 2 | 1000 | \$ 4,400 | 2 | 1000 | \$ 4,400 | | | \$ 13,200 | |
| | | | | | | | | | | | | - | |
| Program Specific Materials/Supplies | | | | | | | | | | | | | |
| Supplies | | | | | | | | | | | | - | |
| Books | | | | | | | | | | | | - | |
| Equipment (under \$3,000) | | | \$ 2,221 | | | \$ 1,565 | | | \$ 800 | | | | |
| Equipment (over \$3,000) | | | | | | | | | | | | | |

| | | | | | | | |
|---|--|-----------|--|-----------|--|-----------|-----------|
| Infrastructure (\$1,200 per FTE) | | \$ 10,662 | | \$ 11,271 | | \$ 11,514 | \$ 33,447 |
| Total Direct Costs | | \$ 83,017 | | \$ 88,723 | | \$ 90,572 | \$262,313 |
| Total F & A Costs (23%)* *23% unless officially capped | | \$ 19,094 | | \$ 20,406 | | \$ 20,832 | \$ 60,332 |
| Grand Total | | \$102,111 | | \$109,129 | | \$111,404 | \$322,645 |

Teacher - Magnet Coordinator

JOB CODE: All CTA Teacher Job Codes

PLEASE NOTE:

The Palm Beach County School District does not maintain job descriptions for specific CTA positions. Principals have the authority for the assignment of CTA employees within a school in keeping with provisions of the CTA Agreement.

For additional information, please see the CTA Agreement or contact the Principal of the school to which you are applying.

TITLE: *Magnet Marketing and Recruitment Specialist*

QUALIFICATIONS:

1. Bachelor's degree in journalism, public relations, public administration or related field.
2. Minimum of five (5) years of successful experience in print or broadcast journalism, and/or experience as a public or community relations professional in a public school setting, in a large private sector or non-profit organization or in a governmental agency.
3. Professional experience in dealing with the public.
4. Knowledge of communication and public education issues.
5. Knowledge of District operations, including schools, community organizations and the media.
6. Demonstrated ability to work with diverse groups, and effectively communicate, both orally and in writing.
7. Knowledge of current computing technologies and software applications appropriate to the position's job responsibilities.

PERFORMANCE RESPONSIBILITIES:

Essential Functions:

1. Assists the Magnet Schools Assistance Program Director in the strategic planning and day-to-day operation of the department.
2. Responds to public records requests.
3. Provides support for public information, media relations and other internal and external communications and activities.
4. Directs staff as to the design and implementation of programs, events, activities and publications of the department.
5. Assists in the marketing of School Advisory Council activities.
6. At the direction of the CPIO, researches, collects and disseminates information to the public/community, employees, volunteers, partners, elected and appointed officials and news media in support of Board goals.

7. Prepares and makes presentations at meetings and community events which involve the recognition of students, schools, programs, employees, volunteers and partners.
8. Department liaison with community groups and organizations.
9. Writes and distributes reports and press releases and arranges media coverage of education topics.

Additional Job Functions:

1. Follows adopted policies and procedures in accordance with School Board priorities.
2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement.
3. Performs other duties as assigned.

New: 07/01
Replaces: Public Information Specialist
Salary Level: 2
Employee Unit: S
Responsible to: Magnet Assistance Program Director

Capable of lifting/carrying 20 lbs. and occasionally up to 50 lbs.; some physical activity required.

TITLE: *SPECIALIST - INSTRUCTIONAL*

QUALIFICATIONS:

1. Master's degree in education with specialization in related field.
2. Valid teaching certificate required at level of responsibilities and in subject area.
3. Successful teaching experience at level and in subject area of responsibilities including experience in articulating with other areas and levels.
4. Successful experience in curriculum development and implementation at level and in subject area of responsibilities.
5. Demonstrated ability to work with diverse groups, and effectively communicate, both orally and in writing.
6. Knowledge of current computing technologies and software applications appropriate to the position's job responsibilities.

PERFORMANCE RESPONSIBILITIES:

Essential Functions:

1. Coordinates the development and implementation strategies of District and State mandated programs for area/District-wide utilization at a designated level and/or subject area.

2. Assists in disseminating and implementing the District curriculum at the level and/or subject area required by the position.
3. Coordinates and monitors the utilization of project resources, and assists in coordinating and monitoring project budgets.
4. Assists with staff development activities, and the planning and implementation of the in-service training for project-related activities.
5. Assists in the preparation and collection of evaluative data and in the dissemination of evaluation results.

Additional Job Functions:

1. Follows adopted policies and procedures in accordance with School Board priorities.
2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement.
3. Performs other duties as assigned.

New: 6/93

Revised: 12/00

Salary Level: 2

Bargaining Unit: S

Responsible to:

Responsible to: Magnet Assistance Program Director

Capable of lifting/carrying 20 lbs. and occasionally up to 50 lbs.; some physical activity required.

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 9229-Mandatory_Budget_for_2007-2010_Final.pdf

DISTRICT OFFICE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---|--------|--------|--------|--|
| Personnel | | | | |
| Project Director | 0 | 0 | 0 | This position will be funded in full by the School District of Palm Beach County. Under the direction of the Director of Choice Programs and School Choice, this individual will be responsible for the implementation and supervision of this grant, including acquisition of equipment, supplies and services and support to the Principals and Lead Teachers at the school sites. |
| Magnet Curriculum Specialist | 65,000 | 66,950 | 68,959 | Fund the full position of Magnet Curriculum Specialist. This individual will provide leadership and assist in the development of the MSAP grant project, will assist in conducting staff development activities, serve as a liaison between the schools and the SDPBC and assist the Project Director and Lead Teachers in the implementation, development and evaluation of the programs. |
| Magnet Marketing and Recruitment Specialist | 65,000 | 66,950 | 68,959 | Fund the full position of Magnet Marketing and Recruitment Specialist. Working with the Project Director and Curriculum Specialist, this person will carry out the responsibilities of marketing and recruiting new students to the MSAP school sites. This position will include, but not be limited to, development of brochures, videos, news releases and recruitment fairs. |
| Statistical Analyst | 35,000 | 36,050 | 37,132 | Fund the full position of Statistical Analyst. Under the direction of the Project Director, this individual will support the daily operation of the project including developing and preparation of reports, monitoring budgets, ordering and maintaining project records. |

DISTRICT OFFICE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|------------------------------------|----------------|----------------|----------------|---|
| Part-Time Hourly | 50,000 | 50,000 | 50,000 | Fund part-time positions from retired magnet school specialists who have expertise in budget, curriculum and technology. These individuals will be hired on a part-time basis and will also assist in the coordination of staff development, summer institutes, marketing and recruitment. |
| Personnel Total | 215,000 | 219,950 | 225,050 | |
| Fringe Benefits | | | | |
| Employee Benefits | 45,150 | 46,190 | 47,261 | Fund retirement (FRS) 10.5%; FICA 6.2%; Medicare 1.45%; Worker's Comp/Unemployment 2.85% |
| Group Insurance (Health and Life) | 17,250 | 17,250 | 17,250 | Provide medical, dental, vision and other benefits per bargaining unit contracts at a rate of \$5750 per person. |
| Fringe Benefits on Part-time hours | \$10,500 | \$10,500 | \$10,500 | Fund retirement (FRS) 10.5%; FICA 6.2%; Medicare 1.45%; Worker's Comp/Unemployment 2.85% on part time hours. |
| Fringe Benefit Total | 72,900 | 73,940 | 75,011 | |
| Travel | | | | |
| Conferences and School Visits | 15,000 | 15,000 | 15,000 | To provide out of county travel for conferences and registration expenditures for Project Director, Curriculum Specialist and Marketing Specialist to visit authorized IB PYP, IBMYP and Fine Arts schools, fund participation in state, local and national conferences, Magnet Schools of America, FLIBS, IBNA, etc. |
| Travel Total | 10,000 | 15,000 | 10,000 | |
| Supplies | | | | |

DISTRICT OFFICE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---|---------|---------|---------|---|
| Computers (2) | \$2,364 | 0 | 0 | Three desktop computers (project director, curriculum specialist, statistical analyst) to provide teacher support for maintenance of databases, budgets and communication to/from schools and to create marketing supplies for Choices schools. |
| Laptop (3) | \$3,160 | 0 | 0 | Three laptop computers (project director, curriculum specialist, marketing specialist) to provide teacher support at each school during site visits, provide professional development, assist in the creation of marketing supplies for MSAP schools. |
| Additional Docking Stations for Laptops (5) | \$695 | 0 | 0 | Docking Stations for laptops at each of the 5 MSAP school sites for Curriculum Specialist, Marketing Specialist and Project Director. |
| LCD Projector (3) | \$4,500 | 0 | 0 | Two portable LCD projectors (Project Director, Curriculum Specialist) to assist in the professional development of school site personnel. |
| Color Laser Printer (commercial grade) | \$8,000 | 0 | 0 | Commercial grade color laser printer to produce marketing supplies for Choices schools in-house to decrease printing costs. |
| Ink for Commercial Laser Printer | \$6,475 | \$6,475 | \$6,475 | 5 sets of ink to complete commercial grade printing inhouse for MSAP schools. |

DISTRICT OFFICE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|----------------------------------|---------|--------|--------|---|
| Color Laser Printer (4 personal) | \$1,800 | 0 | 0 | Four personal color laser printers (Curriculum Specialist, Marketing Specialist, Technician - Website) to provide teacher support for MSAP schools in the maintenance of databases, budgets, curriculum, marketing and recruiting supplies and communication to/from schools. |
| Telephones (4) | \$600 | 0 | 0 | For communication between MSAP schools, district office, community. |
| Office Desk (4) Office Depot | \$3,000 | 0 | 0 | To furnish the office of the Curriculum Specialist, Market Specialist, and Website Technician. Desks include 2 drawer file cabinet and storage hutch. |
| Filing Cabinets (4) | \$3,200 | 0 | 0 | To store materials necessary for the marketing and recruitment effort of the MSAP schools, and for the running of the Magnet office. |

DISTRICT OFFICE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|------------------------------------|-----------------|-----------------|-----------------|--|
| Bookshelves (4) | \$1,040 | 0 | 0 | To store and display materials relevant to the recruitment effort and to the operation of the magnet office. |
| Digital Camera (4) | \$1,400 | 0 | 0 | To record activities of the magnet office and school's marketing efforts. |
| Office Desk Chair (4) Office Depot | \$600 | 0 | 0 | To furnish the office of the Curriculum Specialist, Market Specialist, and Website Technician. |
| General Office Supplies | \$10,000 | 10,000 | 10,000 | Purchase general office supplies (paper, postage, heavy quality paper for commercial printing, colored paper, etc) to provide the necessary supplies to efficiently run the magnet office. |
| Supply Total | \$46,834 | \$16,475 | \$16,475 | |
| Contractual Agreements | | | | |
| Evaluation | \$75,000 | \$75,000 | \$75,000 | Funds outside evaluator to conduct the project evaluation. Project evaluator will analyze data related to student achievement and enrollment and assists the Project Director and Principals in making curricular decisions related to the data. Assists in preparing required report for the grant. |

DISTRICT OFFICE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|------------------------------------|------------------|------------------|------------------|--|
| Professional and Technical | \$50,000 | \$50,000 | \$50,000 | Provide professional and technical services and curriculum development for summer institutes and continued improvement of magnet themes and analysis of program implementation. IB Consultants to provide IB consultation on-site, while not recognized by IBNA will solidify the professional development of each school. |
| Contractual Total | \$125,000 | \$125,000 | \$125,000 | |
| Other | | | | |
| Marketing and Recruitment Supplies | \$50,000 | \$50,000 | \$50,000 | Fund any outside printing that cannot be handled inhouse. Fund the marketing and recruitment fair for the MSAP schools. Fund the printing of professional MSAP recruitment materials for the public. Postage for recruitment activities. |
| Other Total | \$50,000 | \$50,000 | \$50,000 | |
| Total Direct Cost | \$519,734 | \$500,365 | \$501,536 | Total of Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual Agreements and Other |
| Indirect Cost | \$12,889 | \$12,409 | \$12,438 | Total of Personnel, Fringe Benefits, Travel, Supplies, Contractual Agreements and Other X 2.48% |
| Total Cost per Year | \$532,623 | \$512,774 | \$513,974 | Total of Direct Cost and Indirect Cost |

FOREST PARK ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--|---------------|---------------|---------------|---|
| Personnel | | | | |
| Site Based IB Coordinator/Theme Lead Teacher | 64,072 | 65,994 | 67,974 | To coordinate and provide instructional leadership for the implementing school in the IB curriculum. This person will also be the recruiter from the school site that visits schools inviting them to apply to the program. |
| Subtotal Personnel | 64,072 | 65,994 | 67,974 | |
| Fringe Benefits | | | | |
| Employee Benefits | 13,455 | 13,859 | 14,275 | Fund retirement (FRS) 10.5%; FICA 6.2%; Medicare 1.45%; Worker's Comp/Unemployment 2.85% |
| Group Insurance (Health and Life) | 5,750 | 5,750 | 5,750 | Provide medical, dental, vision and other benefits per bargaining unit contracts at a rate of \$5750 per person. |
| Fringe Benefits on Curriculum Writing | \$2,575 | \$5,151 | \$5,151 | Fund retirement (FRS) 10.5%; FICA 6.2%; Medicare 1.45%; Worker's Comp/Unemployment 2.85% on part time curriculum writing hours. |
| Fringe Benefit Subtotal | 21,780 | 24,760 | 25,176 | |
| Travel | | | | |
| Mandatory Level 1 Training | 22,000 | 0 | 0 | Mandatory Level 1 training for IBPYP schools. \$2000 per person. 1 teacher per grade level, one administrator, one coordinator and one teacher from each speciality area must attend IBNA off-site training. This costs includes \$525 registration fee, hotel, meals, airfare and ground transportation. |

FOREST PARK ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|-------------------------------------|--------|--------|--------|---|
| Mandatory School Based PYP Training | 2,500 | 0 | 0 | Mandatory school based training. Each teacher in a PYP school must be trained. In an effort to assist schools with this cost, IBNA will permit schools to have on-site training, once during the application process. This cost will cover the expense for the consultant completing this training, including hotel, airfare, meals, consultant fee, and ground transportation. |
| Level 2 Training | 0 | 36,000 | 0 | Level 2 IBNA training for teachers. This training will assist them as they prepare curriculum documents for Application B. \$2,000 budgeted per person will cover registration, hotel, airfare, meals and ground transportation. 18 teachers will complete this training including one from each grade level K-5, one administrator and the IB Coordinator and one specialist from each area. |
| Level 3 Training | 0 | 0 | 36,000 | Level 3 IBNA training for teachers. This training will assist them as they continue implementation of the IBYP. \$2,000 budgeted per person will cover registration, hotel, airfare, meals and ground transportation. 18 teachers will complete this training including one from each grade level K-5, one administrator and the IB Coordinator and one specialist from each area. |
| Florida League of IB Schools | 5,800 | 5,800 | 5,800 | To attend meetings at the Florida League of IB Schools each quarter in Tampa. Fees include registration, hotel, airfare, ground transportation, and meals for the IB Coordinator and one Administrator to attend each quarter. |

FOREST PARK ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---|---------------|---------------|---------------|--|
| IB Annual Regional Conference | 5,000 | 5,000 | 5,000 | To attend the IBNA Annual Regional Conference held each July. Fees include registration, hotel, airfare, ground transportation and meals for the IB Coordinator and one Administrator to attend each year. |
| Visitation to other IB Authorized Schools | 3,600 | 3,600 | 3,600 | To visit other IB schools in our geographical region to view implementation processes and unique curriculum. \$100 X 36 staff members. This includes mileage (.485 per mile), meals and any other travel expenses (tolls, etc) per person. |
| Travel Subtotal | 38,900 | 50,400 | 50,400 | |
| Supplies | | | | |
| Foreign Language Music CDs | 250 | 250 | 250 | Children's music CDs in Russian, Spanish, French, Italian, Hebrew and Chinese to expose the students to music of other cultures. (34.98 x 7) |
| Foreign Language CDs | 250 | 250 | 250 | Foreign Language CD for students to hear native language speakers to develop language skills in French and Spanish. (29.98 x 8) |
| Foreign Language Novels | 1,749 | 1,749 | 1,749 | To acquire copies of current student novels in French and Spanish for the Media Center to encourage students to develop their reading skills in a second language. 50 books each year at 34.98 |

FOREST PARK ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--------------------------------|--------|--------|--------|--|
| Time Zone Clocks | 1,875 | 1,875 | 1,875 | 25 Clocks to represent each time zone in the world at \$75 each. For year 1, clocks will be purchased for the Front Office, year 2 the Media Center and year 3 the Cafeteria. In every common area of the school, the students will be reminded of how Palm Beach County relates to the global society. |
| Geochron Global Time Indicator | 1,295 | 0 | 0 | During a 24 hr. period the entire world map scrolls across daylighted area; light pattern changes with seasons; indicator for each time zone in hours and five min. increments. This will visually remind the students of where they are in relation to the world and how the time zones affect daylight and darkness. |
| Math Manipulatives | 2,416 | 0 | 0 | Manipulatives that will reinforce inquiry based learning in mathematics. Number cubes, geoboards, geometric solids, color tiles, 3-D shapes, base 10 cubes, fraction circles, dominoes, graph paper, value charts, place 10 paper, etc. To promote inquiry learning in the math classrooms. |
| Electronic Portfolios | 4,696 | 995 | 995 | 1GB USB flash drive for students to save portfolio items on each year. This will assist students in documenting their progress and assist in the facilitation of inquiry learning in Technology. |
| Digital Cameras | 3,150 | 0 | 0 | To record classroom activities for recruiting purposes. One camera for each grade level, one for the One World Nature Center and one for the United Nations Assembly Center and one for the IB Coordinator. Students will use these for weather photography and nature trail investigations. |

FOREST PARK ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|------------------------------|--------|--------|--------|--|
| Recordings of Great Books | 2,007 | 5,595 | 5,595 | Junior Great Books (JGB) is a Read aloud, read along series. Recordings of the books will assist the teachers in the facilitation of the reading inquiry lessons. |
| K-1 Junior Great Books | 10,547 | 8,411 | 8,411 | In grades K and 1 there is a series of 4 books each child will need at a total cost of 55.80 per child. (175x 55.80) plus 8% shipping and handling. |
| 2nd Grade Junior Great Books | 11,215 | 5,192 | 5,192 | In grade 2 there is a series of 2 JGB and a Student Activity book that each child will need to participate in the reading inquiry. Total cost 129.80 per child (80 x 129.80) plus 8% shipping and handling. In years 2 and 3, additional materials will be purchased to accommodate the increased number of students and replace worn copies. |
| 3rd Grade Junior Great Books | 5,168 | 1,276 | 1,276 | In grade 3 there is a series of 2 JGB and Reader's Journals that assist students develop critical thinking skills in relation to the reading inquiry. Total cost per child is \$63.80. (63.80 X 75) plus 8% shipping and handling. In years 2 and 3, additional materials will be purchased to accommodate the increased number of students and replace worn copies. |
| 4th Grade Junior Great Books | 5,168 | 1,276 | 1,276 | In grade 4 there is a series of 2 JGB and Reader's Journals that assist students develop critical thinking skills in relation to the reading inquiry. Total cost per child is \$63.80. (63.80 X 75) plus 8% shipping and handling. In years 2 and 3, additional materials will be purchased to accommodate the increased number of students and replace worn copies. |

FOREST PARK ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|------------------------------|--------|--------|--------|--|
| 5th Grade Junior Great Books | 5,512 | 1,276 | 1,276 | In grade 5 there is a series of 2 JGB and Reader's Journals that assist students develop critical thinking skills in relation to the reading inquiry. Total cost per child is \$63.80. (63.80 X 75) plus 8% shipping and handling. |
| LCD Projector | 7,500 | 0 | 0 | Three portable LCD projectors to use for marketing purposes and instruction purposes in the classrooms. |
| World Map Rug | 604 | 0 | 0 | 6' x 9' rugs of bright primary colors, animals, all seven continents, five oceans, major rivers and mountains. Rug will adorn entrance hallway of school and entrance to the Media center. Includes a teaching manual with learning games. |
| Wireless Microphones | 616 | 0 | 0 | For teachers to be able to use the media center and cafeteria for student performances, the PYP Exhibition, Science Fair, etc. and be able to move freely about the area and still be able to be heard by the attending parents. |
| Wireless Audio Lapel Clip | 308 | 0 | 0 | For teachers to be able to use the media center and cafeteria for student performances, the PYP Exhibition, Science Fair, etc. and be able to move freely about the area and still be able to be heard by the attending parents. |
| Wired Microphones | 150 | 0 | 0 | To be able to set the up a stage area for student performance for the classroom or for the PYP exhibition. |

FOREST PARK ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--|---------------|---------------|---------------|--|
| Political World Map | 178 | 0 | 0 | 110" x 76" map contains cartographic detail, accuracy, and artistry featuring Winkel Tripel projection, which minimizes distortions; and insets of polar regions, hemispheres, population, and vegetation and land use, it's a decorative display that will promote global inquiry. Map will be displayed in the cafeteria. |
| Antiqued Political World Map | 194 | 0 | 0 | Antiqued 110" x 76" map contains cartographic detail, accuracy, and artistry featuring Winkel Tripel projection, which minimizes distortions; and insets of polar regions, hemispheres, population, and vegetation and land use, it's a decorative display that will promote global inquiry. Map will be displayed in the Front Office. |
| World Geophysical Map | 369 | 0 | 0 | EXECUTIVE WORLD MAP - With dry erase laminated surface. Features major cities, World Time Zones, Land Elevation and Distances, Up-to-Date Political Boundaries, Ocean Depths & Shipping Lanes Nautical Miles/ Longitude & Latitude. Updated with the help of the CIA/ Dept. of Defense 8x13 Ft in 8 Panels. Map will be displayed in the media center. |
| Oregon Scientific WMR968 Complete Wireless Weather Station | 269 | 0 | 0 | Weather monitoring system designed to monitor indoor temperature, indoor humidity, outdoor temperature, outdoor humidity, forecast icon, wind speed/direction, rainfall and barometric pressure. Model has readout with graphi display and will connect to a PC. Model includes solar powered outdoor sensors, manual set date/time. |

FOREST PARK ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|-----------------------------------|--------|--------|--------|--|
| Juliana Premium Greenhouse | 0 | 3086 | 0 | 7'X 7' Greenhouse with a 10' peak. Premium aluminum frame with gutter system, all mounting hardware, 10mm twin wall polycarbonate covering, hinged door with lock for safety, adjustable window vents, 20 year extended frame warranty. Hurricane resistant. Students will use as part of Scientific Inquiry. |
| 5 Portable GPS Navigation Systems | 1,160 | 0 | 0 | Portable GPS Navigation System featuring preloaded U.S. maps on a 2 GB SD card, voice prompts and turn-by-turn directions, it makes getting to any destination easy and convenient. Its 3.5" touch screen displays maps and details with precision and simplicity. The built-in SiRFstarIII chipset calculates all GPS positions to show you your position accurately. Plus the Drive GPS 135 is powered by 'OSTIA' software, offering a user-friendly interface for quick input of addresses and output of driving directions. Additionally its five different language selection feature enables users to select the calculation of the route as well as allows them to decide their route in 'heading up' or 'north up' manner. Students will use these items as they learn about travel in foreign countries and investigate map skills. |
| Mulch, Rocks, Plants | 1,079 | 600 | 600 | To develop the outside Nature trails for student learning centers. Plants native to the area will be cultivated on a path for student investigation and inquiry into the environment. In years 2 and 3, upkeep on money will be used for upkeep on the trail and replacing/adding plants. |

FOREST PARK ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------------|--------|--------|--------|---|
| Nature Trail Exploring Supplies | 4,592 | 750 | 750 | Students will need materials to complete their investigations, beakers, gloves, collecting nets, specimen labels, hand tool, tweezers, eye goggles, specimen bags, collection devices in order to complete the scientific inquiry designed along the nature trail. Once the original supplies are purchased, monies in years two and three will be used to replace supplies or add additional items as the inquiries become more rigorous. |
| Web/Video Conferencing Supplies | 3,500 | 3,500 | 3,500 | Web conferencing software to promote full-featured online meetings, via the web, multiparty VoIP and video conferencing included. Unlimited use for up to the number of concurrent users and term licensed. Term license includes all client (browser-based) software, server software, and software maintenance, plus installation assistance, initial training and telephone hotline support. Software maintenance updates help ensure compatibility with new O/S revisions, browser revisions, O/S service packs, webcam and audio device drivers, NAT, firewall and proxy updates, plus new http, https, SSL, TLS and Internet standards, as needed to keep the conferences running efficiently. Include service activation and the conference server hosted by WiredRed, welcome page customization, plus 250 GB/month of bandwidth. Students will use this in the United Nations Assembly Learning Center to communicate with other IB students in other countries, promoting intercultural awareness and internationalism as required by IB. |

FOREST PARK ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------------------|--------|--------|--------|--|
| 100 Graphing Calculators | 9999 | 0 | 0 | 100 TI-83 graphing calculators to explore mathematical inquiry, prepare students for advanced courses in mathematics and check out to assist students with low-socioeconomic backgrounds with their homework by eliminating the digital divide. |
| (2) Large Screen TVs | 4,500 | 4,500 | 0 | One TV purchased each of the first two years of the project. To be used in the United Nations Assembly Learning Center for video conference. Screen will be large enough and mobile enough to transport to marketing events to also assist in the marketing of the school. |
| History and Culture of Europe | 1,614 | 0 | 0 | Complete supplemental kit including workbooks for students, CD-Roms, DVDs for social science teachers to promote inquiry into other worlds. |
| History and Culture of Africa | 1,614 | 0 | 0 | Complete supplemental kit including workbooks for students, CD-Roms, DVDs for social science teachers to promote inquiry into other worlds. |
| Cultural Artifacts DVD | 249 | 249 | 249 | DVDs of cultural artifacts of other countries so that students can see how history is explored and how the evolution of time has been documented. |
| Posters of Subjects in Other Cultures | 3,500 | 3,500 | 3,500 | 35 poster sets for teachers each year to represent their subject area in another culture. |

FOREST PARK ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------|--------|--------|--------|---|
| Microscopes | 10,500 | 10,500 | 10,500 | Thirty microscopes purchased each year for the upper grades to continue their scientific inquiries. |
| Stereoscopes | 9,000 | 9,000 | 9,000 | Thirty stereoscopes purchased each year for the upper grades to continue their scientific inquiries. |
| Electronic Balances | 9,000 | 9,000 | 9,000 | 30 electronic balances purchased each year for years one and two for the project to promote student inquiry into the sciences. |
| Plant Cell Model | 495 | 0 | 0 | Model of Plant cell to visually represent the items the students see under the microscope when investigating plants in Science. |
| Animal Cell Model | 495 | 0 | 0 | Model of Animal Cell to visually represent the items the students see under the microscope when investigating animal cells in Science. |
| Various Anatomical Models | 4,995 | 4,995 | 4,995 | Ten models purchased each year for the first two years of the project to visually represent scientific topics the students will be investigating, the eye, the ear, the lungs, muscles, the brain, etc. |
| Aquarium Sets | 4,500 | 4,500 | 4,500 | 30 Aquarium Sets purchased each year of the project to promote student inquiry into Oceanography. |

FOREST PARK ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|-------------------------------------|--------|--------|--------|---|
| Display Cabinets | 39,000 | 19,500 | 0 | Display cabinets purchased for each classroom and common area of the school. Cabinets will be used to highlight the program of inquiry the students are learning and display student work, school calendars and cultural artifacts from around the world. |
| Flammable Storage | 0 | 0 | 19,500 | As students continue in their scientific investigations, they will need to become more rigorous. This storage unit will safely store flammable and hazardous liquids away from small students. |
| Manipulatives/Specimens for Science | 0 | 14,250 | 0 | Model specimens for students to review prior to completing their scientific inquiry. Students will have these specimens to compare their own data collection to once the investigation is complete to see how things appear in the real world. |
| Professional Library | 2,500 | 2,500 | 2,500 | Upgrade materials in professional library to include publications from IBNA, ASCD, National Geographic, etc. Purchase of these materials will assist in the implementation of inquiry based learning methods. |
| Reference Texts | 1,500 | 1,500 | 1,500 | Texts to increase the reference ability of the students at the school media center. |
| Instructional Texts | 3,900 | 3,900 | 3,900 | Materials for teachers to purchase additional supplemental instructional texts in their classrooms each year. |

FOREST PARK ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------|--------|--------|--------|--|
| Color Laser Printer | 4,500 | 0 | 0 | This machine will be used to print marketing materials and flyers on-site in small quantities to support the marketing efforts of the IBPYP Coordinator. |
| Marketing Brochures | 4,735 | 4,735 | 4,735 | This money will pay for printing a high quality tri-fold 8.5 x 33 brochure detailing the school, the program and the implementation of the IBPYP. |
| Instructional Wall Charts | 0 | 85,800 | 14,000 | These charts will detail material and cultures being covered in each PYP classroom. They are heavy duty, laminated posters that students can write on and wipe off as they complete the inquiry activity. We will be purchasing thirty-nine in year 2, one set for each classroom and and 7 sets in year three to cover all of the school's common areas to make them all areas of inquiry and learning. |
| Laser Ink | 3,735 | 3,735 | 3,735 | Purchase color laser ink for the printer, 5 sets at \$249 per cartridge to support the marketing efforts of the IBPYP Coordinator. |
| General Office Supplies | 8,000 | 8,000 | 8,000 | This money will be used to purchase high quality paper and other necessary supplies to support the marketing efforts of the IBPYP coordinator. |

FOREST PARK ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|-------------------------------------|----------------|----------------|----------------|--|
| Palm Pilots | 105,689 | 14,925 | 14,925 | Palm Pilots for every student to integrate the learning environment with the home environment. 511 Palm Pilots will be purchased in year 1, 75 each in years 2 and three for the increase in student enrollment. All teachers and administrators will also receive a Palm Pilot so that the campus will be wireless and able to communicate data immediately person to person. This activity will also demonstrate to the students the growth of technology in a global society. |
| IB Ambassador Clothing | 5,000 | 5,000 | 5,000 | Clothing for IB Ambassadors, 50 student chosen each year to represent the school on tours, marketing and recruitment events. Clothing will consist of khaki pants, shoes, socks, jackets, shirts and ties for boys, skirts, shirts, shoes, socks and blazers for girls. |
| History Safari Program DVD | 0 | 2,249 | 0 | Complete supplemental kit including workbooks for students, DVD and stuffed animals of the safari lands for social science teachers to promote inquiry into other worlds. |
| Subtotal Supplies | 314,837 | 248,419 | 138,539 | |
| Contractual | | | | |
| Mandatory School Based PYP Training | \$5,250 | 0 | 0 | Mandatory school based training for PYP schools. Each PYP teacher must be trained by an IBNA trained workshop leader. To assist with this cost, IBNA will permit each school to have on-site training once during the application process. This money will cover the workshop fee (\$150 per person) required by IBNA to hold an on-site training. |

FOREST PARK ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|-----------------------|--------|--------|--------|--|
| Application A Fee | 4,300 | 0 | 0 | Fee required by IBNA to submit Application A for authorization purposes. |
| Application B Fee | 0 | 4,500 | 0 | Fee required by IBNA to submit Application B for authorization purposes. |
| Annual Basic Fee | 0 | 0 | 3,500 | Annual Basic affiliation fee charged to schools once authorization has been awarded. |
| IB Training Workshops | 22,000 | 22,000 | 22,000 | IBNA requires one teacher from each grade level taught, one administrator, one coordinator and each specialist receive training at an IBNA workshop. This money will pay for 11 persons each year to attend these workshops and will include all registration fees, airfare, hotel costs, ground transportation and meals. (Approx \$2000 per person) Year 1 teachers will attend Level 1 training, year 2, Level 2 training and year 3, Level 3 training. |
| Curriculum Writing | 12,264 | 24,528 | 24,528 | Curriculum writing for each teacher at \$20.44 per hour. This costs includes 20 hours per teaching unit (30) at the school for year 1. Includes 40 hours per teaching unit for each year, years 2 and 3 of project. Teachers will write PYP lessons of inquiry, thematic units and to work on the PYP Planner and Application A and Application B documentation. |
| Ruby Payne Training | 19305 | 0 | 0 | Ruby Payne Workshop on Understanding Poverty. Workshop will be held on site and will cover topics specific to Forest Park Elementary School. |

FOREST PARK ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--|--------|--------|--------|--|
| State and National Conferences in Subject Areas (ASCD, NABE, Mathematics, Science, Reading, etc) | 5000 | 5000 | 5000 | These monies will ensure that two faculty members per year are able to attend a state or national conference for their subject area to stay aware of the educational trends being implemented to increase student achievement. |
| Rosetta Stone Foreign Language Software | 25845 | 25845 | 25845 | 251 licenses for Foreign Language Software to be implemented in classrooms across the campus to facilitate 2nd language learning and practice. Price also includes a one day on-site staff development training session for faculty with a Rosetta Stone Workshop leader. |
| Kidspiration Software for Handheld Computers (Palm Pilots) | 3200 | 3200 | 3200 | Handheld software will allow students to develop ideas and organize their thinking and improve critical thinking, mathematics and reading skills. By combining the learning benefits of Kidspiration with the natural ease of handhelds palm pilots students and educators have a familiar tool for gathering information and developing ideas, and an ease of format to transmit the finished product. Students will be using this software in school and at home to assist with the creation of project based inquiry. |

FOREST PARK ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---|---------|--------|--------|---|
| Capturing Kids Hearts Training | 19305 | 19305 | 19305 | Great learning can happen only in classrooms where trust and respect enable free, active participation; where discipline problems are not allowed to subvert teaching and learning; where enthusiastic teachers connect with students as partners in learning; where administrators fully support the efforts of teachers and students. This training will enable teachers to make their classrooms active, places of respect and learning and will assist in the implementation of the IBMYP. 39 staff members being trained at \$495 each. training will occur on-site. In years 2 and 3 the training will continue with the development of leadership skills in students and how to reach parents of low-socioeconomic students. |
| Understanding by Design/Differentiated Instruction Training | 0 | 19305 | 19305 | 39 Staff members will be participating in on-site staff development in Understanding by Design and differentiated instructional models. Cost per workshop is \$495 per staff member. |
| IB Publications | \$1,500 | 0 | 0 | Required purchase of IB publications for processing of IB Applications A and B. |
| Florida League of IB Schools | 4800 | 4800 | 5400 | Fees include workshop attendance four times per year for two faculty members. (600 per person includes registration, air travel, ground transportation and meals) In year three, the school will become authorized and will need to pay yearly dues of \$600. |

FOREST PARK ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|----------------------------------|------------------|------------------|------------------|--|
| Consultants/Technical Assistance | 0 | 10000 | 10000 | Money to pay private consultants to come in and present on-site IBPYP staff development. While these activities will not count as authorized trainings, it will give the staff the opportunity to come together and work on the units of inquiry they decide to implement. |
| Contractual Subtotal | \$122,769 | \$138,483 | \$138,083 | |
| Equipment | | | | |
| Laptops for Learning Mobile Lab | 35,924 | 35,924 | 35,924 | Laptops for Learning Mobile Lab. Lab will include mobile charging cart for 24 laptops, 24 laptops, 24 licenses for Microsoft Office Software and site license documentation, NetGear ProSafe 802.11a/g wireless Access Point for wireless internet service in classrooms. Laptops will also be used for check out purposes for students from low socioeconomic backgrounds to bridge the digital divide. One lab of 24 laptops will be purchased each year of the project. |
| Language Lab | 17,075 | 0 | 0 | Includes custom cabinetry, for artifact storage, wall modules, large screen monitor enclosure, raised stage area, graphics, flags, lighting and artifact props. |
| Hall of Flags | 6,825 | 0 | 0 | Includes 12"X 18 flag of every recongized country, mounting brackets and instruction graphic panels. |

FOREST PARK ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|------------------------------------|----------------|-----------------|-----------------|---|
| Exterior Signage/Marketing Display | 9,275 | 5,000 | 5,000 | Includes two sets of multi-flag banners, custom logo for the school, table top display, table covering and custom graphics. To be used for marketing purposes. In years 2 and 3, marketing graphics will need to be updated to reflect standing with IBNA (candidate school, IB World School) and new custom logos will need to be designed. |
| Foreign Language Lab | 0 | 60,000 | 0 | Includes 25 computers, 10 printers, Microsoft Server client license, School site license and documentation, foreign language DVDs and CDs. |
| Wind Tunnel | 0 | 6249 | 0 | The wind tunnel facility will be used to by students to complete scientific investigations such as wind flows and related issues for pedestrian winds, ground snow drifting; roof snow accumulation and load estimation; cladding pressures on buildings and other structures; dynamic loads on tall and flexible structures; air pollution dispersion from stacks, line and area sources around buildings; wind flows over obstacles, drag and lift on aerodynamic or bluff objects. |
| Subtotal Equipment | 69,099 | 107,173 | 40,924 | |
| Direct Costs | 631,457 | 635,229 | 461,096 | |
| Indirect Costs | 13,946 | \$13,096 | \$10,544 | Calculated at 2.48% for each category excluding capital (more than \$1000) A/V equipment. |
| Total Forest Park Costs | 645,404 | 648,325 | 471,640 | |

DR. MARY MCLEOD BETHUNE BUDGET

| Personnel | | Year 1 | Year 2 | Year 3 | Justification |
|--|-----------------|-----------------|-----------------|--|----------------------|
| Site Based IB Coordinator/Theme Lead Teacher | \$64,072 | \$65,994 | \$67,974 | To coordinate and provide instructional leadership for the implementing school in the IB curriculum. This person will also be the recruiter from the school site that visits schools inviting them to apply to the program. | |
| Subtotal Personnel | \$64,072 | \$65,994 | \$67,974 | | |
| Fringe Benefits | | | | | |
| Employee Benefits | \$13,455 | \$13,859 | \$14,275 | Fund retirement (FRS) 10.5%; FICA 6.2%; Medicare 1.45%; Worker's Comp/Unemployment 2.85% | |
| Group Insurance (Health and Life) | \$5,750 | \$5,750 | \$5,750 | Provide medical, dental, vision and other benefits per bargaining unit contracts at a rate of \$5750 per person. | |
| Fringe Benefits on Curriculum Writing | \$4,121 | \$8,242 | \$8,242 | Fund retirement (FRS) 10.5%; FICA 6.2%; Medicare 1.45%; Worker's Comp/Unemployment 2.85% on part time curriculum writing hours. | |
| Fringe Benefit Subtotal | \$23,326 | \$27,851 | \$28,267 | | |
| Travel | | | | | |
| Mandatory Level 1 Training | \$22,000 | \$0 | \$0 | Mandatory Level 1 training for IBPYP schools. \$2000 per person. 1 teacher per grade level, one administrator, one coordinator and one teacher from each specialty area must attend IBNA off-site training. This costs includes \$525 registration fee, hotel, meals, airfare and ground transportation. | |

DR. MARY MCLEOD BETHUNE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|-------------------------------------|---------|----------|----------|---|
| Mandatory School Based PYP Training | \$2,500 | \$0 | \$0 | Mandatory school based training. Each teacher in a PYP school must be trained. In an effort to assist schools with this cost, IBNA will permit schools to have on-site training, once during the application process. This cost will cover the expense for the consultant completing this training, including hotel, airfare, meals, consultant fee, and ground transportation. |
| Level 2 Training | \$0 | \$36,000 | \$0 | Level 2 IBNA training for teachers. This training will assist them as they prepare curriculum documents for Application B. \$2,000 budgeted per person will cover registration, hotel, airfare, meals and ground transportation. 18 teachers will complete this training including one from each grade level K-5, one administrator and the IB Coordinator and one specialist from each area. |
| Level 3 Training | \$0 | \$0 | \$36,000 | Level 3 IBNA training for teachers. This training will assist them as they continue implementation of the IBPYP. \$2,000 budgeted per person will cover registration, hotel, airfare, meals and ground transportation. 18 teachers will complete this training including one from each grade level K-5, one administrator and the IB Coordinator and one specialist from each area. |
| Florida League of IB Schools | \$5,800 | \$5,800 | \$5,800 | To attend meetings at the Florida League of IB Schools each quarter in Tampa. Fees include registration, hotel, airfare, ground transportation, and meals for the IB Coordinator and one Administrator to attend each quarter. |

DR. MARY MCLEOD BETHUNE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---|-----------------|-----------------|-----------------|--|
| IB Annual Regional Conference | \$5,000 | \$5,000 | \$5,000 | To attend the IBNA Annual Regional Conference held each July. Fees include registration, hotel, airfare, ground transportation and meals for the IB Coordinator and one Administrator to attend each year. |
| Visitation to other IB Authorized Schools | \$3,600 | \$3,600 | \$3,600 | To visit other IB schools in our geographical region to view implementation processes and unique curriculum. \$100 X 36 staff members. This includes mileage (.485 per mile), meals and any other travel expenses (tolls, etc) per person. |
| Travel Subtotal | \$38,900 | \$50,400 | \$50,400 | |
| Supplies | | | | |
| Foreign Language Music CDs | \$250 | \$250 | \$250 | Children's music CDs in Russian, Spanish, French, Italian, Hebrew and Chinese to expose the students to music of other cultures. (34.98 x 7) |
| Foreign Language CDs | \$250 | \$250 | \$250 | Foreign Language CD for students to hear native language speakers to develop language skills in French and Spanish. (29.98 x 8) |
| Foreign Language Novels | \$1,749 | \$1,749 | \$1,749 | To acquire copies of current student novels in French and Spanish for the Media Center to encourage students to develop their reading skills in a second language. 50 books each year at 34.98 |

DR. MARY MCLEOD BETHUNE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--------------------------------|---------|---------|---------|--|
| Time Zone Clocks | \$1,875 | \$1,875 | \$1,875 | 25 Clocks to represent each time zone in the world at \$75 each. For year 1, clocks will be purchased for the Front Office, year 2 the Media Center and year 3 the Cafeteria. In every common area of the school, the students will be reminded of how Palm Beach County relates to the global society. |
| Geochron Global Time Indicator | \$1,295 | \$0 | \$0 | During a 24 hr. period the entire world map scrolls across daylighted area; light pattern changes with seasons; indicator for each time zone in hours and five min. increments. This will visually remind the students of where they are in relation to the world and how the time zones affect daylight and darkness. |
| Math Manipulatives | \$2,416 | \$0 | \$0 | Manipulatives that will reinforce inquiry based learning in mathematics. Number cubes, geoboards, geometric solids, color tiles, 3-D shapes, base 10 cubes, fraction circles, dominoes, graph paper, value charts, place 10 paper, etc. To promote inquiry learning in the math classrooms. |
| Electronic Portfolios | \$4,696 | \$995 | \$995 | 1GB USB flash drive for students to save portfolio items on each year. This will assist students in documenting their progress and assist in the facilitation of inquiry learning in Technology. |
| Digital Cameras | \$3,150 | \$0 | \$0 | To record classroom activities for recruiting purposes. One camera for each grade level, one for the One World Nature Center and one for the United Nations Assembly Center and one for the IB Coordinator. Students will use these for weather photography and nature trail investigations. |

DR. MARY MCLEOD BETHUNE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|------------------------------|----------|---------|---------|---|
| Recordings of Great Books | \$2,007 | \$5,595 | \$5,595 | Junior Great Books (JGB) is a Read aloud, read along series. Recordings of the books will assist the teachers in the facilitation of the reading inquiry lessons. |
| K-1 Junior Great Books | \$14,765 | \$1,058 | \$1,058 | In grades K and 1 there is a series of 4 books each child will need at a total cost of 55.80 per child. (245x 55.80) plus 8% shipping and handling. |
| 2nd Grade Junior Great Books | \$16,262 | \$2,804 | \$2,804 | In grade 2 there is a series of 2 JGB and a Student Activity book that each child will need to participate in the reading inquiry. Total cost 129.80 per child (116x 129.80) plus 8% shipping and handling. In years 2 and 3, additional materials will be purchased to accommodate the increased number of students and replace worn copies. |
| 3rd Grade Junior Great Books | \$7,718 | \$1,378 | \$1,378 | In grade 3 there is a series of 2 JGB and Reader's Journals that assist students develop critical thinking skills in relation to the reading inquiry. Total cost per child is \$63.80. (63.80 X 112) plus 8% shipping and handling. In years 2 and 3, additional materials will be purchased to accommodate the increased number of students and replace worn copies. |
| 4th Grade Junior Great Books | \$6,340 | \$1,378 | \$1,378 | In grade 4 there is a series of 2 JGB and Reader's Journals that assist students develop critical thinking skills in relation to the reading inquiry. Total cost per child is \$63.80. (63.80 X 92) plus 8% shipping and handling. In years 2 and 3, additional materials will be purchased to accommodate the increased number of students and replace worn copies. |

DR. MARY MCLEOD BETHUNE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|------------------------------|---------|---------|---------|--|
| 5th Grade Junior Great Books | \$5,513 | \$1,378 | \$1,378 | In grade 5 there is a series of 2 JGB and Reader's Journals that assist students develop critical thinking skills in relation to the reading inquiry. Total cost per child is \$63.80. (63.80 X 80) plus 8% shipping and handling. |
| LCD Projector (3) | \$7,500 | \$0 | \$0 | Three portable LCD projectors to use for marketing purposes and instruction purposes in the classrooms. |
| World Map Rug | \$604 | \$0 | \$0 | 6' x 9' rugs of bright primary colors, animals, all seven continents, five oceans, major rivers and mountains. Rug will adorn entrance hallway of school and entrance to the Media center. Includes a teaching manual with learning games. |
| Wireless Microphones | \$616 | \$0 | \$0 | For teachers to be able to use the media center and cafeteria for student performances, the PYP Exhibition, Science Fair, etc. and be able to move freely about the area and still be able to be heard by the attending parents. |
| Wireless Audio Lapel Clip | \$308 | \$0 | \$0 | For teachers to be able to use the media center and cafeteria for student performances, the PYP Exhibition, Science Fair, etc. and be able to move freely about the area and still be able to be heard by the attending parents. |
| Wired Microphones | \$150 | \$0 | \$0 | To be able to set the up a stage area for student performance for the classroom or for the PYP exhibition. |

DR. MARY MCLEOD BETHUNE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--|--------|--------|--------|--|
| Political World Map | \$178 | \$0 | \$0 | 110" x 76" map contains cartographic detail, accuracy, and artistry featuring Winkel Tripel projection, which minimizes distortions; and insets of polar regions, hemispheres, population, and vegetation and land use, it's a decorative display that will promote global inquiry. Map will be displayed in the cafeteria. |
| Antiqued Political World Map | \$194 | \$0 | \$0 | Antiqued 110" x 76" map contains cartographic detail, accuracy, and artistry featuring Winkel Tripel projection, which minimizes distortions; and insets of polar regions, hemispheres, population, and vegetation and land use, it's a decorative display that will promote global inquiry. Map will be displayed in the Front Office. |
| World Geophysical Map | \$369 | \$0 | \$0 | EXECUTIVE WORLD MAP - With dry erase laminated surface. Features major cities, World Time Zones, Land Elevation and Distances, Up-to-Date Political Boundaries, Ocean Depths & Shipping Lanes Nautical Miles/ Longitude & Latitude. Updated with the help of the CIA/ Dept. of Defense 8x13 Ft in 8 Panels. Map will be displayed in the media center. |
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DR. MARY MCLEOD BETHUNE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|-----------------------------------|---------|---------|---------|--|
| Juliana Premium Greenhouse | \$0 | \$3,086 | \$0 | 7'X 7' Greenhouse with a 10' peak. Premium aluminum frame with gutter system, all mounting hardware, 10mm twin wall polycarbonate covering, hinged door with lock for safety, adjustable window vents, 20 year extended frame warranty. Hurricane resistant. Students will use as part of Scientific Inquiry. |
| 5 Portable GPS Navigation Systems | \$1,160 | \$1,160 | \$1,160 | Portable GPS Navigation System featuring preloaded U.S. maps on a 2 GB SD card, voice prompts and turn-by-turn directions, it makes getting to any destination easy and convenient. Its 3.5" touch screen displays maps and details with precision and simplicity. The built-in SiRFstarIII chipset calculates all GPS positions to show you your position accurately. Plus the Drive GPS 135 is powered by 'OSTIA' software, offering a user-friendly interface for quick input of addresses and output of driving directions. Additionally its five different language selection feature enables users to select the calculation of the route as well as allows them to decide their route in 'heading up' or 'north up' manner. Students will use these items as they learn about travel in foreign countries and investigate map skills. 5 units purchased each year of the project. |
| Mulch, Rocks, Plants | \$1,079 | \$600 | \$600 | To develop the outside Nature trails for student learning centers. Plants native to the area will be cultivated on a path for student investigation and inquiry into the environment. In years 2 and 3, upkeep on money will be used for upkeep on the trail and replacing/adding plants. |

DR. MARY MCLEOD BETHUNE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------------|---------|---------|---------|---|
| Nature Trail Exploring Supplies | \$4,592 | \$750 | \$750 | Students will need materials to complete their investigations, beakers, gloves, collecting nets, specimen labels, hand tool, tweezers, eye goggles, specimen bags, collection devices in order to complete the scientific inquiry designed along the nature trail. Once the original supplies are purchased, monies in years two and three will be used to replace supplies or add additional items as the inquiries become more rigorous. |
| Web/Video Conferencing Supplies | \$3,500 | \$3,500 | \$3,500 | Web conferencing software to promote full-featured online meetings, via the web, multiparty VoIP and video conferencing included. Unlimited use for up to the number of concurrent users and term licensed. Term license includes all client (browser-based) software, server software, and software maintenance, plus installation assistance, initial training and telephone hotline support. Software maintenance updates help ensure compatibility with new O/S revisions, browser revisions, O/S service packs, webcam and audio device drivers, NAT, firewall and proxy updates, plus new http, https, SSL, TLS and Internet standards, as needed to keep the conferences running efficiently. Include service activation and the conference server hosted by WiredRed, welcome page customization, plus 250 GB/month of bandwidth. Students will use this in the United Nations Assembly Learning Center to communicate with other IB students in other countries, promoting intercultural awareness and internationalism as required by IB. |

DR. MARY MCLEOD BETHUNE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------------------|---------|---------|---------|--|
| 100 Graphing Calculators | \$9,999 | \$0 | \$0 | 100 TI-83 graphing calculators to explore mathematical inquiry, prepare students for advanced courses in mathematics and check out to assist students with low-socioeconomic backgrounds with their homework by eliminating the digital divide. |
| (2) Large Screen TVs | \$4,500 | \$4,500 | \$0 | One TV purchased each of the first two years of the project. To be used in the United Nations Assembly Learning Center for video conference. Screen will be large enough and mobile enough to transport to marketing events to also assist in the marketing of the school. |
| History and Culture of Europe | \$1,614 | \$0 | \$0 | Complete supplemental kit including workbooks for students, CD-Roms, DVDs for social science teachers to promote inquiry into other worlds. |
| History and Culture of Africa | \$1,614 | \$0 | \$0 | Complete supplemental kit including workbooks for students, CD-Roms, DVDs for social science teachers to promote inquiry into other worlds. |
| Cultural Artifacts DVD | \$249 | \$249 | \$249 | DVDs of cultural artifacts of other countries so that students can see how history is explored and how the evolution of time has been documented. |
| Posters of Subjects in Other Cultures | \$3,500 | \$3,500 | \$3,500 | 35 poster sets for teachers each year to represent their subject area in another culture. |

DR. MARY MCLEOD BETHUNE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------|----------|----------|----------|---|
| Microscopes | \$10,500 | \$10,500 | \$10,500 | Thirty microscopes purchased each year for the upper grades to continue their scientific inquiries. |
| Stereoscopes | \$9,000 | \$9,000 | \$9,000 | Thirty stereoscopes purchased each year for the upper grades to continue their scientific inquiries. |
| Electronic Balances | \$9,000 | \$9,000 | \$0 | 30 electronic balances purchased each year for years one and two for the project to promote student inquiry into the sciences. |
| Plant Cell Model | \$495 | \$0 | \$0 | Model of Plant cell to visually represent the items the students see under the microscope when investigating plants in Science. |
| Animal Cell Model | \$495 | \$0 | \$0 | Model of Animal Cell to visually represent the items the students see under the microscope when investigating animal cells in Science. |
| Various Anatomical Models | \$4,995 | \$4,995 | \$0 | Ten models purchased each year for the first two years of the project to visually represent scientific topics the students will be investigating, the eye, the ear, the lungs, muscles, the brain, etc. |
| Aquarium Sets | \$4,500 | \$4,500 | \$4,500 | 30 Aquarium Sets purchased each year of the project to promote student inquiry into Oceanography. |

DR. MARY MCLEOD BETHUNE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|-------------------------------------|----------|----------|----------|---|
| Display Cabinets | \$39,000 | \$19,500 | \$0 | Display cabinets purchased for each classroom and common area of the school. Cabinets will be used to highlight the program of inquiry the students are learning and display student work, school calendars and cultural artifacts from around the world. |
| Flammable Storage | \$0 | \$0 | \$19,500 | As students continue in their scientific investigations, they will need to become more rigorous. This storage unit will safely store flammable and hazardous liquids away from small students. |
| Manipulatives/Specimens for Science | \$0 | \$14,250 | \$0 | Model specimens for students to review prior to completing their scientific inquiry. Students will have these specimens to compare their own data collection to once the investigation is complete to see how things appear in the real world. |
| Professional Library | \$2,500 | \$2,500 | \$2,500 | Upgrade materials in professional library to include publications from IBNA, ASCD, National Geographic, etc. Purchase of these materials will assist in the implementation of inquiry based learning methods. |
| Reference Texts | \$1,500 | \$1,500 | \$1,500 | Texts to increase the reference ability of the students at the school media center. |
| Instructional Texts | \$3,900 | \$3,900 | \$3,900 | Materials for teachers to purchase additional supplemental instructional texts in their classrooms each year. |
| Color Laser Printer | \$4,500 | \$0 | \$0 | This machine will be used to print marketing materials and flyers on-site in small quantities to support the marketing efforts of the IBPYP Coordinator. |

DR. MARY MCLEOD BETHUNE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------|-----------|----------|----------|--|
| Marketing Brochures | \$4,735 | \$4,735 | \$4,735 | This money will pay for printing a high quality tri-fold 8.5 x 33 brochure detailing the school, the program and the implementation of the IBPYP. |
| Instructional Wall Charts | \$0 | \$85,800 | \$14,000 | These charts will detail material and cultures being covered in each PYP classroom. They are heavy duty, laminated posters that students can write on and wipe off as they complete the inquiry activity. We will be purchasing thirty-nine in year 2, one set for each classroom and 7 sets in year three to cover all of the school's common areas to make them all areas of inquiry and learning. |
| Laser Ink | \$3,735 | \$3,735 | \$3,735 | Purchase color laser ink for the printer, 5 sets at \$249 per cartridge to support the marketing efforts of the IBPYP Coordinator. |
| General Office Supplies | \$8,000 | \$8,000 | \$8,000 | This money will be used to purchase high quality paper and other necessary supplies to support the marketing efforts of the IBPYP coordinator. |
| Palm Pilots | \$126,763 | \$14,925 | \$14,925 | Palm Pilots for every student to integrate the learning environment with the home environment. 637 Palm Pilots will be purchased in year 1, 75 each in years 2 and three for the increase in student enrollment. All teachers and administrators will also receive a Palm Pilot so that the campus will be wireless and able to communicate data immediately person to person. This activity will also demonstrate to the students the growth of technology in a global society. |

DR. MARY MCLEOD BETHUNE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|-------------------------------------|------------------|------------------|------------------|--|
| IB Ambassador Clothing | 5,000 | 5,000 | 5,000 | Clothing for IB Ambassadors, 50 student chosen each year to represent the school on tours, marketing and recruitment events. Clothing will consist of khaki pants, shoes, socks, jackets, shirts and ties for boys, skirts, shirts, shoes, socks and blazers for girls. |
| History Safari Program DVD | \$0 | \$2,249 | \$0 | Complete supplemental kit including workbooks for students, DVD and stuffed animals of the safari lands for social science teachers to promote inquiry into other worlds. |
| Subtotal Supplies | \$348,899 | \$240,144 | \$130,264 | |
| Contractual | | | | |
| Mandatory School Based PYP Training | \$5,250 | \$0 | \$0 | Mandatory school based training for PYP schools. Each PYP teacher must be trained by an IBNA trained workshop leader. To assist with this cost, IBNA will permit each school to have on site training once during the application process. This money will cover the workshop fee (\$150 per person) required by IBNA to hold an on-site training. |
| Application A Fee | \$4,300 | \$0 | \$0 | Fee required by IBNA to submit Application A for authorization purposes. |
| Application B Fee | \$0 | \$4,500 | \$0 | Fee required by IBNA to submit Application B for authorization purposes. |
| Annual Basic Fee | \$0 | \$0 | \$3,500 | Annual Basic affiliation fee charged to schools once authorization has been awarded. |

DR. MARY MCLEOD BETHUNE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--|----------|----------|----------|--|
| IB Training Workshops | \$22,000 | \$22,000 | \$22,000 | IBNA requires one teacher from each grade level taught, one administrator, one coordinator and each specialist receive training at an IBNA workshop. This money will pay for 11 persons each year to attend these workshops and will include all registration fees, airfare, hotel costs, ground transportation and meals. (Approx \$2000 per person) Year 1 teachers will attend Level 1 training, year 2, Level 2 training and year 3, Level 3 training. |
| Curriculum Writing | \$19,623 | \$39,245 | \$39,245 | Curriculum writing for each teacher at \$20.44 per hour. This costs includes 20 hours per teaching unit (48) at the school for year 1, 40 hours per teaching units for each year 2 and 3. Teachers will write PYP lessons of inquiry, thematic units and to work on the PYP Planner and Application A and Application B documentation. |
| Ruby Payne Training | \$19,305 | \$0 | \$0 | Ruby Payne Workshop on Understanding Poverty. Workshop will be held on site and will cover topics specific to Forest Park Elementary School. |
| State and National Conferences in Subject Areas (ASCD, NABE, Mathematics, Science, Reading, etc) | \$5,000 | \$5,000 | \$5,000 | These monies will ensure that two faculty members per year are able to attend a state or national conference for their subject area to stay aware of the educational trends being implemented to increase student achievement. |
| Rosetta Stone Foreign Language Software | \$25,845 | \$25,845 | \$25,845 | 251 licenses for Foreign Language Software to be implemented in classrooms across the campus to facilitate 2nd language learning and practice. Price also includes a one day on-site staff development training session for faculty with a Rosetta Stone Workshop leader. |

DR. MARY MCLEOD BETHUNE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---|----------|----------|----------|---|
| Kidspiration Software for Handheld Computers (Palm Pilots) | \$3,200 | \$3,200 | \$3,200 | Handheld software will allow students to develop ideas and organize their thinking and improve critical thinking, mathematics and reading skills. By combining the learning benefits of Kidspiration with the natural ease of handhelds palm pilots students and educators have a familiar tool for gathering information and developing ideas, and an ease of format to transmit the finished product. Students will be using this software in school and at home to assist with the creation of project based inquiry. |
| Capturing Kids Hearts Training | \$23,760 | \$23,760 | \$23,760 | Great learning can happen only in classrooms where trust and respect enable free, active participation; where discipline problems are not allowed to subvert teaching and learning; where enthusiastic teachers connect with students as partners in learning; where administrators fully support the efforts of teachers and students. This training will enable teachers to make their classrooms active, places of respect and learning and will assist in the implementation of the IBMYP. 48 staff members being trained at \$495 each. training will occur on-site. In years 2 and 3 the training will continue with the development of leadership skills in students and how to reach parents of low-socioeconomic students. |
| Understanding by Design/Differentiated Instruction Training | 0 | 23760 | 23760 | 48 Staff members will be participating in on-site staff development in Understanding by Design and differentiated instructional models. Cost per workshop is \$495 per staff member. |
| IB Publications | \$1,500 | \$0 | \$0 | Required purchase of IB publications for processing of IB Applications A and B. |

DR. MARY MCLEOD BETHUNE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--------------------------------------|------------------|------------------|------------------|--|
| Florida League of IB Schools | \$4,800 | \$4,800 | \$5,400 | Fees include workshop attendance four times per year for two faculty members. (600 per person includes registration, air travel, ground transportation and meals) In year three, the school will become authorized and will need to pay yearly dues of \$600. |
| Consultants for Technical Assistance | \$0 | \$10,000 | \$10,000 | Money to pay private consultants to come in and present on-site IBYP staff development. While these activities will not count as authorized trainings, it will give the staff the opportunity to come together and work on the units of inquiry they decide to implement. |
| Contractual Subtotal | \$134,583 | \$162,110 | \$161,710 | |
| Equipment | | | | |
| Laptops for Learning Mobile Lab | \$35,924 | \$35,924 | \$35,924 | Laptops for Learning Mobile Lab. Lab will include mobile charging cart for 24 laptops, 24 laptops, 24 licenses for Microsoft Office Software and site license documentation, NetGear ProSafe 802.11a/g wireless Access Point for wireless internet service in classrooms. Laptops will also be used for check out purposes for students from low socioeconomic backgrounds to bridge the digital divide. One lab of 24 laptops will be purchased each year of the project. |
| Language Lab | \$17,075 | \$0 | \$0 | Includes custom cabinetry, for artifact storage, wall modules, large screen monitor enclosure, raised stage area, graphics, flags, lighting and artifact props. |
| Hall of Flags | \$6,825 | \$0 | \$0 | Includes 12"X 18 flag of every recongized country, mounting brackets and instruction graphic panels. |

DR. MARY MCLEOD BETHUNE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--------------------------------------|------------------|------------------|------------------|--|
| Exterior Signage/Marketing Display | \$9,275 | \$5,000 | \$5,000 | Includes two sets of multi-flag banners, custom logo for the school, table top display, table covering and custom graphics. To be used for marketing purposes. In years 2 and 3, marketing graphics will need to be updated to reflect standing with IBNA (candidate school, IB World School) and new custom logos will need to be designed. |
| Foreign Language Lab | \$0 | \$60,000 | \$0 | Includes 25 computers, 10 printers, Microsoft Server client license, School site license and documentation, foreign language DVDs and CDs. |
| Wind Tunnel | \$0 | \$6,249 | \$0 | The wind tunnel facility will be used to complete scientific investigations such as wind flows and related issues for pedestrian winds, ground snow drifting; roof snow accumulation and load estimation; cladding pressures on buildings and other structures; dynamic loads on tall and flexible structures; air pollution dispersion from stacks, line and area sources around buildings; wind flows over obstacles, drag and lift on aerodynamic or bluff objects. |
| Subtotal Equipment | \$69,099 | \$107,173 | \$40,924 | |
| Direct Costs | \$678,879 | \$653,672 | \$479,539 | |
| Indirect Costs | \$15,123 | \$13,553 | \$10,878 | Calculated at 2.48% for each category excluding capital (more than \$1000) A/V equipment. |
| Total Dr. M. M. Bethune Costs | \$694,002 | \$667,225 | \$490,416 | |

PAHOKEE ELEMENTARY BUDGET

| Personnel | Year 1 | Year 2 | Year 3 | Justification |
|--|-----------------|-----------------|-----------------|---|
| Site Based IB Coordinator/Theme Lead Teacher | \$64,072 | \$65,994 | \$67,974 | To coordinate and provide instructional leadership for the implementing school in the IB curriculum. This person will also be the recruiter from the school site that visits schools inviting them to apply to the program. |
| Subtotal Personnel | \$64,072 | \$65,994 | \$67,974 | |
| Fringe Benefits | | | | |
| Employee Benefits | \$13,455 | \$13,859 | \$14,275 | Fund retirement (FRS) 10.5%; FICA 6.2%; Medicare 1.45%; Workers Comp/Unemployment 2.85% |
| Group Insurance (Health and Life) | \$5,750 | \$5,750 | \$5,750 | Provide medical, dental, vision and other benefits per bargaining unit contracts at a rate of \$5750 per person. |
| Fringe Benefits on Curriculum Writing | \$3,692 | \$7,383 | \$7,393 | Fund retirement (FRS) 10.5%; FICA 6.2%; Medicare 1.45%; Workers Comp/Unemployment 2.85% on part time curriculum writing hours. |
| Fringe Benefit Subtotal | \$22,897 | \$26,992 | \$27,418 | |
| Travel | | | | |
| Mandatory Level 1 Training | \$22,000 | \$0 | \$0 | Mandatory Level 1 training for IBPYP schools. \$2000 per person. 1 teacher per grade level, one administrator, one coordinator and one teacher from each speciality area must attend IBNA off-site training. This costs includes \$525 registration fee, hotel, meals, airfare and ground transportation. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|-------------------------------------|---------|----------|----------|---|
| Mandatory School Based PYP Training | \$2,500 | \$0 | \$0 | Mandatory school based training. Each teacher in a PYP school must be trained. In an effort to assist schools with this cost, IBNA will permit schools to have on-site training, once during the application process. This cost will cover the expense for the consultant completing this training, including hotel, airfare, meals, consultant fee, and ground transportation. |
| Level 2 Training | \$0 | \$36,000 | \$0 | Level 2 IBNA training for teachers. This training will assist them as they prepare curriculum documents for Application B. \$2,000 budgeted per person will cover registration, hotel, airfare, meals and ground transportation. 18 teachers will complete this training including one from each grade level K-5, one administrator and the IB Coordinator and one specialist from each area. |
| Level 3 Training | \$0 | \$0 | \$36,000 | Level 3 IBNA training for teachers. This training will assist them as they continue implementation of the BPYP. \$2,000 budgeted per person will cover registration, hotel, airfare, meals and ground transportation. 18 teachers will complete this training including one from each grade level K-5, one administrator and the IB Coordinator and one specialist from each area. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---|-----------------|-----------------|-----------------|--|
| Florida League of IB Schools | \$5,800 | \$5,800 | \$5,800 | To attend meetings at the Florida League of IB Schools each quarter in Tampa. Fees include registration, hotel, airfare, ground transportation, and meals for the IB Coordinator and one Administrator to attend each quarter. |
| IB Annual Regional Conference | \$5,000 | \$5,000 | \$5,000 | To attend the IBNA Annual Regional Conference held each July. Fees include registration, hotel, airfare, ground transportation and meals for the IB Coordinator and one Administrator to attend each year. |
| Visitation to other IB Authorized Schools | \$3,600 | \$3,600 | \$3,600 | To visit other IB schools in our geographical region to view implementation processes and unique curriculum. \$100 X 36 staff members. This includes mileage (.485 per mile), meals and any other travel expenses (tolls, etc) per person. |
| Travel Subtotal | \$38,900 | \$50,400 | \$50,400 | |
| Supplies | | | | |
| Foreign Language Music CDs | \$250 | \$250 | \$250 | Children's music CDs in Russian, Spanish, French, Italian, Hebrew and Chinese to expose the students to music of other cultures. (34.98 x 7) |
| Foreign Language CDs | \$250 | \$250 | \$250 | Foreign Language CD for students to hear native language speakers to develop language skills in French and Spanish. (29.98 x 8) |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--------------------------------|---------------|---------------|---------------|---|
| Foreign Language Novels | \$1,749 | \$1,749 | \$1,749 | To acquire copies of current student novels in French and Spanish for the Media Center to encourage students to develop their reading skills in a second language. 50 books each year at 34.98 |
| Time Zone Clocks | \$1,875 | \$1,875 | \$1,875 | 25 Clocks to represent each time zone in the world at \$75 each. For year 1, clocks will be purchased for the Front Office, year 2 the Media Center and year 3 the Cafeteria. In every common area of the school, the students will be reminded of how Palm Beach County relates to the global society. |
| Geochron Global Time Indicator | \$1,295 | \$0 | \$0 | During a 24 hr. period the entire world map scrolls across day-lighted area; light pattern changes with seasons; indicator for each time zone in hours and five min. increments. This will visually remind the students of where they are in relation to the world and how the time zones affect daylight and darkness. |
| Math Manipulatives | \$2,416 | \$0 | \$0 | Manipulatives that will reinforce inquiry based learning in mathematics. Number cubes, geoboards, geometric solids, color tiles, 3-D shapes, base 10 cubes, fraction circles, dominoes, graph paper, value charts, place 10 paper, etc. To promote inquiry learning in the math classrooms. |
| Electronic Portfolios | \$4,696 | \$995 | \$995 | 1GB USB flash drive for students to save portfolio items on each year. This will assist students in documenting their progress and assist in the facilitation of inquiry learning in Technology. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|------------------------------|---------------|---------------|---------------|--|
| Digital Cameras | \$3,150 | \$0 | \$0 | To record classroom activities for recruiting purposes. One camera for each grade level, one for the One World Nature Center and one for the United Nations Assembly Center and one for the IB Coordinator. Students will use these for weather photography and nature trail investigations. |
| Recordings of Great Books | \$2,007 | \$5,595 | \$5,595 | Junior Great Books (JGB) is a Read aloud, read along series. Recordings of the books will assist the teachers in the facilitation of the reading inquiry lessons. |
| K-1 Junior Great Books | \$9,944 | \$1,205 | \$1,205 | In grades K and 1 there is a series of 4 books each child will need at a total cost of 55.80 per child. (165x 55.80) plus 8% shipping and handling. |
| 2nd Grade Junior Great Books | \$9,813 | \$2,804 | \$2,804 | In grade 2 there is a series of 2 JGB and a Student Activity book that each child will need to participate in the reading inquiry. Total cost 129.80 per child (70x 129.80) plus 8% shipping and handling. In years 2 and 3, additional materials will be purchased to accommodate the increased number of students and replace worn copies. |
| 3rd Grade Junior Great Books | \$5,516 | \$1,378 | \$1,378 | In grade 3 there is a series of 2 JGB and Reader's Journals that assist students develop critical thinking skills in relation to the reading inquiry. Total cost per child is \$63.80. (63.80 X 80) plus 8% shipping and handling. In years 2 and 3, additional materials will be purchased to accommodate the increased number of students and replace worn copies. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|------------------------------|---------------|---------------|---------------|---|
| 4th Grade Junior Great Books | \$7,235 | \$1,378 | \$1,378 | In grade 4 there is a series of 2 JGB and Reader's Journals that assist students develop critical thinking skills in relation to the reading inquiry. Total cost per child is \$63.80. (63.80 X 105) plus 8% shipping and handling. In years 2 and 3, additional materials will be purchased to accommodate the increased number of students and replace worn copies. |
| 5th Grade Junior Great Books | \$6,546 | \$1,378 | \$1,378 | In grade 5 there is a series of 2 JGB and Reader's Journals that assist students develop critical thinking skills in relation to the reading inquiry. Total cost per child is \$63.80. (63.80 X 95) plus 8% shipping and handling. |
| 6th Grade Junior Great Books | \$4,134 | \$1,378 | \$2,756 | In grade 6 there is a series of 2 JGB and Reader's Journals that assist students develop critical thinking skills in relation to the reading inquiry. Total cost per child is \$63.80. (63.80 X 60) plus 8% shipping and handling. |
| LC/D Projector (3) | \$7,500 | \$0 | \$0 | Three portable LCD projectors to use for marketing purposes and instruction purposes in the classrooms. |
| World Map Rug | \$604 | \$0 | \$0 | 6' x 9' rugs of bright primary colors, animals, all seven continents, five oceans, major rivers and mountains. Rug will adorn entrance hallway of school and entrance to the Media center. Includes a teaching manual with learning games. |
| Wireless Microphones | \$616 | \$0 | \$0 | For teachers to be able to use the media center and cafeteria for student performances, the PYP Exhibition, Science Fair, etc. and be able to move freely about the area and still be able to be heard by the attending parents. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|------------------------------|---------------|---------------|---------------|---|
| Wireless Audio Lapel Clip | \$308 | \$0 | \$0 | For teachers to be able to use the media center and cafeteria for student performances, the PYP Exhibition, Science Fair, etc. and be able to move freely about the area and still be able to be heard by the attending parents. |
| Wired Microphones | \$150 | \$0 | \$0 | To be able to set up a stage area for student performance for the classroom or for the PYP exhibition. |
| Political World Map | \$178 | \$0 | \$0 | 110" x 76" map contains cartographic detail, accuracy, and artistry featuring Winkel Tripel projection, which minimizes distortions; and insets of polar regions, hemispheres, population, and vegetation and land use, it's a decorative display that will promote global inquiry. Map will be displayed in the cafeteria. |
| Antiqued Political World Map | \$194 | \$0 | \$0 | Antiqued 110" x 76" map contains cartographic detail, accuracy, and artistry featuring Winkel Tripel projection, which minimizes distortions; and insets of polar regions, hemispheres, population, and vegetation and land use, it's a decorative display that will promote global inquiry. Map will be displayed in the Front Office. |
| World Geophysical Map | \$369 | \$0 | \$0 | EXECUTIVE WORLD MAP - With dry erase laminated surface. Features major cities, World Time Zones, Land Elevation and Distances, Up-to-Date Political Boundaries, Ocean Depths & Shipping Lanes Nautical Miles/ Longitude & Latitude. Updated with the help of the CIA/ Dept. of Defense 8x13 Ft in 8 Panels. Map will be displayed in the media center. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--|---------|---------|---------|--|
| Oregon Scientific WMR968 Complete Wireless Weather Station | \$269 | \$0 | \$0 | Weather monitoring system designed to monitor indoor temperature, indoor humidity, outdoor temperature, outdoor humidity, forecast icon, wind speed/direction, rainfall and barometric pressure. Model has readout with graphi display and will connect to a PC. Model includes solar powered outdoor sensors, manual set date/time. |
| Juliana Premium Greenhouse | \$0 | \$3,086 | \$0 | 7'X 7' Greenhouse with a 10' peak. Premium aluminum frame with gutter system, all mounting hardware, 10mm twin wall polycarbonate covering, hinged door with lock for safety, adjustable window vents, 20 year extended frame warranty. Hurricane resistant. Students will use as part of Scientific Inquiry. |
| 5 Portable GPS Navigation Systems | \$1,160 | \$1,160 | \$1,160 | Portable GPS Navigation System featuring preloaded U.S. maps on a 2 GB SD card, voice prompts and turn-by-turn directions, it makes getting to any destination easy and convenient. Its 3.5" touch screen displays maps and details with precision and simplicity. The built-in SiRFstarIII chipset calculates all GPS positions to show you your position accurately. Plus the Drive GPS 135 is powered by 'OSTIA' software, offering a user-friendly interface for quick input of addresses and output of driving directions. Additionally its five different language selection feature enables users to select the calculation of the route as well as allows them to decide their route in 'heading up' or 'north up' manner. Students will use these items as they learn about travel in foreign countries and investigate map skills. 5 units purchased each year of the project. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------------|---------------|---------------|---------------|--|
| Mulch, Rocks, Plants | \$1,079 | \$600 | \$600 | To develop the outside Nature trails for student learning centers. Plants native to the area will be cultivated on a path for student investigation and inquiry into the environment. In years 2 and 3, upkeep on money will be used for upkeep on the trail and replacing/adding plants. |
| Nature Trail Exploring Supplies | \$4,592 | \$750 | \$750 | Students will need materials to complete their investigations, beakers, gloves, collecting nets, specimen labels, hand tool, tweezers, eye goggles, specimen bags, collection devices in order to complete the scientific inquiry designed along the nature trail. Once the original supplies are purchased, monies in years two and three will be used to replace supplies or add additional items as the inquiries become more rigorous. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------------|---------|---------|---------|---|
| Web/Video Conferencing Supplies | \$3,500 | \$3,500 | \$3,500 | Web conferencing software to promote full-featured online meetings, via the web, multiparty VoIP and video conferencing included. Unlimited use for up to the number of concurrent users and term licensed. Term license includes all client (browser-based) software, server software, and software maintenance, plus installation assistance, initial training and telephone hotline support. Software maintenance updates help ensure compatibility with new O/S revisions, browser revisions, O/S service packs, webcam and audio device drivers, NAT, firewall and proxy updates, plus new http, https, SSL, TLS and Internet standards, as needed to keep the conferences running efficiently. Include service activation and the conference server hosted by WiredRed, welcome page customization, plus 250 GB/month of bandwidth. Students will use this in the United Nations Assembly Learning Center to communicate with other IB students in other countries, promoting intercultural awareness and internationalism as required by IB. |
| 100 Graphing Calculators | \$9,999 | \$0 | \$0 | 100 TI-83 graphing calculators to explore mathematical inquiry, prepare students for advanced courses in mathematics and check out to assist students with low-socioeconomic backgrounds with their homework by eliminating the digital divide. |
| (2) Large Screen TVs | \$4,500 | \$4,500 | \$0 | One TV purchased each of the first two years of the project To be used in the United Nations Assembly Learning Center for video conference. Screen will be large enough and mobile enough to transport to marketing events to also assist in the marketing of the school. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------------------|----------|----------|----------|---|
| History and Culture of Europe | \$1,614 | \$0 | \$0 | Complete supplemental kit including workbooks for students, CD-Roms, DVDs for social science teachers to promote inquiry into other worlds. |
| History and Culture of Africa | \$1,614 | \$0 | \$0 | Complete supplemental kit including workbooks for students, CD-Roms, DVDs for social science teachers to promote inquiry into other worlds. |
| Cultural Artifacts DVD | \$249 | \$249 | \$249 | DVDs of cultural artifacts of other countries so that students can see how history is explored and how the evolution of time has been documented. |
| Posters of Subjects in Other Cultures | \$3,500 | \$3,500 | \$3,500 | 35 poster sets for teachers each year to represent their subject area in another culture. |
| Microscopes | \$10,500 | \$10,500 | \$10,500 | Thirty microscopes purchased each year for the upper grades to continue their scientific inquiries. |
| Stereoscopes | \$9,000 | \$9,000 | \$9,000 | Thirty stereoscopes purchased each year for the upper grades to continue their scientific inquiries. |
| Electronic Balances | \$9,000 | \$9,000 | \$0 | 30 electronic balances purchased each year for years one and two to the project to promote student inquiry into the sciences. |
| Plant Cell Model | \$495 | \$0 | \$0 | Model of Plant cell to visually represent the items the students see under the microscope when investigating plants in Science. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|-------------------------------------|----------|----------|----------|---|
| Animal Cell Model | \$495 | \$0 | \$0 | Model of Animal Cell to visually represent the items the students see under the microscope when investigating animal cells in Science. |
| Various Anatomical Models | \$4,995 | \$4,995 | \$0 | Ten models purchased each year for the first two years of the project to visually represent scientific topics the students will be investigating, the eye, the ear, the lungs, muscles, the brain, etc. |
| Aquarium Sets | \$4,500 | \$4,500 | \$4,500 | 30 Aquarium Sets purchased each year of the project to promote student inquiry into Oceanography. |
| Display Cabinets | \$39,000 | \$19,500 | \$0 | Display cabinets purchased for each classroom and common area of the school. Cabinets will be used to highlight the program of inquiry the students are learning and display student work, school calendars and cultural artifacts from around the world. |
| Flammable Storage | \$0 | \$0 | \$19,500 | As students continue in their scientific investigations, they will need to become more rigorous. This storage unit will safely store flammable and hazardous liquids away from small students. |
| Manipulatives/Specimens for Science | \$0 | \$14,250 | \$0 | Model specimens for students to review prior to completing their scientific inquiry. Students will have these specimens to compare their own data collection to once the investigation is complete to see how things appear in the real world. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------|---------|----------|----------|--|
| Professional Library | \$2,500 | \$2,500 | \$2,500 | Upgrade materials in professional library to include publications from IBNA, ASCD, National Geographic, etc. Purchase of these materials will assist in the implementation of inquiry based learning methods. |
| Reference Texts | \$1,500 | \$1,500 | \$1,500 | Texts to increase the reference ability of the students at the school media center. |
| Instructional Texts | \$3,900 | \$3,900 | \$3,900 | Materials for teachers to purchase additional supplemental instructional texts in their classrooms each year. |
| Color Laser Printer | \$4,500 | \$0 | \$0 | This machine will be used to print marketing materials and flyers on-site in small quantities to support the marketing efforts of the IBPYP Coordinator. |
| Marketing Brochures | \$4,735 | \$4,735 | \$4,735 | This money will pay for printing a high quality tri-fold 8.5 x 33 brochure detailing the school, the program and the implementation of the IBPYP. |
| Instructional Wall Charts | \$0 | \$85,800 | \$14,000 | These charts will detail material and cultures being covered in each PYP classroom. They are heavy duty, laminated posters that students can write on and wipe off as they complete the inquiry activity. We will be purchasing thirty-nine in year 2, one set for each classroom and 7 sets in year three to cover all of the school's common areas to make them all areas of inquiry and learning. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|----------------------------|------------------|------------------|------------------|--|
| Laser Ink | \$3,735 | \$3,735 | \$3,735 | Purchase color laser ink for the printer, 5 sets at \$249 per cartridge to support the marketing efforts of the IBPYP Coordinator. |
| General Office Supplies | \$8,000 | \$8,000 | \$8,000 | This money will be used to purchase high quality paper and other necessary supplies to support the marketing efforts of the IBPYP coordinator. |
| Palm Pilots | \$108,057 | \$14,925 | \$14,925 | Palm Pilots for every student to integrate the learning environment with the home environment. 543 Palm Pilots will be purchased in year 1, 75 each in years 2 and three for the increase in student enrollment. All teachers and administrators will also receive a Palm Pilot so that the campus will be wireless and able to communicate data immediately person to person. This activity will also demonstrate to the students the growth of technology in a global society. |
| IB Ambassador Clothing | 5,000 | 5,000 | 5,000 | Clothing for IB Ambassadors, 50 student chosen each year to represent the school on tours, marketing and recruitment events. Clothing will consist of khaki pants, shoes, socks, jackets, shirts and ties for boys, skirts, shirts, shoes, socks and blazers for girls. |
| History Safari Program DVD | \$0 | \$2,249 | \$0 | Complete supplemental kit including workbooks for students, DVD and stuffed animals of the safari lands for social science teachers to promote inquiry into other worlds. |
| Subtotal Supplies | \$322,783 | \$241,669 | \$133,167 | |
| Contractual | | | | |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|-------------------------------------|----------|----------|----------|--|
| Mandatory School Based PYP Training | \$5,250 | \$0 | \$0 | Mandatory school based training for PYP schools. Each PYP teacher must be trained by an IBNA trained workshop leader. To assist with this cost, IBNA will permit each school to have on-site training once during the application process. This money will cover the workshop fee (\$150 per person) required by IBNA to hold an on-site training. |
| Application A Fee | \$4,300 | \$0 | \$0 | Fee required by IBNA to submit Application A for authorization purposes. |
| Application B Fee | \$0 | \$4,500 | \$0 | Fee required by IBNA to submit Application B for authorization purposes. |
| Annual Basic Fee | \$0 | \$0 | \$3,500 | Annual Basic affiliation fee charged to schools once authorization has been awarded. |
| IB Training Workshops | \$22,000 | \$22,000 | \$22,000 | IBNA requires one teacher from each grade level taught, one administrator, one coordinator and each specialist receive training at an IBNA workshop. This money will pay for 11 persons each year to attend these workshops and will include all registration fees, airfare, hotel costs, ground transportation and meals. (Approx \$2000 per person) Year 1 teachers will attend Level 1 training, year 2, Level 2 training and year 3, Level 3 training. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--|---------------|---------------|---------------|--|
| Curriculum Writing | \$17,579 | \$35,157 | \$35,157 | Curriculum writing for each teacher at \$20.44 per hour. This costs includes 20 hours per teaching unit (43) at the school for year 1, 40 hours per teaching units for each year 2 and 3. Teachers will write PYP lessons of inquiry, thematic units and to work on the PYP Planner and Application A and Application B documentation. |
| Ruby Payne Training | \$19,305 | \$0 | \$0 | Ruby Payne Workshop on Understanding Poverty. Workshop will be held on site and will cover topics specific to Forest Park Elementary School. |
| State and National Conferences in Subject Areas (ASCD, NABE, Mathematics, Science, Reading, etc) | \$5,000 | \$5,000 | \$5,000 | These monies will ensure that two faculty members per year are able to attend a state or national conference for their subject area to stay aware of the educational trends being implemented to increase student achievement. |
| Rosetta Stone Foreign Language Software | \$25,845 | \$25,845 | \$25,845 | 251 licenses for Foreign Language Software to be implemented in classrooms across the campus to facilitate 2nd language learning and practice. Price also includes a one day on-site staff development training session for faculty with a Rosetta Stone Workshop leader. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---|----------|----------|----------|--|
| Kidspiration Software for Handheld Computers (Palm Pilots) | \$3,200 | \$3,200 | \$3,200 | Handheld software will allow students to develop ideas and organize their thinking and improve critical thinking, mathematics and reading skills. By combining the learning benefits of Kidspiration with the natural ease of handheld palm pilots students and educators have a familiar tool for gathering information and developing ideas, and an ease of format to transmit the finished product. Students will be using this software in school and at home to assist with the creation of project based inquiry. |
| Capturing Kids Hearts Training | \$21,285 | \$21,285 | \$21,285 | Great learning can happen only in classrooms where trust and respect enable free, active participation; where discipline problems are not allowed to subvert teaching and learning; where enthusiastic teachers connect with students as partners in learning; where administrators fully support the efforts of teachers and students. This training will enable teachers to make their classrooms active, places of respect and learning and will assist in the implementation of the IB/MYP. 43 staff members being trained at \$495 each. Training will occur on-site. In years 2 and 3 the training will continue with the development of leadership skills in students and how to reach parents of low-socioeconomic students. |
| Understanding by Design/Differentiated Instruction Training | 0 | 21285 | 21285 | 43 Staff members will be participating in on-site staff development in Understanding by Design and differentiated instructional models. Cost per workshop is \$495 per staff member. |
| IB Publications | \$1,500 | \$0 | \$0 | Required purchase of IB publications for processing of IB Applications A and B. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--------------------------------------|------------------|------------------|------------------|--|
| Florida League of IB Schools | \$4,800 | \$4,800 | \$5,400 | Fees include workshop attendance four times per year for two faculty members. (600 per person includes registration, air travel, ground transportation and meals) In year three, the school will become authorized and will need to pay yearly dues of \$600. |
| Consultants for Technical Assistance | \$0 | \$10,000 | \$10,000 | Money to pay private consultants to come in and present on-site IBPYP staff development. While these activities will not count as authorized trainings, it will give the staff the opportunity to come together and work on the units of inquiry they decide to implement. |
| Contractual Subtotal | \$130,064 | \$153,072 | \$152,672 | |
| Equipment | | | | |
| Laptops for Learning Mobile Lab | \$35,924 | \$35,924 | \$35,924 | Laptops for Learning Mobile Lab. Lab will include mobile charging cart for 24 laptops, 24 laptops, 24 licenses for Microsoft Office Software and site license documentation, NetGear ProSafe 802.11a/g wireless Access Point for wireless internet service in classrooms. Laptops will also be used for check out purposes for students from low socioeconomic backgrounds to bridge the digital divide. One lab of 24 laptops will be purchased each year of the project. |
| Language Lab | \$17,075 | \$0 | \$0 | Includes custom cabinetry, for artifact storage, wall modules, large screen monitor enclosure, raised stage area, graphics, flags, lighting and artifact props. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|------------------------------------|------------------|------------------|------------------|---|
| Hall of Flags | \$6,825 | \$0 | \$0 | Includes 12"X 18 flag of every recongized country, mounting brackets and instruction graphic panels. |
| Exterior Signage/Marketing Display | \$9,275 | \$5,000 | \$5,000 | Includes two sets of multi-flag banners, custom logo for the school, table top display, table covering and custom graphics. To be used for marketing purposes. In years 2 and 3, marketing graphics will need to be updated to reflect standing with IBNA (candidate school, IB World School) and new custom logos will need to be designed. |
| Foreign Language Lab | \$0 | \$60,000 | \$0 | Includes 25 computers, 10 printers, Microsoft Server client license, School site license and documentation, foreign language DVDs and CDs. |
| Wind Tunnel | \$0 | \$6,249 | \$0 | The wind tunnel facility will be used to by students to complete scientific investigations such as wind flows and related issues for pedestrian winds, ground snow drifting; roof snow accumulation and load estimation; cladding pressures on buildings and other structures; dynamic loads on tall and flexible structures; air pollution dispersion from stacks, line and area sources around buildings; wind flows over obstacles, drag and lift on aerodynamic or bluff objects. |
| Subtotal Equipment | \$69,099 | \$107,173 | \$40,924 | |
| Direct Costs | \$647,815 | \$645,300 | \$472,555 | |
| Indirect Costs | \$14,352 | \$13,346 | \$10,704 | Calculated at 2.48% for each category excluding capital (more than \$1000) A/V equipment. |
| Total Pahokee Costs | \$662,167 | \$658,645 | \$483,259 | |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|-------------------------------------|---------------|---------------|---------------|---|
| Mandatory School Based PYP Training | \$2,500 | \$0 | \$0 | Mandatory school based training. Each teacher in a PYP school must be trained. In an effort to assist schools with this cost, IBNA will permit schools to have on-site training, once during the application process. This cost will cover the expense for the consultant completing this training, including hotel, airfare, meals, consultant fee, and ground transportation. |
| Level 2 Training | \$0 | \$36,000 | \$0 | Level 2 IBNA training for teachers. This training will assist them as they prepare curriculum documents for Application B. \$2,000 budgeted per person will cover registration, hotel, airfare, meals and ground transportation. 18 teachers will complete this training including one from each grade level K-5, one administrator and the IB Coordinator and one specialist from each area. |
| Level 3 Training | \$0 | \$0 | \$36,000 | Level 3 IBNA training for teachers. This training will assist them as they continue implementation of the BPYP. \$2,000 budgeted per person will cover registration, hotel, airfare, meals and ground transportation. 18 teachers will complete this training including one from each grade level K-5, one administrator and the IB Coordinator and one specialist from each area. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---|-----------------|-----------------|-----------------|--|
| Florida League of IB Schools | \$5,800 | \$5,800 | \$5,800 | To attend meetings at the Florida League of IB Schools each quarter in Tampa. Fees include registration, hotel, airfare, ground transportation, and meals for the IB Coordinator and one Administrator to attend each quarter. |
| IB Annual Regional Conference | \$5,000 | \$5,000 | \$5,000 | To attend the IBNA Annual Regional Conference held each July. Fees include registration, hotel, airfare, ground transportation and meals for the IB Coordinator and one Administrator to attend each year. |
| Visitation to other IB Authorized Schools | \$3,600 | \$3,600 | \$3,600 | To visit other IB schools in our geographical region to view implementation processes and unique curriculum. \$100 X 36 staff members. This includes mileage (.485 per mile), meals and any other travel expenses (tolls, etc) per person. |
| Travel Subtotal | \$38,900 | \$50,400 | \$50,400 | |
| Supplies | | | | |
| Foreign Language Music CDs | \$250 | \$250 | \$250 | Children's music CDs in Russian, Spanish, French, Italian, Hebrew and Chinese to expose the students to music of other cultures. (34.98 x 7) |
| Foreign Language CDs | \$250 | \$250 | \$250 | Foreign Language CD for students to hear native language speakers to develop language skills in French and Spanish. (29.98 x 8) |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--------------------------------|---------------|---------------|---------------|---|
| Foreign Language Novels | \$1,749 | \$1,749 | \$1,749 | To acquire copies of current student novels in French and Spanish for the Media Center to encourage students to develop their reading skills in a second language. 50 books each year at 34.98 |
| Time Zone Clocks | \$1,875 | \$1,875 | \$1,875 | 25 Clocks to represent each time zone in the world at \$75 each. For year 1, clocks will be purchased for the Front Office, year 2 the Media Center and year 3 the Cafeteria. In every common area of the school, the students will be reminded of how Palm Beach County relates to the global society. |
| Geochron Global Time Indicator | \$1,295 | \$0 | \$0 | During a 24 hr. period the entire world map scrolls across day-lighted area; light pattern changes with seasons; indicator for each time zone in hours and five min. increments. This will visually remind the students of where they are in relation to the world and how the time zones affect daylight and darkness. |
| Math Manipulatives | \$2,416 | \$0 | \$0 | Manipulatives that will reinforce inquiry based learning in mathematics. Number cubes, geoboards, geometric solids, color tiles, 3-D shapes, base 10 cubes, fraction circles, dominoes, graph paper, value charts, place 10 paper, etc. To promote inquiry learning in the math classrooms. |
| Electronic Portfolios | \$4,696 | \$995 | \$995 | 1GB USB flash drive for students to save portfolio items on each year. This will assist students in documenting their progress and assist in the facilitation of inquiry learning in Technology. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|------------------------------|---------|---------|---------|--|
| Digital Cameras | \$3,150 | \$0 | \$0 | To record classroom activities for recruiting purposes. One camera for each grade level, one for the One World Nature Center and one for the United Nations Assembly Center and one for the IB Coordinator. Students will use these for weather photography and nature trail investigations. |
| Recordings of Great Books | \$2,007 | \$5,595 | \$5,595 | Junior Great Books (JGB) is a Read aloud, read along series. Recordings of the books will assist the teachers in the facilitation of the reading inquiry lessons. |
| K-1 Junior Great Books | \$9,944 | \$1,205 | \$1,205 | In grades K and 1 there is a series of 4 books each child will need at a total cost of 55.80 per child. (165x 55.80) plus 8% shipping and handling. |
| 2nd Grade Junior Great Books | \$9,813 | \$2,804 | \$2,804 | In grade 2 there is a series of 2 JGB and a Student Activity book that each child will need to participate in the reading inquiry. Total cost 129.80 per child (70x 129.80) plus 8% shipping and handling. In years 2 and 3, additional materials will be purchased to accommodate the increased number of students and replace worn copies. |
| 3rd Grade Junior Great Books | \$5,516 | \$1,378 | \$1,378 | In grade 3 there is a series of 2 JGB and Reader's Journals that assist students develop critical thinking skills in relation to the reading inquiry. Total cost per child is \$63.80. (63.80 X 80) plus 8% shipping and handling. In years 2 and 3, additional materials will be purchased to accommodate the increased number of students and replace worn copies. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|------------------------------|---------------|---------------|---------------|---|
| 4th Grade Junior Great Books | \$7,235 | \$1,378 | \$1,378 | In grade 4 there is a series of 2 JGB and Reader's Journals that assist students develop critical thinking skills in relation to the reading inquiry. Total cost per child is \$63.80. (63.80 X 105) plus 8% shipping and handling. In years 2 and 3, additional materials will be purchased to accommodate the increased number of students and replace worn copies. |
| 5th Grade Junior Great Books | \$6,546 | \$1,378 | \$1,378 | In grade 5 there is a series of 2 JGB and Reader's Journals that assist students develop critical thinking skills in relation to the reading inquiry. Total cost per child is \$63.80. (63.80 X 95) plus 8% shipping and handling. |
| 6th Grade Junior Great Books | \$4,134 | \$1,378 | \$2,756 | In grade 6 there is a series of 2 JGB and Reader's Journals that assist students develop critical thinking skills in relation to the reading inquiry. Total cost per child is \$63.80. (63.80 X 60) plus 8% shipping and handling. |
| LC/D Projector (3) | \$7,500 | \$0 | \$0 | Three portable LCD projectors to use for marketing purposes and instruction purposes in the classrooms. |
| World Map Rug | \$604 | \$0 | \$0 | 6' x 9' rugs of bright primary colors, animals, all seven continents, five oceans, major rivers and mountains. Rug will adorn entrance hallway of school and entrance to the Media center. Includes a teaching manual with learning games. |
| Wireless Microphones | \$616 | \$0 | \$0 | For teachers to be able to use the media center and cafeteria for student performances, the PYP Exhibition, Science Fair, etc. and be able to move freely about the area and still be able to be heard by the attending parents. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|------------------------------|---------------|---------------|---------------|---|
| Wireless Audio Lapel Clip | \$308 | \$0 | \$0 | For teachers to be able to use the media center and cafeteria for student performances, the PYP Exhibition, Science Fair, etc. and be able to move freely about the area and still be able to be heard by the attending parents. |
| Wired Microphones | \$150 | \$0 | \$0 | To be able to set up a stage area for student performance for the classroom or for the PYP exhibition. |
| Political World Map | \$178 | \$0 | \$0 | 110" x 76" map contains cartographic detail, accuracy, and artistry featuring Winkel Tripel projection, which minimizes distortions; and insets of polar regions, hemispheres, population, and vegetation and land use, it's a decorative display that will promote global inquiry. Map will be displayed in the cafeteria. |
| Antiqued Political World Map | \$194 | \$0 | \$0 | Antiqued 110" x 76" map contains cartographic detail, accuracy, and artistry featuring Winkel Tripel projection, which minimizes distortions; and insets of polar regions, hemispheres, population, and vegetation and land use, it's a decorative display that will promote global inquiry. Map will be displayed in the Front Office. |
| World Geophysical Map | \$369 | \$0 | \$0 | EXECUTIVE WORLD MAP - With dry erase laminated surface. Features major cities, World Time Zones, Land Elevation and Distances, Up-to-Date Political Boundaries, Ocean Depths & Shipping Lanes Nautical Miles/ Longitude & Latitude. Updated with the help of the CIA/ Dept. of Defense 8x13 Ft in 8 Panels. Map will be displayed in the media center. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--|---------|---------|---------|--|
| Oregon Scientific WMR968 Complete Wireless Weather Station | \$269 | \$0 | \$0 | Weather monitoring system designed to monitor indoor temperature, indoor humidity, outdoor temperature, outdoor humidity, forecast icon, wind speed/direction, rainfall and barometric pressure. Model has readout with graphi display and will connect to a PC. Model includes solar powered outdoor sensors, manual set date/time. |
| Juliana Premium Greenhouse | \$0 | \$3,086 | \$0 | 7'X 7' Greenhouse with a 10' peak. Premium aluminum frame with gutter system, all mounting hardware, 10mm twin wall polycarbonate covering, hinged door with lock for safety, adjustable window vents, 20 year extended frame warranty. Hurricane resistant. Students will use as part of Scientific Inquiry. |
| 5 Portable GPS Navigation Systems | \$1,160 | \$1,160 | \$1,160 | Portable GPS Navigation System featuring preloaded U.S. maps on a 2 GB SD card, voice prompts and turn-by-turn directions, it makes getting to any destination easy and convenient. Its 3.5" touch screen displays maps and details with precision and simplicity. The built-in SiRFstarIII chipset calculates all GPS positions to show you your position accurately. Plus the Drive GPS 135 is powered by 'OSTIA' software, offering a user-friendly interface for quick input of addresses and output of driving directions. Additionally its five different language selection feature enables users to select the calculation of the route as well as allows them to decide their route in 'heading up' or 'north up' manner. Students will use these items as they learn about travel in foreign countries and investigate map skills. 5 units purchased each year of the project. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------------|---------------|---------------|---------------|--|
| Mulch, Rocks, Plants | \$1,079 | \$600 | \$600 | To develop the outside Nature trails for student learning centers. Plants native to the area will be cultivated on a path for student investigation and inquiry into the environment. In years 2 and 3, upkeep on money will be used for upkeep on the trail and replacing/adding plants. |
| Nature Trail Exploring Supplies | \$4,592 | \$750 | \$750 | Students will need materials to complete their investigations, beakers, gloves, collecting nets, specimen labels, hand tool, tweezers, eye goggles, specimen bags, collection devices in order to complete the scientific inquiry designed along the nature trail. Once the original supplies are purchased, monies in years two and three will be used to replace supplies or add additional items as the inquiries become more rigorous. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------------|---------|---------|---------|---|
| Web/Video Conferencing Supplies | \$3,500 | \$3,500 | \$3,500 | Web conferencing software to promote full-featured online meetings, via the web, multiparty VoIP and video conferencing included. Unlimited use for up to the number of concurrent users and term licensed. Term license includes all client (browser-based) software, server software, and software maintenance, plus installation assistance, initial training and telephone hotline support. Software maintenance updates help ensure compatibility with new O/S revisions, browser revisions, O/S service packs, webcam and audio device drivers, NAT, firewall and proxy updates, plus new http, https, SSL, TLS and Internet standards, as needed to keep the conferences running efficiently. Include service activation and the conference server hosted by WiredRed, welcome page customization, plus 250 GB/month of bandwidth. Students will use this in the United Nations Assembly Learning Center to communicate with other IB students in other countries, promoting intercultural awareness and internationalism as required by IB. |
| 100 Graphing Calculators | \$9,999 | \$0 | \$0 | 100 TI-83 graphing calculators to explore mathematical inquiry, prepare students for advanced courses in mathematics and check out to assist students with low-socioeconomic backgrounds with their homework by eliminating the digital divide. |
| (2) Large Screen TVs | \$4,500 | \$4,500 | \$0 | One TV purchased each of the first two years of the project To be used in the United Nations Assembly Learning Center for video conference. Screen will be large enough and mobile enough to transport to marketing events to also assist in the marketing of the school. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------------------|----------|----------|----------|---|
| History and Culture of Europe | \$1,614 | \$0 | \$0 | Complete supplemental kit including workbooks for students, CD-Roms, DVDs for social science teachers to promote inquiry into other worlds. |
| History and Culture of Africa | \$1,614 | \$0 | \$0 | Complete supplemental kit including workbooks for students, CD-Roms, DVDs for social science teachers to promote inquiry into other worlds. |
| Cultural Artifacts DVD | \$249 | \$249 | \$249 | DVDs of cultural artifacts of other countries so that students can see how history is explored and how the evolution of time has been documented. |
| Posters of Subjects in Other Cultures | \$3,500 | \$3,500 | \$3,500 | 35 poster sets for teachers each year to represent their subject area in another culture. |
| Microscopes | \$10,500 | \$10,500 | \$10,500 | Thirty microscopes purchased each year for the upper grades to continue their scientific inquiries. |
| Stereoscopes | \$9,000 | \$9,000 | \$9,000 | Thirty stereoscopes purchased each year for the upper grades to continue their scientific inquiries. |
| Electronic Balances | \$9,000 | \$9,000 | \$0 | 30 electronic balances purchased each year for years one and two to the project to promote student inquiry into the sciences. |
| Plant Cell Model | \$495 | \$0 | \$0 | Model of Plant cell to visually represent the items the students see under the microscope when investigating plants in Science. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|-------------------------------------|----------|----------|----------|---|
| Animal Cell Model | \$495 | \$0 | \$0 | Model of Animal Cell to visually represent the items the students see under the microscope when investigating animal cells in Science. |
| Various Anatomical Models | \$4,995 | \$4,995 | \$0 | Ten models purchased each year for the first two years of the project to visually represent scientific topics the students will be investigating, the eye, the ear, the lungs, muscles, the brain, etc. |
| Aquarium Sets | \$4,500 | \$4,500 | \$4,500 | 30 Aquarium Sets purchased each year of the project to promote student inquiry into Oceanography. |
| Display Cabinets | \$39,000 | \$19,500 | \$0 | Display cabinets purchased for each classroom and common area of the school. Cabinets will be used to highlight the program of inquiry the students are learning and display student work, school calendars and cultural artifacts from around the world. |
| Flammable Storage | \$0 | \$0 | \$19,500 | As students continue in their scientific investigations, they will need to become more rigorous. This storage unit will safely store flammable and hazardous liquids away from small students. |
| Manipulatives/Specimens for Science | \$0 | \$14,250 | \$0 | Model specimens for students to review prior to completing their scientific inquiry. Students will have these specimens to compare their own data collection to once the investigation is complete to see how things appear in the real world. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|----------------------------------|---------------|---------------|---------------|--|
| Professional Library | \$2,500 | \$2,500 | \$2,500 | Upgrade materials in professional library to include publications from IBNA, ASCD, National Geographic, etc. Purchase of these materials will assist in the implementation of inquiry based learning methods. |
| Reference Texts | \$1,500 | \$1,500 | \$1,500 | Texts to increase the reference ability of the students at the school media center. |
| Instructional Texts | \$3,900 | \$3,900 | \$3,900 | Materials for teachers to purchase additional supplemental instructional texts in their classrooms each year. |
| Color Laser Printer | \$4,500 | \$0 | \$0 | This machine will be used to print marketing materials and flyers on-site in small quantities to support the marketing efforts of the IBPYP Coordinator. |
| Marketing Brochures | \$4,735 | \$4,735 | \$4,735 | This money will pay for printing a high quality tri-fold 8.5 x 33 brochure detailing the school, the program and the implementation of the IBPYP. |
| Instructional Wall Charts | \$0 | \$85,800 | \$14,000 | These charts will detail material and cultures being covered in each PYP classroom. They are heavy duty, laminated posters that students can write on and wipe off as they complete the inquiry activity. We will be purchasing thirty-nine in year 2, one set for each classroom and 7 sets in year three to cover all of the school's common areas to make them all areas of inquiry and learning. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|----------------------------|------------------|------------------|------------------|--|
| Laser Ink | \$3,735 | \$3,735 | \$3,735 | Purchase color laser ink for the printer, 5 sets at \$249 per cartridge to support the marketing efforts of the IBPYP Coordinator. |
| General Office Supplies | \$8,000 | \$8,000 | \$8,000 | This money will be used to purchase high quality paper and other necessary supplies to support the marketing efforts of the IBPYP coordinator. |
| Palm Pilots | \$108,057 | \$14,925 | \$14,925 | Palm Pilots for every student to integrate the learning environment with the home environment. 543 Palm Pilots will be purchased in year 1, 75 each in years 2 and three for the increase in student enrollment. All teachers and administrators will also receive a Palm Pilot so that the campus will be wireless and able to communicate data immediately person to person. This activity will also demonstrate to the students the growth of technology in a global society. |
| IB Ambassador Clothing | 5,000 | 5,000 | 5,000 | Clothing for IB Ambassadors, 50 student chosen each year to represent the school on tours, marketing and recruitment events. Clothing will consist of khaki pants, shoes, socks, jackets, shirts and ties for boys, skirts, shirts, shoes, socks and blazers for girls. |
| History Safari Program DVD | \$0 | \$2,249 | \$0 | Complete supplemental kit including workbooks for students, DVD and stuffed animals of the safari lands for social science teachers to promote inquiry into other worlds. |
| Subtotal Supplies | \$322,783 | \$241,669 | \$133,167 | |
| Contractual | | | | |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|-------------------------------------|----------|----------|----------|--|
| Mandatory School Based PYP Training | \$5,250 | \$0 | \$0 | Mandatory school based training for PYP schools. Each PYP teacher must be trained by an IBNA trained workshop leader. To assist with this cost, IBNA will permit each school to have on-site training once during the application process. This money will cover the workshop fee (\$150 per person) required by IBNA to hold an on-site training. |
| Application A Fee | \$4,300 | \$0 | \$0 | Fee required by IBNA to submit Application A for authorization purposes. |
| Application B Fee | \$0 | \$4,500 | \$0 | Fee required by IBNA to submit Application B for authorization purposes. |
| Annual Basic Fee | \$0 | \$0 | \$3,500 | Annual Basic affiliation fee charged to schools once authorization has been awarded. |
| IB Training Workshops | \$22,000 | \$22,000 | \$22,000 | IBNA requires one teacher from each grade level taught, one administrator, one coordinator and each specialist receive training at an IBNA workshop. This money will pay for 11 persons each year to attend these workshops and will include all registration fees, airfare, hotel costs, ground transportation and meals. (Approx \$2000 per person) Year 1 teachers will attend Level 1 training, year 2, Level 2 training and year 3, Level 3 training. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--|---------------|---------------|---------------|--|
| Curriculum Writing | \$17,579 | \$35,157 | \$35,157 | Curriculum writing for each teacher at \$20.44 per hour. This costs includes 20 hours per teaching unit (43) at the school for year 1, 40 hours per teaching units for each year 2 and 3. Teachers will write PYP lessons of inquiry, thematic units and to work on the PYP Planner and Application A and Application B documentation. |
| Ruby Payne Training | \$19,305 | \$0 | \$0 | Ruby Payne Workshop on Understanding Poverty. Workshop will be held on site and will cover topics specific to Forest Park Elementary School. |
| State and National Conferences in Subject Areas (ASCD, NABE, Mathematics, Science, Reading, etc) | \$5,000 | \$5,000 | \$5,000 | These monies will ensure that two faculty members per year are able to attend a state or national conference for their subject area to stay aware of the educational trends being implemented to increase student achievement. |
| Rosetta Stone Foreign Language Software | \$25,845 | \$25,845 | \$25,845 | 251 licenses for Foreign Language Software to be implemented in classrooms across the campus to facilitate 2nd language learning and practice. Price also includes a one day on-site staff development training session for faculty with a Rosetta Stone Workshop leader. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---|----------|----------|----------|--|
| Kidspiration Software for Handheld Computers (Palm Pilots) | \$3,200 | \$3,200 | \$3,200 | Handheld software will allow students to develop ideas and organize their thinking and improve critical thinking, mathematics and reading skills. By combining the learning benefits of Kidspiration with the natural ease of handhelds palm pilots students and educators have a familiar tool for gathering information and developing ideas, and an ease of format to transmit the finished product. Students will be using this software in school and at home to assist with the creation of project based inquiry. |
| Capturing Kids Hearts Training | \$21,285 | \$21,285 | \$21,285 | Great learning can happen only in classrooms where trust and respect enable free, active participation; where discipline problems are not allowed to subvert teaching and learning; where enthusiastic teachers connect with students as partners in learning; where administrators fully support the efforts of teachers and students. This training will enable teachers to make their classrooms active, places of respect and learning and will assist in the implementation of the IB/MYP. 43 staff members being trained at \$495 each. training will occur on-site. In years 2 and 3 the training will continue with the development of leadership skills in students and how to reach parents of low-socioeconomic students. |
| Understanding by Design/Differentiated Instruction Training | 0 | 21285 | 21285 | 43 Staff members will be participating in on-site staff development in Understanding by Design and differentiated instructional models. Cost per workshop is \$495 per staff member. |
| IB Publications | \$1,500 | \$0 | \$0 | Required purchase of IB publications for processing of IB Applications A and B. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--------------------------------------|------------------|------------------|------------------|--|
| Florida League of IB Schools | \$4,800 | \$4,800 | \$5,400 | Fees include workshop attendance four times per year for two faculty members. (600 per person includes registration, air travel, ground transportation and meals) In year three, the school will become authorized and will need to pay yearly dues of \$600. |
| Consultants for Technical Assistance | \$0 | \$10,000 | \$10,000 | Money to pay private consultants to come in and present on-site IBPYP staff development. While these activities will not count as authorized trainings, it will give the staff the opportunity to come together and work on the units of inquiry they decide to implement. |
| Contractual Subtotal | \$130,064 | \$153,072 | \$152,672 | |
| Equipment | | | | |
| Laptops for Learning Mobile Lab | \$35,924 | \$35,924 | \$35,924 | Laptops for Learning Mobile Lab. Lab will include mobile charging cart for 24 laptops, 24 laptops, 24 licenses for Microsoft Office Software and site license documentation, NetGear ProSafe 802.11a/g wireless Access Point for wireless internet service in classrooms. Laptops will also be used for check out purposes for students from low socioeconomic backgrounds to bridge the digital divide. One lab of 24 laptops will be purchased each year of the project. |
| Language Lab | \$17,075 | \$0 | \$0 | Includes custom cabinetry, for artifact storage, wall modules, large screen monitor enclosure, raised stage area, graphics, flags, lighting and artifact props. |

PAHOKEE ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|------------------------------------|------------------|------------------|------------------|---|
| Hall of Flags | \$6,825 | \$0 | \$0 | Includes 12"X 18 flag of every recongized country, mounting brackets and instruction graphic panels. |
| Exterior Signage/Marketing Display | \$9,275 | \$5,000 | \$5,000 | Includes two sets of multi-flag banners, custom logo for the school, table top display, table covering and custom graphics. To be used for marketing purposes. In years 2 and 3, marketing graphics will need to be updated to reflect standing with IBNA (candidate school, IB World School) and new custom logos will need to be designed. |
| Foreign Language Lab | \$0 | \$60,000 | \$0 | Includes 25 computers, 10 printers, Microsoft Server client license, School site license and documentation, foreign language DVDs and CDs. |
| Wind Tunnel | \$0 | \$6,249 | \$0 | The wind tunnel facility will be used to by students to complete scientific investigations such as wind flows and related issues for pedestrian winds, ground snow drifting; roof snow accumulation and load estimation; cladding pressures on buildings and other structures; dynamic loads on tall and flexible structures; air pollution dispersion from stacks, line and area sources around buildings; wind flows over obstacles, drag and lift on aerodynamic or bluff objects. |
| Subtotal Equipment | \$69,099 | \$107,173 | \$40,924 | |
| Direct Costs | \$647,815 | \$645,300 | \$472,555 | |
| Indirect Costs | \$14,352 | \$13,346 | \$10,704 | Calculated at 2.48% for each category excluding capital (more than \$1000) A/V equipment. |
| Total Pahokee Costs | \$662,167 | \$658,645 | \$483,259 | |

CONNISTON MIDDLE BUDGET

| | | Year 1 | Year 2 | Year 3 | Justification |
|--|--|-----------------|-----------------|-----------------|--|
| Personnel | | | | | |
| Site Based IB Coordinator/Theme Lead Teacher | | \$64,072 | \$65,994 | \$67,974 | To coordinate and provide instructional leadership for the implementing school in the IB curriculum. This person will also be the recruiter from the school site that visits schools inviting them to apply to the program. |
| Subtotal Personnel | | \$64,072 | \$65,994 | \$67,974 | |
| Fringe Benefits | | | | | |
| Employee Benefits | | \$13,455 | \$13,859 | \$14,275 | Fund retirement (FRS) 10.5%; FICA 6.2%; Medicare 1.45%; Worker's Comp/Unemployment 2.85% |
| Group Insurance (Health and Life) | | \$5,750 | \$5,750 | \$5,750 | Provide medical, dental, vision and other benefits per bargaining unit contracts at a rate of \$5750 per person. |
| Fringe Benefits on Curriculum Writing | | \$9,186 | \$18,371 | \$18,371 | Fund retirement (FRS) 10.5%; FICA 6.2%; Medicare 1.45%; Worker's Comp/Unemployment 2.85% on part time curriculum writing hours. |
| Fringe Benefit Subtotal | | \$28,391 | \$37,980 | \$38,396 | |
| Travel | | | | | |
| Mandatory Level 1 Training | | \$54,000 | \$0 | \$0 | Mandatory Level 1 training for IBMYP schools. \$2000 per person. 24 teachers (3 per subject area) two administrators, one coordinator and will attend IBNA off-site training. This costs includes \$525 registration fee, hotel, meals, airfare and ground transportation. |

CONNISTON MIDDLE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|-------------------------------|---------|----------|----------|--|
| Level 2 Training | \$0 | \$54,000 | \$0 | Level 2 IBNA training for teachers. This training will assist them as they prepare curriculum documents for Application B. \$2,000 budgeted per person will cover registration, hotel, airfare, meals and ground transportation. 24 teachers will complete this training including one from each grade level and subject area two administrators and the IB Coordinator. |
| Level 3 Training | \$0 | \$0 | \$54,000 | Level 3 IBNA training for teachers. This training will assist them as they continue implementation of the IBMYP. \$2,000 budgeted per person will cover registration, hotel, airfare, meals and ground transportation. 4 teachers will complete this training including one from each grade level and subject area two administrators and the IB Coordinator. |
| Florida League of IB Schools | \$5,800 | \$5,800 | \$5,800 | To attend meetings at the Florida League of IB Schools each quarter in Tampa. Fees include registration, hotel, airfare, ground transportation, and meals for the IB Coordinator and one Administrator to attend each quarter. |
| IB Annual Regional Conference | \$5,000 | \$5,000 | \$5,000 | To attend the IBNA Annual Regional Conference held each July. Fees include registration, hotel, airfare, ground transportation and meals for the IB Coordinator and one Administrator to attend each year. |

CONNISTON MIDDLE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---|-----------------|-----------------|-----------------|---|
| Visitation to other IB Authorized Schools | \$3,600 | \$3,600 | \$3,600 | To visit other IB schools in our geographical region to view implementation processes and unique curriculum. \$100 X 36 staff members. This includes mileage (.485 per mile), meals and any other travel expenses (tolls, etc) per person. |
| Travel Subtotal | \$68,400 | \$68,400 | \$68,400 | |
| Supplies | | | | |
| Foreign Language Music CDs | \$250 | \$250 | \$250 | Children's music CDs in Russian, Spanish, French, Italian, Hebrew and Chinese to expose the students to music of other cultures. (34.98 x 7) |
| Foreign Language CDs | \$250 | \$250 | \$250 | Foreign Language CD for students to hear native language speakers to develop language skills in French and Spanish. (29.98 x 8) |
| Foreign Language Novels | \$1,749 | \$1,749 | \$1,749 | To acquire copies of current student novels in French and Spanish for the Media Center to encourage students to develop their reading skills in a second language. 50 books each year at 34.98 |
| Time Zone Clocks | \$1,875 | \$1,875 | \$1,875 | 25 Clocks to represent each time zone in the world at \$75 each. For year 1, clocks will be purchased for the Front Office, year 2 the Media Center and year 3 the Cafeteria. In every common area of the school, the students will be reminded of how Palm Beach County relates to the global society. |

CONNISTON MIDDLE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------------------|---------------|---------------|---------------|---|
| Geochron Global Time Indicator | \$1,295 | \$0 | \$0 | During a 24 hr. period the entire world map scrolls across day-lighted area; light pattern changes with seasons; indicator for each time zone in hours and five min. increments. This will visually remind the students of where they are in relation to the world and how the time zones affect daylight and darkness. |
| Math Manipulatives | \$2,416 | \$0 | \$0 | Manipulatives that will reinforce inquiry based learning in mathematics. Number cubes, geoboards, geometric solids, color tiles, 3-D shapes, base 10 cubes, fraction circles, dominoes, graph paper, value charts, place 10 paper, etc. To promote inquiry learning in the math classrooms. |
| Electronic Portfolios | \$4,696 | \$995 | \$995 | 1GB USB flash drive for students to save portfolio items on each year. This will assist students in documenting their progress and assist in the facilitation of inquiry learning in Technology. |
| Digital Cameras | \$3,150 | \$0 | \$0 | To record classroom activities for recruiting purposes. One camera for each grade level, one for the One World Nature Center and one for the United Nations Assembly Center and one for the IB Coordinator. Students will use these for weather photography and nature trail investigations. |
| LCD Projector (3) | \$7,500 | \$0 | \$0 | Three portable LCD projectors to use for marketing purposes and instruction purposes in the classrooms. |

CONNISTON MIDDLE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------|--------|--------|--------|---|
| World Map Rug | \$604 | \$0 | \$0 | 6' x 9' rugs of bright primary colors, animals, all seven continents, five oceans, major rivers and mountains. \$0 Rug will adorn entrance hallway of school and entrance to the Media center. Includes a teaching manual with learning games. |
| Wireless Microphones | \$616 | \$0 | \$0 | For teachers to be able to use the media center and cafeteria for student performances, the PYP Exhibition, Science Fair, etc. and be able to move freely about the area and still be able to be heard by the attending parents. |
| Wireless Audio Lapel Clip | \$308 | \$0 | \$0 | For teachers to be able to use the media center and cafeteria for student performances, the PYP Exhibition, Science Fair, etc. and be able to move freely about the area and still be able to be heard by the attending parents. |
| Wired Microphones | \$150 | \$0 | \$0 | To be able to set the up a stage area for student performance for the classroom or for the PYP exhibition. |
| Political World Map | \$178 | \$0 | \$0 | 110" x 76" map contains cartographic detail, accuracy, and artistry featuring Winkel Tripel projection, which minimizes distortions; and insets of polar regions, hemispheres, population, and vegetation and land use, it's a decorative display that will promote global inquiry. Map will be displayed in the cafeteria. |

CONNISTON MIDDLE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|-------------------------------------|---------------|---------------|---------------|---|
| Antiqued Political World Map | \$194 | \$0 | \$0 | Antiqued 110" x 76" map contains cartographic detail, accuracy, and artistry featuring Winkel Tripel projection, which minimizes distortions; and insets of polar regions, hemispheres, population, and vegetation and land use, it's a decorative display that will promote global inquiry. Map will be displayed in the Front Office. |
| World Geophysical Map | \$369 | \$0 | \$0 | EXECUTIVE WORLD MAP - With dry erase laminated surface. Features major cities, World Time Zones, Land Elevation and Distances, Up-to-Date Political Boundaries, Ocean Depths & Shipping Lanes, Nautical Miles/ Longitude & Latitude. Updated with the help of the CIA/ Dept. of Defense 8x13 Ft in 8 Panels. Map will be displayed in the media center. |
| Davis Vantage Pro 2 Weather Station | \$787 | \$0 | \$0 | Weather monitoring system designed to monitor indoor temperature, indoor humidity, outdoor temperature, outdoor humidity, forecast icon, wind speed/direction, rainfall and barometric pressure. Model has readout with graph display and will connect to a PC. Model includes solar powered outdoor sensors, manual set date/time. |
| Juliana Premium Greenhouse | \$0 | \$3,086 | \$0 | 7 X 7 Greenhouse with a 10' peak. Premium aluminum frame with gutter system, all mounting hardware, 10mm twin wall polycarbonate covering, hinged door with lock for safety, adjustable window vents, 20 year extended frame warranty. Hurricane resistant. Students will use as part of Scientific Inquiry. |

CONNISTON MIDDLE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|-----------------------------------|---------|---------|---------|--|
| 5 Portable GPS Navigation Systems | \$1,160 | \$1,160 | \$1,160 | Portable GPS Navigation System featuring preloaded U.S. maps on a 2 GB SD card, voice prompts and turn-by-turn directions, it makes getting to any destination easy and convenient. Its 3.5" touch screen displays maps and details with precision and simplicity. The built-in SiRFstarIII chipset calculates all GPS positions to show you your position accurately. Plus the Drive GPS 135 is powered by 'OSTIA' software, offering a user-friendly interface for quick input of addresses and output of driving directions. Additionally its five different language selection feature enables users to select the calculation of the route as well as allows them to decide their route in 'heading up' or 'north up' manner. Students will use these items as they learn about travel in foreign countries and investigate map skills. 5 units purchased each year of the project. |
| Mulch, Rocks, Plants | \$1,079 | \$600 | \$600 | To develop the outside Nature trails for student learning centers. Plants native to the area will be cultivated on a path for student investigation and inquiry into the environment. In years 2 and 3, upkeep on money will be used for upkeep on the trail and replacing/adding plants. |

CONNISTON MIDDLE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------------|---------|---------|---------|---|
| Nature Trail Exploring Supplies | \$4,592 | \$750 | \$750 | Students will need materials to complete their investigations, beakers, gloves, collecting nets, specimen labels, hand tool, tweezers, eye goggles, specimen bags, collection devices in order to complete the scientific inquiry designed along the nature trail. Once the original supplies are purchased, monies in years two and three will be used to replace supplies or add additional items as the inquiries become more rigorous. |
| Web/Video Conferencing Supplies | \$3,500 | \$3,500 | \$3,500 | Web conferencing software to promote full-featured online meetings, via the web, multiparty VoIP and video conferencing included. Unlimited use for up to the number of concurrent users and term licensed. Term license includes all client (browser-based) software, server software, and software maintenance, plus installation assistance, initial training and telephone hotline support. Software maintenance updates help ensure compatibility with new O/S revisions, browser revisions, O/S service packs, webcam and audio device drivers, NAT, firewall and proxy updates, plus new http, https, SSL, TLS and Internet standards, as needed to keep the conferences running efficiently. Include service activation and the conference server hosted by WiredRed, welcome page customization, plus 250 GB/month of bandwidth. Students will use this in the United Nations Assembly Learning Center to communicate with other IB students in other countries, promoting intercultural awareness and internationalism as required by IB. |

CONNISTON MIDDLE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|-------------------------------|---------|---------|---------|--|
| 300 Graphing Calculators | \$9,999 | \$9,999 | \$9,999 | 300 TI-83 graphing calculators to explore mathematical inquiry, prepare students for advanced courses in mathematics and check out to assist students with low-socioeconomic backgrounds with their homework by eliminating the digital divide. One group of 100 will be purchased each year of the project. |
| (2) Large Screen TVs | \$4,500 | \$4,500 | \$0 | One TV purchased each of the first two years of the project. To be used in the United Nations Assembly Learning Center for video conference. Screen will be large enough and mobile enough to transport to marketing events to also assist in the marketing of the school. |
| History and Culture of Europe | \$1,614 | \$0 | \$0 | Complete supplemental kit including workbooks for students, CD-Roms, DVDs for social science teachers to promote inquiry into other worlds. |
| History and Culture of Africa | \$1,614 | \$0 | \$0 | Complete supplemental kit including workbooks for students, CD-Roms, DVDs for social science teachers to promote inquiry into other worlds. |
| Cultural Artifacts DVD | \$249 | \$249 | \$249 | DVDs of cultural artifacts of other countries so that students can see how history is explored and how the evolution of time has been documented. |

CONNISTON MIDDLE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------------------|----------|----------|----------|---|
| Posters of Subjects in Other Cultures | \$3,500 | \$3,500 | \$3,500 | 35 poster sets for teachers each year to represent their subject area in another culture. |
| Microscopes | \$10,500 | \$10,500 | \$10,500 | Thirty microscopes purchased each year for the upper grades to continue their scientific inquiries. |
| Stereoscopes | \$9,000 | \$9,000 | \$9,000 | Thirty stereoscopes purchased each year for the upper grades to continue their scientific inquiries. |
| Electronic Balances | \$9,000 | \$9,000 | \$0 | 30 electronic balances purchased each year for years one and two of the project to promote student inquiry into the sciences. |
| Plant Cell Model | \$495 | \$0 | \$0 | Model of Plant cell to visually represent the items the students see under the microscope when investigating plants in Science. |
| Animal Cell Model | \$495 | \$0 | \$0 | Model of Animal Cell to visually represent the items the students see under the microscope when investigating animal cells in Science. |
| Various Anatomical Models | \$4,995 | \$4,995 | \$0 | Ten models purchased each year for the first two years of the project to visually represent scientific topics the students will be investigating, the eye, the ear, the lungs, muscles, the brain, etc. |

CONNISTON MIDDLE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|-------------------------------------|----------|----------|----------|---|
| Aquarium Sets | \$4,500 | \$4,500 | \$4,500 | 30 Aquarium Sets purchased each year of the project to promote student inquiry into Oceanography. |
| Display Cabinets | \$39,000 | \$19,500 | \$0 | Display cabinets purchased for each classroom and common area of the school. Cabinets will be used to highlight the program of inquiry the students are learning and display student work, school calendars and cultural artifacts from around the world. |
| Flammable Storage | \$0 | \$0 | \$19,500 | As students continue in their scientific investigations, they will need to become more rigorous. This storage unit will safely store flammable and hazardous liquids away from small students. |
| Manipulatives/Specimens for Science | \$0 | \$14,250 | \$0 | Model specimens for students to review prior to completing their scientific inquiry. Students will have these specimens to compare their own data collection to once the investigation is complete to see how things appear in the real world. |
| Professional Library | \$2,500 | \$2,500 | \$2,500 | Upgrade materials in professional library to include publications from IBNA, ASCD, National Geographic, etc. Purchase of these materials will assist in the implementation of inquiry based learning methods. |

CONNISTON MIDDLE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------|---------------|---------------|---------------|--|
| Reference Texts | \$1,500 | \$1,500 | \$1,500 | Texts to increase the reference ability of the students at the school media center. |
| Instructional Texts | \$3,900 | \$3,900 | \$3,900 | Materials for teachers to purchase additional supplemental instructional texts in their classrooms each year. |
| Color Laser Printer | \$4,500 | \$0 | \$0 | This machine will be used to print marketing materials and flyers on-site in small quantities to support the marketing efforts of the IBYP Coordinator. |
| Marketing Brochures | \$4,735 | \$4,735 | \$4,735 | This money will pay for printing a high quality tri-fold 8.5 x 33 brochure detailing the school, the program and the implementation of the IBYP. |
| Instructional Wall Charts | \$0 | \$85,800 | \$14,000 | These charts will detail material and cultures being covered in each PYP classroom. They are heavy duty, laminated posters that students can write on and wipe off as they complete the inquiry activity. We will be purchasing thirty-nine in year 2, one set for each classroom and 7 sets in year three to cover all of the school's common areas to make them all areas of inquiry and learning. |
| Laser Ink | \$3,735 | \$3,735 | \$3,735 | Purchase color laser ink for the printer, 5 sets at \$249 per cartridge to support the marketing efforts of the IBYP Coordinator. |

CONNISTON MIDDLE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|----------------------------|------------------|------------------|------------------|--|
| General Office Supplies | \$8,000 | \$8,000 | \$8,000 | This money will be used to purchase high quality paper and other necessary supplies to support the marketing efforts of the BPYP coordinator. |
| Palm Pilots | \$108,057 | \$14,925 | \$14,925 | Palm Pilots for every student to integrate the learning environment with the home environment. 543 Palm Pilots will be purchased in year 1, 75 each in years 2 and three for the increase in student enrollment. All teachers and administrators will also receive a Palm Pilot so that the campus will be wireless and able to communicate data immediately person to person. This activity will also demonstrate to the students the growth of technology in a global society. |
| IB Ambassador Clothing | 5,000 | 5,000 | 5,000 | Clothing for IB Ambassadors, 50 student chosen each year to represent the school on tours, marketing and recruitment events. Clothing will consist of khaki pants, shoes, socks, jackets, shirts and ties for boys, skirts, shirts, shoes, socks and blazers for girls. |
| History Safari Program DVD | \$0 | \$2,249 | \$0 | Complete supplemental kit including workbooks for students, DVD and stuffed animals of the safari lands for social science teachers to promote inquiry into other worlds. |
| Subtotal Supplies | \$278,106 | \$236,552 | \$126,672 | |

CONNISTON MIDDLE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---|----------|----------|----------|---|
| Contractual | | | | |
| Application A Fee | \$4,300 | \$0 | \$0 | Fee required by IBNA to submit Application A for authorization purposes. |
| Application B Fee | \$0 | \$4,500 | \$0 | Fee required by IBNA to submit Application B for authorization purposes. |
| Annual Basic Fee | \$0 | \$0 | \$3,500 | Annual Basic affiliation fee charged to schools once authorization has been awarded. |
| Curriculum Writing | \$43,742 | \$87,483 | \$87,483 | Curriculum writing for each teacher at \$20.44 per hour. This costs includes 20 hours per teaching unit (107) at the school for year 1, 40 hours per teaching units for each year 2 and 3. Teachers will write MYP lessons of inquiry, thematic units and to work on vertical articulation and Application A and Application B documentation. |
| Understanding by Design/Differentiated Instruction Training | 0 | 52965 | 52965 | 107 Staff members will be participating in on-site staff development in Understanding by Design and differentiated instructional models. Cost per workshop is \$495 per staff member. |
| Ruby Payne Training | \$0 | \$19,305 | \$0 | Ruby Payne Workshop on Understanding Poverty. Workshop will be held on site and will cover topics specific to Forest Park Elementary School. |

CONNISTON MIDDLE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--|----------|----------|----------|--|
| State and National Conferences in Subject Areas (ASCD, NABE, Mathematics, Science, Reading, etc) | \$5,000 | \$5,000 | \$5,000 | These monies will ensure that two faculty members per year are able to attend a state or national conference for their subject area to stay aware of the educational trends being implemented to increase student achievement. |
| Rosetta Stone Foreign Language Software | \$25,845 | \$25,845 | \$25,845 | 251 licenses for Foreign Language Software to be implemented in classrooms across the campus to facilitate 2nd language learning and practice. Price also includes a one day on-site staff development training session for faculty with a Rosetta Stone Workshop leader. |
| Inspiration Software for Handheld Computers (Palm Pilots) | \$3,200 | \$3,200 | \$3,200 | Handheld software will allow students to develop ideas and organize their thinking and improve critical thinking, mathematics and reading skills. By combining the learning benefits of Kidspiration with the natural ease of handhelds palm pilots students and educators have a familiar tool for gathering information and developing ideas, and an ease of format to transmit the finished product. Students will be using this software in school and at home to assist with the creation of project based inquiry. |

CONNISTON MIDDLE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--------------------------------------|----------|----------|----------|--|
| Capturing Kids Hearts Training | \$52,965 | \$52,965 | \$52,965 | Great learning can happen only in classrooms where trust and respect enable free, active participation; where discipline problems are not allowed to subvert teaching and learning; where enthusiastic teachers connect with students as partners in learning; where administrators fully support the efforts of teachers and students. This training will enable teachers to make their classrooms active, places of respect and learning and will assist in the implementation of the IBMYP. 107 staff members being trained at \$495 each. Training will occur on-site. In years 2 and 3 the training will continue with the development of leadership skills in students and how to reach parents of low-socioeconomic students. |
| IB Publications | \$1,500 | \$0 | \$0 | Required purchase of IB publications for processing of IB Applications A and B. |
| Florida League of IB Schools | \$4,800 | \$4,800 | \$5,400 | Fees include workshop attendance four times per year for two faculty members. (600 per person includes registration, air travel, ground transportation and meals) In year three, the school will become authorized and will need to pay yearly dues of \$600. |
| Consultants for Technical Assistance | \$20,000 | \$20,000 | \$20,000 | Money to pay private consultants to come in and present on-site IBPYP staff development. While these activities will not count as authorized trainings, it will give the staff the opportunity to come together and work on the units of inquiry they decide to implement. |

CONNISTON MIDDLE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|------------------------------------|------------------|------------------|------------------|--|
| Contractual Subtotal | \$161,352 | \$276,063 | \$256,358 | |
| Equipment | | | | |
| Laptops for Learning Mobile Lab | \$35,924 | \$35,924 | \$35,924 | Laptops for Learning Mobile Lab. Lab will include mobile charging cart for 24 laptops, 24 laptops, 24 licenses for Microsoft Office Software and site license documentation, NetGear ProSafe 802.11a/g wireless Access Point for wireless internet service in classrooms. Laptops will also be used for check out purposes for students from low socioeconomic backgrounds to bridge the digital divide. One lab of 24 laptops will be purchased each year of the project. |
| Language Lab | \$17,075 | \$0 | \$0 | Includes custom cabinetry, for artifact storage, wall modules, large screen monitor enclosure, raised stage area, graphics, flags, lighting and artifact props. |
| Hall of Flags | \$6,825 | \$0 | \$0 | Includes 12"X 18 flag of every recongized country, mounting brackets and instruction graphic panels. |
| Exterior Signage/Marketing Display | \$9,275 | \$5,000 | \$5,000 | Includes two sets of multi-flag banners, custom logo for the school, table top display, table covering and custom graphics. To be used for marketing purposes. In years 2 and 3, marketing graphics will need to be updated to reflect standing with IBNA (candidate school, IB World School) and new custom logos will need to be designed. |

CONNISTON MIDDLE BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--|------------------|------------------|------------------|---|
| Foreign Language Lab | \$60,000 | \$0 | \$0 | Includes 25 computers, 10 printers, Microsoft Server client license, School site license and documentation, foreign language DVDs and CDs. |
| Wind Tunnel | \$0 | \$6,249 | \$0 | The wind tunnel facility will be used to by students to complete scientific investigations such as wind flows and related issues for pedestrian winds, ground snow drifting; roof snow accumulation and load estimation; dynamic loads on tall and flexible structures; air pollution dispersion from stacks, line and area sources around buildings; wind flows over obstacles, drag and lift on aerodynamic or bluff objects. |
| Subtotal Equipment | \$129,099 | \$47,173 | \$40,924 | |
| Direct Costs | \$729,420 | \$732,162 | \$598,724 | |
| Indirect Costs | \$14,888 | \$16,988 | \$13,833 | Calculated at 2.48% for each category excluding capital (more than \$1000) A/V equipment. |
| Total Conniston Middle School Costs | \$744,308 | \$749,150 | \$612,557 | |

PLUMOSA ELEMENTARY BUDGET

| Personnel | | Year 1 | Year 2 | Year 3 | Justification |
|--|-----------------|-----------------|-----------------|---|----------------------|
| Site Based IB Coordinator/Theme Lead Teacher | \$64,072 | \$65,994 | \$67,974 | To coordinate and provide instructional leadership for the implementing school in the IB curriculum. This person will also be the recruiter from the school site that visits schools inviting them to apply to the program. | |
| Subtotal Personnel | \$64,072 | \$65,994 | \$67,974 | | |
| Fringe Benefits | | | | | |
| Employee Benefits | \$13,455 | \$13,859 | \$14,275 | Fund retirement (FRS) 10.5%; FICA 6.2%; Medicare 1.45%; Worker's Comp/Unemployment 2.85% | |
| Group Insurance (Health and Life) | \$5,750 | \$5,750 | \$5,750 | Provide medical, dental, vision and other benefits per bargaining unit contracts at a rate of \$5750 per person. | |
| Fringe Benefits on Curriculum Writing | \$7,726 | \$7,726 | \$7,726 | Fund retirement (FRS) 10.5%; FICA 6.2%; Medicare 1.45%; Worker's Comp/Unemployment 2.85% on part-time hours for curriculum writing. | |
| Fringe Benefit Subtotal | \$26,931 | \$27,335 | \$27,751 | | |
| Travel | | | | | |
| Professional Development conferences, workshops, training etc. including but not limited to travel expenses, fees, lodging | \$15,000 | \$15,000 | \$15,000 | National Professional Development Conferences in the Fine Arts Areas for staff development. | |

PLUMOSA ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--|-----------------|-----------------|-----------------|--|
| State and National Conferences in Subject Areas (ASCD, NABE, Mathematics, Science, Reading, etc) | \$5,000 | \$5,000 | \$5,000 | These monies will ensure that two faculty members per year are able to attend a state or national conference for their subject area to stay aware of the educational trends being implemented to increase student achievement. |
| Subtotal Travel | \$20,000 | \$20,000 | \$20,000 | |
| Supplies | | | | |
| Foreign Language Music CDs | \$250 | \$250 | \$250 | Children's music CDs in Russian, Spanish, French, Italian, Hebrew and Chinese to expose the students to music of other cultures. (34.98 x 7) |
| Sound dubbing machine | \$3,000 | \$0 | \$0 | To dub music in the theatre arts department |
| Stage props, scenery paints & supplies | \$3,000 | \$0 | \$0 | For students to create their own props and scenery in the theatre arts department. |
| Remote Microphone (3) | \$342 | \$0 | \$0 | For students when performing on stage so the audience can hear them. |
| Microphone Stands (3) | \$342 | \$0 | \$0 | To hold microphone for student stage performance. |
| Wireless Microphones (2) | \$616 | \$0 | \$0 | For teachers to be able to use the media center and cafeteria for student performances, Science Fair, etc. and be able to move freely about the area and still be able to be heard by the attending parents. |
| Costumes for theatrical performances | \$4,000 | \$4,000 | \$4,000 | For student performances in the theatre department. Costumes will consist of clothing and shoes, makeup, hats, and any props needed by the characters the students are playing. |

PLUMOSA ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--------------------------------|---------------|---------------|---------------|--|
| Costume Wardrobe cabinets (9) | \$300 | \$300 | \$300 | To store the costumes when they are not being used to maintain their luster and appearance of being new. Three will be purchased each year of the project. |
| Lighting | \$67 | \$67 | \$67 | Special lighting that works with the special effects machine. |
| Special effects machines | \$2,000 | \$2,000 | \$2,000 | Machines to produces pecial effects such as lightening, fog, etc for theatre performances. |
| Over the Ear Microphone (3) | \$300 | \$300 | \$300 | Microphones that can be worn over the ear for stage hands as they work the scenery and props backstage during performances. |
| Sound System | \$15,000 | \$0 | \$0 | Sound System to blend music and voices together for a large venue and make it understandable by all viewers. |
| Theme related books and videos | \$3,500 | \$3,500 | \$3,500 | Books of plays and skits for students to perform in the theatre department. |
| Display Pedestals (30) | \$840 | \$840 | \$840 | To display student art work once it is complete in classrooms and common areas of the school. |
| Art tables (10) | \$5,110 | \$5,110 | \$5,110 | To purchase 10 art tables each year for the art areas of the school for students to work at while they complete projects. |
| Art wooden stools (126) | \$2,898 | \$2,898 | \$2,898 | Stools for students to sit at while they work on their artwork at the art tables. 42 stools will be purchased each year of the project. |
| Kiln (2) | \$2,000 | \$2,000 | \$0 | To fire student ceramic projects once they have been painted. This also show the students how to complete the ceramic process and the difference between a finished piece of work and an unfinished piece of work. |
| Ceramic Supplies (40 sets) | \$6,000 | \$6,000 | \$6,000 | Ceramic supplies including ceramic powder, paints, glaze etc. for students to be able to work in ceramics and complete their work. 40 sets will be purchased each year of the project. |

PLUMOSA ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------------------|---------------|---------------|---------------|---|
| Sculpture Supplies (40 sets) | \$6,000 | \$6,000 | \$6,000 | Sculpture supplies for students to be able to work in ceramics and clay prior to the work being fired and completed. 40 sets will be purchased each year of the project. |
| Drawing Supplies (40 sets) | \$6,000 | \$6,000 | \$6,000 | Drawing supplies including charcoal pencils, chalk, paper, colored pencils, etc. for students to complete their drawing artwork. 40 sets will be purchased each year of the project. |
| Painting Supplies (40 sets) | \$6,000 | \$6,000 | \$6,000 | Painting supplies including watercolors, tempera paint, poster paint, paper, paintbrushes, etc. For students to complete their painting artwork. 40 sets will be purchased each year of the project. |
| Display foam boards for art shows (2) | \$4,000 | \$4,000 | \$4,000 | Foam presentation boards to use when the large presentation boards do not fit in small areas. Student work will be on display in every common area of the school and on every open house event. These boards will ensure that even the smallest space can be utilized for displays. |
| Mobile display case | \$1,400 | \$1,400 | \$1,400 | To display student art work that it fragile and easily destroyed if touched. One mobile display case will be purchased each year of the project, one for the front office, one for the media center and one for the cafeteria. |
| Folding Table-top easel (25) | \$1,400 | \$1,400 | \$1,400 | Folding table top easels for students to place their artwork, drawing or painting on while completing it. 25 easels will be purchased each year of the project for the art areas of the school. |
| Full standing easel (4) | \$600 | \$600 | \$0 | Full standing easels for teachers to model lessons in drawing and painting on in front of the class. Will also be used to display work that the students are attempting to master while in art class. |
| Tote Tray Carts (3) | \$655 | \$655 | \$655 | Tote carts to move supplies that are needed by students from storage to the classroom and back again so that they are not left out but are secured each evening. |

PLUMOSA ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--|---------------|---------------|---------------|---|
| Art Service carts (6) | \$404 | \$404 | \$404 | Art service carts to hold heavier art supplies, paints, ceramic supplies, etc. and move them from storage to the classroom and back each time of use. |
| Open Paper Storage (3) | \$670 | \$670 | \$670 | Open paper storage units to store paper that has been opened so that it is not ruined by dust or humidity and will be in top condition for use by the students. |
| Vertical Art Rack (2) | \$600 | \$0 | \$0 | Vertical Art rack to store student art work vertically while drying to prevent the media from running. |
| Art consumables | \$8,000 | \$8,000 | \$8,000 | Plaster, yarn, metal, large quantities of paint and other supplies as needed by the students as they complete their art work. |
| Mobile Organizer | \$90 | \$0 | \$0 | Mobile organizer for student supplies as they complete their artwork, organizer will travel the classroom so that students can gather their supplies instead of surrounding the front of the room or the teacher. |
| Drying Rack (3) | \$464 | \$464 | \$464 | Drying rack for student artwork. These drying racks will be in use in all art areas of the school so that student art work is not ruined while drying. |
| Comb binder | \$500 | \$0 | \$0 | Binder for making student portfolios of art work. These portfolios will be bound professionally for the students to keep and display. |
| Heavy Duty Electric pencil sharpener (6) | \$240 | \$240 | \$240 | Commercial grade pencil sharpener to be used in art classrooms for charcoals and drawing pencils. 2 will be purchased each year of the project. |
| Heavy Duty Electric stapler (2) | \$800 | \$0 | \$0 | Heavy duty electric stapler to staple booklets that the students will be making in their art areas. |
| Long Arm Stapler/Staples (3) | \$120 | \$0 | \$0 | Long arm stapler for students to create programs of theatrical performances for the theatre department. |
| Saddle Stapler (3) | \$294 | \$0 | \$0 | Saddle Stapler for students to create programs, leaflets and booklets of theatrical performances for the theatre department. |

PLUMOSA ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---|---------------|---------------|---------------|--|
| Heavy duty electric hole punch (2) | \$340 | \$0 | \$0 | Commercial grade hole puncher for programs, leaflets and booklets created by students for the theatre department |
| Large heavy duty paper trimmer 15" (2) | \$288 | \$0 | \$0 | Commercial grade paper trimmer for students to trim paper once programs, leaflets and booklets have been printed |
| Paper trimmer 18" (2) | \$112 | \$0 | \$0 | Commercial grade paper trimmer for students to trim paper once programs, leaflets and booklets have been printed. |
| Paper trimmer 24" (2) | \$262 | \$0 | \$0 | Commercial grade paper trimmer for students to trim paper once programs, leaflets and booklets have been printed. |
| Paper trimmer replacement blades | \$60 | \$60 | \$60 | Replacement blades for the paper trimmer. |
| Binding supplies | \$1,000 | \$1,000 | \$1,000 | Combs for binding maching, covers, etc to make student portfolios. |
| DVD player/recorder (5) | \$1,250 | \$1,250 | \$1,250 | DVR to play supplemental materials and record DVDs of student exhibitions and performances. 5 units will be purchased each year of the project. |
| Camcorder (3) | \$3,000 | \$0 | \$0 | To document student activities and performances. We will also be using some of this footage for marketing and recruiting. |
| Equipment storage (5) | \$1,525 | \$0 | \$0 | Storage for DVR and camcorders. To keep them secure when not in use. |
| Full featured Digital camera and supplies (3) | \$1,800 | \$0 | \$0 | Digital cameras to document student work and performances. Will be used for display purposes and also for marketing and recruiting the school. One for the IB coordinator and one for the visual art department and one for the communication arts department. |
| Compact Digital camera (3) | \$567 | \$0 | \$0 | Compact cameras to document student performances in dance, theatre and music. |
| Camera Tripod | \$150 | \$0 | \$0 | Tripod to hold full-feature digital cameras and camcorders for use in documenting student performance. |
| Professional Image Color scanner | \$500 | \$0 | \$0 | To scan student work that is to large to transport for display purposes and marketing efforts. |

PLUMOSA ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---|---------------|---------------|---------------|--|
| Photography Supplies | \$6,000 | \$6,000 | \$6,000 | Photography supplies, chemicals for darkroom, paper, film, digital memory cards for cameras, etc. for student use as they learn photography. |
| External CD/DVD writer (3) | \$357 | \$0 | \$0 | To copy CDs and DVDs of student work and performances for student digital portfolios and marketing efforts. |
| Computer CDs | \$150 | \$0 | \$0 | To use to document student work. |
| DVDs R and RW | \$250 | \$1 | \$250 | To use to document student work. |
| MIDI sequencer computer programs | \$400 | \$0 | \$0 | To use to add features to communication arts products. |
| Cakewalk music software | \$2,000 | \$0 | \$0 | Software for student use in the Communication arts. |
| VS digital recorder | \$3,000 | \$1 | \$3,000 | Digital recorder for communication arts features for students to complete their products. |
| LCD Projector (3) | \$4,500 | \$0 | \$0 | For use in classrooms to display artwork to students and for use by the Magnet Coordinator for marketing and recruiting. |
| Networked color laser printer (7) | \$4,200 | \$0 | \$0 | For use in all arts departments for students to print out their finished products, and one for the Magnet Coordinator. |
| Commercial grade color laser printer | \$0 | \$8,000 | \$0 | Networked for all art departments to use to print out final products of student work. |
| Consumable Supplies for laser printers. | \$1,000 | \$7,000 | \$7,000 | Laser cartridges for printers to print out student work. |
| Dance accessories | \$10,000 | \$10,000 | \$10,000 | Student dance accessories including but not limited to: leotards, tights, ballet slippers, tap shoes, assorted costumes for students that cannot afford to purchase their own. |
| Mirrorlite Glassless Mirrors | \$3,000 | \$0 | \$0 | Mirror for dance studio. Nonbreakable. |
| Springflex Hardwood Floor | \$5,000 | \$0 | \$0 | Dance floor for student dance studio. |
| Ballet Barres | \$3,000 | \$0 | \$0 | Barres for student dance studio. |

PLUMOSA ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|----------------------------|---------------|---------------|---------------|--|
| Trumpets (10) | \$4,000 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Alto Saxophone (10) | \$10,000 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Clarinet (10) | \$4,000 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Flute (10) | \$4,000 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Drum Set (10) | \$4,000 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Trombone (10) | \$5,000 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Baby Bass Tubas (10) | \$19,000 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Cymbals (10) | \$1,500 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Cymbal accessories (10) | \$1,500 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Tritoms w/carriers (3) | \$4,500 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Bass Drums w/carriers (5) | \$2,500 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Snare Drums w/carriers (5) | \$1,600 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Drum leg rest (5) | \$125 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Parade drum slings (5) | \$100 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Snare drum holder (5) | \$575 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Snare drum cases (5) | \$225 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Bass drum cases (5) | \$275 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |

PLUMOSA ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---------------------------|---------------|---------------|---------------|--|
| African Drum set (1) | \$3,300 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Orff Instruments (1) | \$1,500 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Tonal Bell Set (1) | \$3,000 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Music stands (25) | \$875 | \$875 | \$875 | Music stand for choir room, band room and stage area. One set will be purchased each year. |
| Music equipment cabinet | \$4,500 | \$4,500 | \$0 | Music equipment cabinets to store instruments when not in use. One set in band room, one set in stage area. |
| Violin (10) | \$3,500 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Viola (10) | \$3,790 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Cello (10) | \$5,000 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Bass (10) | \$1,000 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Music consumable supplies | \$7,000 | \$7,000 | \$7,000 | Music for student performance each year. Reeds for instruments, heads for mallets, etc. |
| Soprano Recorders (200) | \$600 | \$600 | \$600 | Musical instruments to supply the music department. All instruments are for student use. |
| Drum heads (5) | \$250 | \$250 | \$250 | Replacement drum heads for drums being purchased for student use. |
| Drum mallets (5) | \$125 | \$125 | \$125 | Mallets for drummers. This will include replacements needed as some are broken. All instruments are for student use. |
| Drum sticks (5) | \$50 | \$50 | \$50 | Drum sticks for drummers. This will include replacements needed as some are broken. All instruments are for student use. |
| Cymbal pads & straps (5) | \$100 | \$100 | \$100 | Cymbal pads and straps, 5 sets purchased each year for replacement purposes. |
| Drum lugs/hardware (5) | \$75 | \$0 | \$0 | To set up drums for use in classroom by students. |
| Temple blocks (5) | \$1,875 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |

PLUMOSA ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--|---------------|---------------|---------------|---|
| Flex-a-tone (2) | \$60 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Risers | \$15,000 | \$15,000 | \$0 | Commercial grade risers, one set for classroom, one set for stage area. Risers can seat students, students can dance and perform on risers. |
| EPA keyboard (24) | \$7,200 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Keyboard wall mount platforms | \$3,000 | \$0 | \$0 | Wallmounting units for keyboard platforms for student use in the music rooms. |
| Mallet pouch (5) | \$50 | \$0 | \$0 | Pouches to hold mallets when not in use by students. |
| Handbourse (5) | \$100 | \$0 | \$0 | Musical instruments to supply the music department. All instruments are for student use. |
| Cassettes/CDs | \$100 | \$0 | \$0 | Cassettes and CDs of musical performances for students to listen to what the music is supposed to sound like when it is performed correctly. |
| Portable CD/Cassette/Radio player & recorder (3) | \$300 | \$0 | \$0 | Portable cassette/CD players for student performances. One for the classroom, one for the stage area for practice and one for the media center. |
| Multi-media station (5) | \$1,075 | \$0 | \$0 | Multi-media station for the display of student work to the public, and for use in the classroom to demonstrate art techniques and materials. |
| Computer Supplies | \$10,000 | \$10,000 | \$10,000 | Computer licensing for art software, computer paper, ink cartridges etc. For students to use in the creation of their artwork. |
| Lumens digital Visual Document Camera (5) | \$2,750 | \$0 | \$0 | For teachers to be able to project artwork that is too large to scan for the whole class to see. |
| AV cart (9) | \$1,050 | \$1,050 | \$1,050 | Three AV carts purchased each year of the project to assist with the transportation of supplies during student exhibitions. |
| Laser Fax machine | \$200 | \$0 | \$0 | For use in the Magnet Coordinators office to communicate with school district and nation |

PLUMOSA ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|----------------------------------|---------------|---------------|---------------|--|
| General Office for Magnet Office | \$7,000 | \$7,000 | \$7,000 | Includes but not limited to high quality paper for publications, photography paper for printing digital photos, copy paper, ink cartridges, etc. |
| Laptop computer (7) | \$14,000 | \$0 | \$0 | One laptop computer purchased for each art area teacher to load art software on for use/planning purposes at home, one laptop purchased for the Magnet Coordinator. |
| Recordings of Great Books | \$2,007 | \$5,595 | \$5,595 | Junior Great Books (JGB) is a Read aloud, read along series. Recordings of the books will assist the teachers in the facilitation of the reading inquiry lessons. |
| K-1 Junior Great Books | \$13,258 | \$1,205 | \$1,205 | In grades K and 1 there is a series of 4 books each child will need at a total cost of 55.80 per child. (220 x 55.80) plus 8% shipping and handling. |
| 2nd Grade Junior Great Books | \$10,514 | \$2,804 | \$2,804 | In grade 2 there is a series of 2 JGB and a Student Activity book that each child will need to participate in the reading inquiry. Total cost 129.80 per child (75x 129.80) plus 8% shipping and handling. In years 2 and 3, additional materials will be purchased to accommodate the increased number of students and replace worn copies. |
| 3rd Grade Junior Great Books | \$4,479 | \$1,378 | \$1,378 | In grade 3 there is a series of 2 JGB and Reader's Journals that assist students develop critical thinking skills in relation to the reading inquiry. Total cost per child is \$63.80. (63.80 X 65) plus 8% shipping and handling. In years 2 and 3, additional materials will be purchased to accommodate the increased number of students and replace worn copies. |

PLUMOSA ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|------------------------------|------------------|------------------|------------------|---|
| 4th Grade Junior Great Books | \$4,823 | \$1,378 | \$1,378 | In grade 4 there is a series of 2 JGB and Reader's Journals that assist students develop critical thinking skills in relation to the reading inquiry. Total cost per child is \$63.80. (63.80 X 70) plus 8% shipping and handling. In years 2 and 3, additional materials will be purchased to accommodate the increased number of students and replace worn copies. |
| 5th Grade Junior Great Books | \$5,512 | \$1,378 | \$1,378 | In grade 5 there is a series of 2 JGB and Reader's Journals that assist students develop critical thinking skills in relation to the reading inquiry. Total cost per child is \$63.80. (63.80 X 80) plus 8% shipping and handling. |
| Art Ambassador Clothing | 5,000 | 5,000 | 5,000 | Clothing for rArt Ambassadors, 50 students chosen each year to represent the school on tours, marketing and recruitment events. Clothing will consist of khaki pants, shoes, socks, jackets, shirts and ties for boys, skirts, shirts, shoes, socks and blazers for girls. |
| Palm Pilots | \$0 | \$119,400 | \$14,925 | Palm Pilots for every student to integrate the learning environment with the home environment. 600 Palm Pilots will be purchased in year 1, 75 each in year three for the increase in student enrollment. All teachers and administrators will also receive a Palm Pilot so that the campus will be wireless and able to communicate data immediately person to person. This activity will also demonstrate to the students the growth of technology in a global society. |
| Subtotal Supplies | \$343,431 | \$281,098 | \$149,771 | |
| Contractual | | | | |
| Artist in Residence (6) | \$77,916 | \$77,916 | \$77,916 | One artist for each art area to assist with in school activities and to provide after school opportunities for students to continue developing their art skills. |

PLUMOSA ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|---|---------------|---------------|---------------|---|
| Investigative Field Trips for Students | \$600 | \$600 | \$600 | To pay admission prices for students to attend museums, plays, art shows, etc. |
| Repair/Maintenance of instruments | \$3,000 | \$3,000 | \$3,000 | Repair and maintenance of student instruments each year of the project. |
| Maintenance Orff Instruments | \$300 | \$300 | \$300 | Maintenance of Orff instruments for student use. |
| Maintenance Grand Piano | \$250 | \$250 | \$250 | Maintenance of existing Grand Piano for Music teacher. |
| Learning through the Arts Program | \$10,000 | \$10,000 | \$10,000 | Includes but not limited to faculty on-site training, classroom kits and support for integration of the Fine Arts in core curriculum. |
| Curriculum Writing | \$36,792 | \$36,792 | \$36,792 | 40 hours of curriculum writing each year of the project for teachers to integrate the arts into their core curriculum for student learning enhancement. |
| Capturing Kids Hearts Training | \$22,275 | \$22,275 | \$22,275 | Great learning can happen only in classrooms where trust and respect enable free, active participation; where discipline problems are not allowed to subvert teaching and learning; where enthusiastic teachers connect with students as partners in learning; where administrators fully support the efforts of teachers and students. This training will enable teachers to make their classrooms active, places of respect and learning and will assist in the implementation of the IBMYP. 45 staff members being trained at \$495 each. training will occur on-site. In years 2 and 3 the training will continue with the development of leadership skills in students and how to reach parents of low-socioeconomic students. |
| Understanding by Design/Differentiated Instruction Training | 0 | 22275 | 22275 | 45 Staff members will be participating in on-site staff development in Understanding by Design and differentiated instructional models. Cost per workshop is \$495 per staff member. |

PLUMOSA ELEMENTARY BUDGET

| | Year 1 | Year 2 | Year 3 | Justification |
|--|------------------|------------------|------------------|---|
| Ruby Payne Training | \$0 | \$19,305 | \$0 | Ruby Payne Workshop on Understanding Poverty. Workshop will be held on site and will cover topics specific to Forest Park Elementary School. |
| Subtotal Contractual | \$151,133 | \$192,713 | \$151,133 | |
| Equipment | | | | |
| Upgrade of Existing TV Studio Equipment and additional equipment | \$0 | \$17,333 | \$0 | Upgrade of existing TV studio and equipment to broadcast student performances throughout the schools. |
| Computer Art Lab | \$87,500 | \$0 | \$0 | 35 student computer stations and 10 printers, also includes file server for art software. |
| Furniture | \$0 | \$8,000 | \$8,000 | Professional art display boards to display student work in the school's art gallery and theatre. |
| Trade Show Exhibit Booth | \$9,000 | \$5,000 | \$5,000 | Exhibit booth for marketing events, custom built 10foot display that will break apart to a table top display. Also includes table cloths, custom graphics, etc. In years 2 and 3 of the project, the booth will be maintained with custom art work created by the students. |
| Subtotal Equipment | \$96,500 | \$30,333 | \$13,000 | |
| Direct Costs | \$702,067 | \$617,473 | \$429,629 | |
| Indirect Costs | \$15,018 | \$14,561 | \$10,332 | |
| Total Plumosa Costs | \$717,086 | \$632,034 | \$439,961 | |

TOTAL BUDGET

| | Year 1 | Year 2 | Year 3 |
|---------------------------------|------------------|------------------|------------------|
| Personnel | | | |
| District | \$215,000 | \$219,950 | \$225,050 |
| Forest Park | 64072 | 65994 | 67974 |
| Dr. MM Bethune | 64072 | 65994 | 67974 |
| Pahokee | 64072 | 65994 | 67974 |
| Conniston | 64072 | 65994 | 67974 |
| Plumosa | 64072 | 65994 | 67974 |
| Subtotal personnel | \$535,360 | \$549,920 | \$564,920 |
| Fringe Benefits | | | |
| District | 72900 | 73940 | 75011 |
| Forest Park | 21780 | 24760 | 25176 |
| Dr. MM Bethune | 23326 | 27851 | 28267 |
| Pahokee | 22897 | 26992 | 27418 |
| Conniston | 28391 | 37980 | 38396 |
| Plumosa | 26931 | 27335 | 27751 |
| Subtotal Fringe Benefits | 196225 | 218858 | 222019 |
| Travel | | | |
| District | 10000 | 15000 | 10000 |
| Forest Park | 38900 | 50400 | 50400 |
| Dr. MM Bethune | 38900 | 50400 | 50400 |
| Pahokee | 38900 | 50400 | 50400 |
| Conniston | 68400 | 68400 | 68400 |
| Plumosa | 20000 | 20000 | 20000 |
| Subtotal Travel | 215100 | 254600 | 249600 |
| Supplies | | | |
| District | 46834 | 16475 | 16475 |
| Forest Park | 314837 | 248419 | 138539 |
| Dr. MM Bethune | 348899 | 240144 | 130264 |
| Pahokee | 322783 | 241669 | 133167 |
| Conniston | 278106 | 236552 | 126672 |
| Plumosa | 343431 | 281098 | 149771 |
| Subtotal Supplies | 1654890 | 1264357 | 694888 |
| Contractual | | | |
| District | 125000 | 125000 | 125000 |
| Forest Park | 122769 | 138483 | 138083 |
| Dr. MM Bethune | 134583 | 162110 | 161710 |
| Pahokee | 130064 | 153072 | 152672 |
| Conniston | 161352 | 276063 | 256358 |
| Plumosa | 151133 | 192713 | 151133 |
| Subtotal Contractual | 824901 | 1047441 | 984956 |
| Equipment | | | |
| District | 0 | 0 | 0 |
| Forest Park | 69099 | 107173 | 40924 |
| Dr. MM Bethune | 69099 | 107173 | 40924 |

TOTAL BUDGET

| | Year 1 | Year 2 | Year 3 |
|--------------------------------|--------------------|--------------------|--------------------|
| Pahokee | 69099 | 107173 | 40924 |
| Conniston | 129099 | 47173 | 40924 |
| Plumosa | 96500 | 30333 | 13000 |
| Subtotal Equipment | 432896 | 399025 | 176696 |
| Other | | | |
| District | 50000 | 50000 | 50000 |
| Subtotal Other | 50000 | 50000 | 50000 |
| Total of above | \$3,909,372 | \$3,784,201 | \$2,943,079 |
| Total Direct | | | |
| District | 519734 | 500365 | 501536 |
| Forest Park | 631457 | 635229 | 461096 |
| Dr. MM Bethune | 678879 | 653672 | 479539 |
| Pahokee | 647815 | 645300 | 472555 |
| Conniston | 729420 | 732162 | 598724 |
| Plumosa | 702067 | 617473 | 429629 |
| Subtotal Direct Costs | 3909372 | 3784201 | 2943079 |
| Total Indirect | | | |
| District | 12889 | 12409 | 12438 |
| Forest Park | 13946 | 13096 | 10544 |
| Dr. MM Bethune | 15123 | 13553 | 10878 |
| Pahokee | 14352 | 13346 | 10704 |
| Conniston | 14888 | 16988 | 13833 |
| Plumosa | 15018 | 14561 | 10332 |
| Subtotal Indirect Costs | 86216 | 83953 | 68729 |
| Total School Costs | | | |
| District | 532623 | 512774 | 513974 |
| Forest Park | 645404 | 648325 | 471640 |
| Dr. MM Bethune | 694002 | 667225 | 490416 |
| Pahokee | 662167 | 658645 | 483259 |
| Conniston | 774308 | 749150 | 612557 |
| Plumosa | 717086 | 632034 | 439961 |
| Total Project Costs | 3995588 | 3868154 | 3011808 |