

Summary of 2017-2018 Closeout Report
Q57: Success Stories
for
Title IV, Part A Project
Student Support and Academic Enrichment Program



Submitted November 16, 2018 by
New Directions, New Ideas LLC

| District, school, or organization's name | Please give us details on the greatest success story or stories related to T4A project activities. |
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| Alachua | Social workers have improved student and parent engagement at high need schools. |
| Baker | On Saturday, November 11, 2017, a group of Baker County students, sponsors, and parents attended a FIRST Lego League Robotics Event at the Museum of Science and History in Jacksonville, Florida. The 'Baker Bots' participated in robotic programming missions, team presentations, and problem solving activities related to real-world challenges. The team received important feedback that will help them prepare for additional competitions in the coming months. Lead sponsor, Mrs. Donna Ruis, recently formed the school district's team. Mrs. Ruis stated, "This was a great experience and opportunity for our students. We learned a lot this weekend and are excited to take on the challenges of future competitions." The 'Baker Bots' are just one example of many STEM (Science, Technology, Engineering, and Mathematics) activities that students are able to participate in through our school system. |
| Bay | Purchasing of Fostering Resilient Learner: Strategies for Creating Trauma Sensitive Classrooms & Quick Reference Guides. **The professional development training's that have been provided have been well received with teachers making comments such as: *This is exactly what we needed to support our students experiencing traumatic events. *The strategies provided are easy to implement and can be used immediately. *We were excited to see the positive results of the deep breathing activity with a student exhibiting severe anxiety. |
| Bradford | |
| Brevard | Though we are very proud of all of the activities in the first year of T4A, knowing that 230 more staff members are in the schools and able to possibly save our students is monumental. |
| Broward | We were able to successfully train 300 equity liaisons in equity, access and diversity, and now these areas are a priority throughout Broward County Public Schools. |
| Calhoun | Our STEM Enrichment program was a huge success. Students were able to problem solve and learn new concepts in an engaging and fun way. |
| Charlotte | The CIA (Curriculum, Instruction, and Assessment) PD conference held over two days had over 1100 seats filled by Charlotte County Educators- during the SUMMER! |
| Citrus | |
| Collier | The outpouring of gratitude has been rewarding. The principal of the alternative school program wrote me the following note: "I can't begin to express what it means to have the Phoenix and New Beginnings staff at each site make home visits and contact with families at the end of the school year and in the weeks before students returned". Knowing the good we are doing for students and families makes all the difference. Our job is to help and encourage students to stay on track. Title IV made this possible. |

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| Columbia | The SUMMER Stem program provided an opportunity for all students (public, public charter, and private schools) to come together and work without any barriers or boundary lines. The program was highlighted in the newspaper showing the positives that the school system provides to students. |
| Desoto | The academic coach that created and implemented the project was incredible! She went above and beyond the requirements to ensure a successful year. |
| Dixie | |
| Duval | We had a SSAE EDU Exchange Conference with topics the schools selected it was a huge success. It was during Discovery Channel's Shark Week and a partner brought a Discovery Chanel speaker to the event and he showed an underwater classroom and connected it to STEM. It was an awesome conference. Breakout sessions included Mental Health, AP, Technology Integration, PBIS, Reading and more. |
| Escambia | |
| FAMU School | Our summer program was a success as were able to expose our students to academic performing arts in the area of dance, piano and violin. |
| FAU School | At Palm Pointe, we are incredibly thankful for receiving additional funding in the fields of history, STEM, and the arts. These subjects both engage and challenge students to interact with the world around them and explore future careers. During the 2017-2018 school year, we were able to offer exciting learning opportunities through the formation of a Robotics club, the integration of social studies and the arts on a unique project, and the expansion of the middle school drama program. In Robotics, nearly fifty students in grades 5-8 met weekly and learned coding skills to operate their Lego robots. In US History, students created replicas of Civil War jugs. In drama, over thirty students came together to prepare and perform the musical production, Shrek Jr. It was very gratifying to see students engaging in enrichment opportunities that went above and beyond what was taught in the regular classroom setting. As a result of these successes, the school's interest-based clubs multiplied for the 2018-2019 school year to include a range of topics and offer enrichment opportunities to even more students. At Henderson: With the purchase of the MindUp curriculum resources we have been able to incorporate the strategies school-wide as part of the SEL initiatives and curriculum use by the staff. We will be deepening the use of these strategies with a professional development grant for next year. So this initial purchase has sparked a movement towards deeper mindfulness and SEL practices across the school. |
| Flagler | Our district's mental health and social worker support has grown due to the overwhelming success of the Title IV social worker position. We now participate in a community grant which provides 2 additional social workers to support student needs. |
| Florida School for the Deaf and Blind | Link to a google document with an update and photos: http://bit.ly/1718TitleIVFSDB |
| Gadsden | Re-engagement with some community partners. |
| Hamilton | |
| Hardee | |

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| Hendry | At the middle school level we have had great success with matching a consequence to an infraction. Recently, there were two sixth grade boys who were making a game out of inappropriately touching girls bottoms. Part of their consequence was to complete portions of Ripple Effects curriculum that addressed this behavior. The results were very positive and the boys were moved emotionally and acquired empathy for the girls. The parents were also very supportive and felt this response worked great. |
| Hernando | N/A |
| Highlands | It was such a blessing to have Title IV money this year. Our District was able to provide resources and professional developments that were not funded before in the District. We were able to broaden the scope for students with behavior issues and learning strategies for them. The Mental Health First Aid for Youth was probably the greatest success story and very timely needed. The participants have been overwhelmed with the information that they learned. The private schools felt it was very helpful also. With the PTR training, the private schools participated with this also. It was helpful for those participants going back and using the training they receive to help students with behavior issues. |
| Hillsborough | Project School, Edison Elementary School, was a model for successful Title IV implementation. The school's 2017-2018 grade increased. The school's improvement trajectory is anticipated to continue on its upward climb as they continued to leverage Title IV-funded activities throughout the summer of 2018 and to successfully launch the 2018-2019 school year. The summer program, in particular, was designed and implemented in a manner that was true to the purpose of Title IV funding. Students were able to experience a variety of meaningful enrichment activities that will undoubtedly continue to have positive impact. |
| Indian River | The greatest success story has been the gradual transformation of the school staff from a punitive disposition to a restorative approach. Relationships between students and staff are developing in a positive way, and it is impacting student discipline and achievement. The ability to purchase new STEM materials, specifically microscopes, enables teachers to broaden instruction and integrate additional technology in the classroom. |
| Jefferson | |
| Lafayette | |

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| Lake | <p>Our restorative practices implementation has been a tremendous success. We have so many teachers, leaders, and students utilizing the practices to support relationship building and resolve minor conflicts. We introduced the practices first and foremost as a structure for building community and relationships and school staff have practiced doing that first before beginning to use the practices for solving conflict. We learned to do that step first while attending the national training that was provided through this grant. Without that training we would have missed that step and went straight in to using the practices for discipline due to or lack of understanding. That would have been a tremendous pitfall and we may not have recovered because the culture would not have been established first that supports and understanding of these practices. We may have lost the initiative forever by leaving a bad impression due to lack of depth of understanding prior to implementation. The grant allowed a small district team to attend the national restorative practices training. As a district implementation team, we created a three phase plan for implementation while there and deepened our understanding. We also had time with other school teams across the nation that were new to the practices and others very seasoned in in them. Our plan evolved into three phases from that work. Phase one being culture and relationships among school and staff, phase two being using the practices in classrooms to resolve minor conflicts and process academic content, and then phase three beginning this year with using the practices within the discipline framework for major conflicts, resolution, and repairing harm. The ability to grow this work this year through the T4A foundation afforded last year has been truly a major success and changed our district immensely.</p> |
| Lake Wales Charter | |
| Lee | <p>Highlights* from STEM Buccaneers Camp at FSW: Day 1: https://gopro.com/v/kEkvEao7oz0m Day 2: https://gopro.com/v/BW1DywG81E95 Day 3: https://gopro.com/v/vgbLmwQD48M0 Day 4: https://gopro.com/v/Wg18wEg3mRLO Day 5: https://gopro.com/v/MGn8RXoOa1yK Day 6: https://gopro.com/v/dg07dZgGNoe0 Day 7: https://gopro.com/v/lgJG8GRrWW45 Day 8: https://gopro.com/v/R5Pb487X3Meq Day 9: https://gopro.com/v/pg8DI990GN49 Day 10: https://gopro.com/v/GR8N9vg2yXlw * All videos were produced by a camp participant (5th grader) and her dad! For the past fifteen (15) years, Summer Research Opportunities (SRO) have been associated with our Regional Science and Inventors Fairs program for middle and high school students. Title IV funding allowed us to offer a SRO-like experience for elementary students for the first time. Note: We are tracking camp participants for increases in student achievement and participation in regional STEM academic competitions.</p> |
| Leon | <p>We improved the number of gifted and talented students who received services.</p> |
| Levy | <p>The feedback from the parents, teachers, and students from our Bridge program was AMAZING. We not only kept that program at Bronson Elementary School, we have expanded it to all of our schools with 5th graders that need to make a transition to another 6th grade school in the district. :)</p> |
| Liberty | <p>The after school tutoring program that we implemented was successful and we saw gains that could be directly correlated with the tutoring.</p> |

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| Madison | I was not here last year but was told the reverse field trips went well. |
| Manatee | The present implementation of the Early Literacy initiative will be seen when the current kindergartners receiving the resources articulate up the primary grades. |
| Marion | I wish I could pack you all up on a bus and take you to Sunrise Elementary. Last year at this time their campus was stark and institutional feeling. There was not a positive feeling on the campus and student engagement needed improvement. This year the story is completely different. Hallways and classrooms are filled with positivity and reflect their focus on creating a growth mindset with their students. Classrooms are transforming into learning labs. While only four teachers received the initial training, the administration has given them time at each professional development session and administrative session to push the message out to the rest of the faculty. Consequently, one can see the STEAM focus spreading from classroom to classroom. The teachers are excited and the students are far more engaged. While Sunrise's school grade fell this year, the implementation of school-wide STEAM strategies cannot help but be a part of the efforts that bring the grade back up. |
| Martin | School culture has positively been impacted due to the increased support provided by the Title IV funded graduation coach. This has also lent itself to increased understandings of culturally responsive support to student success and academic enrichment opportunities. |
| Miami-Dade | We conducted PD for our school site teachers and administrators in two activities to empower them to increase student engagement in and connection to the school community through changing their school culture. Both activities were a success. We trained our school principals in the design thinking model to equip them with a process that they could use to engage their staff in creating and implementing innovative ideas appropriate for addressing the needs at their school site. Concurrently, we also trained them on a social emotional curriculum that they could share with their students on growth mindset, taking accountability for one's own actions and goal setting. The principals and their teams gave great feedback on the quality of the PD and were also visibly motivated to start the school year with high energy! Restorative Practices Implementation: Success Story Each summer Professional Development is held for school-site administrative teams. Professional development is comprised of new M-DCPS District Initiatives and protocols. There is also emphasis on inservices to support and assist in enhancing current programming. Principals attended a four-hour Restorative Justice Practice PD for 53 schools (all traditional middle schools included) designed to assist school leaders as they embrace Restorative Justice Practices. To accomplish this, a great deal of time was spent helping leaders understand the Social Discipline Window Theory. Consequently, a segment of the training module was dedicated to conducting an activity where the administrative teams were divided into four quadrants representative of Social Discipline Window (Doing To (Authoritarian); Doing With (Authoritative); Doing Nothing (Uninvolved); and Doing For (Permissive). They were asked to identify a former administrator that they reported to and to classify them according to the quadrant of the social discipline window that best represented their disciplinary style. Principals were asked to stand in the area of the room where the quadrant was identified. While there, they discussed and listed attributes of the schools' culture, student behavior and staff morale based on the administrator's |

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| | disciplinary style. Groups were asked to discuss attributes and the effects of that disciplinary practice on the school’s culture and student and staff performance. During group discussion, the shifting of the paradigm began. There were so many “Aha” moments as they shared stories and experiences. Through those discussions and revelations, Principals began to see the need to not only shift the way in which their school approaches discipline, but the need to shift their own personal approaches to discipline and relationships within their school communities. There was an overwhelming consensus among Administrative teams that restorative practices can foster and help maintain a positive school culture. As a result, many administrators requested whole school staff and student orientation to Restorative Practices as part of their Opening of Schools agenda, and 75 percent (to-date) have established a room designated as Peace Rooms and/or Safe Spaces in their schools. |
| Monroe | Families devastated by hurricane IRMA having a safe, healthy, learning environment for their children both before and after school. |
| Nassau | Although we didn't finish most of our project, it was worth it all to be able to pay for homeless students to attend music camps and play on community and school football/baseball teams. Homeless students are not usually given these opportunities and they were thrilled. |
| Okaloosa | 16 single class periods of dropout prevention courses have been added across all middle and high schools. At the time of this reporting the first nine week grading period has been extended due to Hurricane Michael. Therefore, first quarter results are not yet available. |
| Okeechobee | |
| Orange | Visiting schools and watching the changes in the interactions between administration and students and teachers and students has been great. Schools looking to understand the why of behavior rather than looking to provided consequences. The response of teachers to our mindfulness and self-care for teachers has been amazing. |
| Osceola | Homework Dinner support to school, parents and students at a high needs school under SIG4 transformation. |
| P.K. Yonge School | The ability to augment student support services, particularly for high school students, in the school year following a student suicide was needed in 2017-18. Student access to both mental health and academic counseling improved resulting in improved academic success for P.K. Yonge high school students. |
| Palm Beach | I have reached out to the initiative owners who are closer to the work for meaningful success stories and will share via email. |
| Pasco | Our pilot of the universal screener for 2nd graders for identification of underrepresented groups for gifted was a huge win for us. We continue to work through that process and it was carried on district-wide in the 18-19 grant. |

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| Pinellas | <p>AVID Path training provided teachers with instruction in and an opportunity to practice instructional strategies that meet the needs of a wide variety of learners. Teachers who attended AVID Path training in their content area or in the area of Culturally Relevant Teaching are able to demonstrate improved student engagement. Over 600 teachers were trained. Our students have increased access to mental health services, as Title IV-funded personnel have trained lay staff to recognize needs and make referrals, as appropriate. Each school has completed a mental health wellness rubric, and the results are being utilized to provide schools with differentiated training and support. Additionally, we have been able to saturate our community with youth mental health first aid training. We are very involved in deploying the Sandy Hook Promise training and the reporting app. We are revising our threat assessment process and expanding our bullying prevention efforts across the district. We have implemented an after-hours eCounselor program with 5 of our District school counselors utilizing Title 4 funds. These counselors are "on call" and work Monday through Friday, from 4-9 pm, providing academic, college, and career counseling. Since being implemented in May, we have supported 253 families and have had overwhelmingly positive response.</p> |
| Polk | <p>Ability to make arts classes possible and music instruments available to students who would otherwise not have been able to receive that as part of their public school education.</p> |
| Putnam | <p>All of our activities were well received.</p> |
| Santa Rosa | <p>During the first year, our biggest success story was the enhanced communication between the school district, Department of Juvenile Justice, and Department of Children and Families. The Student Intervention Specialist was able to go to court with our students and provide real-time information that all of the office involved with the students were able to use to provide services. An MTSS process has been created for justice involved youth and school level leaders are now aware of the students and are more in tune with providing support to keep them in school and to graduate. Of the 13 students who received case management from February 1- May 30, 12/13 graduated or were promoted!</p> |
| Sarasota | <p>Our training is reaching every school!</p> |
| Seminole | <p>Because of the development of our counselor support program, the school counselors in our district have felt empowered to provide new and innovative services to our students. As a result, students have participated in new career fair programs, as well as received additional supports in the financial aid process. In addition, the new mental health counseling staff, and training provided has already made an impact on student wellness by providing direct services to students and families.</p> |
| South Technical Charter Academy | <p>With limited funding, the LEA addressed only well-rounded education. Funding allowed the establishment of SECME programs, which led to an increased engagement in creative problem-solving. It also supported efforts to increase the number of students participating in accelerated learning opportunities.</p> |
| St. Johns | |
| St. Lucie | |
| Sumter | <p>Nurse supervisor was able to reduce the number of staff pulled from clinics to perform health screenings thanks to the improved equipment. That is a huge success story!</p> |

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| Suwannee | We had an exceptional summer program working with the PAL program. Students were able to improve their ELA and Math levels while also learning more about STEM. The students were excited about learning and they were able to work collaboratively with other students. |
| Taylor | Funds were used to enrich content areas that were most in need. |
| Union | One student posted on the anti-bullying speaker's page how grateful she was that he had visited Union County and that the middle school students loved him. |
| United Cerebral Palsy of Central Florida | It was wonderful to watch the kids experience their first live theater experience! They talked about it for weeks after and then created some of their own live theater. |
| Volusia | We had the opportunity to implement a comprehensive SEL initiative in our district. The impact has been amazing. |
| Wakulla | We were able to provide meaningful professional development on progress monitoring programs and CAI programs that were highly requested by teachers. Usage reports show teachers are utilizing these programs more frequently due to the training they received. Teachers are using data to drive their instruction which is the key to increasing student achievement. |
| Walton | |
| Washington | |