


# FLORIDA DEPARTMENT OF EDUCATION

## PROJECT APPLICATION

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  District Instructional Leadership and Faculty Development Grant  <b>TAPS NUMBER: 17A050</b>	<b>DOE USE ONLY</b>  Date Received								
<b>B) Name and Address of Eligible Applicant:</b> Hamilton County School Board 5683 US HWY 129S, STE 1 Jasper, FL 32052		<b>Project Number (DOE Assigned)</b>								
<b>C) Total Funds Requested:</b>  <div style="text-align: center; font-size: 1.2em;">\$9172.00</div> <hr style="width: 50%; margin: 10px auto;"/> <div style="text-align: center;"> <b>DOE USE ONLY</b>   <b>Total Approved Project:</b>           \$       </div>	<b>D) Applicant Contact &amp; Business Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Contact Name: Carol Milton</td> <td style="width: 50%;">Telephone Numbers: <b>386.792.2877, ext 12</b></td> </tr> <tr> <td>Fiscal Contact Name: Mary Loughran</td> <td><b>386.792.7818</b></td> </tr> <tr> <td>Mailing Address: 5683 US HWY 129S, STE 1 Jasper, FL 32052</td> <td>E-mail Addresses: <a href="mailto:Carol.milton@fldhs.gateway.com">Carol.milton@fldhs.gateway.com</a> <a href="mailto:Mary.loughran@hamiltonfl.com">Mary.loughran@hamiltonfl.com</a></td> </tr> <tr> <td>Mailing Address: 5683 US HWY 129S, STE 1 Jasper, FL 32052</td> <td>DUNS number: 121892491 FEIN number: F596000629013</td> </tr> </table>		Contact Name: Carol Milton	Telephone Numbers: <b>386.792.2877, ext 12</b>	Fiscal Contact Name: Mary Loughran	<b>386.792.7818</b>	Mailing Address: 5683 US HWY 129S, STE 1 Jasper, FL 32052	E-mail Addresses: <a href="mailto:Carol.milton@fldhs.gateway.com">Carol.milton@fldhs.gateway.com</a> <a href="mailto:Mary.loughran@hamiltonfl.com">Mary.loughran@hamiltonfl.com</a>	Mailing Address: 5683 US HWY 129S, STE 1 Jasper, FL 32052	DUNS number: 121892491 FEIN number: F596000629013
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<b>CERTIFICATION</b>  <p>I, <u>Thomas P. Moffses, Jr.</u> (<i>Please Type Name</i>) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <div style="display: flex; justify-content: space-between; align-items: flex-end; margin-top: 20px;"> <div style="width: 45%;"> <p>E) </p> <p>Signature of Agency Head</p> </div> <div style="width: 45%; text-align: center;"> <p><b>Superintendent</b></p> <p>Title</p> </div> <div style="width: 10%; text-align: center;"> <p><i>8/4/16</i></p> <p>Date</p> </div> </div>										

## Hamilton County School District

**B) DOE Assigned Project Number:**

**17A050**

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED TO THIS PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
7730	0360	Rental: Funds will be used to purchase A management system for online Classroom walk-through tools.		\$6,000.00	100%			
7730	0310	Professional Technical: Funds will be Used to provide training for The administrators in using the new Electronic management system.		\$2500.00	100%			
7730	0510	Materials and Supplies: Funds will be Used to purchase materials for Professional Learning for School/District Leadership Team.		\$672	100%			
<b>D) TOTAL</b>				<b>\$ 9,172.00</b>				

**DOE USE ONLY (Program)**

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

**Printed Name:**

**Signature:**

**Title:**

**Date:**

**DOE USE ONLY (Grants Management)**

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

**Printed Name:**

**Signature:**

**Title:**

**Date:**

## Narrative Section

### Scope of Work

For the 2016-2017 school year, \$7,000,000 is provided for professional development for principals and other district administrators in instructional and human resource leadership. Funding shall be allocated to districts based on each district's share of unweighted FTE and districts with 10,000 or fewer FTE shall be provided a minimum allocation of \$5,000 and only after the district has submitted its training plan to the Commissioner of Education.

Because the appropriation is intended to support principals and other district administrators in instructional and human resource leadership, the training plan should align with and support one or more of the following Scopes of Work (SOW):

- SOW #1 - Commissioner's Leadership Academy (CLA): The capacity of former, current and future CLA Fellows to support the professional learning of other LEA principals and principal supervisors on content, design and implementation of instruction provided through the Commissioner's Leadership Academy.
- SOW #2 – Targeted Instructional Leadership Skills: The capacity of school principals, principal supervisors, and other instructional leaders to utilize one or more of the *Eight Skills of Instructional Leaders*.
  - Apply a growth mindset to their work with developing professionals
  - Use a range of interpersonal communication skills and tools (including active listening, matching, etc.) to provide feedback, coaching and support to improve teaching
  - Conduct lesson planning conferences that result in the developing professional having a standards-aligned objective, an end-of-lesson formative assessment, and aligned activities/tasks designed to ensure student mastery on the task
  - Are expert observers and diagnosticians of teaching and learning issues
  - Have evidence-based, non-evaluative conversations about teaching and learning
  - Use real-time/active coaching skills to improve instruction in the moment
  - Use reflective/inquiry coaching skills grounded in student data to debrief an observation and plan next steps
  - Follow-up on agreed-upon next steps to support their implementation and identify next level of work issues
- SOW #3 - Faculty Development: The capacity of school principals, principal supervisors, and other instructional leaders to engage teachers in study and repetitive implementation efforts on high quality instructional practices.

**Grant applications submitted to the Department of Education must be tied to one or more Scope(s) of Work above and include the items listed below in the following order.** The requirements listed below must be met for applications to be considered in substantially approvable form and thus eligible for review:

### Needs Analysis

- Given that an essential purpose of educational leadership is to improve instruction, describe the professional learning needs of principals and other district administrators to deepen understanding of the

complexity of teaching and improve capacity to deploy systems, structures, practices and routines that actually support the improvement of teaching practice.

- Include the student, teacher and administrator performance data and any other quantitative and qualitative data used to determine the learning need.

The Hamilton County School District utilized performance appraisal data in the needs assessment process. Results of annual performance appraisals for teachers and principals were obtained from the Personnel Office for review along with the historical and current value added student growth data attributed to teachers provided by the state.

Results for the completed appraisals from the 2014-2015 school year were reviewed and are reported based on performance ratings:

Highly Effective 40 (31%)

Effective 65 (51% which included six principals/assistant principals)

Needs Improvement 23 (18%)

Unsatisfactory – 0 (0%)

In reviewing final performance appraisal data for the district, the value added measure (VAM) data was compared with the professional practices component of the evaluation for teachers to ensure alignment with the total overall rating. The data revealed discrepancies among 16 evaluation ratings in the district. The summary of this data is as follows:

- 4 Evaluations were Effective and 1 Highly Effective overall with a Needs Improvement rating as the VAM Classification
- 8 Evaluations were Effective overall with an Unsatisfactory rating as the VAM Classification
- 2 Evaluations were Needs Improvement overall with an Unsatisfactory rating as the VAM Classification
- 1 Evaluation was Developing/Needs Improvement overall with an Unsatisfactory rating as the VAM classification

In reviewing the discrepancies among schools, the data revealed that one school in the district had a larger variation than the others. This school also has the largest number of faculty and more administrators conducting evaluations. As a result of this variance, the district will continue the professional learning activities focused on the identification of high-effect size classroom instructional practices that increase student achievement. The district will also conduct a similar review of overall performance appraisal data for 2015-2016 when the Value Added Measure (VAM) data is received within the district and evaluations for the previous year are finalized.

Reviewing student outcome data is an essential element of the needs assessment process. Hamilton scores on statewide testing is as follows with district/state proficiency scores reported by type of assessment:

**Florida Standards Assessment for English Language Arts/Reading:**

Grade Level	District Proficiency Rate	State Proficiency Rate
3	32	54
4	30	52
5	20	52
6	26	52
7	21	49
8	28	57
9	20	51
10	23	50

**Florida Standards Assessment for Mathematics:**

Grade Level	District Proficiency Rate	State Proficiency Rate
3	70	61
4	53	59
5	28	55
6	42	50
7	33	52
8	16	48



**Next Generation Sunshine State Standards Science:**

Grade Level	District Proficiency Rate	State Proficiency Rate
5	29	53
8	21	48

**End-of-Course Exams:**

Course Exam	District Proficiency Rate	State Proficiency Rate
Algebra I	25	55
Algebra 2	5	40
Geometry	20	51
Biology I	46	74
Civics	47	67
US History	38	66

Student achievement scores are in alignment with the needs identified for teachers in regards to the provision of strategies for struggling readers and the effective use of the English/Language Arts block. Gains in proficiency rates are needed across the district in all grade levels. The integration of knowledge and ideas strand in Language Arts is the weakest strand across the district. The Leadership teams at school sites will be working with teachers through Professional Learning Communities (PLCs) to delve deeper into the data to determine changes needed in classroom practice. Critical to this element will be teacher reflection of practice as well as vertical alignment of instruction so proficiency rates increase as the student's progress grade-to-grade.

Math scores indicate a variance by grade level. The third grade scores across the district exceed the state average by 11%. Student achievement in math is higher at grades 3, 4, and 6 in the elementary schools, followed by grade 7 and lowest in grades 5 and 8. End-of-Course exam data for Algebra I, II, and Geometry all show areas of need for changes of instructional practices to increase student achievement. The Leadership teams at school sites will be working with teacher PLCs to review results and determine the changes needed in instruction to increase student proficiency as well as focusing on the vertical alignment of instruction.

Science continues to be an area of growth in grades 5 and 8. Extensive job-embedded science professional learning was provided through the Robotics summer program at one elementary school in the district. The 4<sup>th</sup> grade teachers that participated in providing student instruction while gaining content area knowledge in the area of science will be looping up with students as 5<sup>th</sup> grade instructional staff. The district will continue to expand this initiative utilizing content area experts as partners to provide job-embedded professional learning through ongoing PLCs and teacher reflection of practice.

Student achievement increased on End-of-Course exams in the area of Biology (7%), US History (3%), and Civics (13%). Retaining teachers who will continue to analyze ongoing progress monitoring data to inform classroom practices will assist to continue the increase in proficiency rates and student mastery of standards in these courses.

In analyzing the data for performance appraisals as well as for students, the district identified the need to automate the classroom walk through process which will assist school-based administrators in aggregating results to analyze trends of walk-through as well as formal assessment data. Ongoing job-embedded professional learning will be provided to assist administrators in reviewing and analyzing data from walk-throughs conducted with teachers and compare it to progress monitoring data from student benchmark assessments. The focus will be to increase the instructional leadership skills of school-based administrators to be able to work with school-based staff to review the data, reflect on practice and determine adjustments needed in instructional practices.

### **Project Goals**

- Describe the goals of the project(s). Project goals should be tied to one or more scope(s) of work and support the professional learning needs described above.

#### **Goal 1:**

Increase the capacity of school principals, assistant principals and instructional leaders to become observers and diagnosticians of teaching and learning issues through regularly scheduled classroom walk-throughs to observe teaching and learning practices. (SOW #2)

#### **Goal 2:**

Conduct professional learning through PLCs to assist leadership teams in using reflective inquiry coaching skills in order to conduct non-evaluative conversations with teachers to improve their practice. (SOW #2)

#### **Goal 3:**

Increase the capacity of school principals, assistant principals, and instructional leaders to engage teachers in activities that promote implementation of high-effect size practices, reflections on their practice, and utilization of formative assessment data to make adjustments in instruction. (SOW#3)

### **Project Design**

- Describe the project activities to be implemented in service of the project goals. What will the district do and when will they do it, including as appropriate, products, training, and services?  
The focus of this project is to provide the tools and strategies to enable leadership to increase proficiency in using multiple ongoing data sources to assist teachers in improving their practice to positively impact student achievement. During the first quarter, the district will be focusing on the selection of and provision of professional learning for leadership and teachers on the new classroom walk-through tools and the management system for reporting. The second quarter will encompass a focus for leadership teams on conducting classroom walk-throughs using the new tool and engaging teachers in conversations about instructional practices observed. This data will be analyzed in comparison to benchmark assessment data and teacher reflection data to engage teachers in dialogue about instructional practices. Leadership teams and instructional staff will also be participating in



professional learning in using formative assessment data to inform instruction as well as receiving additional assistance to increase proficiency levels with utilization of the student data management portal (Performance Matters) for accessing and analyzing data. The areas of need identified through data from walk-throughs, benchmark assessments and teacher reflection will drive the focus of ongoing job-embedded professional learning for instructional staff and district/school leadership teams. The third and fourth quarters of this grant will require that the process for improvement continue through the use of ongoing classroom walk-throughs, teacher reflection and analysis of benchmark assessment data for improving professional practices. The continued practice of this process throughout the year will allow leadership teams as well as instructional staff to gain proficiency in using multiple data sources to increase student achievement.

Include identification of the project's "executive sponsor" at the district level, (someone who reports directly to the superintendent if it is not the superintendent him/herself), who will be responsible for the execution and the deliverables associated with the RFA as well as the person(s) who will have day-to-day managerial responsibilities for the RFA and assist the department in ongoing monitoring of project implementation and determining what best practices might be shared and scaled and assuring accountability with legislative and department intent and contemporary research.

The Executive Sponsor of this application will be Baron McCombs, the newly hired Chief Academic Officer in the district. The day-to-day managerial responsibilities of the grant will be shared by Philip Pinello, Director of Administrative Services; Carol Milton, Project Coordinator/Professional Development contact for the district and Phyllis Porter, Federal Programs Coordinator.

#### **Baseline data against which performance will be measured**

- Given the project goals and professional learning needs described, identify the starting point(s) from which progress will be measured. Examples of data include standardized test scores, teacher evaluation results, needs assessment results, qualitative data.

The baseline data point for this project will be the 2014-2015 performance appraisal data and the 2015-2016 standardized test score data as identified in the needs assessment section of this grant. The district will utilize classroom walk-through data, student benchmark data, and qualitative data such as teacher reflections and evaluation results from activities conducted as the progress monitoring tool throughout the year to measure progress towards completion of the goals and activities within the application. The overall project impact will be measured by growth in standardized test scores and alignment of the value-added measure of the performance appraisal with the professional practices portion of the teacher evaluation results.

#### **The plan to evaluate project outcomes both qualitatively and quantitatively.**

- For districts that received the 2015-2016 ILFD grant, provide an update on the impact that 2015-2016 ILFD grant funding has had on instructional and/or human resource leadership goals established for that funding period.
- Describe how actual implementation of 2016-2017 project goals will be monitored and the impact determined.
- Describe how the information from monitoring will be analyzed to provide a summary assessment of the impact of the project on LEA instructional leadership capacities.

Hamilton County utilized the 2015-2016 grant funds to conduct inter-rater reliability training and to support the roll-out of the Learning Focused instructional framework within the districts. A web-based survey was conducted at the end of the year with school/district-based administrators to obtain feedback on the impact of the professional learning provided. On a Likert scale of 1 (little impact) to 6 (greatest impact), the following results were obtained on the following questions:

To what extent did the training increase your knowledge?

72.7% rated 6

18.2% rated 5

9.1% rated 4

To what extent will you be able to use what you learned?

70% rated 6

30% rated 5

To what extent would you recommend this training to other administrators?

90% rated 6

10% rated 4

How would you rate the training provided overall?

90.9% rated Excellent

9.1% rated Satisfactory

Further evaluation of the impact of the activities conducted will occur when the district receives VAM data for 2015-2016. The district will be reviewing the correlation of VAM data in comparison to the instructional practices portion of the teacher evaluation to determine the next steps needed for professional growth for leadership. The district will also be using 2015-2016 FSA data as the baseline measure for determining impact of the Learning Focused instructional framework. The professional learning conducted in cohorts was completed in May 2016. Full implementation of the model by all teachers will begin in 2016-2017 school year. New hires to the district will also receive professional learning in a new cohort. Grade level/department level staff and Teacher Support Colleagues will serve as mentors to assist new hires with implementation as they are trained. LFS Consultants will continue support instructional coaches and teachers during planning as well as modeling of lessons.

For 2016-2017, the activities within this grant will be monitored by district personnel to ensure implementation as outlined in the project application. The goal of this project is to assist school/district based leadership teams to utilize classroom walkthrough/observation data in conjunction with student progress monitoring data and teacher reflection on practices to obtain a more complete picture of our instructional performance in a systematic process throughout the year. The district will be utilizing a professional learning community model with district/school based administrators throughout the implementation of the activities within this proposal.

The district will evaluate the impact of this grant utilizing the following methods:

- Summary data on the number of classroom walk-throughs conducted
  - Summary data on the number of reflections conducted by teachers
  - Survey data related to participant perception of growth from professional learning activities
  - Survey data related to participant perception of quality of feedback for improving professional practices
- As an overall final summary of impact of the project, the district will review the value-added measure of performance evaluations in comparison to the professional practices portion to ensure a high fidelity of alignment.

**Any other information that might be necessary to determine that the applicant can implement the plan**

- Describe how the proposal builds on work that has already taken place or is underway and will build toward work that will take place with or without additional state appropriations in 2017-2018 and beyond.

The Hamilton County School District adopted the Learning Focused Instructional Framework in 2015-2016. Throughout the school year, teachers and administrators were provided with professional development utilizing a cohort model. The district trained four cohorts throughout the year. The training for each cohort consisted of three face-to-face days of professional learning spread out over several months for each group. Consultants from Learning Focused were onsite to work with teachers on utilizing the model for lesson planning and designing/developing higher order questioning to increase the level of rigor during instruction. Administrators, Instructional Coaches and Teacher Support Colleagues also received ongoing coaching on conducting classroom walk-throughs to identify the high-effect size instructional practices implemented. The coaching sessions included classroom observations in small groups with the LFS Consultants followed immediately by a debrief session to discuss findings and identify the feedback which would be appropriate to share with the teacher. The high-effect size strategies that are identified through the LFS model will be used in planning and providing instruction for the 2016-2017 school year.

**Project performance accountability form**

- Complete the Project Performance Accountability form on the last page of this document.

## Project Performance Accountability Form

Directions: The requirements listed below must be met for applications to be considered in substantially approvable form and thus eligible for review. This chart should align with the information documented in the Activity/Status Report.

### Definitions

- **Scope of Work:** The scope of work clearly documents the project requirements including rationale, project design, tasks/activities, deliverables, and evidence to be provided by the grantee.
- **Tasks/Activities:** The specific activities performed to complete the Scope of Work
- **Deliverables:** The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable.
- **Evidence:** The tangible proof, artifacts that document the tasks/activities.
- **Due Date:** Date for completion of tasks
- **Unit Cost:** Dollar value of deliverables

Scope of Work	Tasks/Activities	Deliverables (product or service) *Minimum service levels must be established for each quarter that are quantifiable, measurable, and verifiable.	Evidence (artifacts)	Due Date (within the quarter)	Unit Cost
2	Conduct baseline observations of new teachers in the district within the first 30 days.	Baseline Observation Data on New Hires	Summary Report of Observation Data	9/30/16	\$0
2	Conduct presentations with two vendors to determine which has the best features and purchase the preferred system that will automate walk-through tools and provide the report features needed by the district.	Management System for Electronic Classroom Walk-Through Tools	Sign-In Sheets, Invoice	8/20/2016	\$6,000
2	Conduct training with district and school leadership teams on the new automated management system. (Classroom Walk-Through Tool).	Professional Learning Presentation on automated electronic tool system.	Sign-In Sheets Invoice	9/30/2016	\$2500
2	Provide professional learning for teachers on the classroom walk-through tool.	Classroom Walk-Through Training	Sign-In Sheets	9/30/2016	\$0
2	Utilize electronic system for documenting	Documented use of Electronic Templates for Classroom Walk-through for each semester.	Summary Report of Classroom Walk-	December 2016 March 2017	\$0



	classroom walk-throughs with teachers.		through data by school.		
2	Conduct sessions with school/district based leadership to review benchmark assessment data and teacher walk-through data to determine areas of instructional focus for staff and students.	Professional Learning Community sessions with Leadership Team	Sign-In Sheets	October 2016 January 2017 March 2017	\$0
2	Provide additional Performance Matters (student data management system) training for Principals/Assistant Principals to assist school-based leadership to become more proficient with pulling reports and analyzing data.	Performance Matters Professional Learning	Sign-In Sheets	October 2016	\$0
2	Provide ongoing job-embedded professional learning using Professional Learning Community (PLC) model for Principals/APs based on areas of needs from trends/findings from data reviews.	Professional Learning Community Sessions with Administrators	Sign-In Sheets	Monthly October, 2016 – April, 2017	\$672
3	Provide professional learning for leadership team and faculties on utilizing formative assessment to positively impact instruction.	Formative Assessment Professional Development	Sign In Sheets Agenda	October 17, 2016	\$0
3	Assist school-based leadership to develop and set an expectation of teacher reflection as a tool for improving practice.	School-Based Implementation of Teacher Reflection Process to Change Practice	Log of Teacher Completion of Reflection Samples of teacher reflections	Once per semester December 2016 May 2017	\$0
3	Performance Matters Training for Teachers during common planning times utilizing PLC format.	Performance Matters Professional Learning through PLCs.	Sign In Sheets	September/October 2016 January/February 2017	\$1000
3	Provide Learning Focused Instructional Framework professional learning series to new teacher cohort. Three days of face-to-face training with onsite coaching support provided by Teacher Support Colleagues (District Learning Focused trainers).	Learning Focused Professional Development	Sign In Sheets Coaching Logs Agendas	July 2016 – May 2017	\$0

*Note: Add additional lines if necessary.*



