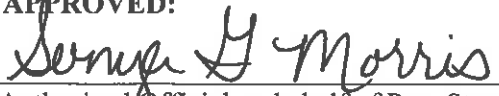



**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Hamilton County School District	<b>2 PROJECT NUMBER</b> 240-2129B-9CB01
<b>3 PROJECT/PROGRAM TITLE</b> Title I, Part A: Improving the Academic Achievement of the Disadvantaged  <div align="right"><b>TAPS 19A001</b></div>	<b>4 AUTHORITY</b> <b>84.010A Title I, Part A, Basic USDE or Appropriate Agency</b>  FAIN#: S010A180009
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2018 - 06/30/2019 Program Period: 07/01/2018 - 06/30/2019
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$965,068.00 Amendment Amount: Estimated Roll Forward: \$250,000.00 Certified Roll Amount: Total Project Amount: \$1,215,068.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: <u>06/30/2019</u></li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2019</u></li> <li>Last date for receipt of proposed budget and program amendments: <u>05/31/2019</u></li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date(s) for program reports:</li> <li>Federal Award Date : <u>07/01/2018</u></li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> Sonya Morris <b>Phone:</b> (850) 245-9614 <b>Email:</b> <a href="mailto:Sonya.Morris@fldoe.org">Sonya.Morris@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0496	<div style="display: flex; justify-content: space-between;"> <div> <b>Comptroller Office</b>  <b>Phone:</b> (850) 245-0401         </div> <div> <b>Duns#:</b> 121892491  <b>FEIN#:</b> F596000629013         </div> </div>
<b>11 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference.</li> <li>For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project.</li> <li>All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification.</li> </ul>	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> <b>12 APPROVED:</b>            _____          Authorized Official on behalf of Pam Stewart          Commissioner of Education       </div> <div style="width: 45%; text-align: center;"> <u>10/18/18</u>          _____          Date of Signing       </div> <div style="width: 10%; text-align: right;">   <small>FLORIDA DEPARTMENT OF EDUCATION fldoe.org</small> </div> </div>	

DOE-200

Revised 07/15

**INSTRUCTIONS**  
**PROJECT AWARD NOTIFICATION**

- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6 Project Periods: The periods for which the project budget and program are in effect.
- 7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8 Reimbursement Options:
  - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
  - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
  - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
  - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

**FLORIDA DEPARTMENT OF EDUCATION  
PROJECT APPLICATION**

TAPS Number:

1. 19A001 ✓

Please return to:

Florida Department of Education  
Office of Grants Management  
Room 332, Turlington Building  
325 West Gaines Street  
Tallahassee, Florida 32399-0400  
Telephone: (850) 245-0496

**A) Name and Address of Eligible Applicant:**

Hamilton County District School Board ✓  
5683 US HIGHWAY 129 S Suite 1  
JASPER, FL 32052

DOE USE ONLY

Date Received

**B) Applicant Contact Information**

Contact Name: Phyllis Porter

Telephone Number: 386-792-7807 Ext:

Fiscal Contact Name: Crystal Workman

Mailing Address: 5683 US Highway 129 South-  
Suite 1 Jasper, FL

Fax Number: 386-792-3681

E-mail Address: phyllis.porter@hamiltonfl.com

Physical/Facility Address: 5683 US Highway 129 South - Suite 1

DUNS Number: 121892491

FEIN Number: F596000629

**Programs****C) Program Name:**
**Project Number:  
(DOE Assigned):**
**D) Total Funds  
Requested:**
**Total Approved Project  
(DOE USE ONLY):**

1. Title I, Part A: Improving the Academic  
Achievement of the Disadvantaged 2018-2019 ✓

240-2129B-9CB01 ✓

\$1,215,067.58

\$1,215,068.00

**CERTIFICATION**

I, Rex L. Mitchell, (Please Type Name) 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.

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.

E) Rex L. MitchellSUPERINTENDENT6/26/18

Signature of Agency Head

Title

Date

DOE 100



Pam Stewart, Commissioner

## Instructions for Completion of DOE 100A

- A.** If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C.** Enter the total amount of funds requested for this project.
- D.** Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E.** The original signature of the appropriate agency head is required. Complete Signature, Title and Date. The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
- Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.
-

**FLORIDA DEPARTMENT OF EDUCATION  
BUDGET DESCRIPTION FORM -  
Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2018-  
2019**

A) NAME OF ELIGIBLE RECIPIENT: **Hamilton County District School Board**

B) Project Number (DOE USE ONLY): **240-2129B-9CB01**

E) TAPS  
Number  
19A001

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	H-4 Teachers for Tutoring at private school	5100	120	<u>Classroom Teachers</u> -Teachers/Tutors for students in private schools (8)	0.070	\$3,150.00
2	N/A Classroom Teachers- For hourly salary for Tutoring	5100	120	<u>Classroom Teachers</u> - Hourly salary for tutoring after-school in core subject areas by effective teachers. (1,3,4,10) School	0.900	\$40,000.00
3	N/A Other Certified Instructional Personnel	5100	130	<u>Other Certified Instructional Personnel</u> -Teachers/bilingual teacher on special assignment. (1) School	4.000	\$169,517.00
4	N/A Salaries for Teacher Aides, Instructional Aides	5100	150	<u>Aides</u> - Salaries for Paraprofessionals, Teacher Aides, Instructional Aides (1) School	5.000	\$67,392.00
5	N/A Aides- hourly salary for Paraprofessional, Teacher Aides, Instructional Aides	5100	150	<u>Aides</u> - Hourly salary for Paraprofessionals, Teacher Aides, Instructional Aides (1) School	0.140	\$3,000.00
6	N/A Retirement for Other Certified Instructional Personnel	5100	210	<u>Retirement</u> - For Other Certified Personnel (8.26%) (1) School	0.000	\$14,003.00
7	N/A Retirement for Hourly Classroom Teachers	5100	210	<u>Retirement</u> - Hourly Classroom Teachers Benefits- (8.26%) (1,3,4,10) School	0.000	\$3,304.00
8	H-4 Retirement for Teacher Tutors to Private School	5100	210	<u>Retirement</u> - Teachers/Tutors for students in private schools (8.26%) (8)	0.000	\$261.00
9	N/A Retirement for Paraprofessionals	5100	210	<u>Retirement</u> -For Salaried paraprofessionals, teacher aid and instructional aids (8.26%)(1,4) school	0.000	\$5,567.00
10	N/A Retirement for hourly Paraprofessionals	5100	210	<u>Retirement</u> -For hourly paraprofessionals, teacher aid and instructional aids (8.26%)(1,4) school	0.000	\$248.00
11	N/A Social Security for Other Certified Instructional Personnel	5100	220	<u>Social Security</u> - for Other Certified Instructional Personnel (6.2%)(1) school	0.000	\$10,511.00

12	N/A	Social Security for Hourly Salary for Tutors	5100	220	<u>Social Security</u> - for Hourly Classroom Teachers (6.2%)(1,3,4,10) school	0.000	\$2,480.00
13	H-4	Social Security for Teacher Tutors to Private School	5100	220	<u>Social Security</u> - for Teacher Tutors for Private School (6.2%) (8)	0.000	\$195.30
14	N/A	Social Security for Salaried Teacher Aides	5100	220	<u>Social Security</u> - For Salaried paraprofessionals, teacher aid and instructional aids (6.2%) (1) school	0.000	\$4,179.00
15	N/A	Social Security for Hourly Teacher Aides	5100	220	<u>Social Security</u> - For Hourly paraprofessionals, teacher aid and instructional aids (6.2%) (1) school	0.000	\$186.00
16	N/A	Medicare for Other Certified Instructional Personnel	5100	221	Medicare- for Other Certified Personnel (1.45%) (1) school	0.000	\$2,458.00
17	N/A	Medicare for Hourly Classroom Teachers	5100	221	Medicare- for Hourly Classroom Teachers (1.45%) (1,3,4,10)	0.000	\$580.00
18	H-4	Medicare for Teacher Tutors to Private School	5100	221	Medicare- for Teacher Tutors to Private School (1.45%) (8)	0.000	\$46.00
19	N/A	Medicare Other Paraprofessionals	5100	221	Medicare- for Salaried paraprofessionals, teacher aid and instructional aids (1.45%) (1) school	0.000	\$978.00
20	N/A	Medicare Other Paraprofessionals	5100	221	Medicare- for Hourly paraprofessionals, teacher aid and instructional aids (1.45%) (1) school	0.000	\$44.00
21	N/A	Group Insurance for Other Certified Instructional Personnel	5100	230	<u>Group Insurance</u> - for Other Certified Personnel (4,400 per employee) (1) school	0.000	\$17,600.00
22	H-4	Group Insurance for Teacher Tutors to Private School	5100	230	<u>Group Insurance</u> - for Teacher Tutors to Private School (4,400 per employee) (8)	0.000	\$1.00
23	N/A	Group Insurance for Hourly Classroom Teachers	5100	230	<u>Group Insurance</u> - for Hourly Classroom Teachers (1,3,4,10) school	0.000	\$1.00
24	N/A	Group Insurance for Salaried Teacher Aides	5100	230	<u>Group Insurance</u> - For Salaried paraprofessionals, teacher aid and instructional aids (4,400 per employee) (1) school	0.000	\$17,600.00
25	N/A	Worker's Compensation for Other Certified Instructional Personnel	5100	240	<u>Workers Compensation</u> -for Other Certified Personnel (.02) (1) school	0.000	\$3,391.00
26	N/A	Worker's Compensation for Hourly Classroom Teachers	5100	240	<u>Workers Compensation</u> - for Hourly Classroom Teachers (.02) (1,3,4,10) school	0.000	\$800.00
27	H-4	Worker's Compensation for	5100	240	<u>Workers Compensation</u> - for Teacher Tutors to Private School (.02) (8)	0.000	\$63.00

		Teacher Tutors to Private School					
28	N/A	Worker's Compensation for Salaried Teacher Aides	5100	240	<u>Workers Compensation</u> -for Salaried paraprofessionals, teacher aid and instructional aid(1) school	0.000	\$1,348.00
29	N/A	Professional and Technical Sub- Agreements up to \$25,000.00 Contracted Services (24,999.00 or less)	5100	310	<u>Professional and Technical Services</u> - Contracted Services, Consultants for High-Touch High-Tech (Science), (authors) Jack Hartmann, Chris Rumble, Kim Kelling-Engstrom (WFSU-PBS) Jack Gantos, Dottie Whitlow-Math, Teengagement, Challenger Learning Center of Tallahassee- STEAM, Ann Peterson- Writing, Dr. Elaine Bryant- Culture and others to be decided to support student academic achievement. (1,10) school	0.000	\$19,000.00
30	H-4	Services for Hamilton County Students attending Columbia County Schools	5100	310	<u>Professional and Technical Services</u> -Services for Hamilton County Students attending Columbia County Schools (8) private school	0.000	\$4,026.87
31	N/A	Travel for students for educational purposes	5100	330	<u>Travel</u> - to pay travel, hotel expenses for students for college tours to receive college and career information. Admission fees for field trips to enhance academic studies: Challenger Center, High Magnetic Lab, Stephen Foster State Park, Museum of Natural History, Mission San Louis, The Georgia Museum of Agriculture and Historic Village (Tifton, GA), University of Florida Museum, Cummer Museum (Jacksonville, FL) (1,10) school	0.000	\$5,000.00
32	N/A	Repairs and Maintenance for Title I owned equipment	5100	359	<u>Technology-Related Repairs and Maintenance</u> - for Title I owned equipment (Classroom Computers and iPads) (1,12) school	0.000	\$300.00
33	H-4	Licenses for Online Services	5100	369	<u>Technology-Related Rentals</u> - Licenses for Renaissance Learning Accelerated Reader and Accelerated Math for Private Schools (8) private school	0.000	\$672.68
34	H-5	Licenses for online services	5100	369	<u>Technology-Related Rentals</u> - Licenses for Renaissance Learning Accelerated Reader and Accelerated Math for Private Schools line item includes \$2,865.92 for equitable services from 2017-2018 Rollforward (8) private school	0.000	\$2,865.92
35	N/A	Licenses for online services	5100	369	<u>Technology-Related Rentals</u> - Licenses for Renaissance Learning	0.000	\$90,138.00

					Accelerated Reader and Accelerated Math, Flow 360, Learning A-Z (Reading A-Z and Math A-Z), STAR Reading and STAR Math, USA Test Preparation, iReady, Principle Woods Teengagement, Spelling City, Performance Matters, Story Works, Educational Learning Systems (200 Reading Plus), Destination Knowledge (200 Mindplay Virtual Reading Coach student licenses) Study Island and applications for desktop and mobile devices (1) school.		
36	N/A	Communications-Postage	5100	370	<u>Communications</u> - Postage for flyers, brochures and documents. (1,10) school	0.000	\$1,250.00
37	I	Other Purchased Services	5100	390	<u>Other Purchased Services</u> - Printing of flyers, brochures and documents. (1) school	0.000	\$3,000.00
38	C	Materials and Supplies for homeless	5100	510	<u>Supplies</u> -Supplemental classroom and school supplies, authentic literature, backpacks, pencils, workbooks, calculators and paper to assist homeless children and youth and their families to achieve academic success (3) school	0.000	\$10,000.00
39	D	Materials and Supplies for Neglected or Delinquent	5100	510	<u>Supplies</u> - for classroom calculators, dictionaries, reading materials, paper, pencils to assist students to succeed in school (3) school	0.000	\$500.00
40	F	Supplemental Instructional Materials and Supplies	5100	510	<u>Supplies</u> - Supplemental Instructional materials and supplies for math, science, reading, writing, social studies, STEM/STEAM, art glue, scissors, crayons, pipe cleaners, tape, card stock, batteries, calculators, calculator wall pockets, paper, pencils, erasers, notebooks, binders, journals for character or social thinking, emotional education: Conscious Discipline, materials, Teengagement, Options, Eureka Math, Language for Learning, Leveled Literacy Intervention (LLI), Lexonik reading, Top Score Writing, Storyworks classroom libraries and authentic literature for Florida Standards implementation. (1) school	0.000	\$61,349.76
41	I	Supplemental Instructional Materials and Supplies	5100	510	<u>Supplies</u> - Classroom Libraries to increase literacy (1,3,10) school (supplemental reading books)	0.000	\$26,549.99
42	H-4		5100	510	<u>Supplies</u> equitable services to Private School to purchase classroom	0.000	\$443.27



		Supplemental Instructional Materials and Supplies			supplies; paper, pencils, batteries, books and dictionaries (8) school		
43	N/A	Technology- Related Supplies- eBooks, flash drives	5100	519	<u>Technology-Related Supplies</u> - eBook (supplemental), flash drives, USB drives, battery packs for computers (1,3,4,10) school	0.000	\$5,071.00
44	I	Audio Visual Materials Capitalized (1,000 and more)	5100	621	<u>Audio Visual Materials Capitalized</u> - (1,000 and more) CD's, DVD's, Video Maps, Globes (1) school	0.000	\$1,929.00
45	N/A	Audio Visual Materials Non-Capitalized (999.99 and Less)	5100	622	<u>Audio Visual Materials Non-Capitalized</u> - (999.99 and less) CD's, DVD's, Video Maps, Globes (1) school	0.000	\$2,000.00
46	I	Furniture, Fixtures and Equipment Capitalized (1,000 and more)	5100	641	<u>Furniture, Fixtures and Equipment Capitalized</u> - language master, cd player, DVD players, telescopes, telephones, die cuts for lettering machine, binding system, microscopes. (1) school	0.000	\$1,000.00
47	I	Furniture, Fixtures and Equipment Non-Capitalized	5100	642	<u>Furniture, Fixtures and Equipment Non-Capitalized</u> - telescopes, telephones, die cuts for lettering machine, binding system, microscopes, overhead projectors, screens, tri-measuring wheel, (1) school	0.000	\$2,000.00
48	I	Capitalized Computer Hardware and Technology	5100	643	<u>Capitalized Hardware and Technology-Related Infrastructure</u> - Smart boards, White Boards, computers, printers (1,10,12) school	0.000	\$7,116.28
49	I	Noncapitalized Computer Hardware and Technology	5100	644	<u>Computer Hardware Non-Capitalized</u> -Computers, Laptops and iPad, MacBook and cases, SMART Boards, printers (1,12)	0.000	\$7,000.00
50	N/A	Technology-Related Capitalized Furniture, Fixtures and Equipment (1,000 and more)	5100	648	<u>Technology-Related Capitalized Furniture, Fixtures and Equipment</u> (1,000 and more) panel LCD, diagnostic computer system, computer communications system included video cam, copier, laminator, smart televisions, and computer PA/Voice Interaction, projectors. (1,12)	0.000	\$7,000.06
51	N/A	Technology-Related Non-Capitalized Furniture, Fixtures and Equipment (999 and less)	5100	649	<u>Technology-Related Noncapitalized Furniture, Fixtures and Equipment</u> - (999 and less) panel LCD, printers, diagnostic computer system, computer communications system (included video cam and computer PA/Voice Interaction), calculators, camcorders, cameras, presentation	0.000	\$2,000.00

					clickers, document cameras, projector.		
52	N/A	Computer Software Capitalized (1,000 and more)	5100	691	<u>Computer Software Capitalized</u> - (1,000 and more) Software for use with student differentiated instruction	0.000	\$1,000.00
53	N/A	Other Personal Services Substitutes	5100	750	<u>Other Personal Services</u> - Substitutes for Title I Classroom Teachers and Aides (1) school	0.000	\$700.00
54	N/A	Other Support Personnel Parent Resource Specialist	6150	160	<u>Other Support Personnel</u> - Parent Resource Specialists, two parent resource specialists (2 Specialists at .5 FTE each) to work with parents and community and to conduct home visits (1,3) school	1.000	\$27,681.00
55	B-2	Other Support Personnel Hourly	6150	160	<u>Other Support Personnel</u> - Hourly parent liaison hours to work with parents at school sites and home visits (1,3) school	0.280	\$4,000.00
56	N/A	Other Support Personnel Parent Resource Specialist-Retirement	6150	210	<u>Retirement</u> - for Other Support Personnel- Parent Resource Specialists (8.26%) (1,3)	0.000	\$2,287.00
57	B-2	Other Support Personnel Hourly-Retirement	6150	210	<u>Retirement</u> - for Other Support Personnel- Parent Liaisons (8.26%) (1,2) school	0.000	\$331.00
58	N/A	Other Support Personnel Parent Resource Specialist Social Security	6150	220	<u>Social Security</u> - Parent Resource Specialists (6.2%) (1,3) school	0.000	\$1,717.00
59	B-2	Other Support Personnel Hourly-Social Security	6150	220	<u>Social Security</u> - Parent Liaisons (6.2%) (1,2) school	0.000	\$248.00
60	N/A	Other Support Personnel Parent Resource Specialist-Medicare	6150	221	- for Parent Resource Specialists (1.45%) (1,3) school	0.000	\$402.00
61	B-2	Other Support Personnel Hourly-Medicare	6150	221	- for Parent Liaisons (1.45%) (1,2) school	0.000	\$58.00
62	N/A	Other Support Personnel Parent Resource Specialist - Group Insurance	6150	230	<u>Group Insurance</u> - Parent Resource Specialists Insurance (1,3) school	0.000	\$4,400.00
63	B-2	Other Support Personnel Hourly-Group Insurance	6150	230	<u>Group Insurance</u> - Parent Liaisons Group Insurance (1,2) school	0.000	\$1.00
64	N/A	Other Support Personnel Parent Resource Specialist - Worker's Compensation	6150	240	<u>Workers Compensation</u> - Parent Resource Specialists (.02) (1,3) school	0.000	\$554.00

65	B-2	Other Support Personnel Hourly-Worker's Compensation	6150	240	<u>Workers Compensation</u> - Parent Liaisons (.02) (1,2) school	0.000	\$80.00
66	N/A	Sub agreements up to \$25,000 Contracted Services for Parent Involvement (25,000 and less)	6150	310	<u>Professional and Technical Services</u> - for Parent Involvement (25,000 and less) Consultants to work with parents to include: National Network of Partnership Schools (NNPS Consultants), FSU, FAMU, and University Professors, Dr. Elaine Bryant, Panhandle Area Educational Consortium (PAEC), Katherine Pouncey for ELL services, Challenger Learning Center of Tallahassee, High Touch- High Tech for science and STEM/STEAM.	0.000	\$1,000.00
67	N/A	Travel for Parent Resource Specialists to attend meetings and conferences related to Title I	6150	330	<u>Travel</u> - for Parent Resource Specialists and parent liaison to attend meetings and conferences related to Title I	0.000	\$4,000.00
68	N/A	Travel- In- County and Out-of-County	6150	330	<u>Travel</u> - for parents, Parent Liaison and Parent Resource Specialists to travel to meetings In- County, Out-of- County and make home visits.	0.000	\$600.00
69	N/A	Rental of Charter Bus for Parent Involvement Activity	6150	360	<u>Rentals</u> - Rental of Charter Bus for Parent Involvement Activity	0.000	\$1,000.00
70	B-2	Communications	6150	370	<u>Communications</u> - Postage for Parent Involvement, Parent Compacts, Assessments, Newsletters and fliers.	0.000	\$747.00
71	B-2	Other Purchased Services	6150	390	<u>Other Purchased Services</u> - printing of parent compacts, brochures, Title I School Improvement Plans, Parent Plans, photo processing printing of flyers, brochures, parent letters and documents compacts and right to know notices and other documents as necessary. Translation services for parent and family engagement information into language spoken at home.	0.000	\$1,500.00
72	B-2	Materials and Supplies (Parent Materials)	6150	510	<u>Supplies</u> - (Parent Materials) Books, Home Work Kits, school supplies, food for meetings, Parent Folders, authentic literature, backpacks, pencils, workbooks, calculators, paper to build capacity for parent engagement.	0.000	\$5,195.00
73	H-2	Equitable share for Private School of	6150	510	<u>Supplies</u> - Equitable share to private school (Parent Materials) authentic	0.000	\$196.88

		Parent Involvement Set-Aside			literature, backpacks, pencils, workbooks, calculators, paper.		
74	B-2	Audio Visual Materials Capitalized (1,000 and more)	6150	621	<u>Audio Visual Materials Capitalized</u> - (1,000 and more) Videos, maps, globes	0.000	\$1,190.35
75	B-2	Audio Visual Materials Non-Capitalized (999.99 and less)	6150	622	<u>Audio Visual Materials Non- Capitalized</u> - (999.99 and less) CD's, DVD's, Videos, maps	0.000	\$100.00
76	B-2	Furniture, Fixtures and Equipment Capitalized (1,000 and more)	6150	641	<u>Furniture, Fixtures and Equipment Capitalized</u> - (1,000 and more) mobile cart	0.000	\$1,000.00
77	B-2	Furniture, Fixtures and Equipment Non- Capitalized (999.99 and less)	6150	642	<u>Furniture, Fixtures and Equipment Non-Capitalized</u> - (999.99 and less) white boards	0.000	\$200.00
78	B-2	Computer Hardware Capitalized computer Equipment (1,000 and more)	6150	643	<u>Capitalized Hardware and Technology-Related Infrastructure</u> - (1,000 and more) Laptop, Desktop Computer system	0.000	\$1,000.00
79	B-2	Computer Hardware Non-Capitalized computer Equipment (999.99 and less)	6150	644	<u>Computer Hardware Non-Capitalized</u> - Computer Equipment (999.99 and less) Desktop computers, laptop computers for parent use, printers, 65" flat panel digital communication device,	0.000	\$905.00
80	B-2	Technology-Related Capitalized Furniture, Fixtures and Equipment (1,000 and more)	6150	648	<u>Technology-Related Capitalized Furniture, Fixtures and Equipment</u> - Smart TV's, White Boards.	0.000	\$1,000.00
81	B-2	Technology-Related Non-Capitalized Furniture, Fixtures and Equipment (999 and less)	6150	649	<u>Technology-Related Noncapitalized Furniture, Fixtures and Equipment</u> - Smart TV, projectors, documenting camera.	0.000	\$746.00
82	B-2	Computer Software Capitalized (1,000 and more)	6150	691	<u>Computer Software Capitalized</u> - (1,000 and more) Reading and Math (1,12) school	0.000	\$1,000.00
83	I	Administrator Coordinator of Special Services	6300	110	<u>Administrators</u> - Coordinator of Special Services (1) District/Schools	0.750	\$59,289.00
84	N/A	Administrator Coordinator for Title I Family and Community Outreach	6300	110	<u>Administrators</u> - Coordinator for Title Family and Community Outreach (1,2) school	0.500	\$34,330.00
85	I	Other Support Personnel Salary- Administrative Assistant	6300	160	<u>Other Support Personnel</u> - Administrative Assistant for support to Title I schools (1) District	1.000	\$15,052.00
86	I		6300	160	<u>Other Support Personnel</u> Title I Fiscal Assistant (school)	0.500	\$15,948.00

Other Support Personnel Salary- Fiscal Assistant						
87	I	Retirement for Coordinator of Special Services and Administrative Secretary	6300	210	<u>Retirement</u> - for Coordinator of Special Services, Administrative Assistant for support to Title I schools (1) District	0.000 \$6,141.00
88	N/A	Retirement for Coordinator for Title I Family and Community Outreach	6300	210	<u>Retirement</u> - for Coordinator for Title I Family and Community Outreach (8.26%) (1,2) schools	0.000 \$2,836.00
89	I	Retirement for Fiscal Assistant	6300	210	<u>Retirement</u> for Fiscal Assistant (8.26%) (1,2) schools	0.000 \$1,318.00
90	N/A	Social Security for Coordinator for Title I Family and Community Outreach	6300	220	<u>Social Security</u> - for Coordinator for Title I Family and Community Outreach (6.2%) (1) Schools	0.000 \$2,129.00
91	I	Social Security for Coordinator of Special Services and Administrative Secretary	6300	220	<u>Social Security</u> - for Coordinator of Special Services and Administrative Assistant for support to Title I schools (6.2%) (District)	0.000 \$4,610.00
92	I	Social Security for Fiscal Assistant	6300	220	<u>Social Security</u> - for Fiscal Assistant (6.2%) (1) Schools	0.000 \$989.00
93	I	Medicare for Coordinator of Special Services and Administrative Secretary	6300	221	Medicare- for Coordinator of Special Services and Administrative Secretary for support to Title I schools (1.45%) (1) District	0.000 \$1,078.00
94	N/A	Medicare for Coordinator for Title I Family and Community Outreach	6300	221	Medicare- for Coordinator for Title I Family and Community Outreach (1.45%) (1,2) schools	0.000 \$498.00
95	I	Medicare for Fiscal Assistant	6300	221	Medicare- for Fiscal Assistant (1.45%) (1,2) schools	0.000 \$232.00
96	N/A	Group Insurance for Coordinator for Title I Family	6300	230	<u>Group Insurance</u> - for Coordinator for Title I Family and Community Outreach (1,2) schools	0.000 \$2,200.00
97	I	Group Insurance for Coordinator of Special Services and Administrative Secretary	6300	230	<u>Group Insurance</u> - for Coordinator of Special Services and Administrative Secretary for support to Title I schools. (1) District	0.000 \$7,700.00
98	I	Group Insurance for Fiscal Assistant	6300	230	<u>Group Insurance</u> - for Fiscal Assistant (1,2) schools	0.000 \$2,200.00
99	I	Worker's Compensation for Coordinator of Special Services and	6300	240	<u>Workers Compensation</u> - Coordinator of Special Services and Administrative Secretary for support to Title I schools (.02) (1,2) district	0.000 \$1,487.00

		Administrative Secretary					
100	N/A	Worker's Compensation for Coordinator for Title I Family and Community Outreach	6300	240	<u>Workers Compensation</u> - Coordinator for Title I Family and Community Outreach (.02) (1) schools	0.000	\$687.00
101	I	Worker's Compensation- Fiscal Assistant	6300	240	<u>Workers Compensation</u> - Fiscal Assistant (.02) (1) schools	0.000	\$319.00
102	H-1	Services provided to Private School	6300	310	<u>Professional and Technical Services</u> - Administrative Fees for assistance provided to private schools	0.000	\$788.00
103	I	Professional and Technical Services Sub-Agreements less than \$25,000 Contracted Services	6300	310	<u>Professional and Technical Services</u> - provided by technical assistance providers and highly skilled individuals that will assist with the development, implementation, and evaluation of Title I programs ECTAC (East Coast Technical Assistance Center), DES of Florida, SS Solutions.	0.000	\$9,000.00
104	N/A	Professional and Technical Services Sub-Agreements less than \$25,000 Contracted Services	6300	310	<u>Professional and Technical Services</u> -Services provided by technical assistance providers and highly skilled individuals for the development, implementation, and evaluation of Title I programs (Contracted Services, NEFEC, for instructional, technological and professional development services). Contract for evaluation services (Dr. Gail Ogawa) and ECTAC (East Coast Technical Assistance Center). Special contracted services from DES of Florida or SS Solutions.	0.000	\$44,000.00
105	I	Travel for Coordinator of Special Services, Coordinator for Title I Family and Community Outreach, Administrative Assistant and Fiscal Assistant to attend meetings and conferences for Title I	6300	330	<u>Travel</u> - Out-of-county, In-County and Out-of-State for Coordinator of Special Projects, Coordinator for Title I Family and Community Outreach, Administrative Assistant, Title I Fiscal Assistant to attend meetings and conferences related to Title I	0.000	\$10,000.00
106	K	Repairs and Maintenance of Equipment	6300	359	<u>Technology-Related Repairs and Maintenance</u> - of equipment iPads, Whiteboards, computers, monitors, projectors, copiers, McCrimmons (Title I owned)	0.000	\$500.00
107	K	Rentals- For Title I Office	6300	360	<u>Rentals</u> - transportation for Title I Coordinator and staff for rental	0.000	\$1,000.00

					vehicles to attend meetings and conferences related to Title I		
108	K	Rentals- For Title I Office	6300	369	<u>Technology-Related Rentals</u> - Online Licenses Adobe, copier rental and copy fees (1,12) school	0.000	\$3,500.00
109	K	Postage	6300	370	<u>Communications</u> - Postage (1) school	0.000	\$500.00
110	I	Other Purchased Services Sub-Agreements (24,999 and less)	6300	390	<u>Other Purchased Services</u> - For copies, printing of flyers, brochures (1,10) school	0.000	\$4,000.00
111	K	Gasoline	6300	450	<u>Gasoline</u> - Pay for gasoline for federal program vehicle for community-based instruction and travel In-County connected to home visits, for services to families and students in Title I schools (2) school	0.000	\$1,000.00
112	I	Materials and Supplies	6300	510	<u>Supplies</u> - for use by federal program office for working with Title I schools paper, pens, pencils, highlighters, folders, binders, file folders, staplers, electric pencil sharpener, planners. (1) District	0.000	\$3,500.00
113	I	Technology- Related Supplies-	6300	519	<u>Technology-Related Supplies</u> - ink cartridges and calculators for use by federal program office for working with Title I schools	0.000	\$2,000.00
114	I	Oil, Grease and Fuel	6300	540	<u>Oil and Grease</u> - Pay for oil and grease for federal program vehicle for community-based instruction and travel connected with students in Title I schools	0.000	\$500.00
115	I	Repairs/Parts	6300	550	<u>Repair Parts</u> - Pay for repair/parts for federal program vehicle for community-based instruction and travel connected with students in Title I schools	0.000	\$500.00
116	I	Tires/Tubes	6300	560	<u>Tires and Tubes</u> - Funds will be used for repair/replacement of tires/tubes for federal program vehicle (2) school	0.000	\$1,163.92
117	N/A	Furniture, Fixtures and Equipment Capitalized (1,000 and more)	6300	641	<u>Furniture, Fixtures and Equipment Capitalized</u> - (1,000 and more) Video Recorder, DVD Recorder (1) school	0.000	\$1,000.00
118	K	Furniture, Fixtures and Equipment non-Capitalized (999.99 and less)	6300	642	<u>Furniture, Fixtures and Equipment Non-Capitalized</u> - Calculators, heavy Duty Stapler (1) school	0.000	\$500.00
119	K	Computer Hardware Capitalized computer Equipment (1,000 and more)	6300	643	<u>Capitalized Hardware and Technology-Related Infrastructure</u> - Related Infrastructure. Laptop or desktop computers, printers, scanners, MacBooks. for use in	0.000	\$1,000.00

					Federal Programs office to provide support to Title I schools.	
120	I	Computer Hardware Non-Capitalized (999.99 and less)	6300	644	<u>Computer Hardware Non-Capitalized</u> Computer Hardware Non-Capitalized (999 and less) laptops, desktop PC, MacBooks, iPads, printers, scanners, for Networking cables and Ethernet cards, zip drive, external hard drive and MacBook cases(12) District	0.000 \$1,000.00
121	K	Computer Hardware Capitalized (1,000 and more)	6300	648	<u>Technology-Related Capitalized Furniture, Fixtures and Equipment -</u> (1,000 and more) Copier, digital cameras	0.000 \$1,000.00
122	I	Computer Hardware Non-Capitalized (999.99 and less)	6300	649	<u>Technology-Related Noncapitalized Furniture, Fixtures and Equipment -</u> (999.99 and less) laminator	0.000 \$1,200.00
123	I	Computer Software Capitalized (1,000 and more)	6300	691	<u>Computer Software Capitalized -</u> (1,000 and more) Microsoft Office	0.000 \$1,000.00
124	I	Computer Software Non-Capitalized (999.99 and less)	6300	692	<u>Computer Software Non-Capitalized -</u> (999.99 and less) Microsoft Office	0.000 \$500.00
125	I	Dues and Fees	6300	730	<u>Dues and Fees -</u> for Title 1 Coordinator and staff membership FASFEPA, NAFEPa, IRA	0.000 \$300.00
126	I	Other Compensation- Stipends	6400	120	<u>Classroom Teachers -</u> Stipends for teachers to attend training after-school and during the summer. (1) school	0.000 \$8,000.00
127	N/A	Other Certified Instructional Personnel- Provide coach to share best practices with teachers and administration.	6400	130	<u>Other Certified Instructional Personnel</u> - Provide (1) Academic Coach to provide mentorship, facilitate presentations, problem solve, communicate, share best practices with teachers and administration. (1) School	1.000 \$60,000.00
128	N/A	Retirement for Other Certified Instructional Personnel- Coach	6400	210	<u>Retirement -</u> for Academic Coach (8.26%) (1) school	0.000 \$4,956.00
129	I	Social Security for Stipends	6400	220	<u>Social Security -</u> for Stipends (6.2%) (1) school	0.000 \$496.00
130	N/A	Social Security for Other Certified Instructional Personnel- Coach	6400	220	<u>Social Security -</u> for Academic Coach (6.2%) (1) school	0.000 \$3,720.00
131	I	Medicare for Stipends	6400	221	- for Stipends (1.45) (1) school	0.000 \$116.00
132	N/A	Medicare for Other Certified Instructional Personnel- Coach	6400	221	- for Academic Coach (1.45) (1) school	0.000 \$870.00
133	N/A		6400	230		0.000 \$4,400.00



		Group Insurance for Other Certified Instructional Personnel- Coach			<u>Group Insurance</u> - Academic Coach (1) school		
134	I	Worker's Compensation for Stipends	6400	240	<u>Workers Compensation</u> - for Stipends (.02) (1) school	0.000	\$160.00
135	I	Staff Development	6400	310	<u>Professional and Technical Services</u> - Consultants NEFEC, Dr. Elaine Bryant, Dylan William (assessment), training for Leveled Literacy Intervention, iReady, Renaissance, Performance Matters, APTT trainers, Dr. Karen Mapp training opportunities for teachers and staff to enhance effective staff, Destination Knowledge, Reniannce, Mary Ann Clark contracted for Leveled Literacy Intervention (LLI) and literacy and Lynne Brown- Culture for School Improvement. (1) school	0.000	\$12,500.00
136	N/A	Travel for In-County, Out-of-County and Out-of-State	6400	330	<u>Travel</u> - In-County, Out-of-County, and Out-of-State registration funds for teachers and paraprofessionals to attend professional development activities in subject areas reading, mathematics, science, writing and Positive Behavior Supports (PBS), RTI, FCIM, DI, Data Analysis, the use of instructional technology in the classroom, parenting strategies, and enrichment and intervention for Title I Schools. National Art Education Association Boston, MA (2). Funds may also be used for the Academic Coach to participate in professional development to support the Title I schools. (1) school	0.000	\$10,000.00
137	N/A	Rentals-Rooms	6400	360	<u>Rentals</u> - Rooms for professionals and technical training (1) school	0.000	\$500.00
138	N/A	Licenses for online services	6400	369	<u>Technology-Related Rentals</u> - Licenses for online services; Oncourse Systems for Education, Principle Woods Teengagement, Renaissance Learning (1) school	0.000	\$3,744.00
139	N/A	Communications- Postage	6400	370	<u>Communications</u> -Postage for materials for professional and technical training (1) school	0.000	\$500.00
140	N/A	Other Purchased Services- Printing, other nonprofessional purchased services.	6400	390	<u>Other Purchased Services</u> - Printing, binding, reproduction and other nonprofessional purchased services. (1) school	0.000	\$200.00
141	N/A	Sub-Agreements up to \$25,000.00 Other	6400	391	<u>Subagreements up to \$25,000</u> -(24,999 and less) printing of	0.000	\$2,500.00

		Purchased Services (24,999 and less)			materials for professional and technical training, special services paid by invoice provided by Panhandle Area Educational Consortium (PAEC), North Florida Educational Consortium (NEFEC) (1) school		
142	K	Materials and Supplies for professional development	6400	510	<u>Supplies</u> - supplemental materials and supplies for professional learning/professional development books, flip charts, markers, dry erase markers, pens, papers, pencils, art supplies, containers for teachers for classroom materials.	0.000	\$8,274.23
143	N/A	Technology- Related Supplies	6400	519	<u>Technology-Related Supplies</u> - USB drives, e-Books, projector carrying cases.	0.000	\$1,000.00
144	N/A	Furniture, Fixtures and Equipment Capitalized (1,000 and more)	6400	641	<u>Furniture, Fixtures and Equipment Capitalized</u> - (1,000 and more) DVD recorder (1,12) school	0.000	\$5,195.00
145	I	Furniture, Fixtures and Equipment Non-Capitalized (999 and less)	6400	642	<u>Furniture, Fixtures and Equipment Non-Capitalized</u> - Equipment (999 and less) Dry erase boards.	0.000	\$9,773.00
146	I	Computer Hardware Capitalized computer Equipment (1,000 and more)	6400	643	<u>Capitalized Hardware and Technology-Related Infrastructure</u> - (1,000 and more) laptop computers, color laser printers	0.000	\$5,000.00
147	N/A	Computer Hardware Non-Capitalized Computer Equipment (999 and less)	6400	644	<u>Computer Hardware Non-Capitalized</u> -(999.99 and less) iPads and cases, Cards, Networking- including cables and Ethernet cards, scanners, printers, zip drive, external hard drive.	0.000	\$2,000.00
148	N/A	Furniture, Fixtures and Equipment Capitalized (1,000 and more)	6400	648	<u>Technology-Related Capitalized Furniture, Fixtures and Equipment</u> - (1,000 and more) LCD Projectors (1,12) school	0.000	\$1,000.00
149	N/A	Technology-Related Non-Capitalized Furniture, Fixtures and Equipment (999 and less)	6400	649	<u>Technology-Related Noncapitalized Furniture, Fixtures and Equipment</u> - (999 and less) panel LCD, printers, diagnostic computer system, computer communications system (included video cam and computer PA/Voice Interaction, SMART Boards), calculators, camcorders, cameras, presentation clickers, document cameras, projector.	0.000	\$1,000.00
150	I	Computer Software Capitalized (1,000 and more)	6400	691	<u>Computer Software Capitalized</u> - (1,000 and more) Performance base for core subject areas: Reading A-Z, Accelerated Reader, Accelerated Math, Study Island	0.000	\$2,134.08

151	N/A	Computer Software Non-Capitalized (999 and less) Performance Base for core subject areas	6400	692	<u>Computer Software Non-Capitalized</u> - (999 and less) Performance Based for core subject: Write Score and Performance Matters	0.000	\$5,865.92	
152	I	Highly Effective Teachers- Dues and Fees for retaining and maintaining certification	6400	730	<u>Dues and Fees</u> - Tuition fees for teachers to achieve full state certification and demonstrate full competency for each core academic content area they teach (1) school	0.000	\$2,332.81	
153	N/A	Substitutes- Pay Substitutes	6400	750	<u>Other Personal Services</u> - Pay Substitutes to allow staff to attend professional development opportunities (1) school	0.000	\$5,000.00	
154	K	Miscellaneous Expenses- Indirect cost	7200	790	<u>Miscellaneous Expenses</u> - Indirect Cost (8.58%)	0.000	\$78,248.17	~
155	N/A	Travel	7300	330	<u>Travel</u> - In-County, Out-of-County and Out-of-State for School Administrators (Principals and Asst Principals) to attend Title I TA, curriculum and instruction meetings, workshops, conferences and program P.D). The travel funds and fees will follow district policy and approval procedures and will allow school-based administrators to attend P.D. based on evidence based program reserach, learn new programs and skills to increase student achievement at both HCES and HCHS.. (1) school	0.000	\$3,000.00	
156	N/A	Bus Drivers- To Transport Students	7800	160	<u>Other Support Personnel</u> - Bus Drivers to transport students (1,10) school	0.500	\$8,650.00	
157	N/A	Bus Drivers- Retirement	7800	210	<u>Retirement</u> - Bus Drivers (8.26%)	0.000	\$715.00	
158	N/A	Bus Drivers- Social Security	7800	220	<u>Social Security</u> - Bus Drivers (6.2%)	0.000	\$537.00	
159	N/A	Bus Drivers- Medicare	7800	221	- for Bus Drivers (1.45%)	0.000	\$126.00	
160	N/A	Bus Drivers- Group Insurance	7800	230	<u>Group Insurance</u> - Bus Driver	0.000	\$947.00	
161	N/A	Bus Drivers- Worker's Compensation	7800	240	<u>Workers Compensation</u> - Bus Drivers (.02)	0.000	\$173.00	
162	I	Rentals- To Transport Students	7800	360	<u>Rentals</u> - Transportation by chartered buses or other vehicles not owned and operated by the school district (1,10) school	0.000	\$7,000.00	
163	N/A	Rental of Chartered Bus or other vehicle for student	7800	360	<u>Rentals</u> - transportation by chartered buses or other vehicles not owned and operated by the school district	0.000	\$2,984.51	

		transportation for education					
164	N/A	Gas for buses or vans for field trips	7800	450	<u>Gasoline</u> - gas for buses or vans for field trips. (1,10) school	0.000	\$4,000.00
165	N/A	Diesel and or gas for buses or vans for field trips	7800	460	<u>Diesel Fuel</u> - Diesel and or gas for buses or vans for field trips (1,10) schools	0.000	\$4,000.00
166	N/A	Communications	7900	379	<u>Telephone and Other Data Communication Services</u> -Monthly Telephone Charges and Mobile Hot Spots for Title I staff to support schools	0.000	\$1,000.00
Totals:						15.640	\$1,215,068.00 ✓

Totals:			
Code	Description	Total	
B-2	Parent and Family Engagement for LEAs with greater than \$500,000 set-aside	\$19,301.35	✓
C	Homeless Education Set-Aside	\$10,000.00	✓
D	Neglected & Delinquent Education Set-Aside	\$500.00	✓
F	Discretionary Educational Services Funded at the School-Level	\$61,349.76	✓
H-1	Private School Administrative Costs	\$788.00	✓
H-2	Private School Parent and Family Engagement	\$196.88	✓
H-4	Private School Instructional Services	\$8,859.12	✓
I	2017-2018 Roll-Forward	\$247,134.08	✓
K	Administrative Costs (Including Indirect Costs) - Not to Exceed 10%	\$95,522.40	✓
H-5	Roll Forward for Equitable Services	\$2,865.92	✓
	Total	\$446,517.51	✓

DOE 101



Pam Stewart, Commissioner



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## Hamilton County District School Board

### DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED RESERVATIONS

#### A. Financial Rewards & Incentives Reservations:

Please provide the amount that your LEA to provide financial incentives and rewards to teachers who serve in eligible schools identified for comprehensive or targeted support and improvement activities for the purpose of attracting and retaining qualified and effective teachers. [Section 1113(c)(4) of ESSA]

LEA's amount reserved:

\$0.00 ✓

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#### B. Parent and Family Engagement Calculation [Section 1116(3)(A-D) of ESSA]:

	Minimum Reservations	Actual Reservations Amount
REQUIRED reservation - 1% of the LEA's Title I Allocation:	\$ 9,650.68	\$ 19,301.35 ✓
Indicate the amount to be allocated (dollar amount) to public schools for parent and family engagement (minimum of 90% is required)	\$ 8,685.61	\$9,650.80 ✓
If applicable, Balance to be used for LEA-level Parent and Family Engagement Activities	N/A	\$9,650.55 ✓

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#### C. Homeless Education Reservations:

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live. [Section 1113(C)(3)(A) of ESSA]

LEA's amount reserved

\$10,000.00 ✓

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#### D. Neglected and Delinquent Education Reservations:

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for neglected children; and if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. [Section 1113(C)(3)(A)(ii)(iii) of ESSA]

LEA's amount reserved

\$500.00 ✓

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**E. Educational Services Funded at the LEA-Level**

Please provide the amount that your LEA will use for LEA-wide instructional and professional development activities.

LEA's amount reserved \$0.00 ✓

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**F. Discretionary Educational Services Funded at the School-Level**

LEA's amount reserved \$61,349.76 ✓

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**G. Early Childhood**

LEA's amount reserved \$0.00 ✓

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**H. Private School Services**

Please provide the amount that your LEA expenditures for non-instructional services and other benefits to eligible private schools. [Section 1117 of ESSA]

H-1. Private School Administrative Costs \$788.00 ✓

H-2. Private School Parent and Family Engagement \$196.88 ✓

H-3. Private School Professional Development \$0.00 ✓

H-4. Private School Instructional Services \$8,859.12 ✓

H-5. Roll Forward for Equitable Services \$ 2,865.92 ✓

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I. 2017-18 Roll-Forward \$ 247,134.08 ✓

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J. Transportation for Foster Care Children \$

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K. Administrative Costs (Including Indirect Costs) - Not to Exceed 10% \$ 95,522.40 ✓

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L. Reimbursements for Charter School Expenditures \$

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M. Transportation for School Choice (Not to Exceed 5%) \$

[Grant Application Menu](#)  
[Return to Program Menu](#)

## Funds Requested

Below is the amount allocated for this grant. Indicate the roll forward for this grant. Enter 0 if there is no roll forward. Then click the Save button. To print the DOE 100 form, click on the link below and complete the necessary contact information.

[Print 100A Form for this Grant](#)

**Program Name:** Title I, Part A: Improving the Academic Achievement of the Disadvantaged 240-2129B-9CB01

**Funds Allocated:** \$965,068.00 ✓

**Estimated Roll Forward:** \$250,000.00 ✓

Save

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Hamilton County

Total Allocation from Equitable Proportion Page			10% Cap.	Estimated 18-19 Admin Cost	Estimated % Admin Costs	
\$955,224.00			\$ 95,522.40	\$95,522.40	10.00%	\$
count	codes	Activity	Function	Object	Account Title and Description	Amount
105	K	Repairs and Maintenance of Equipment	6300		359 Technology-Related Repairs and Maintenance - of equipment iPads, Whiteboards, computers, monitors, projectors, copiers, McCrimmons (Title I owned)	\$500.00
106	K	Rentals- For Title I Office	6300		360 Rentals - transportation by rental vehicle to attend meetings and conferences related to Title I	\$1,000.00
107	K	Rentals- For Title I Office	6300		369 Technology-Related Rentals - Online Licenses Adobe, copier rental and copy fees (1,12) school	\$3,500.00
108	K	Postage	6300		370 Communications - Postage (1) school	\$500.00
110	K	Gasoline	6300		450 Gasoline - Pay for gasoline for federal program vehicle for community-based instruction and travel connected with student in Title I schools (2) school	\$1,000.00
116	K	Furniture, Fixtures and Equipment non-Capitalized (999.99 and less)	6300		642 Furniture, Fixtures and Equipment Non-Capitalized - Calculators, heavy Duty Stapler (1) school	\$500.00
117	K	Computer Hardware Capitalized computer Equipment (1,000 and more)	6300		643 Capitalized Hardware and Technology-Related Infrastructure - Related Infrastructure. Laptop or desktop computers for use in Federal Programs office to provide support to Title I schools.	\$1,000.00
119	K	Computer Hardware Capitalized (1,000 and more)	6300		648 Technology-Related Capitalized Furniture, Fixtures and Equipment - (1,000 and more) Laptops, desktop PC, printers, scanners, digital cameras, MacBooks.	\$1,000.00
140	K	Materials and Supplies for professional development	6400		510 Supplies - supplemental materials and supplies for professional learning/professional development books, flip charts, markers, dry erase markers, pens, papers, pencils, art supplies, containers for teachers for classroom materials.	\$8,274.23
149	K	Miscellaneous Expenses- Indirect cost	7200		790 Miscellaneous Expenses - Indirect Cost (8.58%)	\$78,248.17
						\$95,522.40





FLORIDA DEPARTMENT OF  
EDUCATION  
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**Hamilton County District School Board**

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## LEA Profile

<b>Total District Allocation</b>		<b>\$965,068.00</b>
<b>Number of Public CLIF</b>	<b>Number of Private CLIF</b>	<b>Total CLIF</b>
1066	11	1077.00
<b>Total Public School Proportion</b>	<b>Total Private School Proportion</b>	
98.98%	1.02%	
<b>Total Public School Allocation</b>	<b>Total Private School Allocation</b>	
\$ 955,224.00	\$ 9,844.00	
	<b>Private School Administrative Cost Reservation</b>	
	\$ 788.00	

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## General Assurances

### Title I Part A, Educational Disadvantaged Students

The Florida Department of Education (FDOE) has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs. The complete text may be found in Section D of the Green Book.

#### **School Districts, Community Colleges, Universities, and State Agencies**

- The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

**Note:** The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: <https://cfo.gov/cofar>

### **Risk Analysis**

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued.

- **School Districts, State Colleges, State Universities, and State Agencies** must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls>

### **Funding Method**

#### **Federal Cash Advance (Public Entities only as authorized by the FDOE)**

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through FDOE's Florida Grants System (FLAGS). Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

### **Fiscal Records Requirements and Documentation**

Applicants must complete a Budget Narrative form, DOE101S. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

All accounts, records, and other supporting documentation pertaining to costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All must be available upon request.

Funded programs and any amendments are subject to the procedures outlined in the FDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be found at <http://www.fldoe.org/grants/greenbook/>

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report by the dates specified on the DOE 200 form, Project Award Notification.

**Allowable Expenses:**

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

Expenses for personal digital assistants (PDA), cell phones, smart phones and similar devices, including the service costs to support such devices may be allowable, with FDOE prior approval. Applicants will need to describe and justify the need for such devices, identify the amount that will be applicable to the project and how the device will be kept secure.

**Unallowable Expenses:**

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)

- Land acquisition
- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items/services already covered by indirect costs allocation
- Costs not allowable for federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> and the Reference Guide for State Expenditures, which may be found at [https://www.myfloridacfo.com/aadir/reference\\_guide](https://www.myfloridacfo.com/aadir/reference_guide)

### **Equipment Purchases**

Any equipment purchased under this program must follow the Uniform Grants Guidance found at [http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl) or the Reference Guide for State Expenditures, [https://www.myfloridacfo.com/aadir/reference\\_guide](https://www.myfloridacfo.com/aadir/reference_guide)

Any equipment purchases not listed on the original budget approved by the FDOE require an amendment submission and approval prior to purchase by the agency awarded the funding.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book, [www.fldoe.org/grants/greenbook](http://www.fldoe.org/grants/greenbook)

### **Administrative Costs including Indirect Costs**

All administrative costs (including indirect costs) must not exceed 10 percent of the LEA's total allocation, excluding any roll-forward funds carried over from the previous year.

#### **• School Districts**

The Florida Department of Education has been given the authority by the U.S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved for a program by the Florida Department of Education's Comptroller. Indirect costs shall only apply to federal programs. Additional information and forms are available at [www.fldoe.org/finance/comptroller](http://www.fldoe.org/finance/comptroller)

#### **• State Agencies, Public Universities and State Colleges**

The Florida Department of Education will allow other state agencies, state universities and state colleges to charge an indirect cost (administrative and/or overhead) up to 8 percent or the recipient's rate approved by the appropriate cognizant agency, whichever is lower. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of \$25,000 and for items of equipment, alterations, renovations and flow-through funds (pass through to another entity) on programs issued by the department. This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to rental of office space, costs for bookkeeping and accounting services, and utilities. In the alternative, the department will approve an indirect cost rate of 8 percent plus the direct charges for typical administrative and overhead costs such as office space rental when such costs can be directly and appropriately allocated to the program. Indirect costs shall only apply to federal programs.

Chapter 1010.06 F.S. Indirect cost limitation. "State funds appropriated by the Legislature to the Division of Public Schools within the Department of Education may not be used to pay indirect costs to a university, state university, school district, or any other entity.

### **State of Florida, Executive Order 11-116**

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>

#### **For Federal Programs - General Education Provisions Act (GEPA)**

Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to: <http://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

#### **For Federal Programs - Equitable Services for Private School Participation â€œ If Applicable**

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the local education agency(ies) service area. For details, refer to: <https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>

☒ By checking this box and by my signature on this application, I hereby certify that the **Hamilton County District School Board** agrees to all General Assurances, and will abide by all Federal, State and Local laws in the use of any funds awarded.

## **Program Specific Assurances**

**Assurance is hereby given that, to the extent applicable**

- Inform eligible schools and parents of schoolwide programs that the LEA may consolidate and use funds under this part, together with other federal, state, and local funds, in order to upgrade the entire educational program. [ESSA Section 1114]
- Provide technical assistance and support to schoolwide programs.
- An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of ESSA Section 1114(b).
- Work in consultation with schools to develop the plans, and assist schools in implementation of such plans or activities that will provide opportunities for all children to meet the challenging State academic standards. [ESSA Sections 1114 and 1115].
- Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research.
- In cases when the LEA chooses to use Title I, Part A funds to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641(A)(a) of the Head Start Act.
- In cases when the LEA chooses to use Title I, Part A funds to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that a Title I preschool program may only include children who are most at risk of failing to meet a State's challenging academic standards when they enter elementary school unless the preschool program is part of a schoolwide program, in which case all children may attend. [ESSA Section 1114(b)(7)(V)(c)]

- Ensure that teachers are state certified, paraprofessionals are highly qualified, and that professional development is effective, relevant, and of high quality. ESSA Section 1111
- Comply with requirements of ESSA Section 1111 regarding the qualifications of teachers, paraprofessionals, and professional development.
- Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. [ESSA Section 1112(c) (1)(L)]
- Use the results of the student academic assessments required under ESSA Section 1111(b), and other measures or indicators available to the agency, to review annually the progress of each school served by the LEA and receiving Title I, Part A funds to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state's proficient level of achievement on the state academic assessments described in ESSA Section 1111(b) by the 2017-2018 school year.
- Ensure that the results from the academic assessments required under ESSA Section 1112(e)(A)(i) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
- Ensure that the LEA and schools implement the requirements of the Parents Right-to-Know provisions as defined in ESSA Section 1112. Ensure that timely notice and information regarding the Parents-Right-to-Know requirements are provided to parents in an understandable and uniform format, to the extent, practicable, in a language that the parents can understand.
- Reserve such funds as are necessary under Public Law 114-95, ESSA Section 1113(A)(i), to provide children and youth experiencing homelessness and who do not attend Title I schools services that are comparable to those provided to children in Title I schools.
- Reserve such funds as are necessary under Public Law 114-95, ESSA Section 1113(A)(ii), to provide services to children in local institutions for neglected and delinquent children and youth that are comparable to those provided to children in Title I schools.
- Ensure that certified or licensed teachers and other qualified staff are trained to work with children and youth with disabilities and/or special needs.
- The LEA shall reserve funds to provide equitable services for private school students, parents, and teachers, if applicable. Once this amount is determined the LEA needs to reserve parent and family engagement funds for the participating private schools based off private school equitable share proportion. [ESSA Section 1117]
- The LEA shall reserve funds no less than one percent of the LEA's Title I, Part A allocation for parent and family engagement activities. The only exemption is for LEAs receiving \$500,000 or less. [ESSA Section 1116(3)]
- Reserve no less than one percent (1%) of the LEA's Title I, Part A allocation for parent and family engagement activities. The LEA must then apply the proportionate share percentage for parent and family engagement services to private school students to determine how much it must spend for parent and family engagement activities for the families and parents of eligible private school students, and this amount comes from the proportionate share reserved for private school equitable services. 90 percent (90%) of the one percent (1%) reservation shall be distributed to Title I schools to provide for parent and family engagement. Exemption: LEAs receiving \$500,000 or less are not required to set-aside to set-aside 1% of their allocation for parent and family engagement. [ESSA Section 1116(3)].
- Each LEA receiving assistance under ESSA Section 1119 shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities.

#### **Foster Care**

The LEA will collaborate with the State and/or local child welfare agency to:

- Designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA.
- Update and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care.

The LEA will ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475 (4)(A) of the Social Security Act [42 U.S.C.675(4)(A)]. [ESSA, Section 1114(c)]

The LEA will ensure if there are additional costs incurred in providing transportation to maintain children in foster care in their school of origin if:

- The local child welfare agency agrees to reimburse the LEA for the cost of such transportation.
- The LEA agrees to pay for the cost of such transportation.
- The LEA and the local child welfare agency agree to share the cost of such transportation.

### **Parent and Family Engagement Plan**

- The LEA will conduct outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in all of its school with Title I, Part A programs consistent with Section 1116 of ESSA. Such programs activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [ESSA, Section 1118(a)]
- The LEA will work with its schools to ensure that the required school-level parent and family engagement policy is developed under subsection (b). The LEA will also work with its schools served under this part to develop a school-parent compact that outlines how parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children meet the State's challenging academic standards. [ESSA, Section 1116(d)]
- The LEA will incorporate this LEA-wide parent and family engagement policy into its LEA Plan developed under ESSA, Section 1116.
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand. [ESSA, Section 1116(e) (f)]
- If the LEA Plan for Title I, Part A developed under ESSA Section 1116(b)(4) is not satisfactory to the parents of participating children, the LEA will include any parent comments with the plan when the LEA submits the plan to FDOE.
- The LEA will involve parents and family members of children receiving services under this part in the decisions regarding how funds reserved are allotted for parent and family engagement activities, and will ensure that not less than 90 percent of the funds reserved under this part shall be distributed to schools with priority given to high-needs schools. [ESSA, Section 1116(3)]
- The LEA will be governed by the statutory definition of "parent and family engagement" as defined in ESSA Section 8101, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition.
- The LEA will use funds reserved under this part to carry out activities and strategies consistent with the parent and family engagement policy as outlined in ESSA Section 1116(3).

### **LEA Plan**



- The LEA plan will be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served with Title I, Part A funds.
- As appropriate, the LEA Plan will be coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 (et seq.)), the Workforce Innovation and Opportunity Act (29 U.S.C. 2301 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.
- The LEA will ensure that migratory children and formerly migratory children who are eligible to receive services under Title I, Part A are selected to receive such services on the same basis as other children who are selected to receive services under Title I, Part A.
- The LEA will provide services to eligible children attending private elementary schools and secondary schools in accordance with

Section 1117, and timely and meaningful consultation with private school officials regarding such services.

- The LEA will participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)).
- The LEA will coordinate and integrate services provided under Title I, Part A with other educational services at the local education agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youth, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

#### **Supplement Not Supplant**

The LEA certifies that it complies with the following assurances in accordance with Section 1118(b)(1) of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA):

- The LEA shall use Federal funds received under Title I, Part A only to supplement the funds that would, in the absence of such Federal funds, be made available from state and local sources for the education of students participating in programs assisted under Title I, Part A, and not to supplant such funds.
- The LEA shall demonstrate that the methodology used to allocate state and local funds to each school receiving assistance under Title I, Part A ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A.
- The local educational agency shall meet the methodology requirement not later than July 1, 2018.

The LEA certifies that it has established and implementedâ€”

- A local educational agency-wide salary schedule;
- A policy to ensure equivalence among schools in teachers, administrators, and other staff; and
- A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

#### **Private Schools**

The LEA will collaborate with private schools to ensure that the LEA:

- Has conducted timely and meaningful consultations with appropriate private school officials.
- Will provide special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits that address the needs of eligible children identified under Section 1115(c).
- Ensures that teachers and families of eligible children participate, on an equitable basis, in services and activities pursuant to Section 1116 after conducting the timely and meaningful consultation with

appropriate private school officials, has submitted a copy of the agreement between the LEA and the private school to the ombudsman.

- Has submitted to the ombudsman a written affirmation, signed by officials of each participating private school, that the meaningful consultation required by this section has occurred.
- Provides the option for private school officials to indicate such officials's belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation to the State educational agency that such consultation has, or attempts at such consultation have, taken place.

#### **HB 7055**

The LEA shall ensure the following:

- After providing Title I, Part A Basic funds to schools above the 75 percent poverty threshold, which may include high schools above the 50 percent threshold as permitted by federal law, the LEA shall provide any remaining Title I, Part A funds directly to all eligible schools.
- Prior to the allocation of Title I funds to eligible schools, an LEA may withhold funds only as follows
  - One percent for parental involvement, in addition to the one percent the LEA must reserve under federal law for allocations to eligible schools for parent involvement's
  - A necessary and reasonable amount for administration which includes the LEA's indirect cost rate, not to exceed a total of 10 percent.
  - A reasonable and necessary amount to provide:
    - Homeless programs
    - Neglected and Delinquent programs
    - Prekindergarten programs and activities
    - Private school equitable services
    - Transportation for foster care children to their school of origin or choice programs; and
    - A necessary and reasonable amount, not exceed one percent, for eligible schools to provide educational services in accordance with the approved Title I plan.
- Any funds provided by an eligible school to participate in discretionary educational services provided by the LEA are not subject to the requirements of this subsection.
- Any funds carried forward by the school district are not subject to the requirements of this subsection.

✓ By checking this box and by my signature on this application, I hereby certify that the **Hamilton County District School Board** agrees to all Program Specific Assurances, and will abide by all Federal, State and Local laws in the use of any funds awarded.

## Area of Focus

### Area of Focus 1

#### Area of Focus 1: **Strengthening Academic Achievement**

1. Using the data from <http://schoolgrades.fldoe.org/> list the baseline data and identify areas that need to be strengthened academically. If using data of another source, list the baseline data and identify the data source.

**Response:**

*Hamilton County Elementary School*

*3rd 36% (R), 62% (M); 4th 43% (R), 50% (M); 5th 23% (R), 36% (M); 6th 29% (R), 50% (M)*

*2017-2018 - School Grade "C"*

*Hamilton County High School*

*7th 29% (R), 17% (M); 8th 37% (R), 33% (M); 9th 13% (R), 10th 33% (M)*

*All grades EOC: Biology 51%, Algebra 1 68%, Geometry 27%, Civics 53%, U.S. History 35%*

*2017-2018 -School Grade "C"*

*Source: <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2018.html>*

*An analysis of FSA data show that while gains were made from 2017 to 2018 at most grade levels, the percentage scoring proficient (3) and above from 2018 to 2019 needs to increase to close the achievement gap. This trend indicates that intervention efforts should continue for the 2018-2019 school year.*

*2016-2017 Florida Department cohort graduate data as of 2017 indicate that Hamilton County graduation rate is 67.0% which is below the Florida average of 82.3% (2016-2017).*

*Source: <http://www.fldoe.org/core/fileparse.php/7584/urlt/GradRates1516.pdf>*

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

**Response:**

*By the end of the 2018-2019 academic year, all students at each grade level will increase proficiency by at least 5% on the 2019 Florida Standards Assessment (FSA).*

3. List the budget line item(s) that are associated with this area.

3	54	82	35
4	81	105	40

4. Describe the Activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

a. List each specific activity(ies) that will be implemented.

**Response:**

*Activity 1: School and teacher leaders, Florida Department of Education academic leaders will facilitate literacy at the two Title 1 schools in the district. The district leadership will work with Hamilton County Elementary School and Hamilton County High*

*School to sustain and provide oversight and consistency of program and will assist schools with team efforts during the 2018-2019 school year.*

*Activity 2: Teacher teams will meet on a weekly basis for the entire school year of 2018-2019. Teacher teams will review assessment data (Performance Matters, FSA, benchmark and classroom assessments, report card grades, STAR Reading; STAR Math, EOCs, etc.), to identify students not demonstrating achievement gains in core subject areas. Teacher teams will identify instructional strategies designed to meet the needs of all students especially students struggling in reading or other core subjects. This activity will focus on increasing the achievement of all subgroups of students in each grade level within the schools.*

#### *Activity 3: Tutoring program*

*After school tutoring or during-the-school day tutoring services will be provided by effective intervention teachers, contracted teachers or retired teachers, depending on grade level and program. Services will be provided to students based on their assessment scores and targeted needs.*

#### *Activity 4: Support*

*The LEA will support Title 1 schools by providing a Title 1 administrator, fiscal assistant, secretary/administrative assistant, parent outreach coordinator, parent outreach specialists for family and community outreach, teachers, paraprofessionals, and an academic coach.*

*Additional instructional support will be provided by highly qualified paraprofessionals and parent liaison hours.*

*Title 1 funds will be used to fund parent resource specialists to work with students, parents and the community to improve school and community engagement and student academic success.*

*Title 1 will fund school and classroom supplies, communication costs, printing and postage to support school academic success and communication.*

*Title 1 will fund audio visual materials and equipment, computer hardware, software for classroom use to improve student academic success.*

*Title 1 will fund fuel costs for federal use of vehicle and costs for buses for field trips to Cummer Museum (Jacksonville, Fl.) Science Museum (Gainesville, Fl), Stephen Foster Memorial (White Springs, Fl), Challenger Learning Center (Tallahassee, Fl), FSU and FAMU College of Engineering (Tallahassee, Fl), Kennedy Space Center (Titusville, Fl), visit Colleges and Technical schools in Florida and surrounding areas to increase interest and knowledge of college and career ready for students and parents.*

*In addition, Title 1 will support professional development for programs known to be effective with improving student achievement for School Administrators (Principals and Assistant Principals), teachers, paraprofessionals and District Title 1 staff by providing registration fees and travel for workshops and professional development opportunities (NEFEC, PAEC, NAFEP, FASFEP & ECTAC-Fall and Spring TA), ECTAC quarterly meetings, Florida Coalition on Homelessness, National ESEA Conference (Kansas City, Mo.), ASCD (Nashville, Tenn.), NAEA (Boston, MA.), Get Your Teach On (Orlando, Fl), College Board 2019 Regional Forum (San Antonio, TX), USDE and FDOE sponsored TA and conferences. The district will support stipends for attendance at professional development opportunities for teachers; consultants and materials for guided reading; literacy and classroom libraries; effective evidence-based programs, including web-based technology, computer equipment, equipment, supplemental instructional materials,*

*materials, supplies to implement effective instruction in mathematics, English Language Arts, science, STEM, art and social studies, in Title I schools.*

*All students benefit from supplemental instructional materials, equipment and supplies. Purchases will be differentiated based on the need of the students. Adjustments will be made to find supplemental instructional materials that are more effective than others to supplement core instruction. The LEA monitors the implementation of all activities and makes improvements on an ongoing basis through monitoring of the activity and through progress monitoring data;*

*Materials will be purchased for positive behavior support and social emotional learning that are effective with high-yield strategies for high-poverty schools.*

*Additional Title 1 resources are allocated to fund teacher stipends at an hourly rate for supplemental professional development days; substitutes for teachers attending PD; travel to out-of-county TA and PD, car and training room rental; consultants and trainers; e-learning fees.*

*College text for dual enrollment classes and assessment fees*

**b. Provide the frequency & duration of each activity.**

**Response:**

*Activity 1: Title 1 schools will implement Literacy Teams within each school and meet on a weekly basis for the school year 2018-2019. During the school year the Leaders (principal, teachers) will meet on a regular basis to review data and provide monitoring and feedback for the students most academic need.*

*Activity 2: During the 2018-2019 school year the district will continue to provide professional development for differentiated (including acceleration) instruction on an ongoing basis through staff development inn reading, writing, model lessons and embedded staff development and provide data analysis that will assist teachers to increase reading and writing achievement. Lead teachers and administrators will meet monthly for training and to discuss strategies for implementation.*

*3. Tutoring will be offered to students who are level 1 or level 2 or struggling with academic achievement in the classroom beginning in the Fall of 2018 and extending throughout the school year 2018-2019 as needed.*

*4. Title 1 support will be provided for each Title 1 school with supplemental materials and supplies, web-based programs, teachers and paras, instructional programs.*

*Research:*

*Mathematics Implementation:*

*Eureka Math-<https://greatminds.org/math/eureka-is-engageny>*

*Tutoring/Extended Learning Opportunities*

*<https://eric.ed.gov/?q=tutoring+in+middle+schools&pg=2&id=EJ1133345>*

*<https://eric.ed.gov/?q=Effective+programs+for+struggling+readers&id=ED527634>*

*Effective Programs for Struggling Readers: A Best-Evidence Synthesis*

*Slavin, R., Lake, C., Davis, S., Madden, N. (2009)*

*Science/STEM-STEAM Learning*

*Research-Based Practices for Engaging Students in STEM Learning*

Vaga, V. (2012)

- c. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.

**Response:**

*Research by the National Association of Elementary School Principals (2005) explains the need to expand the role for principals and teachers to effectively address continuous student achievement. Standards including Common Core Standards provide understanding about how to assist students to achieve at higher levels. Learning must be focused to ensure student achievement. Tomlinson (2001) identified three elements of curriculum that can be differentiated: content, process and products. Understanding of how to differentiate the instruction will provide a better chance for understanding for all students. curriculum mapping is based on the Understanding by Design work of Wiggins and McTighe. The design of curriculum, assessment and instruction is focused on developing and deepening understanding of important ideas which is the scientific base of Common Core State Standards (Florida Standards). The strategies targeted for training in professional development are evidenced based strategies which support the mastery of curriculum content.*

- d. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

**Response:**

*The Hamilton County School District will evaluate the effectiveness of the activities implemented through observations and implementation checklists, i.e., classroom walkthroughs (bi-weekly), analysis of monitoring reports and end of year Florida Standards Assessment scores. They will examine the information collected and determine if the criterion (5% increase) has been met. They will use the data formatively to identify areas of strength and weakness to make adjustments to the instruction and to inform future training needs.*

5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

**Response:**

*Funds sources and amounts from each fund source will be determined through coordination with leadership in collaborative meetings held monthly with district and school staff: Title 1 Part A, TOP-3, UniSIG, Title II, Title III, Title IX, Title V, IDEA and state and local.*

6. **LEA Plan:** The LEA's strategy for the following:

- a. Identifying & addressing any disparities that result in low-income students & minority students being taught at lower rates than other students by ineffective, inexperienced, or out-of-field teachers (if applicable);

**Response:**

*The Hamilton School District makes every effort to hire infield/highly qualified/highly effective staff. The Director of Personnel and school Principals participate in a variety of recruitment fairs around the state and at Valdosta State University (Georgia) in an effort to recruit certified/highly qualified/highly effective teachers for the district. The Personnel Director meets with new hires a minimum of twice annually to ensure that individuals are on target to meet any testing or retrieval of documented information needed by the State of Florida for teachers that may have a temporary certificate. District personnel assist schools with development of master schedules and placement of staff in the spring and*

summer to ensure that certification requirements are met. The Professional Development Coordinator and the Personnel Office conduct data reviews regarding the status of reporting in-field/out-of-field highly qualified data by course in September and January of each year.

Results of annual performance appraisals for teachers was obtained from the Personnel Office for review along with student growth and achievement measures attributed to teachers provided by the state as well as locally. A total of 120 teachers were evaluated within the district.

The performance appraisal results for the 2016-2017 school year for teachers is as follows:

Highly Effective 53 (44%)

Effective 58 (48%)

Needs Improvement 6 (0.05%)

Developing – 3 (0.025%)

Upon examination of results, the changes made within the evaluation system reflected a closer alignment between the professional practices and student growth and achievement measure for both the instructional and administrative evaluation rubrics.

Hamilton County has a small number of administrators so findings will only be reported by percentages. In reviewing final performance appraisal data for administrators, the overall performance appraisal rating was compared with the student growth and achievement measure to reveal the following percentages:

- 0.14% of administrators received an overall Highly Effective rating with matching student growth and achievement measure
- 0.85% of administrators received an overall Effective rating with a student growth and achievement measure of Effective

100% of the performance appraisals for school site leadership had a matching student growth and professional practice rating.

b. Identifying students who may be at risk for academic failure;

**Response:**

Both HCHS and HCES teachers and administrators meet on a regular basis to review and analyze student data. The schools use Performance Matters Early Warning System providing data on attendance, past course failures and discipline reports. Included in the analysis of the EWS in progress monitoring assessment results, state standards assessment results, student grades/progress reports and teacher comments. Students identified as at risk of academic failure receive services and differentiated instruction during class and iii time. Services are determined by the student data analysis, parent input, teacher input and MTSS process.

Students described as at risk of academic failure may be in danger of failing to complete his or her education with an adequate level of skills. The risk factors include low achievement, retention in grade, behavior problems, poor attendance, low socioeconomic status, and attendance at schools with large numbers of poor students (Slavin 1989). Each of these factors can be associated with the dropout rate or at risk of dropping out of school.

c. Identifying and serving gifted and talented students; and

**Response:**

*The LEA identifies gifted and talented students through observation, referral and screening of students. Students who score within specified ranges are further assessed by qualified personnel and may be staffed into the gifted program. Students are served using a consultation model at each school. Gifted and talented and those with high abilities may need gifted education programs that challenge them in regular classroom settings and enrichment and accelerated programs to promote continuous progress in school and keep students interested and motivated. Acceleration is used as a method of moving students through traditional curriculum at rates faster than typical which includes grade-skipping, early entrance to kindergarten or college, dual-credit courses, Advanced Placement programs and subject-based acceleration. In schools with large minority and/or low-income populations, classroom teachers trained to recognize high-ability and in how to respond are especially important. Regular classroom teachers are the school's first line in the identification process for these high-potential, but not yet, high-achieving students. The teachers and staff need training to identify characteristics of gifted students and provide appropriate materials, programs and differentiated instruction.*

- d. Developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement

**Response:**

*Effective library programs will be developed at Title 1 schools in addition to print; ebooks and apps for accessing digital text for all students in elementary, middle and high for access in classrooms will be genre rich sources that provide students with text that are rigorous and engaging and provide supplemental reading for the Florida Standards at each grade level. School media specialists at the two Title 1 schools will assist classroom teachers in selections of non-fiction digital sources based on student interest and teacher input for each grade level with coordination of program through the IT Department.*

*Teaching toward technological literacy is a part of twenty-first century teaching to have the skill to integrate text with images, sound and video; and for selecting the media and outlets for are most appropriate to task, purpose and audience. Students across the grades are expected to use digital tools and resources to produce, publish, interact and collaborate (Gretchen Owocki, *The Common Core Writing Book*, 2013).*

**Area of Focus 2****Area of Focus 2: Parent and Family Engagement Plan (PFEP)**

1. Using the data of choice, provide the LEA measurement of parental involvement participation and the basis for the identified need. Please identify the source data that is used.

**Response:**

*The Hamilton County School District and Title I schools surveyed parents and community in the Spring of 2017 using the 5essentials Survey (online) and May 2018, with the Hamilton County Title 1 Parent Survey (English and Spanish-paper version) to assess the effectiveness of the parent involvement program. The results of the surveys were analyzed by a third-party evaluator and results shared with schools and community.*

*The Title 1 Parent Survey data indicate:*

- 1) The majority of parent involvement activities were successfully implemented in 2017-2018 with 90% of components meeting the 70% criterion.*
- 2) Parents continue to feel welcome at their child's school. The percent positive for the last three years has been 100%, 94% and 94% respectively.*
- 3) The major barriers to parent involvement seems to be conflict with work schedules (61%).*



## 2. Parent & Family Engagement Mission Statement

**Response:**

*The Hamilton County School District values a genuine and mutually respectful partnership among parents, family, schools and the community, and are committed to providing a variety of opportunities for parents to be involved in their child's education.*

## 3. List the budget line item(s) that are associated with this area.

54	67	69	72
66	68	70	79

## 4. Engagement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parent and family engagement policy (PFEP)[Section 1116(2)];
- LEA plan [Section 1112(b)] and
- How the funds reserved for parent and family engagement will be spent [Section 1116(a)(3)].

**Response:**

*Response: Parent and community meetings are held in the Fall and Spring by the district to gather input from those in attendance as a way to further develop and revise the Title 1 Parent Involvement Policy. Throughout the school year relevant laws and policies are discussed with parents who are allowed a specific time-period to provide their input. Parents, school staff, principals and community members are invited to District Parent Involvement meetings to ensure a good cross section of the district's demographic makeup. Minutes and documentation of the meetings are kept as a record of parent involvement and to record parent and community input. Parent and Community input is also gathered from a parent survey developed by PIRC and modified for Hamilton County. The survey is distributed to each parent in the district and posted on the Hamilton County School Board's website in both English and Spanish. The results are analyzed by a third-party evaluator and are shared with parents and community through several means. The Title 1 coordinator for the district, assisted by instructional services staff, is responsible for coordinating the development, implementation, and evaluation processes of the parent involvement plan. School based school advisory teams (SAC) consisting of school staff, parents, and community members will review the schools progress toward meeting state and federal standards of parent involvement and to devise strategies to overcome any obstacles. The District Improvement Team which meets monthly will review the parent activities offered the previous month and evaluate the effectiveness of each. Ninety percent (90%) of the parent involvement financial resources set aside of (1%) from the Title 1 funds will be directly allocated to the schools to be used as the school desires to meet the parent involvement needs of the school. This may include activities designed for parents to acquire skills needed to assist their children at home with academic needs or activities to help foster ways parents can be involved with the school. Activities will be held which include food, materials, supplies, and student performances to encourage parents to participate.*

## 5. Technical Assistance

- Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1116(a)(2)(B and C) and 1116(e)(1-14)].
- Include a description of the process the LEA will use to review the school-level P&FE to ensure compliance with all requirements of Section 1116 [34 CFR 200.21(c and d)].
- Include information on how the LEA will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request [Section 1116(e)(14)].

**Response:**

*Response: The school district will work with the Florida Department of Education and educational service centers such as the East Coast Technical Assistance Center (ECTAC) and Panhandle Area Educational Consortium (PAEC) in the development of the district and school level parent involvement policies and to provide parent activities to improve student achievement and performance and build capacity for parent engagement. Upon completion, each school will submit their school level plan to the district Title 1 coordinator who will review the plan and ensure all required elements are present and completed in a timely fashion to meet required deadlines. During monthly District Improvement Team meetings each school will be given the opportunity to discuss any activities held that month and suggestions future events. The Title 1 Coordinator and Instructional Services Staff will also monitor the school level plans to ensure compliance with stated objectives. Once the district policy is revised and adopted for the school year (Fall), the district staff will coordinate with each school site to ensure they have a copy of the revised district plan and that the process for revision of the school plan is moving forward. The completed school plan will be submitted to the Coordinator of Title 1 who along with the District Instructional Staff will review the plan to ensure compliance with all required elements of the parent involvement policy.*

*Regularly scheduled parent involvement activities will be scheduled to solicit parental involvement. School staff will be trained to work with parents on topics such as parent conferences, Florida Standards for Parents, and literacy training to help parents understand standards students must master to graduate college and career ready. Parent workshops and activities may be held to provide parents with materials and strategies to work with students at home to increase student achievement.*

**6. Coordination and Integration**

Describe how the LEA will coordinate and integrate parent and family engagement strategies from Title I, Part A of with other federal programs (including but not limited to Head Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C and Part D, Title III, and Title IV, Part A) [Sections 1116 (a)(2)(D) and 1116(e)(4)]. In the text box, please formulate your responses as follows:

**1. Program & Coordination****Response:****6. Coordination and Integration**

*1. Voluntary Pre- Kindergarten and Head Start The Title 1 Coordinator will work directly with the Pre-K Coordinator to coordinate with Head Start to align parent activities to include those from each of these programs, Pre-K students are located in the only elementary school in the*

*district. This will include holding activities that meet the*

*needs of both groups and will be held in a location easily*

*accessible by all participants. Funds can be shared between the*

*programs to meet the expenses of activities, information will be*

*sent to parents.*

*2. Homeless (Title IX) The Title 1 Coordinator is also the Homeless Liaison for the school district which ensures that any parent activity established through*

*of these programs will be shared with the parents in both programs.*

*This will include holding activities that meets the needs of both*

*groups and will be held in a location easily accessible by all participants.*

*Parents of these students will be provided with a list of the services provided by both programs to show how they work together to provide coordinated services for families.*

*3. ELL (Title III) The Title 1 Coordinator will work with the schools to coordinate meetings and parent outreach activities for ELL students and parents.*

*4. Migrant The Title 1 Coordinator will work with the Migrant office to coordinate meetings, programs and activities for students and parents.*

*5. Exceptional Student Education The Title 1 Coordinator will work with the ESE Coordinator to coordinate meetings, workshops and activities for students with disabilities*

*6. FDLRS (Florida Diagnostic Learning Resources Systems) and The Title 1 coordinator to provide staff training, workshops and activities Learning Resources System) for students and families*

#### **7. Annual Evaluation**

With the inclusion of parents, describe the actions the LEA will take to conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of the Title I, Part A schools [Section 1116(a)(2)(E)].

##### **Response:**

*Response: At the end of the school year (May 2019) school based parent meetings will be held to review the parent involvement policy and the results of any activities held for parents. Evaluations from these activities will be reviewed and discussed at the meeting. The results will also be discussed with each school's SAC team for recommendations and revisions. A website will be made available for the completion of surveys related to parent involvement activities held during the school year. Paper versions of the surveys will be sent home to parents who may not have access to the website. A random sample of the parents participating may be called to gather information as to the effectiveness of the activity participated in by the parent. All evaluations will be provided in English and Spanish. Barriers such as; low attendance at meetings, need for a translator, transportation to meetings, timely notices of meetings and events, will be taken from the evaluation, discussed and plans made for implementation of the changes in the presentation of the parent activities for the next school year. Data that will be reviewed include parent participation in parent activities, the evaluations of the participants in these activities, and student performance data from the schools that may have been directly related to any of the provided activities. Information derived from the evaluation will be used to refine the parent offerings for the next school year and develop processes and procedures to eliminate any barriers (time of the meeting, child care, location of the meeting, need for an interpreter, etc.) that may have prevented parents from being involved in the activities provided. An evaluation of the effectiveness of the parent involvement program in Hamilton County will be conducted by a Third-Party Evaluator and the report disseminated to the Superintendent, School Board and schools for review and dissemination to teachers and the school community.*

#### **8. Building Capacity**

If the LEA plans to implement LEA-wide parent and family engagement activities, describe the actions that will be taken to build the schools' and parents' capacity. The plan should demonstrate a partnership among the school, the parents, and the community to improve student academic achievement [Sections 1116(a)(2)(C), 1116(e)(1-14)]. Please formulate your responses as follows:

1.

A. List each specific activity.

B. Provide the frequency and duration of each activity.

C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.

D. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

**Response:**

*Response:*

*A. Content and Type of Activity- Literacy/Author/Teacher*

*B. Timeline (including frequency and duration)- August 2018-May 2019*

*C. Research-[https://www.childtrends.org/wp-content/uploads/2012/10/39\\_Parent\\_Involvement\\_In\\_Schools-1.pdf](https://www.childtrends.org/wp-content/uploads/2012/10/39_Parent_Involvement_In_Schools-1.pdf)*

*D. Evidence of Effectiveness- parents were given a post survey to determine program outcomes. Parents indicate they learned strategies to help their child(ren) with master Florida Standards and content.*

*A. Content and Type of Activity- Parent University- college and career (219)*

*B. Timeline (including frequency and duration)- November 2018-May 2019*

*C. Research Based Evidence- Gordon E. Greenwood, and Catherine W. Hickman, "Research and Practice in Parent Involvement: Implications for Teacher Education," The Elementary School Journal 91, no. 3 (Jan., 1991): 279-288.*

*D. Evidence of Effectiveness-219 parents indicate they learned a skill that will enable them to help their child(ren) master content.*

*A. Anticipated Impact on Student Achievement- Workshops would be constructed to assist parents with developing skills to assist students at home and learn about information sent to parents concerning student achievement (100)*

*B. Timeline (including frequency and duration)- November 2018-May 2019*

*C. Research Based Evidence- Gordon E. Greenwood, and Catherine W. Hickman, "Research and Practice in Parent Involvement: Implications for Teacher Education," The Elementary School Journal 91, no. 3 (Jan., 1991): 279-288.*

*D. Evidence of Effectiveness-100 parents indicate they learned a skill that will enable them to help their child master content.*

*A. Content and Type of Activity- Homework Helper Make and Take 50 parents*

*B. Anticipated Impact on Student Achievement- Provide materials, supplies and strategies to assist parents in helping their children with homework to increase student achievement.*

*B. Timeline (including frequency and duration)- January 2018/ 2 hours*

*C. Research Based Evidence- Gordon E. Greenwood, and Catherine W. Hickman, "Research and Practice in Parent Involvement: Implications for Teacher Education," The Elementary School Journal 91, no. 3 (Jan., 1991): 279-288.*

*D. Evidence of Effectiveness-50 parents learn skills to help their child with school work at home.*

*A. Content and Type of Activity- Writing Workshop 100 parents*

*B. B. Timeline (including frequency and duration)- Fall, 2018, Spring 2019*

*C. Anticipated Impact on Student Achievement- Understanding Florida Standards for College and Career*

*D. Evidence of Effectiveness- 100 parents will indicate they know more about Florida Standards*

*Research Based Evidence- Gordon E. Greenwood, and Catherine W. Hickman, "Research and Practice in Parent Involvement: Implications for Teacher Education," The Elementary School Journal 91, no. 3 (Jan., 1991): 279-288.*

*A. Content and Type of Activity- Math Made Easy 75*

*B. Timeline (including frequency and duration)- October 2018- May 2019*

*C. Research Based Evidence- Gordon E. Greenwood, and Catherine W. Hickman, "Research and Practice in Parent Involvement: Implications for Teacher Education," The Elementary School Journal 91, no. 3 (Jan., 1991): 279-288.*

*D. Evidence of Effectiveness-75 parents indicate they learned more about how to increase literacy;Anticipated Impact on Student Achievement- Increase Literacy Skills*

#### **9. Staff Training**

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116(e)(3)]. Please formulate your responses as follows:

##### **1. Content and Type of Activity**

- A.** List each specific activity.
- B.** Provide the frequency and duration of each activity.
- C.** Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
- D.** What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

##### **Response:**

*A. Book Study- Powerful Partnerships by Karen Mapp*

*B. Book Study will take place monthly during the 2018-2019 school year*

*(hour long sessions).*

*C. [https://www.childtrends.org/wp-content/uploads/2012/10/39\\_Parent\\_Involvement\\_In\\_Schools-1.pdf](https://www.childtrends.org/wp-content/uploads/2012/10/39_Parent_Involvement_In_Schools-1.pdf)*

*D. Participants will be surveyed pre and post at the end of the book study to determine new knowledge and understanding of practices and attitude changes about parent partnerships.*

*A. Volunteers in the school and classroom- training including orientation*

*B. Training will be scheduled in Fall and ongoing during the school year to assist teachers to work effectively with volunteers in the school*

*C. <https://www.childtrends.org/?indicators=parental-involvement-in-schools>*

*D. Data will be collected from each site to determine the increase in number of Volunteers and volunteer hours*

#### 10. Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

**Response:**

*Response: Parent involvement opportunities are open to all parents, community members, and concerned citizens in the school district. Hamilton County has (1) elementary school and (1) middle/high that are school served by Title I program funding. The coordinators of federal programs and Title projects are members of the Instructional Services Staff who work directly with school level principals, assistant principals, and the District School Superintendent. A district calendar is developed to assist in the coordination of all parent and community activities in the district. All facilities that will be used to host parent activities are handicapped accessible to allow for parents and children with disabilities to attend. Notices for all events are sent home with students in English and Spanish as appropriate. A contracted service provider is used for translation of documents sent home in Spanish. Coordinators of targeted populations (homeless, ESE, Migrant) will use their contacts to help disseminate the information to parents to ensure all have been notified of the events. Notices originating at school sites will be sent to the district office for review prior to being sent to parents. Information. It will also be placed in the local newspaper and put on the signs of each school sponsoring or hosting an event.*

#### 11. Discretionary Activities

The LEA parent and family engagement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1116(e)].

☒ Check here if the LEA does not plan to implement the discretionary parent and family engagement activities.

If your district does plan to implement these activities, please formulate your responses as follows:

1. Activity

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
- D. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

**Response:**

#### 12. Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan:

Uploaded Document

#### Evaluation of the Previous Year's Parental Involvement Plan

#### 13. Building Capacity Summary

Provide a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1116(e)(1-2)]. Please formulate your responses as follows:

A. Content and Type of Activity

- A. List each specific activity.

- B. Provide the frequency and duration of each activity.
- C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.
- D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

**Response:**

*An evaluation of the effectiveness of the Parent Involvement program is being conducted by a third-party evaluator. An analysis of the results of the Title 1 Parent Survey given in May of 2018 is based on the data from the Hamilton County Title 1 Parent Involvement Survey and the 5Essentials Survey (2017). Results and a report by the third party evaluator will be shared with School Advisory Councils at each school, teachers, parents and the District Leadership Team in order to evaluate effective practices and barriers and determine modifications to strengthen the parent program.*

*A. Content and Type of Activity*

*B Community Focus Workshops/meetings held quarterly/ one hour*

*C. [https://www.childtrends.org/wp-content/uploads/2012/10/39\\_Parent\\_Involvement\\_In\\_Schools-1.pdf](https://www.childtrends.org/wp-content/uploads/2012/10/39_Parent_Involvement_In_Schools-1.pdf)*

*D. Impact - parent feedback indicated parents gained knowledge about the schools and how to assist students to adjust to a new school; learn schedules, teachers and assist others with others and the importance of communication skills*

**14. Staff Training Summary**

Provide a summary of the professional development activities provided by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116(e)(3)]. Please formulate your responses as follows:

**A. Content and Type of Activity**

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.
- D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

**Response:**

*A. Book Study on Powerful Partnerships by Dr. Karen Mapp*

*B. Monthly for one hour (Date and time TBD) 30 parents*

*C. Karen Mapp- Powerful Partnerships, Scholastic 2016.*

*D. Pre-Test and Post test of learned implementation strategies*

*A. Academic Parent Teacher Team (APTT) Model*

*B. Training to be scheduled during the 2018-2019 school year for*

*C. Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). Teaching the teachers: Preparing educators to engage families for student achievement (Issue Brief). Cambridge, MA: Harvard Family Research Project.*

*D. Parent satisfaction and engagement with classrooms-Increase in student academic engagement and proficiency*

**15. Private School Summary**

Provide a summary of the parent and family engagement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]. Please formulate your responses as follows:

- A. Content and Type of Activity
  - A. List each specific activity.
  - B. Provide the frequency and duration of each activity.
  - C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.
  - D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

**Response:**

*Achiever's Christian Academy, Inc. is a small private school with (7) participating students. Achiever's parents are invited to all public school parent events during the school year. In addition Title 1 provides literacy materials for home use with information on how to encourage reading at home on a quarterly basis. All families receive these materials. This is agreed through consultative services with the Director of the school.*

- A. Literacy- Home School Connection Reading*
- B. Number of Participants- 4*
- C. Schools participating - 1*
- D. Students will increase literacy skills*

**16. Barriers (LEA Plan Infusion):**

Describe the barriers which hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1116(a)(2)(E)]. Please formulate your responses as follows:

- A. Barrier (Including the Specific Subgroup)
- B. Steps the School will Take to Overcome

**Response:**

*Barrier(Including the Specific Subgroup) Steps the Schools will take to overcome*

- A. Meeting times conflict with work schedules Offer flexible meeting times for parents (all subgroups)*
- B. Set meetings at different times to maximize parent participation*
- A. Provide materials to assist parents School- based workshops to understand Florida Standards*
- B. Provide workshops for parents with materials for each grade level*
- A. Transportation to assist parents to travel to selected meetings and*



*workshops (survey for interest)*

*B. Involve District Transportation to provide buses for parent meetings*

**17. Best Practices**

Describe the parent and family engagement activity/strategy implemented during the previous school year that the LEA considers the most effective. This information may be shared with other LEAs as a best practice. Please formulate your responses as follows:

A. Content/Purpose

B. Description of the Activity

**Response:**

*A. Building Capacity of Parents- Home School Connection Literacy*

*Program- home visits with delivery of reading materials*

*B. Effective Communication-More frequent and effective communication*

*(Facebook, newsletters, meetings, events, translated letters and*

*documents). Building the capacity of schools- meetings at*

*flexible times and transportation available to enhance parent*

*participation and remove barriers to parent participation.*

**Area of Focus 3**

**Area of Focus 3: Homeless Education**

1. Using the data choices listed, provide the baseline data and identify the sources of data used.

a. Homeless Student Identification Rate (HSIR), Survey 5

b. Homeless Student Attendance Rate (HSAR), Survey 5

c. Homeless Student (Grade) Promotion Rate (HSPR), Survey 5

**Response:**

*a. Homeless Student Identification Rate (HSIR), Survey 5*

*2016-2017 Homeless count total – 365*

*2016-2017 HSIR rate 27.69*

*Source – Florida Department of Education, 2016-2017, Survey 5*

*b. Homeless Student Attendance Rate (HSAR), Survey 5*

*2016-2017 Homeless percent of days present-90.00*

*2016-2017 NHMLS percent of days present – 91.7%*

*Source – Florida Department of Education, 2016-2017, Survey 5*

*c. Homeless Student Promotion Rate (HSPR), Survey 5*

*2016-2017 Homeless Promoted total - 285*

*2016- 2017 Homeless Retained total – 32*

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

**Response:**

*By the end of 2018-2019 school year, 100% of the students eligible for homeless services in Hamilton County will be identified and served as their needs dictate.*

3. List the budget line item(s) that are associated with this area.

38			

4. Describe the Activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

a. List each specific activity(ies) that will be implemented.

**Response:**

*Identification-*

*1. Professional development and other activities for educators and pupil services personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under this subtitle, and the specific educational needs of runaway and homeless youths. The Hamilton County Homeless Education Program will provide training to school staff at 2 district schools, Transportation, Food Services and District Staff on homelessness.*

*2. Referrals for identified homeless youth and children to mental health, medical, and dental and community services will be made by Homeless Education program.*

*3. Student Residency forms will be given to all district students. Forms are used to assist in the identification process.*

*4. Homeless Education Program staff will provide outreach awareness presentation to civic organizations, churches, and schools to bring awareness and possible identification of homeless youth and children. Brochures, posters, and resource materials about the Hamilton County Homeless Education program will be provided during awareness presentation in both English and Spanish.*

*Attendance-*

*1. Training on enrollment procedures for homeless children and youth will be provided to front line staff with the duties of enrollment for (2) district school and one private school.*

*2. The Homeless Education program will assist with the cost and fees for school physical, dental services and birth certificate records necessary for enrollment in schools.*

*Promotion-*

*1. Tutoring services will be provided to homeless students identified of needing supplemental academic services at school and in the community.*

*2. The provision of needed school supplies to homeless students for home and school to increase academic success.*

3. The provision of Educational Support Services to homeless students to ensure full participation in all aspects of academic curriculum and learning. Collaboration-collaborative contact forms will be collected including transportation, food distribution, home visits and referrals, services to medical, dental, and family counseling. Records will be kept in office of Homeless Liaison.

- b. Provide the frequency & duration of each activity.

**Response:**

The activities will be ongoing throughout the 2018-2019 academic year. The Homeless Liaison will be responsible for collecting evaluation data on a regular basis for:

*Professional Development Activities.* Data will be collected on the training, participants, sign in sheets and participant feedback. Data will be maintained at the District office with the Homeless Liaison files.

*Academic support:* Data will be collected on home visits, distribution of materials, Home-School Connection program. Scores from reading and math standardized tests for all identified homeless students will be used to evaluate the effectiveness of the program. Data will be analyzed and used to make adjustments to the program.

*Service Activities:* Data will be collected from referrals, materials log and other requested services such as transportation to school of origin, fees for programs (ACT/SAT, sports). Data will be maintained and filed with Homeless Liaison.

*Tutorial Services:* Data will be collected by tutors at each session to include core subject and material used. Records will be shared with school to make adjustments when necessary. Records will be stored with Homeless Liaison.

*Community Collaborations:* Data will be collected on meetings attended with community partners and participation with community events and number of collaborative contacts regarding program development or consultation with agencies and departments both intra and inter District. Records will be maintained with Homeless Liaison.

- c. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.

**Response:**

<https://www2.ed.gov/rschstat/research/pubs/homeless/state-district-implementation-homeless-children-report.pdf>

2015 State and District Implementation of the Education for Homeless Children and Youth, US Department of Education study found that lack of school supplies was among the top barriers to school success for homeless students along with transportation and adequate clothing (US Department of Education, 2015).

<http://www.familyhomelessness.org/media/306.pdf>

The National Center for Homeless Education, the National Association for the Education of Homeless Youth and Children, and the National Law Center on Homelessness and Poverty collaborated to write a brief that shared common signs of homelessness students may display, including the following:

*Lack of Continuity in Education* -Children have moved around a lot and attended a number of schools. They often haven't developed the skills many of their peers exhibit.

*Poor Health and Nutrition*- Hoarding of food, consistently falling asleep in class, and a lack of medical records are all examples of signs that children may exhibit in this category.

*Transportation and Attendance Problems – Children are often absent or tardy and don't participate in field trips or other school activities.*

*Poor Hygiene – Hair is often unwashed and children wear the same clothes for days at a time.*

*Lack of Personal Space After School – Children consistently fail to complete or turn in homework. They also don't have basic school supplies or are very protective of the materials they do have in their possession.*

*Social and Behavioral Concerns – Children who are homeless may have poor self-esteem and self-confidence or find it difficult to trust people.*

*<https://youth.gov/youth-topics/runaway-and-homeless-youth>*

*Providing timely and direct interventions to homeless and runaway youth is important to protect them from the risks of living on the streets and to support positive youth development (Walsh & Donaldson, 2010).*

- d. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

**Response:**

*The LEA will annually evaluate the effectiveness of the activities using student performance (Florida State Assessment) scores, iReady data (weekly), graduation rate, attendance, report cards (each nine weeks) and student and parent surveys to determine the effectiveness of the services for homeless and make modifications to the program. A third-party evaluator will be contracted to conduct an evaluation of the Title 1 program including academic performance of homeless students.*

5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

**Response:**

*The McKinney-Vento Homeless Liaison will collaborate on an ongoing basis with the Title 1 Coordinator and other district staff throughout the school year to ensure that students in homeless situations will receive appropriate Title 1 Part A services and other resources by: 1) meeting on a regular basis to examine the academic, behavioral and attendance of each student who was identified as below state proficiency levels on the state assessment in reading or math and where indicated, the services will be modified to meet the needs of each student, 2) Title 1 Coordinator and District Homeless Liaison will meet monthly with Instructional Services staff and district leadership/management to share program information and provide updates on available resources and needs of homeless children, youth and families. All programs and services available utilizing Title 1 funds as well as other federal, state and local funds, will be used to meet the needs of identified homeless children and youth and families. The Hamilton County District Liaison and other staff will be knowledgeable concerning resources both inside and outside the District and will be responsible for communicating this to the schools, students and families weekly scheduled meetings to collaborate and coordinate services.*

**Area of Focus 4**

**Area of Focus 4: Neglected and Delinquent Education**

1. Describe how your LEA plans to address the following Neglected and Delinquent Education areas between correctional and local educational agencies (LEAs) facilities:

- a. Transitioning.
- b. Drop out Prevention.

- c. Educational Achievement.
- d. Educational Quality.

**Response:**

*a. Transitioning is defined as the movement of students in delinquent and neglected centers from referral to their successful transition back to their home-based school, to completing high school requirements, or to seeking post-secondary education/employment. The programs offered are a coordinated set of activities, including community partners and parents, that focus on improving the academic and social skills while they are in an institution and to resume the educational services of their home communities. The programs also provide follow-up services that students need to continue their education and to meet the challenging State standards required of all students.*

*b. Dropout prevention services are defined as services and programs intended to increase the rate at which students are staying in school, progressing toward graduation, or earning a high school credential. The services are designed to support students who are struggling academically or who may be at future risk of dropping out.*

*c. Educational Achievement Services of children and youth who are neglected, delinquent, or at-risk are defined as including these goals:*

- to improve educational services so that all students have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet;*
- to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment;*
- to prevent at-risk youth from dropping out of school, and to provide dropouts, children, and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education.*

*d. Educational Quality in Delinquent, Neglected settings is defined as including these components:*

- A safe, healthy climate that prioritizes education and learning and encourages behavioral and social support services.*
- Necessary funding to support educational opportunities for all students within these secure facilities*
- Recruitment, employment and retention of qualified education staff with skills relevant to juvenile justice settings*
- Rigorous and relevant curricula aligned with state academic and career and technical education standards*
- Formal processes and procedures that ensure successful navigation across systems and smooth reentry into communities.*

*The LEA will set aside 500.00 to provide supplemental materials and supplies for students identified as neglected or delinquent or transitioning back into regular school programs. Neglected or Delinquent students are served in Hamilton County with state and local funds in special programs to provide additional services for the students who have a low GPA or are in danger of dropping out of school.*

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus through the use of Title I, Part A funds in collaboration with Title I, Part D. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

**Response:**

*By the end of the 2018-2019 school year, all identified neglected or delinquent children will be assessed and provided the necessary services to assist them to stay in school and have academic success.*

3. List the budget line item(s) that are associated with this area.

39			

4. Describe the activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

a. List each specific activity(ies) that will be implemented.

**Response:**

*The funds will be used to support activities for neglected students who are identified in the district as students who need alternative services or have attended DJJ Centers and need a transition program or materials to help them re-enter the school environment. Activities include: Additional counseling, tutoring, materials and supplies and a staff member to check on students to ensure the students are in school and on track for graduation*

b. Provide the frequency & duration of each activity.

**Response:**

*Counselors are available at the middle/high school daily; materials and supplies including backpack and classroom supplies will be distributed on a need basis; tutoring before, after our during school is available on a need basis including online tutoring and computer/laptop checkout. Transportation is available before and after school on a scheduled basis.*

c. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.

**Response:**

*According to research of Osher, D., Sidana, A., & Kelly, P. in (2008) in their publication; Improving Conditions for Learning for Youth Who Are Neglected or Delinquent Washington, DC: National Evaluation and Technical Assistance Center for Children and Youth Who Are Neglected, Delinquent, or At-Risk (NDTAC), they found students who are neglected or delinquent need services to assist them in connecting the powerful social and emotional factors in learning besides the cognitive factors. Providing counseling, tutoring and necessary classroom materials and supplies are known to assist students in staying in school, succeeding and graduating college and/or career ready.*

d. What methods will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

**Response:**

*The District will evaluate the effectiveness of the activities by analyzing Florida State Assessment (FSA) scores annually, iReady data (weekly), grades (each nine weeks), and student graduation rate; information will be used to make modifications and changes to the program.*

5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

**Response:**

*Funds will be coordinated through collaborative meetings with the district and school staff to*

*determine amount needed to meet the academic support for students for each activity being implemented. Fund sources: Title I Part A, Title IX, Title III, Title V, IDEA (if applicable); state and local.*

#### Area of Focus 5

##### Area of Focus 5: Educational Services Funded at the LEA-Level

1. Using the data of choice, list the baseline data and identify the source data.

**Response:**

NA

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

**Response:**

NA

3. List the budget line item(s) that are associated with this area.

NA			

4. Describe the Activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

a. List each specific activity(ies) that will be implemented.

**Response:**

NA

b. Provide the frequency & duration of each activity.

**Response:**

NA

c. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.

**Response:**

NA

d. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

**Response:**

NA

5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

**Response:**

NA

#### Area of Focus 6

##### Area of Focus 6: Discretionary Educational Services Funded at the School-Level

1. Using the data of choice, list the baseline data and identify the source data.

<http://schoolgrades.fldoe.org>

**Response:**

*Hamilton County Elementary School*

*3rd 36% (R), 62% (M); 4th 43% (R), 50% (M); 5th 23% (R), 36% (M), 33% (S); 6th 29% (R), 50% (M)*

*Hamilton County High School*

*7th 29% (R), 17% (M); 8th 37% (R), 33% (M), 30% (S); 9th 13% (R), 10th 33% (M)*

*All grades EOC: Biology 51%, Algebra 1 68%, Geometry 27%, Civics 53%, U.S. History 35%*

*Source: <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2018.shtml>*

*An analysis of the FSA data show that gains have been made at most grade levels but continued efforts should be made to increase proficiency levels of all students.*

*At the high school level, 2018 scores exceeded the 2017 scores in all areas except 7th grade math and 9th grade reading.*

*Since the 3 elementary schools (2016-2017) were consolidated into one elementary school in 2017-2018, a direct comparison of 2016-2017 and 2017-2018 cannot be made. A comparison with each former elementary school, however shows that the new elementary school exceeded or was within 3 percentage points at most grade levels in reading and math. The exceptions were 5th grade reading (Central, North Hamilton and South Hamilton) and 6th grade math (Central).*

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

**Response:**

*By the end of 2017-2018 school year, the district will improve ELA scores for students in grades 3-6 by 5%.*

3. List the budget line item(s) that are associated with this area.

40			
127			

4. Describe the Activity (ies) that will be implemented to address the identified need(s).

- a. List each specific activity(ies) that will be implemented.

**Response:**

*Small group intervention will be provided during the school day by highly qualified and effective intervention teachers using Leveled Literacy Intervention (LLI) by Heinemann and selected paraprofessionals. A consultant with (LLI) and professional development experience will be contracted beginning in October 2018 for up to (5) days to provide professional development (PD) for teachers. Additional PD days will be contracted during the school year as needed to provide embedded staff development for fidelity of implementation of the (LLI) intervention program.*

- b. Provide the frequency & duration of each activity.

**Response:**

*Professional Development for intervention with struggling students will be ongoing during the 2018-2019 school year beginning in August of 2018 and ending in May 2019. During the 2018-2019 school year professional development will include monthly meetings,*



*embedded PD and technical assistance for administrators, teachers and paraprofessionals working with this intervention. Parents will be given information on the LLI intervention program.*

- c. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.

**Response:**

*Current research by Fountas and Pinnell indicate that Leveled Literacy Intervention (LLI) is a powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. Scientifically researched based intervention materials for use with students that are low performing and /or non-proficient and not meeting requirements in English Language Arts. Research is positive when implemented with fidelity. Activities will be evaluated by a third party evaluator and the continuation will be determined by the effectiveness of each activity.*

*<http://www.fountasandpinnell.com/lli/>*

- d. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

**Response:**

*The effectiveness will be evaluated by review of Florida Standards scores, iReady data, Performance Matters, STAR Reading and performance of teachers.*

5. If other federal sources besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

**Response:**

*Funds sources and amounts from each fund source will be determined through coordination with leadership in collaborative meetings held monthly with district and school staff: Title 1 Part A, TOP-3, UniSIG, Title II, Title III, Title IX, Title V, IDEA and state and local.*

**Area of Focus 7**

**Area of Focus 7: Early Childhood Services**

1. Describe the early childhood education services to be provided under this application.

**Response:**

*NA*

2. Describe how the LEA will coordinate Title I preschool with other preschool programs providing educational services in the LEA.

**Response:**

*NA*

3. Describe how the LEA will ensure on-going progress monitoring measures will:

1. Align with Head Start Education Standards.
2. Are administered multiple times throughout the program.
3. Provide data to inform instructional focus and strategies for use by the classroom teacher.

**Response:**

*NA*

4. Describe how the LEA will assist parents in effectively transitioning their preschool children to kindergarten.

**Response:**

*Hamilton County Elementary School begins transitioning with a Pre-k graduation ceremony in May. Parents and community are invited to attend. HCES also provides a Kindergarten Orientation program in the Spring for all parents of students transitioning to kindergarten. Information is sent via flyers (backpack) with all students and posted on Facebook. The program gives the parents an opportunity to become familiar with the school, kindergarten standards, curriculum and expectations. Parents have the opportunity to meet the kindergarten teachers and school administrators. Before school begins in the Fall, a 12-16 hour kindergarten bridge program is provided for all entering kindergarten students. Students are provided transportation, breakfast, lunch and a backpack filled with appropriate school supplies and books to assist in strengthening skills in language and mathematics.*

**5. Title I Preschool Blended with:**

Title I Preschool Blended with:	Number of children served with Title I		Total Number of Students		Describe method which will be used to identify students	Total TIPA Funds Used
	Age 3	Age 4	Age 3	Age 4		
Early Head Start/Head Start/Migrant and Seasonal Head Start	0.00	0.00	0.00	0.00	NA	0.00
	0	0	0	0		

**Area of Focus 8****Area of Focus 8: Private Schools**

1. Provide the timeline and frequency of activities that outline the detailed plan of action for providing timely and meaningful consultation, and equitable services to eligible children, teachers, and parents in private schools within the local education agency(ies) service area.

**Response:**

*The Hamilton County School District Federal Programs office will contact all private schools in the district by certified mail in late November or early December to invite private school principals/directors to an informational meeting with the District. The list of private schools contacted will agree with the list of private schools obtained from the FDOE website. At present, there are five registered private schools in Hamilton County. Follow up calls will be made and emails sent to schools to ensure letters are received and to answer any questions specific to federal program participation. A meeting will be held in December or January between the principals/directors of the private schools, the Title I Coordinator, and other Title grant coordinators and district staff to determine methods for funding, student identification, equitable services to students and parents, and how services will be delivered. Consultation will be ongoing and meetings held at least quarterly throughout the school year. An Affirmation of Consultation will be available at the end of the year (May) to signify by both District and Private Schools that effective consultation took place.*

2. Indicate the services provided to private school students, their parents, and their teachers through a third-party contractor. If applicable, clearly identify and describe the services that will be funded with roll forward.

**Response:**

3. Provide the method used for identifying low-income students for services in private schools.

**Response:**

*The private school administrator is responsible for collecting low-income surveys/information (using free and reduced price lunch threshold guidelines or Direct Certification) to identify low-income students in the school. Once low-income students are identified, addresses of the students are verified by both private school officials and Hamilton Title 1 Coordinator to ensure*

*the children reside in eligible school attendance zones. Funding is then generated to provide Title 1 services for the eligible students.*

4. List the criteria used to identify private school students for Title I educational services as a result of consulting with private school officials. Section 200.62(b)(1)

**Response:**

*Title 1 services are available for students performing below grade level expectations in one or more core academic subjects based on teacher observation, grades or achievement tests below the pre-determined base score in reading and/or math to receive Title 1 services. Income is not part of the academic eligibility criteria - parents may opt out of the services.*

5. List each specific service.

- a. List each specific service (including frequency and duration), to be provided to private school students, their parents, and, if applicable, their teachers.

**Response:**

*Renaissance Accelerated Reader and Accelerated Math will be provided weekly throughout the school year beginning in August 2018 with individual student reports run monthly by the Title 1 office through May 2019. After school or during the day tutoring will also be offered for students two days per week for 1.5 hours per day.*

- b. Using the most current evidence-based research, detail how it supports each activity being implemented.

**Response:**

*Renaissance (Accelerated Reader and Accelerated Math) is the program agreed on through consultation with Hamilton Title 1 staff and Achiever's Christian Academy, Inc. Research supports the use of Accelerated Reader (AR) to increase reading comprehension. Turner (1993) claims that "increasing reading activity had a positive relationship with improved reading comprehension" (p. 85), noting that those students who earned 40 or more points made better gains than those who earned fewer.*

*Stephen Krashen*

*Journal of Children's Literature (2003) vol .29 (2): 9, pp. 16-30.*

- c. Explain how the LEA will evaluate the effectiveness and implementation of the services provided to the private school students, their parents, and their teachers. How often will this evaluation occur?

**Response:**

*The Title 1 private school program will be evaluated using Accelerated Reader student data reports (monthly), parent surveys and staff surveys (annually) and TOSWARF (Test of Silent Word Reading Fluency (mid-year and end of year). A third party evaluator will analyze the data and submit a report of the effectiveness of the program (Summer 2019). The report will be shared with the private school director.*

6. List the LEA's private school Point of Contact:

Name:	Phyllis
Title:	Coordinator
Phone Number:	386-792-7807
Email Address:	Phyllis.Porter@hamiltonfl.com

7. Upload samples of Private School Documentation to include

Private School Agreement  
of services to be provided.

Uploaded Document

List of private schools  
notified.

Uploaded Document

## Area of Focus 9

### Area of Focus 9: Foster Care

1. Enter the amount of funds the district is reserving for this area of focus using Title I, Part A funds.

**Response:**

*The Hamilton County School District does not use Title 1 funding to provide transportation for Foster Care students.*

2. Describe how the LEA will ensure the following:

- a. Transportation will be provided to maintain children in foster care in the school of origin unless there is a determination that it is not in his or her best interest.

**Response:**

*In partnership with the community-based child welfare agency - Partnership for Strong Families, a procedure in making a best interest determination to maintain children in foster care in their school of origin. The LEA receives notification from Partnership for Strong Families that a best interest determination meeting needs to be held. The LEA then coordinates a conference call between school representatives, the District Foster Care Liaison, and Partnership for Strong Families. The caseworker represents the child and the parent/guardian during the conference call meeting. All parties discuss the topics as outlined in the School Stability Checklist along with all other topics of concerns. At the end of the meeting the all participating parties come to a consensus on best interest of the child. The district liaison arranges for the child to receive transportation to the school of origin.*

- b. Successful enrollment and transfer of records of children enrolled in a new school even if they do not have the required documentation.

**Response:**

*The District Foster Care Liaison in coordination with the Partnership for Strong Families provides training for school level personnel on an ongoing basis to ensure that children in foster care are immediately enrolled in school, even if the child is unable to produce records normally required for enrollment. The enrolling school immediately contacts the school last attended by the child to obtain relevant academic and other important records and relevant information. Transfer of records for students transferring within the LEA is automatic as a result of the student information system (Skyward). For students transferring from out of the district, the school of enrollment notifies the sending school concerning the transfer of student records and maintains a copy of the request and each subsequent request.*

- c. Development and implementation of clear written procedures for how transportation will be provided, arranged, and funded for a child's duration of time in foster care – in collaboration with the appropriate Child Welfare Agency (CWA).

**Response:**

*Transportation will be provided by the district for foster care students to remain in their school of origin unless there is a determination that it is in the best interest of the student to enroll in another school.*

*The Hamilton County School District in collaboration with Partnership for Strong Families will ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with the federal Social Security Act.*

*The Hamilton County School District and Partnership for Strong Families will ensure that, if there are additional costs incurred in providing transportation for maintaining children in foster care in their schools of origin, the School District will provide transportation to the school of origin if:*

- The LEA and Partnership for Strong Families agree to share the cost of such transportation;*
- The LEA agrees to pay for the cost of such transportation; or*
- Partnership for Strong Families agrees to reimburse the LEA for the cost of such transportation.*

*The district's Foster Care Liaison, upon the conclusion of the best interest determination meeting, will arrange transportation in collaboration with the District Transportation Department and the Homeless Liaison (when appropriate). The Transportation Department works bus routing to transport the child to the school of origin.*

3. Please list the LEA's Point of Contact for your district:

Name:	Phyllis
Title:	Coordinator
Phone Number:	386-792-7807
Email Address:	phyllis.porter@hamiltonfl.com

4. Upload district's dispute resolution process.

Uploaded Document

## Area of Focus 10

### Area of Focus 10: College and Career Readiness

1. Using the data of choice, list the baseline data and identify the source data.

**Response:**

*Response:*

*FDOE FSA grade level proficiency % data (2017-2018)*

*Hamilton County Elementary School:*

*3rd 36% (R), 62% (M); 4th 43% (R), 50% (M); 5th 23% (R), 36% (M); 6th 29% (R), 50% (M)*

*2018 school grade "C"*

*Hamilton County High School:*

*7th 29% (R), 17% (M); 8th 37% (R), 33% (M); 9th 13% (R), 10th 33% (M)*

*2018 school grade "C"*

High School Acceleration Rate: 2016-2017: 47%

Source: <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2018.stml>

An analysis of FSA data show that while some gains were made from 2016 to 2018 at some grade levels, the percentage scoring proficient (3) and above from 2017 to 2018 needs to increase to close the achievement gap. This trend indicates that intervention efforts should be enhanced for the 2018-2019 school year.

2016-2017 Florida Department cohort graduate data as of 2016 indicate that Hamilton County graduation rate is 67% which is above the Florida average of 80.7% (2015-2016).

Source: <http://www.fldoe.org/core/fileparse.php/7584/urlt/GradRates1516.pdf>

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

**Response:**

By the end of the 2018-2019 school year, all students at each grade level will increase proficiency by at least 5% on the 2019 Florida Standards Assessment.

3. List the budget line item(s) that are associated with this area.

31	40	151	118
2	35	152	119

4. Describe the Activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

a. List each specific activity(ies) that will be implemented.

**Response:**

*Activity 1: An after school, extended year tutoring program will be offered at both the elementary and secondary levels for students who are struggling (level 1 or level 2) in core academic classes. In addition a four week summer enrichment, acceleration, credit retrieval and transition program will provide needed early intervention for students entering K-1, 7 and 9 (transition grades in Hamilton County) who need additional support and early reading intervention. Also, students in other grade levels who need assistance in transitioning to the next grade level. Research -proven interventions and programs such as Algebra boot camp, WFSU-PBS Super Why and other high quality programs, reading, math science and writing enrichment, will be used to accelerate , motivate and provide high quality programs for these students including Reader and Writer's workshop, performance based software, authentic text for reading, STEM/STEAM, field trips and research-based strategies that are developmentally appropriate for the students at each transition grade. Enrichment activities will also be offered to students to assist them in transitioning into the next grade level.*

*Activity 2: Teacher leaders and school administrators will provide ongoing teacher professional development in the writing and reading process for students, model lessons and provide data analysis that will increase school success through integrated writing and reading program. An outside consultant will be contracted to work directly with teachers to provide training on writers' and readers' workshop techniques and assist teachers with positive management of the classroom room for young children.*

*Activity 3: Family literacy and opportunities for parents to be involved and engaged in the education of their children is very important. Research consistently finds that family involvement has direct, positive effect on children's achievement and is the most*

*accurate predictor of a student's success in school (Dr Jay Smink, Executive Director of the National Dropout Prevention Center at Clemson University).*

- b. Provide the frequency & duration of each activity.

**Response:**

*The activities will take place during the 2018-2019 school year through June of 2019.*

**Activity 1.**

*Tutoring - Monthly during the school year, after school and during the month of June.*

*Summer Enrichment -Scheduled activities during the month of June 2018 to include: Credit retrieval, transition programs, early reading intervention, algebra boot camp, math, science/STEM, field trips and writing. Programs will be during the day for four days per week for four weeks.*

**Activity 2.**

*Professional Development in reading and writing process for teachers and administrators in both elementary and secondary levels. The District will work with NEFEC, PAEC and with private consultants to provide PD throughout the 2017-2018 school year.*

**Activity 3.**

*Family literacy and involvement activities are scheduled monthly at flexible times throughout the school year. to encourage all parents to participate. Activities are advertised via flyers in backpacks, Facebook, school marquee, newspaper, and posters. Activities include books and take home materials for parents to assist their children to succeed in school.*

- c. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.

**Response:**

*Early intervention is noted as powerful in preventing failure, keeping students from dropping out of school and increasing graduation rate. The earlier a problem is identified and addressed, the greater will be the impact on students in at-risk situations. Over 20 years of research has determined that high quality childhood education is: holistic; nurturing; consistent; hands-on; stimulating; exploratory; and integrates interactive learning across the curriculum (Stegelin, 2004). According to the National Dropout Prevention Center [www.dropoutprevention.org/effective-strategies/early-childhood-education](http://www.dropoutprevention.org/effective-strategies/early-childhood-education), the most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience. These prevention strategies include: Early mentoring, and placing children in stimulating, developmentally appropriate environments. Parents and family members are trained and given materials to help them stimulate their children's cognitive development, handle discipline and health problems, and develop vocational and home management skills. An Arizona At-Risk Pilot Project found a steady decrease in the number of children retained in the pilot sites, an increase in attendance, and gains in language and reading scores.*

*A summer enrichment program for beginning K through grade 2, beginning 7th and beginning 9th graders will offer additional hours of instruction, will promote literacy skills and prevent failure during the transition times and ensuing year(s).*

- d. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

**Response:**

*The Hamilton County School District will evaluate the effectiveness of the activities implemented through observations and implementation checklists, i.e., classroom walkthroughs (bi-weekly) and end of year Florida Standards Assessment scores. They will examine the information collected and determine if the criterion (5% increase) has been met. They will then use the information formatively to identify areas of strength and weakness to make adjustments to instruction and to inform future training needs. Activities will be evaluated by a third party evaluator and the continuation will be determined by the effectiveness of each activity.*

5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

**Response:**

*Funds sources and amounts from each fund source will be determined through coordination with leadership in collaborative meetings held monthly with district and school staff: Title 1 Part A, TOP-3, UNiSIG, Title II, Title III, Title IX, Title V, IDEA and state and local funds.*

*School Improvement Grant (SIG), Title II, Title III, Title IX, IDEA and state and local funds will be coordinated through collaborative meetings held monthly with district and school staff.*

6. LEA Plan: Describe the LEA's strategy for implementing the following

- a. Increasing student access to early college, high school, dual or concurrent enrollment opportunities, or career counseling to identify student interest and skills (if applicable);

**Response:**

*The 2018-2019 District Strategic Plan Board Goals are to promote high scholastic performance with a career focus. The objectives and strategies of the Plan outline the access to early college, dual enrollment opportunities and career counseling.*

- b. Supporting efforts to reduce the overuse of discipline practices that remove students from the classroom. This may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111©(2) [if applicable]; and

**Response:**

*Support for discipline and identification of social, emotional programs (such as Conscious Discipline, Social Thinking, etc.) to assist students earlier in their school career to learn self management social systems and skills to thrive in systems that are diverse and sensitive. Positive Behavior Supports (PBS) and CHAMPS will be implemented in classrooms across the District with in class suspension or out of class suspension for rare cases when students need special assistance.*

- c. Supporting work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit (if applicable)

**Response:**

*Graduation rates for Hamilton County High School made a significant increase in 2013-14 and the school is continuing their efforts to ensure an upward trend in the data, although there was a decrease in the 2016-2017 school year. Rates for the last five years are as follows:*

*School Year Graduation Rate*

*2012-13 55.5%*

*2013-14 78.6%*



2014-15 73.7%

2015-16 83%

2016-17 67%

*The school is using an electronic tracking mechanism for monitoring student progress by cohort to ensure individual students are on track to meet graduation requirements. Students determined to be at risk are identified and provided with opportunities to make up course credits as well as participate in "boot camps" prior to retaking End-of-Course exams. Students on track are provided with opportunities for Advanced Placement and Dual Enrollment coursework. Each year the graduating class has students that graduate with their high school diploma as well as their Associate of Arts degree. In the class of 2017, six students graduated with both degrees, the highest number yet in a given class. All students have access to the Industry Certification programs available in the school. For 2017-2018, the district has developed a collaborative agreement with River Oak Technical School in Suwannee County. Students interested in participating in a vocational training program and/or earning an industry certification not available at the high school will be provided transportation to River Oak for participation. Suwannee Valley Transit, a community transportation agency, partnered with the district to transport the students free of charge. It is the goal of the district to ensure students graduate from Hamilton County High School with skills needed to be a successful member of society and provide a program that will assist them in achieving personal goals for post-secondary success.*

#### **Area of Focus 11**

##### **Area of Focus 11: Targeted Assistance**

☒ If checked then the section is not required.

#### **Area of Focus 12**

##### **Area of Focus 12: Technology**

1. List the baseline data that supports this area of focus.

**Response:**

*The Hamilton District Technology Plan details the timeline and needs for upgrading and purchasing hardware and software. The upgrades and purchases are necessary to ensure the District is current and students in Title 1 classrooms are in technology SMART classrooms. Upgrades and purchases will include interactive white boards, audio enhancement, LCD projectors, scanners, document cameras, digital cameras, computer and printer upgrades. Upgrades to school technology will allow schools to have web conferences, meetings and staff development sessions for parents and teachers and better communications with parents and the community.*

*Technology software upgrades and purchases may include: Renaissance Learning Accelerated Reading and Math, STAR Reading and Math, English In A Flash, Rosetta Stone, Math In A Flash, and iReady Reading and Math, to assist students to master content.*

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

**Response:**

*By the end of the 2018-2019 school year, 100% of K-2 teachers and students and 100% of 3-12 teachers in Title 1 schools will have access to technology at the level that will enable them to effectively integrate technology into the classroom curriculum. There will also be a one to one match will digital device and student.*

3. List the budget line item(s) that are associated with this area.

35	44	48
43	45	49

4. Describe the Activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

a. List each specific activity(ies) that will be implemented.

**Response:**

*Technology hardware upgrades purchased according to the District Technology Plan will assist Title 1 schools/classrooms/teachers to integrate technology into the curriculum and implement technology SMART classrooms. Upgrades and purchases may include interactive white boards, large screen TV for high school (school, parent and community digital communication) audio enhancement, LCD projectors, scanners, document cameras, digital cameras, computer laptops,iPads, Desktops and printer upgrades.*

b. Provide the frequency & duration of each activity.

**Response:**

*Hamilton's Digital Plan provides details for ensuring that technology is incorporated into the learning process at each school on a daily basis. The District will provide leadership and assistance with upgrading and purchasing technology hardware and software for schools including research on best practices and state of the art equipment and training for use of the technology. Technology training and implementation will be ongoing throughout the 2018-2019 academic year to ensure full implementation.*

c. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.

**Response:**

*Research by Deering, Dilts, and Russell (2003) states that resources important to a school extend well beyond books and materials. Fullan (2001) explained that a component of school capacity concerns the extent to which schools garner technical resources and that instructional improvement requires additional resources in the form of materials, equipment, space, time and access to new ideas and to expertise. In a study commissioned by the Software and information industry Association Sivin-Kachala and Bialo (2000) reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning. Results from other studies (Perez-Prado and Thirunarayanan (2002); Cooper (2001); Smith and Ferguson and Caris (2001) also suggest that students can benefit from technology-enhanced learning methods and interactive learning process. Research by Roe and McCarty on adapting student needs reports, the use of technology increases student lesson engagement and achievement. In addition, the technology support prepares students for competitive careers. Each Title 1 school has a technology support staff person to serve the school who works closely with district staff to ensure schools have the technical assistance for programs.*

d. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

**Response:**

*Student Achievement: Florida State Assessment (FSA) data, Performance Matters data*

*(ongoing) and computer generated usage reports for web-based programs(bi-weekly) will be monitored through the program`s internal assessment system and through observation of school administration, teachers and students regarding the participation and fidelity of implementation. Computer generated reports and assessments will be analyzed through the MTSS process to determine the effectiveness of technology based programs on student achievement. The district will examine the information collected and determine if the criteria has been met. The analysis of the data will be used to identify areas of strength and weakness for students and make modifications to the implementation of the technology programs.*

5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

**Response:**

*Funds sources and amounts from each fund source will be determined through coordination with leadership in collaborative meetings held monthly with district and school staff.*

*Federal sources for technology strategies include: Title II, IDEA and state and local funds. Equipment purchases will also be coordinated with the IT Department to ensure equipment is aligned with district standard purchases.*

**Area of Focus 13**

Area of Focus 13: **LEA-Determined Focus**

☒ If checked then the section is not required

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## **Coordination of Federal Programs & Participation/Collaborative Partners**

### **Programs:**

If applicable, address coordination, integration, and collaboration with programs that are not identified in the Areas of Focus of this application.

### **Response:**

The services provided by the Hamilton County School District Title 1 Part A Program are integrated and coordinated with other federal, state and local programs such as: the Staff Development, Title II Part A, ESE, Title III, FDLRS and Title IX. Professional Development topics are identified through needs assessment and school improvement planning process. Opportunities are based on scientific research and tied to challenging state content and student performance standards inclusive of methods to address gender equity, ESE, ELs, needs of diverse student populations and their parents and designed to close the achievement gap. Title II provides funds for ongoing professional development for teachers, administrators and staff at Title 1 schools in conjunction with Title 1 Part A funds. Funds provide opportunities for school leaders to participate in leadership training and other opportunities provided by NEFEC (North East Florida Educational Consortium), and other contracted service providers and district trainers. Title II Part A funds will also be used to maintain effective teacher status at each Title 1 school and in the district as a whole.

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### **Participation:**

Describe how the LEA consulted with stakeholders in developing this application and how the LEA will provide ongoing consultation with the application participants throughout the project period.

### **Response:**

The Hamilton County School District consulted with students, parents and stakeholders via parent surveys, school leadership team meetings, School Advisory Council (SAC) meetings, and district level planning meetings to determine the needs of each Title 1 school in the district. School level data are reviewed to determine the needs of the school as well as the performance within the schools. Based on identified need, professional development or other activities are planned to address the needs of the students. A list of research based school level activities will be developed for implementation at each school and priority list of expenditures generated. Members of the District Leadership Team are also involved in the development of the project as the Team meets on a weekly basis to discuss programs and the use of funds to meet the goals for student achievement promoting collaboration and coordination of effort. The Title 1 Program is managed by the Coordinator of Federal/Special Programs within the District.

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### **Collaborative Partners:**

If applicable, identify federal (non-NCLB)/state/local collaborative partners and/or community organizations; describe the benefit of the collaborative activities, the type of program(s), and the primary target group(s).

### **Response:**

Hamilton County School District has developed collaborative partnerships with the Early Learning Coalition of Florida's Gateway, Inc., State of Florida

Voluntary Prekindergarten Education Program, Head Start, the Department of Children and Families, Partnership for Strong Families, and other agencies in formal inter-agency agreements. The district outreach includes coordinating activities with local faith-based organizations, civic organizations, community colleagues and private businesses within the community, such as, First Federal Bank of Florida, Potash Corporation, Duke Energy, public library, Hamilton County Health Department, Hamilton Schools Foundation, Florida Foundation, local law enforcement, Challenger Learning Center of Tallahassee, universities and community colleges, and other agencies and local businesses. FDLRS (Florida Diagnostic Learning and Resource Services), a federally funded program, provides professional development opportunities and resources for teachers in addition to District and Title II staff development opportunities. The district collaborative partnerships and relationships both intra-agency and inter-agency, foster improved complimentary and supplemental support services for students and their families and improve the response time to provide needed services. The collaborative partnerships listed are targeted to all subgroups of students in Hamilton County and the professional development to teachers and support staff in the district. Services to students and families include tutoring, mentoring, parent outreach such as translation, workshops, materials and supplies, home visits and other resources to provide equitable services to children and families and assist students to meet challenging state content, achieve at high levels in school and stay on path for graduation, college, career and post secondary programs.

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## REPORTING REQUIREMENTS/ INFORMATION DISSEMINATION

NOTE: All reporting and information dissemination should be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. This requirement applies to each of the items listed in this section.

### 1. Reporting Student and Program Outcomes/Dissemination

A. Describe the methods and timelines the LEA utilizes to disseminate information about this application to the appropriate populations, and to report student and program outcomes to school staff, parents, and the community.

**Response:**

*Parents are provided communication regarding their "right to know" information about their child's progress on an ongoing basis as well as progress monitoring results for their child in reading, math, writing and science and other coursework.*

*Newsletters/communication that provide information for parents are sent home monthly and with report cards. Connect Ed messaging system is utilized to inform parents of school activities. Information regarding Title 1 Programs is disseminated at the annual open house hosted by each school and at School Advisory meetings. Information is provided in a variety of ways to include: school newsletters, school and district website, Facebook, pamphlets, posters, radio announcements, school marque, phone calls (with translation), and other information provided by the District.*

B. Describe the process the LEA will use to ensure the accuracy of the data reported via the student and/or staff data reporting system. Include the process for reporting services provided for students attending private schools and N&D facilities; state certified teachers and highly qualified para professionals; and any program that coordinates and integrates services with Title I, Part A (homeless, migrant, and targeted assistance programs).

**Response:**

*All data for private schools and N or D students, highly qualified teachers and paraprofessionals, and any program that coordinates services with Title I Part A will be kept secure from original collection, updates, maintenance, and destruction. Security will be maintained and only persons with authorized access and district employees will have access to confidential information. Only those with legitimate educational interest will be granted access to information-those persons should be authorized in writing, provided passwords, and understand the importance of maintaining security. Any training will be provided by the HCSD or a contracted service of the District. The Hamilton County School District is currently problem-solving a checks and balances system between the school and district to monitor and verify data accuracy prior to submission of data to the Florida Department of Education. The District data system is Skyward, a relatively a relatively new district and school level data management system. The District receives training and technical assistance on Skyward from NEFEC. Employees continue to receive training according to the needs of each department.*

### 2. Parents Notification Requirements

The "Parents Right-To-Know" provisions under Section 1112(e)(1)(A) of ESSA state that at the start of each school year (in a timely manner), an LEA that receives Title I, Part A funds must inform/notify parents of each student attending a Title I school that they have the right to request info about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessional's qualifications. The LEA should include the method for which this information will be provided.

A. Describe the process and method used to ensure LEA and schools compliance with the "Parents Right-To-Know" requirements. Include date of dissemination.

**Response:**

*The Hamilton County Federal Programs office and Personnel office provide a copy of the Right to Know and 4 week (21 day letter) to each Title 1 school principal in the district prior to the start of the school year. The notification letters with school letterhead are sent home via backpack within the first two weeks of school. Additional copies of the letters are available at the front office of the school, the Principals's office and with parent resources. Hamilton County Policy, State law and Title 1 mandates require all teachers hired in Title 1 schools meet certification requirements. Substitutes do not have to meet the certification status and are in classrooms on a temporary basis until a qualified teacher is hired.*

Section 1112(e)(1)(A) of ESSA further requires that, when a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified, LEAs must provide written notification to each parent in a timely manner. This notification should be timely and in letter form on LEA or school letterhead. Newsletters are not always timely and bring about providing information about a teacher's qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

**B. Upload sample copies of the following:**

**(1) "Parent's Right to Know" notifications, and**

**(2) Non-State Certified Teacher notices to parents when child is taught for 4 or more consecutive weeks by Non-State Certified teacher.**

Upload Sample Copy of Parent's Right to Know Letter:	Uploaded Document
Upload Sample Copy of 4-week Notification Letter:	Uploaded Document

**3. Guidelines and Annual Certification Regarding Constitutionally Protected Prayer in All Public Elementary and Secondary Schools**

Constitutionally Protected Prayer Certification  
Constitutionally Protected Prayer Memo

Upload Certification of Compliance for Constitutionally Protected Prayer:	Uploaded Document
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#### 4. Equitable Representation of Teachers

List the action steps that your district will follow to ensure there is equitable representation of various nationalities within your teacher population.

**Response:**

*Procedures for Recruiting Personnel Outside the District:*

*1. Staffing needs and financial resources are analyzed annually and during the year if a vacancy or need arises. A recruitment plan is developed to include strategies such as visiting states with declining student enrollments and a surplus of teachers, attending college and university teacher recruitment events, and participating in our educational consortium's (NEFEC) annual teacher recruitment fair.*

*2. Appropriate media shall be utilized for advertisements for instructional vacancies. Methods of advertising may include, but not be limited to our District website, Teachers-Teachers.com nationwide online job board, NEFEC's online job board, professional conventions, professional organizations, radio and/or television, and community newspapers.*

#### 5. English Learner (EL) Notification Requirements

As outlined in Section 1112(e)(3)(A and B) in ESSA, each LEA using funds under this part or Title III to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an EL identified for participation or participating in such a program using the 'Annual Parent Notification Letter'. For those children who have not been identified as EL prior to the beginning of the school year but are identified as EL during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter'.

Describe the LEA's process for disseminating notifications for children who are receiving language instruction or are being placed in a language instruction educational program.

**Response:**

*Hamilton County School District will provide the initial Parent Notification Letter to parents of an English learner (EL) identified for participation in the program no later than 30 days after the beginning of the school year. For students identified as ELs during the school year, the District will notify the parents during the first 2 weeks of the child being placed in the language instruction education program (LIEP). A checklist will be utilized by the District to ensure the notification to parents complies with the ESSA requirements. For students who may be enrolled from a previous school year, the Annual Parent Notification Letter will be sent no later than 30 days after the beginning of the school year to inform parents of their child being identified for participation or participating in such a program.*



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## **Supplement, Not Supplant**

1. How does the LEA ensure it complies with the supplement, not supplant requirement under Title I, Part A?

**Response:**

*The Hamilton County School District will annually (October) perform an analysis to test for supplanting as stipulated in the uploaded document detailing a methodology for testing supplement-not-supplant.*

**SNS Methodology Upload:** [Uploaded Document](#)

## District Methodology for Testing Supplement-Not-Supplant Requirements

### Allocation Model

Section 1012 of the *Every Student Succeeds Act of 2015* requires that the School District demonstrate that the methodology used to allocate state and local funds to each school receiving Title I funds ensures that each school receives all of the state and local funds it would otherwise receive if it were not receiving Title I funds. In compliance with this requirement, the District allocates all state and local funds to all District-operated schools using the following allocation model:

2018-2019 State and Local Funds Allocation Model			
Hamilton County Elementary School ( PK - 6 )			
Driver	Allocation	Final 17-18 Student Counts	2018-19 Amount Allocated
Students	3,350.00	1,041	3,487,350.00
Low Income	250.00	831	207,750.00
ESE	800.00	135	108,000.00
ELL	500.00	149	74,500.00
PreK	1,650.00	76	125,400.00
<b>Total 2018-19 Allocation:</b>			<b>4,003,000.00</b>
The allocation excludes the cost of energy services which vary greatly between schools based on the facility age and infrastructure.			
Hamilton County High School ( 7 - 12 )			
Driver	Allocation	Final 17-18 Student Counts	2018-19 Amount Allocated
Students	4,350.00	671	2,918,850.00
Low Income	250.00	455	113,750.00
ESE	800.00	75	60,000.00
ELL	500.00	30	15,000.00
PreK	2,200.00		-
<b>Total 2018-19 Allocation:</b>			<b>3,107,600.00</b>
The allocation excludes the cost of energy services which vary greatly between schools based on the facility age and infrastructure.			

### Test for Supplanting

By October of each year, the District will perform an analysis for both schools to ensure budgeted weighted student allocations did not exceed actual weighted student allocations for the previous fiscal year by greater than 5%. When any year's test results are within 5%, the School District will have demonstrated that it is using ESEA Title I, Part A funds to supplement, and not supplant state and local funds. When a difference of greater than 5% is identified, additional analysis will be performed to identify exclusions or explanations. Future adjustments to the methodology may be required as a result of the additional analysis.



FLORIDA DEPARTMENT OF  
EDUCATION  
fldoe.org

Hamilton County District School Board  
PUBLIC SCHOOL ELIGIBILITY SURVEY

Ranking Type: districtWide

Date Certain: 02/09/2018

Community Eligibility Program: Option 2 - District Wide CEP

Identify the LEA allocation process. If serving multiple grade spans, please include allocation process as appropriate. (floor percentages)

Response:

The Hamilton County School District serves all schools in order of poverty down to the state average of 69.4% based on counts derived from direct certification data and student counts obtained during Survey 3 provided by the FDOE (filtered for under 5 and over 17). Hamilton is a total CEP District. The relatively high poverty level is the cut-off point to insure a sufficient per-pupil allocation of \$868.13 (PPA) to make an educational difference for students in need of academic support.

District: Hamilton County District School Board

No.	School Name	School Number	Grade Code	School type	Delinquent	New School	Reported Number of Children Attending Public Schools	Reported Number of Children from Low Income Families	Reported Percent of Children from Low Income Families	2018-2019 Number of Children Attending Public Schools	2018-2019 Number of Children from Low Income Families	2018-2019 Percent of Children from Low Income Families	Selection Code (codes)	Program Type	2018-2019 PPA Per Pupil Allocation	2018-2019 ISA Total School Allocation	2017-2018 ISA Total School Allocation	Provision 2 Or CEP	1% Allocation for Parental Involvement	Charter/Del
1	HAMILTON COUNTY ELEMENTARY SCHOOL	0041	PREK-6	Elem.	N	NO	895	729	81.45%	895	729	81.45%	A	SW	868.13	632,866.77	---	CEP: Option 2 2017/2018	4825.4	NO
2	HAMILTON COUNTY HIGH SCHOOL	0032	7-12	Senior High	N	NO	478	337	70.50%	478	337	70.50%	B	SW	868.13	292,558.81	---	CEP: Option 2 2017/2018	4825.4	NO
3	HAMILTON VIRTUAL INSTRUCT	7023	K-5	Elem.	N	NO	15	4	26.67%	15	4	26.67%	J	NA	0	0.00	---	CEP:	0	NO

[illegible]

## Non-Public School Eligibility

District Level Data: Date Certain: 02/09/2018, not pooling Form A Free and Reduced Lunch NA

<b>Total Private School Allocation</b>	\$ 9,844.00
<b>Private School Administrative Cost Reservation</b>	\$ 788.00
<b>Total Remaining Allocation</b>	\$ 9,056.00

	A	B	C	D	E	H	I
	Nonpublic School Name	Nonpublic School Number (4 digit)	Grade Span	Number of Private School Students Residing In PSAA	Number of Private School Students from Low Income Families	PPA Private School Service	Dollars Generated
1	Achiever's Christian Academy, Inc.	5430	K-12	6	6.00	824	4,944.00
2	Lake City Christian Academy	0773	Pre-K-12	5	5.00	824	4,120.00
<b>Totals</b>				11	11.00		9,064.00

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## DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED RESERVATIONS

### A. Financial Rewards & Incentives Reservations:

Please provide the amount that your LEA to provide financial incentives and rewards to teachers who serve in eligible schools identified for comprehensive or targeted support and improvement activities for the purpose of attracting and retaining qualified and effective teachers. [Section 1113(c)(4) of ESSA]

LEA's amount reserved: **\$0.00**

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### B. Parent and Family Engagement Calculation [Section 1116(3)(A-D) of ESSA]:

	Minimum Reservations	Actual Reservations Amount
REQUIRED reservation - 1% of the LEA's Title I Allocation:	<b>\$ 9,650.68</b>	<b>\$ 19,301.35</b>
Indicate the amount to be allocated (dollar amount) to public schools for parent and family engagement (minimum of 90% is required)	<b>\$ 8,685.61</b>	<b>\$9,650.80</b>
If applicable, Balance to be used for LEA-level Parent and Family Engagement Activities	<b>N/A</b>	<b>\$9,650.55</b>

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### C. Homeless Education Reservations:

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live. [Section 1113(C)(3)(A) of ESSA]

LEA's amount reserved **\$10,000.00**

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### D. Neglected and Delinquent Education Reservations:

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for neglected children; and if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. [Section 1113(C)(3)(A)(ii)(iii) of ESSA]

LEA's amount reserved **\$500.00**

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### E. Educational Services Funded at the LEA-Level

Please provide the amount that your LEA will use for LEA-wide instructional and professional development activities.

LEA's amount reserved **\$0.00**

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**F. Discretionary Educational Services Funded at the School-Level**

LEA's amount reserved	<b>\$0.00</b>
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**G. Early Childhood**

LEA's amount reserved	<b>\$0.00</b>
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**H. Private School Services**

Please provide the amount that your LEA expenditures for non-instructional services and other benefits to eligible private schools. [Section 1117 of ESSA]

<b>H-1. Private School Administrative Costs</b>	<b>\$788.00</b>
<b>H-2. Private School Parent and Family Engagement</b>	<b>\$198.90</b>
<b>H-3. Private School Professional Development</b>	<b>\$0.00</b>
<b>H-4. Private School Instructional Services</b>	<b>\$9,056.00</b>
<b>H-5. Roll Forward for Equitable Services</b>	<b>\$ 2,865.92</b>

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<b>I. 2017-18 Roll-Forward</b>	<b>\$ 247,134.08</b>
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<b>J. Transportation for Foster Care Children</b>	<b>\$</b>
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<b>K. Administrative Costs (Including Indirect Costs) - Not to Exceed 10%</b>	<b>\$ 96,506.76</b>
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<b>L. Reimbursements for Charter School Expenditures</b>	<b>\$</b>
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<b>M. Transportation for School Choice (Not to Exceed 5%)</b>	<b>\$</b>
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## **General Education Provisions Act**

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL:

<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>