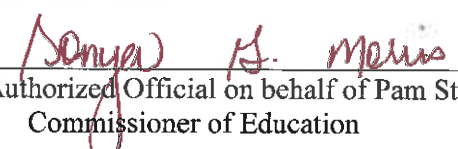



**Florida Department of Education
Project Award Notification**


1 PROJECT RECIPIENT Hamilton County School District	2 PROJECT NUMBER 240-2128B-8CB01	
3 PROJECT/PROGRAM TITLE Title I Part A Improving Basic Programs TAPS 18A001	4 AUTHORITY 84.010A Title I, Part A, Basic USDE or Appropriate Agency FAIN#: S010A170009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2017 - 06/30/2018 Program Period: 07/01/2017 - 06/30/2018	
7 AUTHORIZED FUNDING Current Approved Budget: \$960,091.00 Amendment Amount: Estimated Roll Forward: \$231,965.00 Certified Roll Amount: Total Project Amount: \$1,192,056.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>06/30/2018</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2018</u> Last date for receipt of proposed budget and program amendments: <u>05/31/2018</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : <u>07/01/2017</u> 		
10 DOE CONTACTS Program: Sonya Morris Phone: (850) 245-9614 Email: Sonya.Morris@fldoe.org Grants Management: Unit A (850) 245-0496	Comptroller Office Phone: (850) 245-0401	Duns#: 121892491 FEIN#: F596000629013
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> 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. 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. 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. 		
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  _____ Authorized Official on behalf of Pam Stewart Commissioner of Education </div> <div style="text-align: center;"> <u>11/27/17</u> _____ Date of Signing </div> <div style="text-align: right;">  FLORIDA DEPARTMENT OF EDUCATION <small>fldoe.org</small> </div> </div>		

DOE-200

Revised 07/15

ATTACHMENT 1
FLORIDA DEPARTMENT OF EDUCATION
PRELIMINARY PROJECT APPLICATIONS (ASSURANCES) – 2017-18

2017 JUN 26 PM 3:50

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) Program Name: <ul style="list-style-type: none"> Title I, Improving the Academic Achievement of the Disadvantaged, Part A, Improving Basic Programs Operated by Local Educational Agencies Title I, Part C, Education of Migratory Children Title I, Part D, Subpart 2, Local Agency Programs Title II, Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders, Part A, Supporting Effective Instruction
B) Name and Address of Eligible Applicant: Hamilton County School District 5683 US Highway 129 South, Suite 1 Jasper, FL 32052	
C) Applicant Contact & Business Information	
Contact Name: Phyllis Porter Fiscal Contact Name: Michael Vinson	Telephone Numbers: 386-792-7807 386-792-7818
Mailing Address: 5683 US Highway 129 South, Suite 1 Jasper, FL 32052	E-mail Addresses: Phyllis.Porter@hamiltonfl.com Michael.Vinson@hamiltonfl.com
Physical/Facility Address: 5683 US Highway 129 South, Suite 1 Jasper, FL 32052	DUNS number: 121892491 ✓ FEIN number: 69-6000629
CERTIFICATION	
<p>I, <u>Rex L. Mitchell</u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>	
D) <u></u> Signature of Agency Head	<div style="display: flex; justify-content: space-between;"> <div> <u>Superintendent</u> Title </div> <div> <u>6/26/17</u> Date </div> </div>



Attachment 2

Florida 2017-2018 Application for Selected Federal Programs

Program-Specific Assurances

Title I, Improving the Academic Achievement of the Disadvantaged, Part A, Improving Basic Programs Operated by Local Educational Agencies (LEAs)

Foster Care LEA Assurances:

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.

The LEA will collaborate with the state and/or local child welfare agency to 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 assure 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 assure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their school of origin, one of the three conditions below are met:

- 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 LEA Assurances:

The LEA will conduct outreach to all parents and family members and implement programs, activities and procedures for the involvement of parents and family members in all of its schools with Title I, Part A programs consistent with ESSA Section 1116. 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). Each school served under this part shall jointly develop with parents 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 achieve the state's high standards [ESSA Section 1116(d)].

engagement funds for participating private schools based on the private school equitable share proportion [ESSA Section 1117].

The LEA will 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 \$5,000 or less [ESSA Section 1116(3)].

The LEA will reserve no less than one percent of the LEA's Title I, Part A allocation for parent and family engagement activities. The LEA must calculate the equitable portion of services to families of private school students, and then 90 percent of the remainder of the one percent shall be distributed to schools to provide for parent and family engagement. Exemption: LEAs receiving \$5,000 or less are not required to set-aside one percent of their allocation for parent and family engagement [ESSA Section 1116(3)].

The LEA receiving assistance under ESSA Section 1119 will 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.

☒ By checking this box and by my signature on this application, I hereby certify that the Hamilton County School District agrees to all Title I, Part A Assurances, and will abide by all federal, state and local laws in the use of any funds awarded.

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2017-
2018**

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

B) Project Number (DOE USE ONLY): **240-2128B-8CB01**

E) TAPS
Number
18A001

count		Activity	Function	Object	Account Title and Description	FTE	Amount
1	N/A	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 and extended year 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> -Teaches including bilingual (1) School	4.000	\$160,450.00
4	N/A	Salaries for Teacher Aides, Instructional Aides	5100	150	<u>Aides</u> Aides - Salaries for Paraprofessionals, Teacher Aides, Instructional Aides (1) School	4.000	\$73,862.00
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 (1,4) school	0.140	\$3,000.00
6	N/A	Retirement for Other Certified Instructional Personnel	5100	210	<u>Retirement</u> - For Other Certified Personnel (7.92%) (1) School	0.000	\$12,708.00
7	N/A	Retirement for Hourly Classroom Teachers	5100	210	<u>Retirement</u> - Hourly Classroom Teachers Benefits- (7.92%) (1,3,4,10) school	0.000	\$3,168.00
8	N/A	Retirement for Teacher Tutors to Private School	5100	210	<u>Retirement</u> - Teachers/Tutors for students in private schools (7.92%) (8)	0.000	\$250.00
9	N/A	Retirement for Paraprofessionals	5100	210	<u>Retirement</u> -For Salaried paraprofessionals, teacher aid and instructional aids (7.92%) (1,4) school	0.000	\$5,850.00
10	N/A	Retirement for hourly Paraprofessionals	5100	210	<u>Retirement</u> -For hourly paraprofessionals, teacher aid and instructional aids (7.92%) (1,4) school	0.000	\$238.00
11	N/A	Social Security for Other Certified Instructional Personnel	5100	220	<u>Social Security</u> - for Highly Qualified Teachers (6.2%) (1) school	0.000	\$9,948.00

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	N/A	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	\$196.00
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	\$4,580.00
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	\$2,327.00
17	N/A	Medicare for Hourly Classroom Teachers	5100	221	Medicare- for Hourly Classroom Teachers (1.45%) (1,3,4,10) school	0.000	\$580.00
18	N/A	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	\$1,071.00
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 (4,000 per employee) (1) school	0.000	\$16,000.00
22	N/A	Group Insurance for Teacher Tutors to Private School	5100	230	<u>Group Insurance</u> - for Teacher Tutors to Private School (4,000 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 (2.5B) (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 (4,000 per employee) (1) school	0.000	\$16,000.00
25	N/A	Worker's Compensation for Other Certified Instructional Personnel	5100	240	<u>Workers Compensation</u> -for Other Certified Personnel (.0075) (1) school	0.000	\$1,204.00
26	N/A	Worker's Compensation for Hourly Classroom Teachers	5100	240	<u>Workers Compensation</u> - for Hourly Classroom Teachers (.0075) (1,3,4,10) school	0.000	\$300.00

27	N/A	Worker's Compensation for Teacher Tutors to Private School	5100	240	<u>Workers Compensation</u> - for Teacher Tutors to Private School (.0075) (8)	0.000	\$24.00
28	N/A	Worker's Compensation for Salaried Teacher Aides	5100	240	<u>Workers Compensation</u> - for Salaried paraprofessionals, teacher aid and instructional aid (.0075) (1) school	0.000	\$554.00
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, Jack Hartmann, Chris Rumble, Kim Kelling-Engstrom (WFSU-PBS) Jack Gantos, (Dottie Witlow-Math, 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	N/A	Services for Hamilton County Students attending in private schools Columbia County	5100	310	<u>Professional and Technical Services</u> -Services for Hamilton County Students attending Columbia County private Schools	0.000	\$5,371.00
31	N/A	Travel for students for educational purposes	5100	330	<u>Travel</u> - to pay travel, hotel expenses for students to tour colleges. 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 (1,10) school	0.000	\$5,000.00
32	N/A	Repairs and Maintenance for Title I owned equipment	5100	350	<u>Repairs and Maintenance</u> - for Title I owned equipment (Classroom Computers and iPads) (1,12) school	0.000	\$300.00
33	N/A	Licenses for online services	5100	369	Technology-Related Rentals. - Licenses for Renaissance Learning for Private Schools (8) private school	0.000	\$1,403.06
34	N/A	Licenses for online services	5100	369	Technology-Related Rentals - Licenses for Renaissance Learning Accelerated Reader and Accelerated Math, StoryWorks, Flocabulary, Learning A-Z (Reading A-Z and Math A-Z), USA Test Preparation, iReady, Principle Woods Teengagement, STAR Reading and STAR Math, applications for desktop and mobile devices. (1) school	0.000	\$58,639.94
35	N/A	Communications- Postage	5100	370	<u>Communications</u> - Postage for flyers, brochures and documents (1,10) school.	0.000	\$250.00

36	I	Other Purchased Services	5100	390	<u>Other Purchased Services</u> - For printing of flyers, brochures, parent letters and documents compacts and right to know notices. (1) school	0.000	\$3,000.00
37	C	Materials and Supplies for homeless	5100	510	<u>Supplies</u> -Supplemental classroom and school supplies, authentic literature, backpacks, pencils, workbooks, calculators, paper, USB ports and other supplies to assist homeless children and youth and their families to achieve academic success (3)school	0.000	\$10,000.00
38	D	Materials and Supplies for Neglected or Delinquent	5100	510	<u>Supplies</u> - for classroom including calculators, dictionaries, reading materials, paper, pencils and other supplies to assist students to succeed in school	0.000	\$500.00
39	N/A	Supplemental Instructional Materials and Supplies	5100	510	<u>Supplies</u> -Supplemental Instructional materials and supplies for math, science, reading, writing, social studies, STEM, character or social thinking, emotional education: Conclous Discipline, materials, Teengagement, Options, Eureka Math, Language for Learning, Leveled Literacy Intervention (LLI), Top Score Writing, classroom libraries and authentic literature for Common Core implementation and other materials to enhance instruction in writing to purchase supplemental reading books, math and science manipulatives and writing materials (charts, pencils, notebooks). (1) school	0.000	\$74,919.84
40	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	\$30,466.00
41	H	Supplemental Materials and Supplies equitable services to Private School	5100	510	<u>Supplies</u> - equitable services to Private School I to purchase classrooms supplies; paper, pencils, books and dictionaries.	0.000	\$107.14
42	N/A	Technology-Related Supplies- eBooks, flash drives	5100	519	Technology-Related Supplies. - eBook (supplemental), flash drives (1,3,4,10) school	0.000	\$7,000.00
43	N/A	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	\$5,000.00
44	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	0.000	\$5,000.00
45	N/A		5100	641		0.000	\$7,034.00

		Furniture, Fixtures and Equipment Capitalized (1,000.00 and more)			<u>Furniture, Fixtures and Equipment Capitalized</u> - (1,000 and more) Carrels and Chairs for labs, copier, instructional centers (carrels, dividers), iPad carts, laminator, language master, computer workstations, book display, mats, player, cd, DVD players, multimedia tables, telescopes, televisions, telephones, tripods, die cuts for lettering machine, printer stands, binding system, microscopes.		
46	I	Furniture, Fixtures and Equipment Non-Capitalized (999.99 and less)	5100	642	<u>Furniture, Fixtures and Equipment Non-Capitalized</u> (999.99 and less) battery pack, book display, book cases, calculators, camcorders, cameras, computer carts, media carts, easels, mats, tables, telescopes, televisions, telephones, tripod, die cuts for lettering machine, printer stands, binding system, microscopes, overhead projectors and screens, tri-measuring wheel.	0.000	\$4,500.00
47	N/A	Capitalized Computer Hardware and Technology	5100	643	<u>Computer Hardware Capitalized</u> - Smart boards, White Boards, Projectors, Presentation Clickers, computers, MacBooks and cases (1,10,12) school	0.000	\$15,000.00
48	I	Noncapitalized Computer Hardware and Technology	5100	644	<u>Computer Hardware Non-Capitalized</u> -Computers, Laptops, iPad, Document Cameras, MacBook and cases (1,12)	0.000	\$20,000.00
49	N/A	Computer Hardware Capitalized (1,000 and more)	5100	648	<u>Technology-Related Capitalized Equipment</u> Technology-Related Capitalized Furniture, Fixture and Equipment. (1,000 and more) panel LCD, printers, diagnostic computer system, computer communications system (included video cam and computer PA/Voice Interaction, SMART Boards.	0.000	\$1,000.00
50	N/A	Noncapitalized Software	5100	649	<u>Technology-Related Non-Capitalized Equipment</u> Technology-Related Non-Capitalized Furniture, Fixture and Equipment. - (999 and less) panel LCD, printers, diagnostic computer system, computer communications system (included video cam and computer PA/Voice Interaction, SMART Boards)	0.000	\$2,000.00
51	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	\$2,000.00
52	N/A	Other Personal Services Substitutes	5100	750		0.000	\$700.00

					<u>Other Personal Services - Substitutes</u> for Title I Classroom Teachers and Aides (1) school		
53	N/A	Other Support Personnel Parent Resource Specialist	6150	160	<u>Other Support Personnel</u> - Parent Resource Specialist , hourly parent liaison hours to work with parents including home visits (1,3) school	0.500	\$14,289.00
54	B-2	Other Support Personnel Hourly	6150	160	<u>Other Support Personnel</u> - Hourly parent liaison hours to work with parents including home visits (1,3) school	0.280	\$4,000.00
55	N/A	Other Support Personnel Parent Resource Specialist- Retirement	6150	210	<u>Retirement</u> - for Other Support Personnel- Parent Resource Specialist (7.92%) (1,2) school	0.000	\$1,132.00
56	B-2	Other Support Personnel Hourly- Retirement	6150	210	<u>Retirement</u> - for Other Support Personnel- Parent Liaisons (7.92%) (1,2) school	0.000	\$317.00
57	N/A	Other Support Personnel Parent Resource Specialist- Social Security	6150	220	<u>Social Security</u> -Parent Resource Specialist (6.2%) (1) school	0.000	\$886.00
58	B-2	Other Support Personnel Hourly- Social Security	6150	220	<u>Social Security</u> - Parent Liaisons (6.2%) (1,2) school	0.000	\$434.00
59	N/A	Other Support Personnel Parent Resource Specialist- Medicare	6150	221	Medicare for Parent Resource Specialist (1.45%) (1) school	0.000	\$208.00
60	B-2	Other Support Personnel Hourly- Medicare	6150	221	Medicare- for Parent Liaisons (1.45%) 1,2) school	0.000	\$58.00
61	N/A	Other Support Personnel Parent Resource Specialist - Group Insurance	6150	230	<u>Group Insurance</u> - Parent Resource Specialist Group Insurance 1,2) school	0.000	\$2,000.00
62	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
63	N/A	Other Support Personnel Parent Resource Specialist - Worker's Compensation	6150	240	<u>Workers Compensation</u> - Parent Resource Specialist (.0075) (1) school	0.000	\$108.00
64	B-2	Other Support Personnel Hourly- Worker's Compensation	6150	240	<u>Workers Compensation</u> - Parent Liaisons (.0075) (1,2) school	0.000	\$53.00
65	N/A	Sub agreements up to \$25,000 Contracted Services for Parent	6150	311	<u>Subagreements up to \$25,000</u> - for Parent Involvement (25,000 and less) Consultants to work with parents to	0.000	\$1,000.00

		Involvement (25,000 and less)			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.		
66	N/A	Travel- In- County and Out-of-County	6150	330	<u>Travel</u> - for parents and Parent Liaison for in county meetings and parent residences and out of county meetings and conferences	0.000	\$600.00
67	N/A	Rental of Charter Bus for Parent Involvement Activity	6150	360	<u>Rentals</u> -Charter Bus for parent involvement activity college tours.	0.000	\$1,000.00
68	B-2	Communications	6150	370	<u>Communications</u> - Postage for Parent Involvement, Parent Compacts, Assessments, Newsletters and fliers.	0.000	\$692.80
69	B-2	Other Purchased Services	6150	390	<u>Other Purchased Services</u> - printing of parent compacts, brochures, Title I School Improvement Plans, Parent Plans and other documents as necessary.	0.000	\$1,500.00
70	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, USB ports and other supplies for Parent Involvement.	0.000	\$7,654.22
71	H	Equitable share for Private School of Parent Involvement Set-Aside	6150	510	<u>Supplies</u> - Equitable share to private school (Parent Materials) authentic literature, backpacks, pencils, workbooks, calculators, paper, USB ports and other supplies for Parent Involvement.	0.000	\$92.00
72	B-2	Audio Visual Materials Capitalized (1,000 and more)	6150	621	<u>Audio Visual Materials Capitalized</u> - (1,000 and more) CD's, DVD's, Videos, maps, globes	0.000	\$1,000.00
73	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
74	B-2	Furniture, Fixtures and Equipment Capitalized(1,000 and more)	6150	641	<u>Furniture, Fixtures and Equipment Capitalized</u> - (1,000 and more)Tables and chairs, CD Players, TV, book shelves.	0.000	\$1,000.00
75	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) Tables, chairs, CD Players, TV, book shelves.	0.000	\$446.00
76	B-2	Computer Hardware Capitalized computer	6150	643	<u>Computer Hardware Capitalized</u> - Computer Equipment (1,000 and	0.000	\$1,000.00

		Equipment (1,000 and more)			more) Laptop, Desktop Computer system		
77	N/A	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, projectors, documenting camera (3.3)	0.000	\$905.00
78	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
79	I	Computer Software Capitalized - (1,000 and more) Reading and Math	6300	110	<u>Administrators</u> - Coordinator of Special Services (1) District/Schools	0.750	\$59,288.00
80	N/A	Administrator Coordinator for Title I Family and Community Outreach	6300	110	<u>Administrators</u> - Coordinator for Title I Family and Community Outreach (1, 2,) School	0.500	\$34,329.00
81	N/A	Other Support Personnel Salary- Fiscal Assistant, Administrative Assistant and Parent Resource Specialist	6300	160	<u>Other Support Personnel</u> - Other Support Personnel - District Title I Fiscal Assistant (.50), Parent Resource Specialist (.50) (1) Schools	1.000	\$29,339.00
82	I	Other Support Personnel Salary- Administrative Assistant	6300	160	<u>Other Support Personnel</u> - Administrative Assistant (1) District	1.000	\$31,000.00
83	I	Retirement for Coordinator of Special Services and Administrative Secretary	6300	210	<u>Retirement</u> - for Coordinator of Special Services, Administrative Assistant (1) District	0.000	\$7,152.00
84	N/A	Retirement for Coordinator for Title I Family and Community Outreach, and Fiscal Assistant and Parent Resource Specialist	6300	210	<u>Retirement</u> - for Coordinator for Title I Family and Community Outreach, Fiscal Assistant and Parent Resource Specialist (7.92%) (1,2) schools	0.000	\$5,044.00
85	N/A	Social Security for Coordinator for Title I Family and Community Outreach, Fiscal Assistant and Parent Resource Specialist	6300	220	<u>Social Security</u> - Social Security - for Coordinator for Title I Family and Community Outreach, Fiscal Assistant, Administrative Assistant and Parent Resource Specialist (6.2%)	0.000	\$3,948.00
86	I	Social Security for Coordinator of Special Services and Administrative Secretary	6300	220	<u>Social Security</u> Social Security - for Coordinator of Special Services and Administrative Assistant (6.2%) (District)	0.000	\$5,598.00

87	I	Medicare for Coordinator of Special Services and Administrative Secretary	6300	221	- for Coordinator of Special Services and Administrative Secretary (1.45%)	0.000	\$1,310.00
88	N/A	Medicare for Coordinator for Title I Family and Community Outreach, Fiscal Assistant and Parent Resource Specialist	6300	221	Medicare- Medicare- for Coordinator for Title I Family and Community Outreach, Fiscal Assistant and Parent Resource Specialist (1.45%) (District)	0.000	\$924.00
89	N/A	Group Insurance for Coordinator for Title I Family and Community Outreach, Fiscal Assistant and Parent Resource Specialist	6300	230	<u>Group Insurance</u> - for Coordinator for Title I Family and Community Outreach, Fiscal Assistant and Parent Resource Specialis	0.000	\$6,000.00
90	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	0.000	\$7,000.00
91	I	Worker's Compensation for Coordinator of Special Services and Administrative Secretary	6300	240	<u>Workers Compensation</u> - Coordinator of Special Services and Administrative Secretary (.0075)	0.000	\$678.00
92	N/A	Worker's Compensation for Coordinator for Title I Family and Community Outreach, Fiscal Assistant and Data Clerk	6300	240	<u>Workers Compensation</u> - Coordinator for Title I Family and Community Outreach, Fiscal Assistant and Data Clerk (.0075)	0.000	\$479.00
93	H	Services provided to Private School	6300	310	<u>Professional and Technical Services</u> - Administrative Fees for assistance provided to private schools	0.000	\$497.00
94	I	Professional and Technical Services Sub-Agreements less than \$25,000 Contracted Services	6300	311	<u>Subagreements up to \$25,000</u> - Services 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	0.000	\$9,000.00
95	N/A	Professional and Technical Services Sub-Agreements less than \$25,000 Contracted Services	6300	311	<u>Subagreements up to \$25,000</u> --Services provided by technical assistance providers and highly skilled individuals that will assist with the development, implementation, and evaluation of Title I programs	0.000	\$35,454.00

					(Contracted Services to include NEFEC to provide instructional, technological and professional development services. Contract for evaluation services (Dr. Gail Ogawa).		
96	N/A	Travel for Coordinator of Special Services, Coordinator for Title I Family and Community Outreach, and Accountant to attend meetings and conferences for Title I	6300	330	<u>Travel</u> - Out-of-county and Out-of-State for Coordinator, Administrative Assistant, Title I Accountant and Data Clerk to attend meetings and conferences related to Title I to attend meetings and conferences related to Title I	0.000	\$10,000.00
97	N/A	Repairs and Maintenance of Equipment	6300	359	<u>Technology-Related Repairs and Maintenance</u> technology related repairs and maintenance of equipment iPads, Whiteboards, computers, monitors, projectors, copiers, McCrimmons (Title I owned)	0.000	\$500.00
98	N/A	Online License for Adobe	6300	369	<u>Technology-Related Rentals.</u> Technology related rentals and Online Licenses Adobe (1,12) school	0.000	\$100.00
99	N/A	Postage	6300	370	<u>Communications</u> Postage (1) school	0.000	\$500.00
100	I	Other Purchased Services Sub-Agreements (24,999 and less)	6300	390	<u>Other Purchased Services</u> - For printing of flyers, brochures, parent letters and documents such as compacts and right to know notices. (1, 10,) school	0.000	\$4,000.00
101	N/A	Gasoline	6300	450	<u>Gasoline</u> - Pay for gasoline for federal program vehicle for community-based instruction and travel connected with student in Title I schools (2) school	0.000	\$1,000.00
102	I	Materials and Supplies	6300	510	<u>Supplies</u> - for use by federal program office for working with Title I schools, printer cartridges, paper, pens, pencils, highlighters, folders, binders, file folders, staplers, electric pencil sharpener, planners. (1) District	0.000	\$5,500.00
103	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
104	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
105	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	\$500.00
106	N/A		6300	641		0.000	\$1,000.00

		Furniture, Fixtures and Equipment Capitalized (1,000 and more) Copier, Fax Machine, video Recorder, DVD Recorder			<u>Furniture, Fixtures and Equipment Capitalized - (1,000 and more) Copier, Fax Machine, Video Recorder, DVD Recorder (1) school</u>		
107	N/A	Furniture, Fixtures and Equipment Non-Capitalized (999.99 or less)	6300	642	<u>Furniture, Fixtures and Equipment Non-Capitalized</u> (999.99 or less) Calculators, Heavy Duty Stapler, Computer Work Stations (1) school	0.000	\$500.00
108	I	Computer Hardware Capitalized (1,000 and more)	6300	644	<u>Computer Hardware Non-Capitalized</u> (1,000 and more) Laptops, desktop PC, MacBooks, iPads (12) District	0.000	\$1,000.00
109	I	Computer Hardware Non-Capitalized (999.99 and less)	6300	649	- (999.99 and less) Cards, Networking- including cables and Ethernet cards, scanners, printers, zip drive, external hard drive, MacBook cases	0.000	\$1,200.00
110	I	Computer Software Capitalized (1,000 and more)	6300	691	<u>Computer Software Capitalized -</u> (1,000 and more)	0.000	\$1,000.00
111	I	Computer Software Non-Capitalized (999.99 and less)	6300	692	<u>Computer Software Non-Capitalized -</u> (999.99 and less)	0.000	\$500.00
112	N/A	Dues and Fees	6300	730	<u>Dues and Fees</u> - FASFEPA, NAFEP, IRA	0.000	\$300.00
113	N/A	Other Compensation- Stipends	6400	120	<u>Classroom Teachers</u> - Stipends for teachers to attend training after-school and during the summer.	0.000	\$8,000.00
114	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) Instructional Coach to provide mentorship, facilitate presentations, problem solve, communicate, share best practices with teachers and administration.	1.000	\$60,000.00
115	N/A	Retirement for Other Certified Instructional Personnel- Coach	6400	210	<u>Retirement</u> - for Other Certified Instructional Personnel- Coach (7.92)	0.000	\$4,752.00
116	N/A	Social Security for Stipends	6400	220	<u>Social Security</u> - for Stipends (6.2%)	0.000	\$496.00
117	N/A	Social Security for Other Certified Instructional Personnel- Coach	6400	220	<u>Social Security</u> - for Other Certified Instructional Personnel- Coach (6.2%)	0.000	\$3,720.00
118	N/A	Medicare for Stipends	6400	221	Medicare- for Stipends (1.45)	0.000	\$116.00
119	N/A	Medicare for Other Certified Instructional Personnel- Coach	6400	221	Medicare- for Other Certified Instructional Personnel- Coach (1.45)	0.000	\$870.00

120	N/A	Worker's Compensation for Stipends	6400	240	<u>Workers Compensation</u> - for Stipends (.0075) (1) school	0.000	\$60.00
121	N/A	Worker's Compensation for Coach	6400	240	<u>Workers Compensation</u> - for Other Certified Instructional Personnel-Coach (.0075) (1) school	0.000	\$450.00
122	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, training opportunities for teachers and staff to enhance effective staff (1) school	0.000	\$12,500.00
123	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 areas to include reading, mathematics, science, writing, 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. Funds may also be used for the instructional coach to participate in professional development to support the Title I schools.	0.000	\$10,000.00
124	N/A	Rentals-Rooms	6400	360	<u>Rentals</u> - Rooms for professionals and technical training (1) school	0.000	\$500.00
125	N/A	Licenses for online services	6400	369	Technology related rental and licenses for online services; Oncourse Systems for Education, Principle Woods Teengagement (1) School	0.000	\$3,744.00
126	N/A	Communications-Postage	6400	370	<u>Communications</u> -Postage for materials for professional and technical training (1) School	0.000	\$500.00
127	N/A	Other Purchased Services- Printing, other nonprofessional purchsed services.	6400	390	<u>Other Purchased Services</u> - Printing, binding, reproduction and other nonprofessional purchased services.	0.000	\$200.00
128	N/A	Sub-Agreements up to \$25,000.00 Other Purchased Services (24,999 and less)	6400	391	<u>Subagreements up to \$25,000</u> -((24,999 and less) printing of materials for professional and technical training, Panhandle Area Educational Consortium (PAEC) (1) school	0.000	\$2,500.00
129	N/A	Materials and Supplies for professional development	6400	510	<u>Supplies</u> - supplemental materials and supplies for professional learning/professional development books, flip charts, markers, pens, papers, pencils,	0.000	\$8,366.00

130	N/A	Furniture, Fixtures and Equipment Capitalized (1,000 and more)	6400	641	<u>Furniture, Fixtures and Equipment Capitalized</u> - (1,000 and more) Projectors (1, 12) school	0.000	\$11,500.00
131	I	Furniture, Fixtures and Equipment Non-Capitalized (999 and less)	6400	642	<u>Furniture, Fixtures and Equipment Non-Capitalized</u> - Equipment (999 and less). Projector carrying case	0.000	\$12,773.00
132	I	Computer Hardware Capitalized computer Equipment (1,000 and more)	6400	643	<u>Computer Hardware Capitalized</u> - (1,000 and more) laptop computers, color laser printers and LCD projectors	0.000	\$5,000.00
133	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,digital cameras, zip drive, external hard drive.	0.000	\$2,000.00
134	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 to include: Waterford, Reading A-Z, Accelerated Reader, Accelerated Math, Study Island	0.000	\$5,000.00
135	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	\$3,000.00
136	N/A	Highly Qualified Teachers- Dues and Fees for retaining and maintaining HQT	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	\$2,580.00
137	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
138	N/A	Miscellaneous Expenses- Indirect cost	7200	790	<u>Miscellaneous Expenses</u> - Indirect Cost (6.0%) District	0.000	\$59,787.00 ✓
139	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 meetings, workshops, conferences and TA meetings). (1) school	0.000	\$5,000.00
140	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
141	N/A	Bus Drivers- Retirement	7800	210	<u>Retirement</u> - Bus Drivers (7.92%)	0.000	\$686.00

142	N/A	Bus Drivers- Social Security	7800	220	<u>Social Security</u> - Bus Drivers (6.2%)	0.000	\$536.00
143	N/A	Bus Drivers- Medicare	7800	221	Medicare- for Bus Drivers (1.45%)	0.000	\$125.00
144	N/A	Bus Drivers- Group Insurance	7800	230	<u>Group Insurance</u> - Bus Driver	0.000	\$947.00
145	N/A	Bus Drivers- Worker's Compensation	7800	240	<u>Workers Compensation</u> - Bus Drivers (.0075)	0.000	\$173.00
146	I	Rental of Chartered Bus or other vehicle for student transportation for education	7800	360	<u>Rentals</u> Rental. student transportation by chartered buses or other vehicles not owned and operated by the school district (1,10) school	0.000	\$3,000.00
147	N/A	gas for buses or vans for field trips	7800	450	<u>Gasoline</u> gas for buses or vans for field trips. Schools (1, 10)	0.000	\$1,000.00
148	N/A	Diesel and or gas for buses or vans for field trips	7800	460	<u>Diesel Fuel</u> - Diesel for buses or vans for field trips. Schools (1, 10)	0.000	\$4,000.00
149	N/A	Communications	7900	379	Telephone and Other Data Communication Services. - Monthly Telephone Charges and Mobile Hot Spots for Title I staff to support schools Schools/District District	0.000	\$1,000.00

Totals:

14.640 \$1,192,056.00✓

Totals:

Code	Description	Total
B-2	1% Parent and Family Engagement	\$19,256.02✓
C	Homeless Education Reservations	\$10,000.00✓
D	Neglected & Delinquent Education Reservations	\$500.00✓
H	Private Schools Reservations	\$696.14✓
I	2016-17 Roll-Forward	\$231,965.00✓
	Total	\$262,417.16✓

DOE 101



Pam Stewart, Commissioner

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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 240-2128B-8CB01

Funds Allocated: \$960,091.00

Estimated Roll Forward: \$



Hamilton County District School Board

DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED RESERVATIONS

EQUITABLE PROPORTION OF FUNDS		
Total District Allocation		\$960,091.00
Number of Public CLIF	Number of Private CLIF	Total CLIF
1105	13.00	1118
Total Public School Proportion	Total Private School Proportion	
98.84%	1.16%	
Total Public School Allocation	Total Private School Allocation	
\$ 948,953.94	\$ 11,137.06	

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 ✓

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:	\$ 9,600.91	\$ 9,600.91
Additional reservation over and above the required 1%	\$0.00	\$9,655.11
Total amount LEA will reserve for parent and family engagement activities	\$ 9,600.91	\$19,256.02 ✓
Indicate the amount to be allocated (dollar amount) to public schools for parent and family engagement (minimum of 90% is required)	\$ 8,640.82	\$8,689.60
If applicable, Balance to be used for LEA-level Parent and Family Engagement Activities	\$0.00	\$10,620.62

Total After Parent and Family Engagement Reservations	\$ 939,353.03	\$ 945,911.00
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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** ✓

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** ✓

E. LEA-Wide & District Initiatives Reservations:

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

LEA-wide Professional Development Activities: **\$0.00**

LEA-wide Instructional Activities [Examples: summer school programs, intersession, additional professional development, and coordinated services.] **\$0.00** ✓

F. Reservations for Professional Development for LEAs with Identified Comprehensive (Priority) and Targeted (Focus) Schools (if applicable)

Reservations: **\$0.00** ✓

G. Early Childhood Reservations

Please provide the amount that your LEA to provide early childhood education programs for eligible children. [Section 1113(c)(5) of ESSA]

LEA's amount reserved: **\$0.00** ✓

H. Private Schools

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. Administrative Costs	\$497.24
H-2. Parent and Family Engagement	\$198.90
H-3. Professional Development	\$0.00
H-4. Total Reservation	\$696.14 ✓



Hamilton County District School Board

LEA Profile

In the space below, please provide a brief narrative description of the LEA. Include the LEA's vision/mission statement and any additional information about the make-up of the LEA. In order to provide background, include grade level, demographics served, and a rationale for the descriptions included in the Title I, Part A application.

Response:

Hamilton County School District Mission: Changing Lives Through Quality Education

Hamilton County is a rural county located in North Central Florida just below the Georgia state line. It is bordered by the Withlacoochee River on the west and the Suwannee River on the east and south. Approximately 15,000 people live in Hamilton County in three communities, White Springs in the south end of the county, Jasper the county seat in the center of the county, and Jennings in the northern end of the county. Potash Corporation, Hamilton County Schools and the Hamilton Correctional Institute are the three main employers in the county.

The Hamilton School District serves approximately 1700 students in grades pre-k through adult education. Hamilton has one middle/high school serving students in grades 7-12 located in Jasper and one elementary school, Hamilton County Elementary School (opening 2017-2018), located in Jasper in close proximity to the high school.

According to Ed Stats, approximately 40.6% of the students in the district are White, 37.3% are African American, 18.9% Hispanic and 2.7% are two or more races. Students with disabilities make up 11.1 % of the student population, and English Learners 10.7%. The District free lunch rate using the Community Eligibility Provision, Direct Certification, guidelines provided by the Florida Department of Education is 81.68. All students in Hamilton County receive free breakfast, free lunch and when attending after school tutoring and qualifying activities, a free dinner.

In general, Hamilton allocates Title 1 Part A funds to Title 1 eligible schools to supplement staffing, instructional materials and supplies, computers/devices and computer software, tutoring, classroom libraries (print and digital) and parent engagement in order to improve student academic achievement, college and career readiness and graduation rate.

All activities being funded through Title I, Part A are required to be aligned with the strategic plan. Indicate one, or more, overarching goals your application is developed to meet. For more information about the strategic plan, visit

<http://www.fldoe.org/core/fileparse.php/7734/urlt/0075039-strategicv3.pdf>

Response:

☒ Student Achievement

Indicate whether the LEA has participating private schools.

Response:

yes

Indicate whether the LEA will provide early childhood services with Title I funds.

Response:

no

Indicate whether the LEA is providing transportation with Title I funds to students who transferred to another public school in the 17-18 school year that have not exited the highest grade level.

Response:

no

General Assurances

Title I Part A, Educational Disadvantaged Students

- 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.

☒ 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

- The recipient has the legal authority to apply for the federal/state funding, and the instructional management, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in this/all applications submitted.
- The recipient will administer each program covered by the application in accordance with all applicable laws, regulations, statutes, rules, policies, procedures, and program requirements.
- The recipient will comply with all the requirements in the Department's Project Application and Amendment Procedures for Federal and State Programs (Green Book).
- The control of funds provided to the recipient under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.
- The recipient will have/establish and maintain a proper accounting system in accordance with generally accepted accounting standards.
- The recipient will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal and state funds paid to that agency under each program. Access to documents, papers, and other such records shall be made available to authorized representatives of U.S. governmental agencies, including but not limited to, the federal awarding agency, Inspectors General, the Comptroller General, the Florida Department of Education, the Florida

Financial Services, and the Auditor General of the State of Florida for the purpose of program and fiscal auditing and monitoring.

- The recipient will submit such reports to the Florida Department of Education and to U.S. governmental agencies as may reasonably be required to enable the Florida Department of Education and the U.S. governmental agencies to perform their duties. The recipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.
- To assure that expenditures reported are proper and in accordance with the terms and conditions of the Project Award and approved project budget, the official who is authorized to legally bind the agency/organization agrees to the following certificate for all fiscal reports and/or vouchers requesting payment. By signing the "Program Assurances, Terms, and Conditions for Participation in Federal and State Programs," I certify to the best of my knowledge and belief that the reports, submitted are true, complete and accurate, for the purposes and objectives set forth in the RFA and/or RFP. 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 false statements, false claims or otherwise.
- The recipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public.
- The recipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.
- For projects involving construction:
 - The project is not inconsistent with the Florida Department of Education's overall plan for the construction of school facilities.
 - In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under Section 794 of Title 28 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities.
 - When required by federal programs legislation, all construction contracts awarded by the recipients and sub-recipients in excess of \$2,000 shall include a provision for compliance with the Davis-Bacon Act [40 U.S.C. 276a et seq], as supplemented by Department of Labor regulations [29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction].
- The recipient will not expend funds under the applicable programs to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- The recipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest or personal gain.
- The recipient will initiate and complete the work within the applicable time frame after receipt of approval from the awarding agency.
- The recipient will comply with all federal statutes relating to nondiscrimination. (These include, but are not limited to, Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibit the discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis

of handicaps; and the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age).

- The recipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- The recipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- The recipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1966 and 2 CFR Â§200, Subpart F, "Audit Requirements," and/or Section 215.97, Florida Statutes, "Florida Single Audit Act," as applicable.
- The recipient assures that no federally appropriated funds have been paid or will be paid by or on behalf of the recipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- The SEA reserves the right to modify or rearrange wording provided within the Title I, Part A application in order to conform to Federal and State Requirements.

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 the Every Students Succeeds Act (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), each school served under this part 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 achieve the State's high 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 submit 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 parental involvement 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 "parents 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).

☒ 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:

Response

FDOE FSA grade level proficiency % data (2016-2017)

Central Hamilton: 3rd 32%(R), 65%(M); 4th 15%(R), 24%(M); 5th 12%(R), 29%(M); 6th 23%(R), 65%(M)

2017 School grade "F"

North Hamilton: 3rd 35%(R), 62%(M); 4th 29%(R), 36%(M); 5th 33%(R), 39%(M); 6th 25%(R), 39%(M)

2017 School grade "D"

South Hamilton: 3rd 24%(R), 36%(M); 4th 21%(R), 36%(M); 5th 40%(R), 31%(M); 6th 26%(R), 47%(M)

2017 School grade "D"

Hamilton County High School: 7th 24%(R), 32%(M); 8th 11%(R), 26%(M); 9th 32%(R); 10th 18%(R)

2017 School grade "I" (2016 school grade "D")

Source: <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2017.shtml>

An analysis of FSA data show that while some gains were made from 2016 to 2017 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 2017-2018 school year.

2015-2016 Florida Department cohort graduate data as of 2016 indicate that Hamilton County graduation rate is 83% 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 2017-2018 academic year, all students at each grade level will increase proficiency by at least 5% on the 2018 Florida Standards Assessment (FSA).

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

2	4	5	6
11	15	16	19

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 and members of the DA Team will facilitate literacy at the two Title 1 schools in the district. The district leadership and DA Team 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 2017-2018 school year.

Activity 2: Teacher teams will meet on a weekly basis for the entire school year of 2017-2018. 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 pull-out services will be provided by effective teachers, contracted teachers or retired teachers, depending on the model used. Services will be provided to students based on their assessment scores and targeted needs.

The LEA will support Title 1 schools by providing a Title 1 administrator, fiscal assistant, secretary, 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

Title 1 will fund school and office supplies, communication costs, such as printing and postage

Title 1 will fund furniture, audio visual materials and equipment, computer hardware and software and fuel costs for federal use of vehicle and costs for buses for field trips for students, including the bus drivers

In addition, Title 1 will support instruction by providing registration fees and travel for workshops and conferences and TA meetings, stipends for attendance at professional development opportunities, consultants and materials for guided reading; literacy and classroom libraries, classroom management and positive behavior support, and 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 2017-2018. 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 2017-2018 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 in class beginning in the Fall of 2017 and extending throughout the school year 2017-2018 as needed.

- c. Using the most current available 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:

Title 1 School Improvement 1003(a), Teacher Incentive Fund Grant (TIF), Title II, Title III, Title IX, Title V, IDEA and state and local funds will be coordinated through collaborative meetings held monthly with district and school staff.

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:

Results of annual performance appraisal 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 124 teachers were evaluated within the district.

The performance appraisal results for the 2015-2016 school year for teachers is as follows:

Highly Effective 51 (41%)

Effective 70 (56%)

Needs Improvement 3 (0.024)

Needs Improvement/Developing – 1 (0.008)

In reviewing final performance appraisal data for the teachers, the overall performance appraisal rating was compared with the student growth and achievement measure to reveal the following:

- 33 teachers were rated Highly Effective overall with matching professional practices and student growth and achievement measures;*
- 17 teachers were rated Highly Effective with a student growth and achievement measure as Effective;*
- 20 teachers were rated Effective overall with matching professional practices and student growth and achievement measures;*
- 7 teachers were rated Effective overall with student growth and achievement measures rating in the Highly Effective range;*
- 43 teachers were rated Effective overall with a Needs Improvement rating for the student growth and achievement measure;*
- 4 teachers were rated Needs Improvement overall with a matching student growth and achievement measure. It should be noted that one of these evaluations indicated a Needs Improvement/Developing rating for a new teacher.*

It is important to note that the largest number of Highly Effective overall ratings were for those teachers that used local measures for the student growth and achievement section.

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:

- 0.16% of administrators received an overall Highly Effective rating with matching student growth and achievement measures;*
- 0.66% of administrators received an overall Highly Effective rating with a student growth and achievement measure of Needs Improvement.*

The district elected to submit revisions to the performance appraisal system for 2016-2017 based on these findings.

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

Response:

A student described as at risk of academic failure is one who is 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:

Gifted and talented students and those with high abilities 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 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 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:

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). Effective library programs will be developed at Title 1 schools to include, in addition to print; ebooks and apps for accessing digital text for all students in elementary, middle and high for access in classrooms and will 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.

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 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 2016-2017 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, 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	55	65	66
67	68	69	70

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 [Sections 1112(b), 1112(d)(1 and 2)]; 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 five percent (95%) of the parent involvement financial resources set aside 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, door prizes, 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) 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, Early Reading First, 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:**

Response:

Program Coordination

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 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 2018) 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. Content and Type of Activity

- A. Person Responsible
- B. Anticipated Impact on Student Achievement
- C. Timeline (including frequency and duration)
- D. Evidence of Effectiveness
- E. Research based evidence

Response:

Response:

1. Content and Type of Activity- Literacy/Author

A. Person Responsible - Title 1 Coordinator and School Leaders

B. Anticipated Impact on Student Achievement- Strategies learned by parents can be used with students at home to increase reading ability

C. Timeline (including frequency and duration)- August 2017-May 2018

D. Evidence of Effectiveness- parents indicate they learned strategies to help their child with reading

E. 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.

2. Content and Type of Activity- Parent University- college and career

A. Person Responsible - District and Schools

B. 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

C. Timeline (including frequency and duration)- November 2016-May 2017

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

E. 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.

3. *Content and Type of Activity- Homework Helper Make and Take*

A. *Person Responsible - District and Schools*

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

C. *Timeline (including frequency and duration)- January 2017*

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

E. *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.*

4. *Content and Type of Activity- The Perfect Brainstorm in 3-D*

A. *Person Responsible - Florida Department of Education, District and Schools*

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

C. *Timeline (including frequency and duration)- Fall, 2017*

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

E. *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.*

5. *Content and Type of Activity- Readers Raise the Roof!*

A. *Person Responsible - District and Schools*

B. *Anticipated Impact on Student Achievement- Increase Literacy Skills*

C. *Timeline (including frequency and duration)- October 2016- May 2017*

D. *Evidence of Effectiveness- parents indicate they learned more about how to increase literacy*

E. *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.*

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. **Person Responsible**

B. **Anticipated Impact on Student Achievement**

C. **Timeline (including frequency and duration)**

D. **Evidence of Effectiveness**

E. **Research based evidence**

Response:*Response:***1. Content and Type of Activity- Conferencing with Parents***A. Person Responsible- District and School Administration**B. Anticipated Impact on Student Achievement- parent understanding of standards**C. Timeline (including frequency and duration)- September 2017-May 2018**D. Evidence of Effectiveness- parents and teachers report better understanding of the Florida Standards**E. Research based evidence- Gordon E. Greenwood, and Catherine W. Hickman, "Research and Practice in Parent Implications for Teacher Education," The Elementary School Journal 91, no. 3 (Jan., 1991): 279-288.***2. Content and Type of Activity- ECTAC Family Involvement Meetings***A. Person Responsible-District and School Administration**B. Anticipated Impact on Student Achievement- school, parent and student accountability**C. Timeline (including frequency and duration)- Quarterly beginning August 2015**D. Evidence of Effectiveness- parents and teachers report better understanding and more use of the compact**E. Research based evidence-Gordon E. Greenwood, and Catherine W. Hickman, "Research and Practice in Parent Implications for Teacher Education," The Elementary School Journal 91, no. 3 (Jan., 1991): 279-288.***3. Content and Type of Activity- Implementation of the Compact***A. Person Responsible- District and School Administration**B. Anticipated Impact on Student Achievement- school, parent and student accountability**C. Timeline (including frequency and duration)- Fall 2016**D. Evidence of Effectiveness- more parents attend- parents and teachers report better understanding of roles and responsibilities**E. Research based evidence- Gordon E. Greenwood, and Catherine W. Hickman, "Research and Practice in Parent Implications for Teacher Education," The Elementary School Journal 91, no. 3 (Jan., 1991): 279-288.***4. Content and Type of Activity- Florida Standards***A. Person Responsible-Florida Department of Education and contracted services**B. Anticipated Impact on Student Achievement- Develop staff knowledge of Florida Standards and FSAs**C. Timeline (including frequency and duration)-September 2016-May 2017**D. Evidence of Effectiveness-parents and teachers surveyed indicate more staff and parent understanding of Florida*

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

5. Content and Type of Activity-National Family Engagement Summit

A. Person Responsible- District and School Administration

B. Anticipated Impact on Student Achievement- Develop knowledge of program implementation

C. Timeline (including frequency and duration)- Spring 2017

D. Evidence of Effectiveness- teachers and parents report better partnerships

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

6. Content and Type of Activity-Sensitivity Training

A. Person Responsible- All HCSD administration, faculty, and staff

B. Anticipated Impact on Student Achievement- Improving knowledge of staff on diversity and cultural issues within the community

C. Timeline (including frequency and duration)- On-going through SY

D. Evidence of Effectiveness- Sign-in sheets; contract with presenter

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

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. Description of Implementation Strategy
- B. Person Responsible
- C. Evidence of Effectiveness
- D. Timeline (including frequency and duration)
- E. Research based evidence

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. Number of Activities
 - B. Number of Participants
 - C. Anticipated Impact on Student Achievement

Response:

An evaluation of the effectiveness of the Parent Involvement program will be conducted by a third-party evaluator in the Spring of 2018 using the data from the Hamilton County Title 1 Parent Involvement Survey and the 5Essentials Survey. 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

1) Diversity and Sensitivity Workshops/meetings 6

2) Number of Participants 150

3) Impact - parents evaluations indicated they learned

strategies to assist students to be more sensitive

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. Content and Type of Activity
 - B. Number of Activities
 - C. Number of Participants
 - D. Anticipated Impact on Student Achievement

Response:*Response:**Number of Number of Anticipated Impact on Student**Content and Type of Activity Activities Participants achievement*

1 Literacy/Author Series 1 50 staff indicated they learned more about strategies to help their child with reading

2 Home-School Connection Reading Program 2 30 received materials enable them to work with

parents and master content

3 Parent University- College and Career 1 5 gained information about college and career

4 Home Visitation in Coordination with Homeless 2 47 learned more about students through home

visits

5 Coordinated Parent meetings with Migrant 1 20 Program and how to reach out to parents who are non-English speakers

6 Standards Training for Florida Standards 1 54 teachers and parents received information

7.Diversity and Sensitivity Workshops 6 150 Staff learned to communicate and strategies for sensitivity with diverse groups

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. Content and Type of Activity
 - B. Number of Participants
 - C. Schools Participating
 - D. Anticipated Impact on Student Achievement

Response:*Response:**Number of Number of Anticipated Impact on Student*

Type of Activities Activities Participants achievement

1. Diversity and Sensitivity 6 2 Understanding school, culture and
and community

and accountability for self

2. Conference with parents 1 5

Implementation of the Compact

3. Working with families in poverty- 1 5

parents and staff with

math materials

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:

Response: All Subgroups

Barrier(Including the Specific Subgroup) Steps the Schools will take

1 meeting times conflict with work schedules Offer flexible meeting times for parents

2 materials to assist parents School- based workshops to understand Florida Standards

3 transportation to assist parents to travel provide transportation to selected meetings and workshops

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:

Response:

1. Building Capacity of Parents - Home-School Connection Literacy

Program -Home visits with delivery of reading materials

2. Effective Communication -More frequent and effective

communication(FaceBook, newsletters, meetings, events,

translated letters and documents)

*3. Building the Capacity of Schools - Meetings at flexible times
for more parent participation and transportation.*

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

2015-2016 Homeless count total – 335

2015-2016 HSIR rate 30.1%

Source – Florida Department of Education, 2015-2016, Survey 5

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

2015-2016 Homeless percent of days present-90.7

2015-2016 NHMLS percent of days present – 91.7%

Source – Florida Department of Education, 2015-2016, Survey 5

Homeless Student Promotion Rate (HSPR), Survey 5

2015-2016 Homeless Promoted total - 226

2015- 2016 Homeless Retained total – 25

2015-2016 HSPR 90.0%

Source –Florida Department of Education, 2015-2016, Survey 5

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 2017-2018 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				
2				

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 provide during awareness presentation in both English and Spanish.

Attendance-

1. Training on enrollment procedure for homeless children and youth will be provided to front line staff with the duties of enrollment for 15 district schools and one charter.
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 both the shelter 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 contacts 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 2017-2018 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 available research, detail how it supports the activity(ies) being implemented.

Response:

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.

Reactions or Statements by Family Member or Child (KAPLAN).

The Characteristics and Needs of Families Experiencing Homelessness

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

- 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:

The LEA will set aside 500.00 to provide 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 2017-2018 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	2	8	12
13	17	23	26

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 and 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 available 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:

Title I SIP 1003(a), Title IX, Title III, Title V, IDEA (if applicable); state and local funds will be coordinated through collaborative meetings with the district and school staff.

Area of Focus 5

Area of Focus 5: LEA-Wide and District Initiatives

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

Response:

Response

FDOE FSA grade level proficiency % data (2016-2017)

Central Hamilton: 3rd 32%(R), 65%(M); 4th 15%(R), 24%(M); 5th 12%(R), 29%(M); 6th 23%(R), 65%(M)

2017 School grade "F"

North Hamilton: 3rd 35%(R), 62%(M); 4th 29%(R), 36%(M); 5th 33%(R), 39%(M); 6th 25%(R), 39%(M)

2017 School grade "D"

South Hamilton: 3rd 24%(R), 36%(M); 4th 21%(R), 36%(M); 5th 40%(R), 31%(M); 6th 26%(R), 47%(M)

2017 School grade "D"

Hamilton County High School: 7th 24%(R), 32%(M); 8th 11%(R), 26%(M); 9th 32%(R); 10th 18%(R)

2017 School grade "I" (2016 school grade "D")

Source: <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2017.stml>

An analysis of FSA data show that while some gains were made from 2016 to 2017 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 2017-2018 school year.

2015-2016 Florida Department cohort graduate data as of 2016 indicate that Hamilton County graduation rate is 83% 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 2017-2018 school year, the district improve ELA scores for students by 5%.

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

40	110	113	115
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:

Small group intervention during the school day using Leveled Literacy Intervention (LLI) by Heinemann. A consultant with (LLI) and professional development experience will be contracted beginning in October 2017 for (2) days to provide 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:

Staff Development for intervention with struggling students will be ongoing during the 2017-2018 school year. During the 2017-2018 school year professional development will include monthly meetings, embedded PS and technical assistance for administrators.

- c. Using recent evidence based research (2012 to present), 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 Assessment (FSA) scores, iReady, 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:

Title 1 SIP 1001(a), Title II, Title V, IDEA, FDLRS funds will be used for teacher and staff training.

Area of Focus 6**Area of Focus 6: Comprehensive (Priority) and Targeted (Focus) Support (if applicable)**

- ☒ The LEA has no Comprehensive or Targeted schools. If checked, then the section is not required.

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:

NA

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		
Voluntary PreKindergarten (VPK)	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.

2. If yes, indicate provided services to private school students, their parents, or their teachers through a third-party contractor.

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 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:

Services will be provided weekly throughout the school year beginning in August 2017 with individual student reports run monthly by the Title 1 office through May 2018.

- b. Using currently available evidence based research, detail how it supports each activity(ies) being implemented.

Response:

Renaissance (Accelerated Reader) is the program agreed on through consultation with Hamilton Title 1 staff and Achiever's Christian Academy, Inc. Research supports the use of 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 2018). 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. 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:	Federal
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/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 (2016-2017)

Central Hamilton: 3rd 32%(R), 65%(M); 4th 15%(R), 24%(M); 5th 12%(R), 29%(M); 6th 23%(R), 65%(M)

2017 School grade "F"

North Hamilton: 3rd 35%(R), 62%(M); 4th 29%(R), 36%(M); 5th 33%(R), 39%(M); 6th 25%(R), 39%(M)

2017 School grade "D"

South Hamilton: 3rd 24%(R), 36%(M); 4th 21%(R), 36%(M); 5th 40%(R), 31%(M); 6th 26%(R), 47%(M)

2017 School grade "D"

Hamilton County High School: 7th 24%(R), 32%(M); 8th 11%(R), 26%(M); 9th 32%(R); 10th 18%(R)

2017 School grade "I" (2016 school grade "D")

Source: <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2017.shtml>

An analysis of FSA data show that while some gains were made from 2016 to 2017 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 2017-2018 school year.

2015-2016 Florida Department cohort graduate data as of 2016 indicate that Hamilton County graduation rate is 83% 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 2017-2018 school year, all students at each grade level will increase proficiency by at least 5% on the 2018 Florida Standards Assessment.

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

2	5	7	10
15	17	20	23

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 2017-2018 school year through June of 2018.

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 available 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, 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 (1988) 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:

School Improvement 1003(a), Teacher Incentive Fund Grant (TIF), 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 2017-2018 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 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. Rates for the last five years are as follows:

School Year Graduation Rate

2011-12 55%

2012-13 55.5%

2013-14 78.6%

2014-15 73.7%

2015-16 83%

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, FASTT Math, and iReady 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 2017-2018 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.

41	42	45	75
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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, audio enhancement, LCD projectors, scanners, document cameras, digital cameras, computer and printer upgrades.

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

Response:

The 2017 Technology 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 2017-2018 academic year.

- c. Using the most current available 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:

Federal sources for technology strategies include: Title II, IDEA and Title 1 School Improvement 1003(a) funds. The resources will be coordinated through monthly meetings with district and school staff. Equipment purchases will also be coordinated with the IT Department to ensure equipment is aligned with district standard purchases.

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

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

Response:

XX

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 2017-2018 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.



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:

XXX

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

Response:

XXX

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

Response:

XXX

- 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:

XXX

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:

Federal sources for technology strategies include: Title II, IDEA and Title 1 School Improvement 1003(a) funds. The resources will be coordinated through monthly meetings with district and school staff. 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: District Determined Focus**☒ If checked then the section is not required

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 office, 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.

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 of subgroups 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.

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.

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, 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 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.

3. Diversity in Education efforts and strategies are included to assist in the recruitment of minority teachers. Methods include Fall and Spring recruitment fair attendance at predominately minority colleges/universities such as FAMU, BCC, and participating in the online Diversity Teacher Recruitment Virtual Career Fair (Hosted by Diversity in Ed).

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.

Instructional Coaching

1. How much of your budget is being allocated towards instructional coaches?

Response:

The salary for one instructional coach is budgeted for 2017-2018 with an approximate cost of \$60,000 representing .062% of the budget.

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

115	116	117	118
119	120	221	240

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

Response:

Title 1 Part A is the only fund source being used to fund an instructional coach position.

4. Please explain how coaches are selected for their ability to impact student achievement in measureable ways.

Response:

Teachers selected to fill the position of instructional coach must have three years of successful teaching experience and must be rated effective on the teacher evaluation tool. The teacher must have demonstrated leadership and the ability to collaborate with other teachers. Preferences are given to teachers who have their Reading Endorsement, Certification in Math and or Reading, and ESOL Endorsement.

5. Please explain your district coaches' knowledge of effective methods for planning, implementing and analyzing high-impact, standards-based instruction (inclusive of the integration of professional development).

Response:

Coaches participate in ongoing coaching professional development through NEFEC. A coach would be a member of the school leadership team they would build knowledge of effective methods for planning, implementing and analyzing high-impact, standards-based instruction. They also work closely with the Florida Department of Education (FDOE) in developing effective practices and knowledge on coaching skills and classroom impact and collaboration.

6. Please explain your district coaches' knowledge of theory, strategies, and practices that promote conditions for sustainable adult learning.

Response:

Currently, there are no coaches on staff at schools in Hamilton County. The district is seeking to add an instructional coach position to serve the middle/high and assist with core subjects and a coach certified in or endorsed in more than one core subject (Reading, Math). The coach would attend the University of Florida Lastinger Center Coaching Academy or other comparable coaching academy in Florida to ensure

the coach understands the theories, strategies, and practices necessary to model high-impact instruction for teachers and staff and ultimately raise student achievement.

7. Provide specific details as to your district's instructional coaches' plan for disseminating data, analyzing, and providing schools with data to drive decision making for school improvement.

Response:

The instructional coach will become the expert on data analysis, data reporting and provide training to the staff concerning analysis and interpretation of student performance data and training on the process to use the data, conduct data chats, and make data driven decisions. Principals, school leaders and the coach will work together to analyze the data and provide the teachers and staff with informed decisions.

8. Using the most current available research, detail how it supports the activity(ies) being implemented.

Response:

"Seven Success Factors for Instructional Coaching Program" by Jim Knight, Principal Leadership, March 2015. "Over the past decade, my colleagues and I at the Instructional Coaching Group and the Kansas Coaching Group at the University of Kansas Center for Research on Learning have collaborated with more than 20,000 instructional coaches from all continents except Antarctica. We've learned from our partnerships and research studies that instructional coaches will have a socially significant impact on how teachers teach and students learn when their coaching programs are built around seven success factors". These factors include "Understanding the Complexities of Working with Adults", "Use an Effective Coaching Cycle", "Know Effective Teaching Practices", "Gather Data", "Employ Effective Communication Strategies", "Are Effective Leaders", "Are supported by Their Schools and Districts".

<http://www.nxtbook.com/naylor/PRIK/PIK0415/index.php?startid=25>

9. What method(s) will be used to evaluate the effectiveness of district instructional coaches? How often will this occur?

Response:

The District will use multiple methods in evaluating the effectiveness of the instructional coach. Student performance results from FSA assessments, results of the student growth model, school grades and teacher and principal feedback. The District will also use DA Team feedback and results of student performance data through progress monitoring tools. The coach must annually demonstrate they are highly effective on the teacher evaluation tool and maintain ability to collaborate with teachers and staff.

10. Describe the action steps, resources, and support the LEA and its schools have in place for instructional coaches who struggle with meeting performance expectations or for those coaches who demonstrate little or no positive effect on student growth or teaching performance.

Response:

In the event the coach hired in Hamilton County struggles with meeting performance expectations or would not demonstrate positive effect on student growth or teaching performance, the district would provide

additional professional development on coaching and the coaching model; provide a mentor who is effective at coaching; give additional professional support as needed or be reassigned to another position.

Non-Public School Eligibility - NON POOLING

District Level Data: Date Certain: 02/10/2017, not pooling Form A Free and Reduced Lunch								
NA								
	A	B	C	D	E	F	H	I
	Nonpublic School Name	Nonpublic School Number (4 digit)	Grade Span	Number of Private School Students Residing In PSAA	Public School Number PPA used	Current PPA	Number of Private School Students from Low Income Families	Dollars Generated
1	Achievers Christian Academy Inc.	5430	k-12	4	0022	0.00	4.00	0.00
2	Achievers Christian Academy Inc.	5430	K-12	2	0032	767.89	2.00	1,535.78
3	A Plus Learning Academy	4534	K-12	1	0022	0.00	1.00	0.00
4	Lake City Christian Academy	0773	K-12	6	0032	767.89	6.00	4,607.34
Totals				13			13.00	6,143.12

DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED RESERVATIONS

EQUITABLE PROPORTION OF FUNDS		
Total District Allocation		\$960,091.00
Number of Public CLIF	Number of Private CLIF	Total CLIF
1105	13.00	1118
Total Public School Proportion	Total Private School Proportion	
98.84%	1.16%	
Total Public School Allocation	Total Private School Allocation	
\$ 948,953.94	\$ 11,137.06	

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**

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:	\$ 9,600.91	\$ 9,600.91
Additional reservation over and above the required 1%	\$0.00	\$9,655.11
Total amount LEA will reserve for parent and family engagement activities	\$ 9,600.91	\$19,256.02
Indicate the amount to be allocated (dollar amount) to public schools for parent and family engagement (minimum of 90% is required)	\$ 8,640.82	\$8,689.60
If applicable, Balance to be used for LEA-level Parent and Family Engagement Activities	\$0.00	\$10,620.62
Total After Parent and Family Engagement Reservations	\$ 939,353.03	\$ 945,911.00

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**

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**

E. LEA-Wide & District Initiatives Reservations:

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

LEA-wide Professional Development Activities: **\$0.00**

LEA-wide Instructional Activities [Examples: summer school programs, intersession, additional professional development, and coordinated services.] **\$0.00**

F. Reservations for Professional Development for LEAs with Identified Comprehensive (Priority) and Targeted (Focus) Schools (if applicable)

Reservations: **\$0.00**

G. Early Childhood Reservations

Please provide the amount that your LEA to provide early childhood education programs for eligible children. [Section 1113(c)(5) of ESSA]

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

H. Private Schools

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. Administrative Costs **\$497.24**

H-2. Parent and Family Engagement **\$198.90**

H-3. Professional Development **\$0.00**

H-4. Total Reservation **\$696.14**

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>



**Hamilton County District School Board
PUBLIC SCHOOL ELIGIBILITY SURVEY**

Ranking Type: districtwide

Date Certain: 02/10/2017

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 District serves all schools in order of poverty down to 66% 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. This relatively high poverty level is the cut-off point to insure a sufficient per-pupil allocation to make an educated difference for our most in need students.

District: Hamilton County District School Board

No.	School Name	School Number	Grade	School Type	Neglected and 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	2017-2018 Number of Children Attending Public Schools	2017-2018 Number of Children from Low Income Families	2017-2018 Percent of Children from Low Income Families	Selection Code (codes)	Program Type	PPA Per Pupil Allocation	ISA Total School Allocation	ISA Total School Allocation	Provision 2 Or CEP	1% Allocation for Parental Involvement	Charter/District
1	CENTRAL HAMILTON ELEM. SCHOOL	0031	PREK-6Elem.	N	NO		362	295	81.49%	362	285	81.49%	H	NA	0	0.00	---	CEP- Option 2 20132014	0	
Selection Code explain: School closed July 1, 2017																				
2	NORTH HAMILTON ELEMENTARY SCHOOL	0041	PREK-6Elem.	N	NO		453	361	79.69%	453	361	79.69%	H	NA	0	0.00	---	CEP- Option 2 20132014	0	
Selection Code explain: School closed July 1, 2017																				
3	Hamilton County Elementary School	0041	Pre-K-6 Elem.	N	Y		1070	900	84.11%	957	757	79.10%	K	SW	767.89	581,292.73	---		4344.8	
Selection Code explain: School is a new elementary school opening and 3 elementary schools are closing and all students in Hamilton County will attend this elementary school. This CEP data is being projected from data collected in 2016-2017 on date certain from the 3 elementary schools that closed. Hamilton County is a full CEP district.																				
4	SOUTH HAMILTON	0051	PREK-6Elem.	N	NO		142	101	71.13%	142	101	71.13%	H	NA	0	0.00	---	CEP-	0	

ELEMENARY														Option 2 20132014	
SCHOOL															
Selection Code explain: School closed July 1, 2017															
Selection Code	7-12	Senior High	N	NO	527	348	66.03%	527	348	66.03%	D	SW	767.89	267,225.72	—
HAMILTON COUNTY HIGH SCHOOL															
					2,554	2,005	78.50%	2,441	1,862	76.28%			1,536	848,518.45	0.00
Schools with a Selection Code of E are not totaled in the overall Total School Allocation															
														CEP: Option 2 20132014	4344.8
														8,690	



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Non-Public School Eligibility - NON POOLING

District Level Data: Date Certain: 02/10/2017, not pooling Form A Free and Reduced Lunch NA								
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Totals				13			13.00	6,143.12

DOE only: [Administrator Menu](#)

To locate your regional Program Specialist, contact the program office at (850) 245-0479.