

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

TAPS Number:
1. 17A011

Please return to:	A) Name and Address of Eligible Applicant:	DOE USE ONLY
Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	Hamilton County District School Board 5683 US HWY 129S, Suite 1 Jasper, FL 32052	Date Received

B) Applicant Contact Information

Contact Name: Carol D. Milton	Telephone Number: 386-792-2877 Ext: 12
Fiscal Contact Name: Mary Loughran	
Mailing Address: 5683 US HWY 129S, Suite 1 Jasper, FL	Fax Number: 386-792-3273
E-mail Address: carol.milton@fdlrgateway.com	Physical/Facility Address: 5683 US HWY 129S, Suite 1
DUNS Number: 121892491	FEIN Number: F596000629013

Programs

C) Program Name:	Project Number: (DOE Assigned):	D) Total Funds Requested:	Total Approved Project (DOE USE ONLY):
1. Title II, Part A, Teacher & Principal Training and Recruiting Fund 2016-2017	240-2247B-7CT01	\$177,572.00	

CERTIFICATION

I, Thomas P. Moffses, Jr., (*Please Type Name*) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____

Signature of Agency Head Title Date



count	Function	Object	Account Title and Description	FTE	Amount
1	6400	120	<u>Classroom Teachers</u> Salary: Professional Development Coordinator	0.2	\$16,102.00
2	6400	121	Stipends: Funds will be used to pay stipends to teachers outside of normal contract hours to participate in professional development , PLC activities, and Advanced Placement Certification institutes.	0	\$15,500.00
3	6400	210	<u>Retirement</u> Retirement: Funds will be used to pay retirement benefits for Professional Development Coordinator.	0	\$1,187.00
4	6400	220	<u>Social Security</u> Social Security Benefits: Funds will be used to social security benefits for Professional Development Coordinator and on stipends paid to teachers.	0	\$2,418.00
5	6400	230	<u>Group Insurance</u> Insurance: Funds will be used to pay insurance benefits for Professional Development Coordinator.	0	\$800.00
6	6400	240	<u>Workers Compensation</u> Worker's Compensation: Funds will be used to pay worker's compensation benefits for Professional Development Coordinator.	0	\$55.00
7	6400	310	<u>Professional and Technical Services</u> Professional and Technical Services: Funds will be used to contract with consultants to provide professional development and job-embedded coaching for implementation of professional learning.	0	\$30,000.00
8	6400	330	<u>Travel</u> Travel: Funds will be used to reimburse for travel expenses for costs associated with professional development activities for core subject area teachers, instructional coaches, professional development coordinator, and consultants providing professional learning and coaching support. Funds will be used to reimburse teachers for participation in Advanced Placement Certification institutes.	0	\$15,000.00
9	6400	360	<u>Rentals</u> Rental: Funds will be used to purchase licenses for Performance Matters and Edivate.	0	\$28,000.00
10	6400	390	<u>Other Purchased Services</u> Other Purchased Services: Funds will be used to pay for online course tuition feeds for professional development activities for core content area teachers and to assist in meeting in-field requirements. Pay for membership for professional organizations that provides resources for professional development (Learning Forward, ASCD).	0	\$9,000.00

11	6400	510	<u>Supplies</u> Materials and Supplies: Funds will be used to provide materials and supplies for professional development activities and to support the instructional coaches in their role to support teachers.	0	\$5,656.00
12	6400	730	<u>Dues and Fees</u> Dues and Fees: Funds will be used to reimburse core content area teachers for passing subject area tests and adding to their certificate for meeting in-field and highly qualified requirements. Funds will be used to pay fees for participating in face-fo-face and virtual career fairs and for minority outreach services to assist in recruitment of core content area teachers.	0	\$7,500.00
13	6400	750	<u>Other Personal Services</u> Substitutes: Funds will be used to pay for substitutes for content area teachers to participate in professional learning activities to support student achievement.	0	\$7,500.00
14	7200	790	<u>Miscellaneous Expenses</u> Indirect Cost: Funds will be used to pay indirect cost fees to the district. (5.31%)	0	\$8,954.00
15	7730	310	Professional and Technical: Funds will be used to contract with consultants to provide leadership training for school-based administration.	0	\$12,500.00
16	7730	330	Funds will be used to reimburse travel costs for superintendent/designee to participate in professional development activities to increase leadership skills and for participation in recruitment fairs.	0	\$15,000.00
17	7730	390	Other Purchased Services: Funds will be used to pay for online course fees for leadership training for school-based administration.	0	\$1,200.00
18	7730	510	<u>Supplies</u> Materials and Supplies: Funds will be used to purchase materials for leadership team to increase skills in the area of leadership.	0	\$1,200.00

Totals: 0.2 \$177,572.00



Hamilton County District School Board

General Assurances

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

- A. 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- B. applicable regulations of other Federal agencies; and
- C. State regulations and laws pertaining to the expenditure of state funds. In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://fldoe.org/comptroller/doc/gbsectiond.doc>

School Districts, Community Colleges, Universities and State Agencies

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

No Child Left Behind Assurances (Applicable to All Funded Programs)

By my signature on this application, I hereby certify that the **Hamilton County District School Board** will comply with the following requirements of the Elementary and Secondary Education Act (ESEA) as reauthorized as No Child Left Behind (NCLB) Act of 2001:

- The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.
- The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

Persistently Dangerous Schools

- The LEA hereby assures that, under Sec. 9532, if the State of Florida identifies any school within the LEA as persistently dangerous, it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

*These assurances are in addition to those previously signed by the Local Education Agency (LEA) maintained on file in the Florida Department of Education's Comptroller's Office.

Program Specific Assurances

Title II, Part A Teacher and Principal Training and Recruiting Fund

- The local educational agency (LEA) assures that the program(s) described in this application is based on the need assessment; and the activities are tied to academic content standards, student achievement standards and state assessments [Section 2122(b)(1)(A)].
- The LEA assures that it will target funds to schools within the jurisdiction of the LEA that have the lowest proportion of highly qualified and/or in-field effective teachers, have the largest average class size, or are identified for school improvement under section 1116(b) [Section 2122(b)(3)(A-C)].
- The LEA assures that the needs assessment will be carried out with the involvement of teachers, including teachers in schools receiving assistance under Part A, Title I, and will take into account what activities need to be conducted in order to give teachers and, where appropriate, administrators the means, including the knowledge and skills, to provide students with the opportunity to meet challenging state or local student performance standards [Section 2122(c)(1-2)].
- The LEA, after timely and meaningful consultation, will provide the opportunity for equitable participation by private school educational personnel in the activities and services funded by this application and those schools have been so notified. Educational services or other benefits, including materials and equipment, provided, shall be secular, neutral, and non-ideological [Section 2122(b) (11) and 9501(a)(1-5)].
- The LEA assures that the professional development activities have been developed with extensive participation of teachers, principals, parents, and administrators of schools to be served [Section 2122(b)(7)].
- The LEA assures that funds received will be used to supplement and, to the extent practical, increase the level of funds that would be made available from nonfederal sources; in no case will such funds be used to supplant funds from nonfederal sources [Section 2123(b)].
- The LEA assures that the control of funds will remain in the public agency and the public agency will administer the funds and property to the extent required by the authorizing law [Section 9501(d)(1)].
- The LEA assures that accurate records will be kept and provide such information to the state, as may be reasonably required for fiscal audit and program evaluation and shall demonstrate compliance with all state, federal, and program requirements.
- The LEA assures that programs will be evaluated annually; the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year; the evaluation will describe how program(s) affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served; and the evaluation will be submitted to the state annually.

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>

Needs Assessment

To be eligible for funds, an LEA shall conduct an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. The needs assessment shall be conducted with the involvement of teachers, including teachers participating in programs under part A of Title I, and shall take into account the activities that need to be conducted in order to give teachers the means including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging state and local student academic achievement standards. The LEA must incorporate into the needs assessment the results of annual performance appraisals for teachers and principals. [Section 2122 (b)(8)].

The reported needs assessment shall include the aggregate assessment of local needs for professional development (teachers and principals); results of annual performance appraisals for teachers and principals; data on the number of teachers who are not highly qualified and/or infield, based on State Board of Education (SBE) Rule 6A-1.0503, FAC and reasons why teachers are not highly qualified and/or infield; an aggregate of reasons why teachers are not effective or highly effective as determined by section 1012.34 F.S. and what may be keeping teachers from being effective or highly effective.

As part of the needs assessment, consider the historical and current value added student growth data attributed to their teachers that is provided to LEAs by the state.

Response: To be eligible for funds, an LEA shall conduct an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. The needs assessment shall be conducted with the involvement of teachers, including teachers participating The annual needs assessment process was conducted by reviewing data available from Florida Standards Assessments and End of Course (EOC) and graduation results released from the state. The needs assessment process related specifically to personnel included a review of the number of teachers that are reported out-of-field/not highly qualified for individual courses, data related to retention/stability of instructional staff, as well as results from the performance appraisal system. Surveys for needs of staff are identified through review of professional development plans and responses from the annual Federal Programs survey.

In May of 2016, the district disseminated to all employees an online needs assessment survey for all federal programs. The survey resulted in the identification of needs in the area of Response-to-Intervention, Learning Focused, strategies for meeting the needs of all learners, effective structures for English/Language Arts block, and increasing and improving reading levels for struggling readers. In response to requested needs in relation to supporting instruction for subgroups of students, the staff indicated a need for strategies for increasing student achievement for English Language Learners, Exceptional Education students, struggling readers and students with behavioral challenges. Staff also identified specific areas for professional learning to engage families which is defined in detail later in the grant. The district revised the Onboarding program for 2015-2016 based on input from a focus group session facilitated by the Differentiated Accountability Region 2 office with 2014-2015 new hires to the district. Classroom management was largely identified by this group as their

greatest need for professional development. This information was used to revamp the new teacher orientation program to expand the length to include time for Orientation to district, a day of classroom management, and a day to address district structures for lesson planning, Gradebooks, curricular items, technology supports and student engagement strategies. The new Orientation was well received by the new hires. Additional professional learning and ongoing support was provided for this cohort by the Teacher Support Colleagues at the school site throughout the year. End of year survey results were positive with the new Onboarding process. The survey provided an opportunity for input into suggestions for the 2016-2017 onboarding process and the recommendations will be used to make adjustments to the professional learning and support provided.

In reviewing the data, the district reported 18 teachers out-of-field during 2015-2016. Of those reported, 14 teachers were out of field due to meeting the English for Speakers of Other Languages (ESOL) requirements. One additional teacher had completed the coursework for ESOL but had not yet added the endorsement to the teaching certificate. Three teachers were certified in content areas but needed to take a subject area test to become in-field in the courses assigned (Elementary Education, Math for 6-12, and Biology.) These areas were addressed individually with teachers during the development of the Individualized Professional Learning Plan. In order to support these teachers, the district allocates resources for ESOL coursework and Title IIA funds are used to reimburse teachers for fees associated with passing subject area exams and adding the content area certification.

Results of annual performance appraisals for teachers and principals were obtained from the Personnel Office for review along with the historical and current value added student growth data attributed to teachers that was provided by the state.

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

Highly Effective 40 (31%)

Effective 65 (51%) – This included six principals/assistant principals

Needs Improvement 23 (18%)

Unsatisfactory – 0 (0%)

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

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

In reviewing the discrepancies among schools, the data revealed that one school in the district had a larger variation than the others. This school also has the largest number of faculty and more administrators conducting evaluations. As a result of this variance, the district will continue the professional learning activities focused on the identification of classroom instructional practices that result in student achievement.

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

English Language Arts

Grade 3 32/54

Grade 4 30/52

Grade 5 20/52

Grade 6 26/52

Grade 7 21/49

Grade 8 28/57

Grade 9 20/51

Grade 10 23/50

Mathematics

Grade 3 70/61

Grade 4 53/59

Grade 5 28/55

Grade 6 42/50

Grade 7 33/52

Grade 8 16/48

Hamilton County End-of-Course Exam data is as follows with district/state reported for each:

Algebra I 25/55

Algebra 2 5/40

Geometry 20/51

Next Generation Sunshine State Standards Science Scores

Grade 5 29/53

Grade 8 21/48

End-of Course Exams

Biology I 46/64 (7% gain from previous year)

Civics 47/67 (13% gain from previous year)

US History 38/66 (3% gain from previous year)

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

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

Science continues to be an area of growth in grades 5 and 8. Across-district PLCs for cohorts of science teachers will be conducted to assist in analyzing standards and adjusting changes in classroom practice based on the disaggregated science data.

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

Collaboration

1. Describe how the LEA has collaborated with teachers, paraprofessionals, principals, other relevant school personnel, private school officials, and parents in the planning of activities to be carried out and in the preparation of this application [Section 2122 (b)(7)].

Response: The district provides opportunities for ongoing collaboration with teachers, paraprofessionals, principals, other relevant school personnel, private school officials and parents regarding the needs for professional development which are used annually in preparation of this application. Management team meetings in the district are utilized to review data and identify areas of need with school site administration teams. Each professional learning session includes an evaluation tool which allows employees to provide feedback on the session as well as indicate additional professional learning needs to address their individualized professional growth which included the input of all 90 core content area teachers. Data from the Individual Professional Learning Plans (IPLPs) for teachers and administrators identify focus areas for ongoing professional growth. All employees were surveyed for professional learning needs through an annual federal programs needs assessment survey. Meetings with private school officials were held throughout the year as a part of the process to determine areas of priority. The teachers that were a part of the newly designed Onboarding Program provided feedback on the support given and made recommendations to the district to continue the enhancement of support for new hires. The district also began utilization of the 5 Essentials survey during the 2015-2016 school year to determine needs of personnel. The annual Title I survey and the parental component of the 5 Essentials Survey were used to gather the needs of parents.

Program Plan to Address Strategies and Activities to Achieve 100 Percent Infield Effective Teachers

2. Describe the proposed strategies and activities the LEA intends to implement specifically to assist teachers who are not highly qualified and/or infield according to SBE Rule 6A-1.0503, FAC requirements or are not effective based on the LEA's Performance Evaluation System required under section 1012.34 F.S., teaching a core course(s) for which the teacher is not highly qualified and/or teaching infield, and how the LEA will continue to maintain highly qualified and/or infield teachers. Strategies must be explicitly detailed with clearly written activities. These plans must be scientifically researched-based and be developed through consultation with principals and highly qualified and/or effective teachers. Describe how the activities will be coordinated with and support other reform efforts at the school.

Response: The district conducts a variety of activities to ensure that every effort is made to hire highly/qualified and infield teachers. These activities include participation in a variety of face-to-face career fairs with Florida and South Georgia colleges as well as with the North East Florida Educational Consortium (NEFEC). During 2015-2016, the district expanded career fair efforts to include participation in virtual career fairs as an additional recruitment effort. The district continues to utilize the district website for posting vacancies as well as advertising vacancies via Teacher to Teacher, and the Minorities & Success, Diversity Keeps America strong virtual sites.

In order to ensure appropriate assignment of personnel once hired, the district assists school site administrators by reviewing school level master schedules to ensure that teacher assignments for courses are based on areas of certification and reviews Full Time Equivalent (FTE) survey data for October and February to ensure accuracy in reporting of in-field and out-of-field coding for courses.

In the event that a teacher must be hired or reassigned that is not highly qualified/certified in the area in which they are assigned, the district conducts the following activities:

- the Personnel Director meets a minimum of twice per year with teachers teaching out-of-field to develop a plan and monitor status on the action steps needed to meet infield requirements;
- the district provides professional development to assist teachers in meeting in-field requirements;
- the district provides reimbursement to teachers for achieving passing scores on subject area assessments and certification fees for adding subject areas and/or endorsements to teaching certificates.

The district conducts the following activities to assist teachers that are identified as "unsatisfactory" on the District Performance Evaluation system:

- Targeted professional development growth plans are developed at the school site between the administrator and the individual teacher when a teacher's performance evaluation falls in the unsatisfactory area.
- Support is assigned to the teacher in the area of need which may be provided by school-based teachers identified as highly effective/ effective; instructional

coaches, teacher-support colleagues, contracted consultants, or Consortia staff.

- Provision of professional development in the area of identified need which may also include assistance with student data review for lesson planning and differentiated instruction, classroom modeling/ support and job-embedded professional learning.
- Monitoring of participation in and completion of the activities on the professional growth plan by the school-based administrator which includes successful implementation in the classroom.
- Possible reassignment to another grade or curriculum area where the teacher may have different strengths or expertise.

If a teacher is determined to be not effective or highly effective based on the district's annual performance evaluation system, the Individual Professional Learning Plan (IPLP) is used as another tool to assist teachers in targeting and identifying learning needs that will assist in enhancing professional growth and performance.

The activities targeted to assist in this area are aligned with the District Improvement and Assistance Plan goals and designed to assist staff in areas of professional growth that will result in increased student achievement and mastery of school improvement goals.

Teacher Effectiveness & Equitable Distribution

3. Describe the actions the LEA will take to support the professional learning of educators at high need schools, to address and take action on equitable distribution of teacher and principal effectiveness between particular types of schools. Describe how the LEA will give priority to teachers not meeting highly qualified and/or infield requirements and principals and assistant principals who need training and/or assistance in determining levels of teacher effectiveness/performance [Section 2122(b)(3)(A)].

Response: The district conducts a variety of activities to ensure that every effort is made to hire highly/qualified and infield teachers. These activities include participation in a variety of face-to-face career fairs with Florida and South Georgia colleges as well as with the North East Florida Educational Consortium (NEFEC). During 2015-2016, the district expanded career fair efforts to include participation in virtual career fairs as an additional recruitment effort. The district continues to utilize the district website for posting vacancies as well as advertising vacancies via Teacher to Teacher, and the Minorities & Success, Diversity Keeps America strong virtual sites.

In order to ensure appropriate assignment of personnel once hired, the district assists school site administrators by reviewing school level master schedules to ensure that teacher assignments for courses are based on areas of certification and reviews Full Time Equivalent (FTE) survey data for October and February to ensure accuracy in reporting of in-field and out-of-field coding for courses.

In the event that a teacher must be hired or reassigned that is not highly qualified/certified in the area in which they are assigned, the district conducts the following activities:

- the Personnel Director meets a minimum of twice per year with teachers teaching out-of-field to develop a plan and monitor status on the action steps needed to meet infield requirements;
- the district provides professional development to assist teachers in meeting in-field requirements;
- the district provides reimbursement to teachers for achieving passing scores on subject area assessments and certification fees for adding subject areas and/or endorsements to teaching certificates.

The district conducts the following activities to assist teachers that are identified as "unsatisfactory" on the District Performance Evaluation system:

- Targeted professional development growth plans are developed at the school site between the administrator and the individual teacher when a teacher's performance evaluation falls in the unsatisfactory area.
- Support is assigned to the teacher in the area of need which may be provided by school-based teachers identified as highly effective/ effective; instructional coaches, teacher-support colleagues, contracted consultants, or Consortia staff.
- Provision of professional development in the area of identified need which may also include assistance with student data review for lesson planning and

differentiated instruction, classroom modeling/ support and job-embedded professional learning.

- Monitoring of participation in and completion of the activities on the professional growth plan by the school-based administrator which includes successful implementation in the classroom.

- Possible reassignment to another grade or curriculum area where the teacher may have different strengths or expertise.

If a teacher is determined to be not effective or highly effective based on the district's annual performance evaluation system, the Individual Professional Learning Plan (IPLP) is used as another tool to assist teachers in targeting and identifying learning needs that will assist in enhancing professional growth and performance.

The activities targeted to assist in this area are aligned with the District Improvement and Assistance Plan goals and designed to assist staff in areas of professional growth that will result in increased student achievement and mastery of school improvement goals.

Activities to Eliminate the Achievement Gap

4. Describe how the above activities in this application will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students [Section 2122 (b)(2)]. Align the proposed activities to assist in meeting the approved ESEA Waiver Annual Measurable Objective #3: *Progress of Students in the Lowest-Performing 25% in Reading and Mathematics.*

Response: In 2015-2016, the district conducted Learning Focused professional development system-wide for all instructional and administrative staff. The professional learning was delivered through cohorts of teachers throughout the year. It included three days of professional development over time as well as ongoing coaching support for implementation. With the adoption of the Learning Focused model, "teachers will have a structure for purposeful planning with effective and engaging teaching that results in the most effective lessons where all students are highly successful. With the LEARNING-FOCUSED Instructional Framework, teachers will have the support to be highly effective and the freedom to unleash their professional teaching strengths, ensuring the highest academic success of their students." This framework is an evidence-based instructional framework and supports schools serving low income and minority students.

Title I and Title IIA will collaborate to renew the contract for Performance Matters, a data portal which houses the data for all assessments given to each student. It provides ready access to allow for identification of students by subgroup and achievement levels. Continued professional development will be provided to teachers and administrators to achieve higher levels of mastery with use of this program. Professional Learning Communities (PLCs) will utilize the data from this portal to examine student performance on the Florida Standards Assessment (FSA) and End-of-Course (EOC) exam data to review the overall data from the previous year. It will also be used as the tool for reviewing progress monitoring data as it becomes available in the current year. Adjustments in instruction will be made based on the data indicating the level of student mastery of standards. Teacher Support Colleagues and Instructional Coaches will assist teachers in pulling reports and reviewing data to plan for core and differentiated instruction during PLC sessions.

Title IIA funds will continue to be used to fund the license for Edviation which includes thousands of resources for assisting teachers with strategies for closing the achievement gap. Schools will utilize these resources during common planning for ongoing job-embedded professional learning as well as for the professional learning series for new teachers. A new feature of this online professional development resource is the observation component which provides electronic recording of classroom walk-through data and formal observation data for use in providing feedback to teachers. The system includes a process for assigning individualized professional learning resources to the teacher to assist them in professional growth areas that may need improvement.

The district will include the philosophies of the growth mindset (Dweck, 2006) into professional learning provided by the district that focuses on instructional strategies by placing an emphasis on effort over intelligence for both teachers and students. Dweck states that "hard work and discipline contribute much

more to school achievement than IQ does". This mindset is a critical component of the Learning Focused professional development series. Critical elements of both stress the importance of providing rigorous instruction and exposure to real world situations and experiences. Students will be expected to provide higher quality work as they are exposed to rigorous instruction and academic assignments. The district will continue to provide job-embedded coaching support on Learning Focused and the Growth Mindset for the staff trained during the previous year as well as for the new hires that will be trained through the Onboarding process.

Supporting Beginning Teachers

5. Describe the implementation of evidence- and research-based programs that provide targeted, specific support for beginning teachers.

Response: The district implemented a new Onboarding program for beginning teachers during 2015-2016 to provide additional ongoing professional learning and job-embedded support throughout the year as a part of a concerted effort to retain the teachers recruited.

Survey results indicated satisfaction with the new elements of support on a 5 point Likert Scale:

1. Satisfaction with their teaching experience in the district – 3.87%
2. Satisfaction with the level of support provided at the school level – 3.60%
3. Satisfaction with the level of support provided at the district level – 3.53%

The Onboarding efforts will continue in 2016-2017 so that the content of the ongoing professional learning will be based on evidence- and research-based strategies that support beginning teachers. The Learning Focused Instructional framework will be a key element of the professional learning provided. The components of Learning Focused professional development include lesson planning, higher-order thinking strategies, and accelerating learning for students. Additional professional learning will focus on utilizing evidence-based instructional strategies for enhancing engagement and instruction for student achievement.

The district is currently expecting 18 new core content teachers in the coming year. Each of the beginning teachers will be supported by one peer teacher in the district that has been trained in Clinical Education. School-based instructional supports for all teachers new to the district include a reading and math coach for elementary and one reading coach for the middle/high school in addition to their site-based principals and assistant principals. Teacher Support Colleagues (TSC) also provide critical support to the new teachers to the district as they will be assisting with the provision of the Onboarding professional development and providing follow up support in the classroom for implementation. There is one TSC for the elementary schools and one for the middle/high school. Support is provided through the district from the Director of Administrative Services, Professional Development Coordinator, Federal Programs Coordinator, and Exceptional Student Education Coordinator based on the individual needs of the teachers. The Florida Diagnostic and Learning Resources System (FDLRS)/Gateway also provides supplementary support for teachers in Exceptional Education that are new to the district.

Classroom management is typically one of the major concerns of beginning teachers. To address the concern, all new hires will be trained in CHAMPs (Conversation, Help, Activity, Movement, Participation), the district classroom management program. This program assists the teacher in identifying behavioral expectations for each type of classroom activity and transition in order to teach those expectations to the students prior to instruction and transition. The district will utilize the trainer to provide ongoing coaching and follow up support in the classroom throughout the year. CHAMPs is an

Florida Department of Education - Title II, Part A Teacher and Principal Training and Recruiting Fund
evidence-based classroom management system developed by Randy Sprick.

Leadership Training

6. Describe implementation activities that will develop the capacity of principals and other instructional leaders to improve teaching and learning, coach and/or train principals to recognize effective teaching skills, ineffective teaching and know how to take action to ensure quality learning for all students as determined by F.S. 1012.34. Explain how the LEA will establish effective ways to build and sustain a school-site learning culture that supports collegial learning practices.

Response: The district will continue collaborative work with the Region 2 Differentiated Accountability team and the North East Florida Educational Consortia (NEFEC) staff to provide support to principals and assistant principals in their mission to improve teaching and learning. As a part of the Sustaining Effective Employment and Compensation (SEEC) Grant with NEFEC, the principals are each a part of an elementary/secondary principal cadre that is focused on coaching principals in recognizing high effect strategies in the classroom. The cadre activities are conducted jointly with principals and school-based TSCs to ensure a collaborative approach for addressing the needs at each school. A concerted effort through this grant it to ensure that the school site leadership utilizes their TSCs in a coaching role implementing the coaching cycle with teachers.

The focus for developing the capacity of principals and other instructional leaders to improve teaching and learning for 2016-17 will continue to be on recognition of the Learning Focused instructional framework elements in the classroom which is aligned to the high effect size strategies from the performance appraisal system. Job-embedded coaching for Leadership will be provided through consultants from Learning Focused to assist administration in reviewing lesson plans for critical elements and observing implementation in the classroom. The use of higher order questioning and the assignment of rigorous tasks by teachers is essential to assist students in achieving mastery of the standards.

Leadership will receive additional training in the use of the Performance Matters data portal in order to facilitate conversations with teachers and ensure that school-site PLCs are using current student data to inform their practice. A part of this process will include modeling Dweck's growth mindset related to placing an emphasis on rigorous instruction as well as rigorous tasks for the students.

Due to the turn-over of staff, the district has hired a new elementary principal and is currently replacing a minimum of one assistant principal. The district will be providing differentiated professional learning to meet the needs of the new staff as they join the leadership team. Using this opportunity, the district will also be providing additional professional development for Leadership on Professional Learning Communities and the practices that make them effective for teachers and students. Using the PLCs as the avenue for developing a collegial learning culture at the school site will greatly assist the district in building a system where teachers will want to remain after they have been recruited.

Additionally, all building level administrators are trained annually on the performance appraisal system which ensures uniformity and fidelity district-wide in providing meaningful, constructive and effective instructional leadership to all teachers. During 2016-2017, Administrators will receive additional training in the

Edivate professional learning resources and observation components to ensure they are proficient in utilizing resources to assign teachers professional development that addresses the specific domain and performance standard in which the teacher is deficient. The district will make every effort to support school site administration with resources that will assist in growing and retaining teachers within the district.

Alignment of Activities

7. Describe all other activities to be carried out by the LEA and how these activities will be inclusive of Florida's State Standards, Florida Educator Accomplished Practices (FEAPs) standards of high quality professional learning on instructional and leadership practices that impact student success, student academic achievement standards, Florida Principal Leadership Standards (FPLS) and state assessments. Describe how the proposed activities ensure priority will be given to teachers not meeting highly qualified and/or infield requirements based on SBE Rule 6A-1.0503, FAC and effective based on section 1012.34 F.S. [Section 2122 (b)(1) (A)(i)].

Response: The major focus of the district will be continued support for implementation of Learning-Focused instructional framework and provision of professional learning related to instructional strategies that support Florida's college and career ready academic standards. The focus for planning and providing instruction across the district will address a critical need for ensuring that staff are systemically planning for instruction by "beginning with the end in mind". The structure of learning focus will also shift the mindset of educators to the growth model because of the focus on pre-teaching and accelerating learning as opposed to focusing on remediation. The strategies within this system are all evidence-based strategies that impact student success. The framework also includes a focus on anchor charts to assist students in organizing and accessing information to master the standard.

Utilizing the higher-order thinking element of Learning Focused, increasing rigor to address the Florida Standards will be the professional growth area identified by the district for all administrators and educators. Individual professional learning plans will include a school-wide goal to support implementation. The district will facilitate collegial conversations on the Florida Educator Accomplished Practices and the Principal Leadership standards with teachers and administrators prior to the development of individualized professional learning plans. Individualized instructional or leadership goals, based on position, will be developed to ensure that teacher/principal needs for meeting highly qualified and infield requirements are included in the individual plans. Teacher/Leadership needs in these areas will take priority for funding under Title IIA when planning for the provision of activities.

Annual Measurable Objectives

8. Provide realistic annual measurable outcome objectives for all activities funded through this application. Include how the activities will increase highly qualified and/or infield effective teachers and will have a positive impact on student academic achievement [Section 2122 (b)(2)].

Response: Annual objectives for the Hamilton County School District for 2016-2017 are as follows:

- Retain 85% of the teachers recruited and hired in the district for 2016-2017
- Increase percentage of teachers falling in the Highly Effective/Effective categories on the performance appraisal system from 82% to 85%.
- Increase 4-year graduation cohort to 90%
- Increase overall proficiency rates in reading, math and science by 5%

The district struggles with maintaining staff after recruitment. Many teachers are recruited during their beginning years of teaching but leave within three to five years to return to their home districts or cross the state line to teach in Georgia which has a much higher pay structure for teachers. Focusing efforts on retaining teachers, assisting them in ensuring they meet highly qualified and infield requirements as well as earning effective or highly effective on performance appraisals will greatly assist the district to maintain a work force that is professionally prepared to positively impact student academic achievement.

Curricula and Programs

9. Describe how the curricula and programs being implemented, through this application, will be tied to the standards [Section 2122 (b)(1)(A)(ii)].

<http://www.fldoe.org/bii/Curriculum/>

Response: The curricular programs and professional development activities in the district are directly aligned with the Florida Standards. The focus of all professional learning and unit development has been on beginning with the standards for planning and then selecting materials from the core and supplemental curricular that support instruction of the standard. Core curricular materials utilized in the district are purchased from the state adoption/recommended lists. Supplemental materials are research/evidence based to support standards instruction. One new resource for the district will be the use of Accelerated Reader 360 which provides grade-level non-fiction text for use by the teachers when providing instruction. Additional professional learning will be provided by the teachers in how to access and use these resources when planning for instruction.

Activities Based on Scientifically Based Research

10. Describe how the activities to be implemented will be based on a review of scientifically based research and explain why the activities are expected to improve student academic achievement [Section 2122 (b)(1)(B)].

Response: The initiatives within the district are aligned with the direction of the Department of Education, AdvancEd Accreditation, District Improvement and Assistance Plan, District Reading Plan, Master In-service Plan, and the Florida Professional Development Standards which all have a scientifically research-based foundation. The design of curriculum and instructional strategies is focused on developing and deepening the rigor to ensure student mastery of grade level/subject area standards which is measured by formative and benchmark assessments. New programs, activities, and initiatives are investigated to ensure that the improvement of student academic achievement is validated by research prior to purchase or implementation. The Learning Focused instructional framework, which was initially implemented in 2015-2016, helps “teachers purposefully focus on how their students will meet or exceed grade level expectations, how they will increase the use and application of Higher Order Thinking, and how to apply research-based and evidence-based strategies and practices that personalize the curriculum for every student.” The use of this framework will continue with job-embedded support for lesson planning and development of higher order thinking questions during the development of thematic units for use in classroom instruction. Teachers will also be provided with professional learning in the area of multicultural sensitivity to assist staff in understanding the complex needs of the students and families in the district which greatly impact their ability to actively engage in classroom instruction. In addition, core content area teachers will be provided access to differentiated professional development for their content area to ensure rigorous standards based instruction.

Professional Development Coordinated through Federal, State, and Local Programs

11. Describe how the LEA will coordinate professional development activities with professional development activities provided through other federal, state, and local programs [Section 2122 (b)(4)].

Response: The initiatives within the district are aligned with the direction of the Department of Education, AdvancEd Accreditation, District Improvement and Assistance Plan, District Reading Plan, Master In-service Plan, and the Florida Professional Development Standards which all have a scientifically research-based foundation. The design of curriculum and instructional strategies is focused on developing and deepening the rigor to ensure student mastery of grade level/subject area standards which is measured by formative and benchmark assessments. New programs, activities, and initiatives are investigated to ensure that the improvement of student academic achievement is validated by research prior to purchase or implementation. The Learning Focused instructional framework, which was initially implemented in 2015-2016, helps "teachers purposefully focus on how their students will meet or exceed grade level expectations, how they will increase the use and application of Higher Order Thinking, and how to apply research-based and evidence-based strategies and practices that personalize the curriculum for every student." The use of this framework will continue with job-embedded support for lesson planning and development of higher order thinking questions during the development of thematic units for use in classroom instruction. Teachers will also be provided with professional learning in the area of multicultural sensitivity to assist staff in understanding the complex needs of the students and families in the district which greatly impact their ability to actively engage in classroom instruction. In addition, core content area teachers will be provided access to differentiated professional development for their content area to ensure rigorous standards based instruction.

Professional Development in Accordance with Florida's Professional Development System

12. Describe how the LEA will ensure that the professional development (which may include teacher mentoring) needs of teachers and principals, provided in accordance with Florida's Professional Development System, will be assisted using these funds [Section 2122 (b)(5) and FS 1012.98].

The protocol standards can be found at <http://www.fldoe.org/profdev/pdf/pdsprotocol.pdf>

Response: The initiatives within the district are aligned with the direction of the Department of Education, AdvancEd Accreditation, District Improvement and Assistance Plan, District Reading Plan, Master In-service Plan, and the Florida Professional Development Standards which all have a scientifically research-based foundation. The design of curriculum and instructional strategies is focused on developing and deepening the rigor to ensure student mastery of grade level/subject area standards which is measured by formative and benchmark assessments. New programs, activities, and initiatives are investigated to ensure that the improvement of student academic achievement is validated by research prior to purchase or implementation. The Learning Focused instructional framework, which was initially implemented in 2015-2016, helps "teachers purposefully focus on how their students will meet or exceed grade level expectations, how they will increase the use and application of Higher Order Thinking, and how to apply research-based and evidence-based strategies and practices that personalize the curriculum for every student." The use of this framework will continue with job-embedded support for lesson planning and development of higher order thinking questions during the development of thematic units for use in classroom instruction. Teachers will also be provided with professional learning in the area of multicultural sensitivity to assist staff in understanding the complex needs of the students and families in the district which greatly impact their ability to actively engage in classroom instruction. In addition, core content area teachers will be provided access to differentiated professional development for their content area to ensure rigorous standards based instruction.

Technology Purchase Evaluation

13. Describe how the effectiveness of the delivery of professional development utilizing equipment and technology purchased with Title II-A funds will be determined. The evaluation must be based on the Professional Development System Evaluation Protocol including evaluation of the implementation of the professional learning, and include measurable objectives and implementation agreements of participants. Protocol standards: 1.3.3; 2.2.4; 2.3.3; 3.2.4; 3.3.3; 3.3.4.

Response: NA

Professional Development to Address the Needs of Students with Different Learning Styles

14. Describe how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency [Section 2122 (b) (9)(A)].

Response: The district collaborates with state funded (Center for Autism and Related Disabilities) and discretionary projects funded through the Bureau of Exceptional Education and Student Services (FDLRS, SEDNET, FIN, Project 10, MTSS, ISRD, TATS, etc.) to provide professional learning opportunities for teachers and administrators to address the needs of students with different learning styles and students with special learning needs. The district model for professional learning is to ensure that special education teachers providing support facilitation for students with special needs served in general education are trained side-by-side so that the varying needs of students can be considered when implementing new curricula and strategies in the classroom. Federal program coordinators collaborate to plan professional development to ensure that teachers have strategies for meeting the needs of students with limited English proficiency. A variety of online professional learning is made available to assist teachers based on their individual needs to gain needed skills to plan and provide instruction for students with different learning styles/needs. Federal funds are used to supplement positions to work with students with limited English proficiency and these individuals provide job-embedded professional development for teachers on an ongoing basis to ensure that the needs of the students are addressed. The district also coordinates resources with FDLRS/Gateway to access professional learning for educators to meet the needs of students who are gifted and talented. Particular attention is also being given to assist schools and teachers in designing supports to implement the acceleration component of the Learning Focused model which focuses on pre-teaching skills to students that will struggle with content prior to introduction of the topic to the whole class.

Professional Development to Improve Student Behavior in the Classroom

15. Describe how the LEA will provide training to enable teachers to improve student behavior in the classroom and identify early and appropriate interventions to help students learn [Section 2122 (b)(9)(B)].

Response: The district provides professional development for teachers in the area of CHAMPs (Conversation, Help, Activity, Movement, Participation) Classroom Management, a research-based program for teaching behavioral expectation to students for classroom activities and transitions for Tier 1 of the behavior support system. Classroom coaching will be conducted as a follow up to the training to ensure implementation with fidelity. The coaching element has been a critical component for new teachers in the district to assist them in developing skills and strategies essential for a supportive successful classroom. The district will support the schools in their Multi-tiered Systems of Support (MTSS) meetings to address behavioral needs and interventions for students potentially needing early and appropriate interventions through Tier 2 services as well as assisting in the support and design of services for children that may need Tier 3 interventions. Additional professional development will be available for individual staff based on need through the Florida Diagnostic and Learning Resource System (FDLRS) project in the area of Tough Skills Social Skills, Tough Kid Toolbox, Solutions to Classroom Management, and Managing Acting Out Behavior. The focus of all the behavior professional learning provided is to ensure educators establish a positive engaging environment conducive to learning.

Professional Development to Assist Teachers with Parent Involvement

16. Describe how the LEA will provide training to enable teachers to involve parents in their child's education [Section 2122 (b)(9)(C)].

Response: Teachers identified through the annual federal programs survey the following topics for the 2016-2017 school year: relating to families of poverty, providing academic and social-emotional assistance to impoverished families, strategies for community involvement, strategies to help families overcome their fears of the classroom to become more involved, and literacy strategies especially for families of English Language Learners. The district will utilize this information in designing professional learning sessions for teachers in the coming year. As a part of the promoting positive partnerships with families, teachers will be encouraged to develop strong communication systems with families.

The district has many resources used for supplemental instruction which have a component for home use so ensuring teachers are aware of this information to share with families will be critical in developing a collaborative partnership for student achievement. Survey results indicated that iStation for home use was an essential component that teachers felt they needed to be able to share with families. Special emphasis will be given to increasing awareness and use of the Florida Standards Assessment portal so that parents have critical information pertaining to the Florida standards and assessment requirements and resources in Florida. The offices of the Federal programs in the district, FDLRS/Gateway, and Florida Inclusion Network will partner with targeted teachers to provide professional development sessions directly to families of the children they serve.

Professional Development to Assist Teachers to Understand and Use Data and Assessments

17. Describe how the LEA will provide training to enable teachers to understand and use data and assessments to improve classroom practice and student learning as part of teacher Individual Professional Development Plans [Section 2122 (b)(9)(D)].

Response: The district will utilize the Teacher Support Colleagues, Certified Performance Matters Trainers, to provide training for teachers and administrators on accessing student data from Performance Matters, the student data portal. In addition, each school site has a designated contact for Performance Matters to ensure job-embedded support is readily available to teachers. The instructional coaches/TSCs collaborate with grade level/content area teachers to review data from benchmark/progress monitoring assessments to guide teachers in using the results to plan instruction based on the differentiated learning needs of students. The district will work with the school leadership teams to redesign the current way of work with PLCs to include an increased emphasis on utilizing the ongoing benchmark data in a reflective matter for improving classroom practice and student learning.

The goals in the individualized professional learning plan (IPLP) for teachers and Leadership plans for administrators are currently based on student data. The goal(s) within the plan are designed to assist educators in using student data to determine areas of professional learning that will assist them in their classroom practice to positively impact student achievement. Achieving student progress towards the target on the IPLP is now a percentage of the overall performance evaluation of the teachers and school-based administrators.

Support Reading Initiatives

18. Describe how the activities in this project will support the reading initiative and are consistent with the *Reading Program Specifications* for the Just Read, Florida! Program which can be found at <http://www.justreadflorida.com>.

Response: The district plans professional development, coaching, and mentoring activities around the implementation of the activities approved within the District Reading Plan and Master In-service Plan. Funds from this project are utilized to support participation by teacher and administrators (i.e. travel, substitutes, stipends, registration fees, online course fees) in professional development directly aligned with the district reading plan and initiatives identified by Just Read, Florida! The district utilizes resources such as supplemental reading programs and strategies for instruction which have been reviewed by the Florida Center for Reading Research. The iStation program currently used within the district as a supplemental reading resource was written and developed by Dr. Joe Torgeson and has significantly impacted reading proficiency levels for students at the elementary level.

Emphasis is placed on professional development activities in the area of instruction in all district utilized reading programs, reading endorsement coursework, comprehensive instructional sequence and text complexity for addressing the Florida standards. The Literacy Design Collaborative has also been adopted by the district as a professional learning initiative for teachers to support reading/literacy instruction for students, largely at the middle/high level.

Dissemination and Marketing

19. Describe how information about the programs in this application will be disseminated and marketed to appropriate populations.

Response: Information regarding the services provided by all Federal Programs within the district are included in a federal programs brochure and posted on the district website. This information is also shared at the District Orientation for new hires.

Additional information is disseminated by email, and through the provision of informative sessions within the district on professional development days. Target initiatives and funding sources are disseminated at Management Team meetings, SEEC Steering Committee meetings, New Employee Orientation, School-board meetings and workshops, and through consultations with private schools. Professional development opportunities include information regarding funding sources for activities. The Personnel office refers core content area teachers that are out-of-field and/or not highly qualified to the Professional Development Coordinator to discuss the availability of funding through Title IIA to assist teachers in meeting in-field requirements.