



**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Hardee County School District	<b>2 PROJECT NUMBER</b> 250-2248B-8CT01
<b>3 PROJECT/PROGRAM TITLE</b> Title II, Part A - Supporting Effective Instruction  <p align="right"><b>TAPS 18A011</b></p>	<b>4 AUTHORITY</b> <b>84.367A Title II, A Teacher and Principal Training Fund USDE or Appropriate Agency</b>  FAIN#: S367A170009
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2017 - 06/30/2018 Program Period: 07/01/2017 - 06/30/2018
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget:         \$223,575.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount:               \$223,575.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>• Last date for incurring expenditures and issuing purchase orders: <span style="float: right;"><u>06/30/2018</u></span></li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: <span style="float: right;"><u>08/20/2018</u></span></li> <li>• Last date for receipt of proposed budget and program amendments: <span style="float: right;"><u>05/30/2018</u></span></li> <li>• Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>• Date(s) for program reports:</li> <li>• Federal Award Date : <span style="float: right;"><u>07/01/2017</u></span></li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> Lynn Kemper <b>Phone:</b> (850) 245-7804 <b>Email:</b> <a href="mailto:Lynn.Kemper@fldoe.org">Lynn.Kemper@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0496	<b>Comptroller Office</b> <b>Phone:</b> (850) 245-0401  <b>Duns#:</b> 100012830 <b>FEIN#:</b> F596000631001
<b>11 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>• This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the <u>General Assurances for Participation in Federal and State Programs</u> and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference.</li> <li>• For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project.</li> <li>• All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification.</li> <li>• If the district includes estimated roll-forward funds, the district will be authorized to expend estimated roll-forward funds when the Florida Department of Education Comptroller's Office certifies these funds.</li> </ul>	
<b>12 APPROVED:</b> <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">             Authorized Official on behalf of Pam Stewart            Commissioner of Education         </div> <div style="text-align: center;"> <u>12/8/17</u>            Date of Signing         </div> <div style="text-align: right;">   <small>FLORIDA DEPARTMENT OF EDUCATION fldoe.org</small> </div> </div>	

Project #: 250-2248B-8C101  
 TAPS #: 18AD11

CERTIFIED AS ORIGINAL  
 ATTACHMENT 1

CONFIDENTIAL  
 PARTS AND  
 SECT

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

<p>Please return to:</p> <p>Florida Department of Education          Office of Grants Management          Room 332 Turlington Building          325 West Gaines Street          Tallahassee, Florida 32399-0400          Telephone: (850) 245-0496</p>	<p>A) Program Name:</p> <ul style="list-style-type: none"> <li>Title I, Improving the Academic Achievement of the Disadvantaged, Part A, Improving Basic Programs Operated by Local Educational Agencies</li> <li>Title I, Part C, Education of Migratory Children</li> <li>Title I, Part D, Subpart 2, Local Agency Programs</li> <li>Title II, Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders, Part A, Supporting Effective Instruction</li> </ul>
<p>B) Name and Address of Eligible Applicant:</p> <p>Hardee County School District          PO Box 1678          Wauchula, FL 33873</p> <p>TOTAL FUNDS Requested:          \$223,575.00</p>	
<p>C) Applicant Contact &amp; Business Information</p>	
<p>Contact Name: Sherri Albritton</p> <p>Fiscal Contact Name: Sherri Albritton</p>	<p>Telephone Numbers:          863-773-9058 Extension: 1310</p>
<p>Mailing Address:          230 S. Florida Ave. Wauchula, FL 33873</p>	<p>E-mail Addresses:          salbritton@hardee.k12.fl.us</p>
<p>Physical/Facility Address:          1009 N. 6<sup>th</sup> Avenue. Wauchula, FL 33873</p>	<p>DUNS number: 100012830 ✓          FEIN number: 59-6000631 ✓</p>
<p style="text-align: center;"><b>CERTIFICATION</b></p> <p>I, Bob Shayman, 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> <p>D) <u>Bob Shayman</u> Signature of Agency Head      <u>SUPERINTENDENT</u> Title      <u>6/21/17</u> Date</p> <p style="text-align: center;">CERTIFIED AS ORIGINAL      <u>06-27-17</u></p>	



## 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

The LEA will assure that programs will be evaluated annually and 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 will be submitted to the state annually in accordance with ESSA [Section 2104\(b\)](#).

By checking this box and by my signature on this application, I hereby certify that the **Hardee** (LEA) agrees to all Title II, Part A Assurances, and will abide by all federal, state and local laws in the use of any funds awarded.

A) HARDEE COUNTY SCHOOL DISTRICT  
 Name of Eligible Recipient:  
 B) 250-2248B-8CT01

<b>TAPS Number</b> <b>18A011</b>
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Project Number: (DOE USE ONLY)

## FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5100	127	New teacher signing stipend of \$1,000 for teachers new to the district, \$500 contingent on successfully passing the subject area exam and \$500 for successfully passing the general knowledge exam.	0	37,000.00
5100	220	Social Security: Benefits calculated at 7.65% for new teacher signing stipend.	0	2,830.00
5200	127	New teacher signing stipend of \$1,000 for ESE teachers new to the district, \$500 contingent on successfully passing the subject area exam and \$500 for successfully passing the general knowledge exam.	0	4,000.00
5200	220	Social Security: Benefits calculated at 7.65% for new ESE teacher signing stipend.	0	306.00
6300	111	15% portion of salary for 2 associate directors of curriculum who facilitate the work of instructional coaches, develop and monitor core and supplemental materials, and facilitate the new educator support course for 1 <sup>st</sup> year teachers.	.30	22,000.00
6300	210	Retirement: Benefits calculated at 7.92% for 15% portion of associate directors of curriculum salaries.	0	1,742.40
6300	220	Social Security: Benefits calculated at 7.65% for 15% portion of associate directors of curriculum salaries.	0	1,683.00
6300	230	Group Insurance: Benefits calculated at \$9,504 per employee for 15% portion of associate directors of curriculum salaries.	0	2,852.00
6300	240	Workers Compensation: Benefits calculated at .92% for associate directors of curriculum salaries.	0	202.40
6400	128	Extra duty for teachers: Teacher stipends paid to core content teachers for PD outside of the contract day including the planning and development of curriculum maps, pacing guides, assessments, and lessons for new curriculum.	.68	18,000.00
6400	119	Extra duty for associate curriculum director: Hourly rate paid to associate curriculum director for non contract day work in the development of curriculum and PD for upcoming year and with new teachers.	.07	5,000.00
6400	131	10% portion of salary for content-area-specific Curriculum Coaches who provide targeted PD and coach/mentor instructional staff. (5 elementary coaches, 1 middle school coach, and 1 high school coach)	.70	33,894.00
6400	133	Mentor Supplement paid to coaches: pro-rated by the number of new teachers that they serve as mentors.	0	8,000.00
6400	139	Extra duty for coaches: Hourly rates paid to content-area-specific Curriculum Coaches for the planning, development, and delivery of PD outside the contract day, facilitation of development of curriculum maps and pacing guides, and sharing of new information from the Standards Institute.	.23	11,000.00

6400	210	Retirement: Benefits calculated at 7.92% for extra duty for teachers, extra duty for associate director of curriculum, mentor supplements, extra duty for curriculum coaches, and 10% portion of curriculum coach salaries.	0	6,010.80
6400	220	Social Security: Benefits calculated at 7.65% for extra duty for teachers, extra duty for associate director of curriculum, mentor supplements, extra duty for curriculum coaches, and 10% portion of curriculum coach salaries.	0	5,805.00
6400	230	Group Insurance: Benefits calculated at \$9,504 per employee for 10% portion of curriculum coach salaries.	0	6,652.00
6400	240	Workers Compensation: Benefits calculated at .92% for extra duty for teachers, extra duty for associate director of curriculum, mentor supplements, extra duty for curriculum coaches, and 10% portion of curriculum coach salaries.	0	698.22
6400	310	Instructional Staff Training, Professional and Technical: Training costs to support curriculum and federal requirements, consultants for administrative leadership, and onsite support for district or schools.	0	13,000.00
6400	330	Travel costs to support curriculum and federal requirements, consultants for administrative leadership, and onsite support for district or schools (local and out of state).	0	12,000.00
6400	390	Instructional Staff Training, Other Purchased Services: Reimbursements to teachers for coursework and assessments taken to satisfy required certifications or endorsements.	0	9,970.00
6400	510	Instructional Staff Training, Supplies: Materials and supplies to support PD and its implementation that may include chart paper, markers, highlighters, notebooks, sticky notes, and other necessary items. May also include books for book studies and test preparation books for teacher certification exams.	0	9,656.18
7200	790	Miscellaneous Expenses; Negotiated indirect cost to school district calculated at 5.31%.	0	11,273.00
<b>C) TOTAL</b>				<b>223,575.00</b>

## **Title II, Part A: 2017-18 Application**

**Agency Name: Hardee County School District**

**Project Number: 250-2248B-8CT01**

**TAPS Number: 18A011**

### **Title II, Part A: Assurances**

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

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

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

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

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

#### **Private Colleges, Community-Based Organizations and Other Agencies**

In order to complete requirements for funding, applicants of this type must certify adherence to the General Assurances for Participation in State and Federal Programs by submitting the certification of adherence page, signed by the agency head with each application.

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

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

#### ***By submitting this application to the Florida Department of Education:***

The local education agency (LEA) assures that it will use Title II, Part A funds to increase student achievement for all students including low-income and minority students, children with disabilities, English language learners, and gifted and talented students by (1) optimizing the supply of new teachers and principals and (2) improving the effectiveness of teachers, principals and other schools leaders, in accordance with the Every Student Succeeds Act (ESSA), section 2001.

The LEA assures that it will target funds to schools within the jurisdiction of the LEA that have the highest percentages of ineffective teachers, high percentages of students who do not meet the challenging State academic standards, have the largest average class size, or are identified for school improvement, in accordance with section 2103(b)(3)(B).

The LEA, after timely and meaningful consultation, assures that it 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, in accordance with section 2102(b)(2)(E) and section 8015.

The LEA assures that professional development activities authorized under Title II, Part A will coordinate with professional development activities provided through other federal, state and local programs, in accordance with section 2102 (b)(2)(F).

The LEA assures that the professional development activities have been developed with extensive participation of teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title, in accordance with section 2102(b)(3).

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, in accordance with section 2103.

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.

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 reports and information provided shall be made readily available to the public, and shall not reveal any personally identifiable information about any individual, in accordance with section 2104.

The LEA assures that programs will be evaluated annually, and 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 will be submitted to the state annually, in accordance with section 2104 (b).



## Overview of the Title II, Part A Application

The purpose of Title II, Part A is to provide subgrants to LEAs to (1) increase student achievement consistent with challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders, in accordance with section 2001.

To achieve these goals, LEAs in the state of Florida shall focus on four broad strategies:

- 1) Developing and implementing initiatives to assist in recruiting and hiring effective teachers [section 2103(a)(3)(B)-(C)];
- 2) Increasing effectiveness of all teachers through effective evaluation and high-quality, personalized professional development [section 2103 (a)(3)(A) and (E)];
- 3) Increasing the retention of effective teachers, principals, and other school leaders [section 2103 (a)(3)(B)(iv)(II)]; and
- 4) Prioritizing effective teachers for high needs students, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards [section 2103 (a)(3)(B), (F), and (I)].

The appropriateness of the strategies the LEA employs will be supported through an analysis of data on student achievement, teacher supply, and teacher, principal, and other school leader effectiveness. Strategic activities should also serve school, district, and state strategic priorities.

## Title II, Part A: Needs Assessment

To be eligible for funds, an LEA shall conduct an assessment of local needs for professional development and hiring. The needs assessment shall be conducted with extensive participation of the stakeholder groups outlined in the assurances section of this application, and shall be based on various and numerous qualitative and quantitative data in the areas of student achievement, teacher supply, teacher effectiveness, and principal and other school leader effectiveness.

Powerful needs assessments have three distinct phases:

1. Phase 1 - Collect and Analyze Data: LEAs should analyze data from various and numerous qualitative and quantitative sources to determine existing trends and patterns that support the identification of needs related student achievement, teacher supply, and teacher and principal effectiveness. Some examples of data a district might consider are included below. The *Title II Application Technical Assistance Document* provides additional assistance when considering data sources.

### Data to inform student achievement needs

- Florida Standards Assessment (FSA) student achievement data (Language Arts and Mathematics) \*\*
- End-of-Course Assessments \*\*
- Student Progress Monitoring Data (district- or school-based)
- Student achievement disaggregated by student group \*\*
- Graduation rates \*\*

- Drop-out rates
- Student attendance

\*\* Data can be found at [edstats.fldoe.org](http://edstats.fldoe.org)

### **Data to inform teacher and principal supply needs**

- Teacher, principal, and other school leader retention rates
- Anticipated teacher shortages in core academic subjects and Title I programs
- Data on distribution of teachers with specific characteristics (e.g., experience, out-of-field, provisional certificates)
- Data on the effectiveness of current recruitment and retention efforts
- Feedback from exit interviews

### **Data to inform teacher and principal effectiveness needs**

- Value-Added Model (VAM) data; Red/Green Sheets
- Instructional practice and leadership practice data on teachers, principals, and school leaders
- Teacher, principal, and other school leader evaluation data ([15-16 data](#) and [14-15 data](#))
- Teacher and principal needs assessment survey results
- Annual performance appraisals for teachers, principals, and other school leaders for core academic subjects and Title I schools by school and subject area
- Individual professional development plans

### **Other data**

- [School improvement data](#)
- [School grade data](#)
- Current professional development efforts and effectiveness data
- District and school report cards \*\*
- Program evaluation data of programs currently funded
- Private school data from equitable services consultation(s)
- [Archives for historical data](#) (to examine trends)

\*\* Data can be found at [edstats.fldoe.org](http://edstats.fldoe.org)

2. Phase 2 - Identify Areas of Strength and Challenges: Based on the data collected and analyzed in phase one of the needs assessment, LEAs should look at trends to consider the areas of strength and challenges related to student achievement, teacher supply, and teacher effectiveness, and principal and other school leader effectiveness.

<b>Student Achievement</b>	
<i>Summarize the trends and patterns observed by the team while analyzing student achievement data. What gaps exist in outcomes among student subgroups? What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</i>	
<i>Areas of Strength</i>	<p>After review, it is evident that a reduction in students receiving a Level 1 and Level 2 on the Florida Standards Assessment has taken place in the last school year. According to collected data, a 3% increase in Levels 3, 4, and 5 were achieved in grades 3-5 from 2014-2015 to 2015-2016; a 4% increase in Levels 3, 4, and 5 were achieved in grades 6-8 from 2014-2015 to 2015-2016; a 3% increase in Levels 3, 4, and 5 were achieved in grades 9-10 from 2014-2015 to 2015-2016.</p>
<i>Challenges</i>	<p>One challenge that remains is the academic performance of minority students. It is apparent that a gap still exists between the white and minority subgroups. Additional challenges are increasing the graduation rate, and lowering the dropout rate. The Hardee County School District's graduation rate for the 2015-2016 school year was 67.3%, which is significantly less than the state percentage of 80.7%. The Hardee County School District's Drop Out Rate was substantially higher with a 11.2% rate, compared to the state's 3.8% rate.</p>
<b>Teacher and Principal Supply</b>	
<i>Summarize the trends and patterns observed by the team while analyzing teacher and principal supply data. What are the important trends and patterns that will support the identification of teacher and principal supply needs?</i>	
<i>Areas of Strength</i>	<p>Both teacher and principal retention are notable strengths of the Hardee County School District. The teacher retention rate for the Hardee County School District was 86% for the 2014-2015 school year, and 88% for the 2015-2016 school year. The principal retention rate held at a constant 100% for both school years. The district makes every effort to offer support and assistance to all staff, including administration.</p>

<b>Challenges</b>	<p>Teacher certification is a consistent weakness within the Hardee County School District. It is difficult to recruit highly qualified teachers due to lack of certified teacher availability. In the district, 12% of teachers were teaching out of field for the 2014-2015 school year, and 14% teaching out of field for the 2015-2016 school year. In 2014-2015, 14% of teachers held a temporary certificate, and 12% held a temporary certificate in the 2015-2016 school year.</p>
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<b>Teacher Effectiveness</b>	
<p><i>Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of teachers. What are the important trends and patterns that will support the identification of teacher learning needs?</i></p>	
<b>Areas of Strength</b>	<p>An identified strength in teacher effectiveness for the Hardee County School District is the majority of teachers receive a Highly Effective or Effective score on the district's performance appraisal. In the 2014-2015 school year, 99.4% of teachers received either a Highly Effective or Effective score. In the 2015-2016 school year, 95.2% of teachers received either a Highly Effective or Effective score on end of the year performance appraisals.</p>
<b>Challenges</b>	<p>Identified challenges for teacher effectiveness include: providing support for teachers continuously receiving a Needs Improvement or Unsatisfactory rating on the end of the year district performance appraisal; teachers not teaching with fidelity to the full depth of the Florida State Standards, which results in lack of student proficiency, particularly at the secondary level.</p>

<b>Principal and Other School Leader Effectiveness</b>	
<p><i>Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of principals and other school leaders. What are the important trends and patterns that will support the identification of principal and other school leader learning needs?</i></p>	
<b>Areas of Strength</b>	<p>A strength in principal effectiveness is that a large percentage of principals are receiving a Highly Effective or Effective rating on the district performance appraisal. This strength is attributed to hiring from within the district, and a high administrative retention rate. Additionally, the regional educational consortium provides ongoing professional development to all administrators within the district. This increases their leadership capacity by building</p>

	<p>administrative skills, and provides each administrator the opportunity to network with administrators in surrounding counties. In the 2014-2015 school year, 87.6% of principals received either a Highly Effective or Effective evaluation score. In the 2015-2016 school year, 93.8% of principals received a Highly Effective or Effective evaluation score.</p>
<i>Challenges</i>	<p>The main challenge for the district is maintaining a pool of qualified future school leaders. Very few teachers within the district hold a Master's degree in Educational Leadership. Therefore, it can be challenging to find qualified replacements for retiring administrators.</p>

<p><b>Other Data Sources, Including Private School Data</b></p>	
<p><i>Summarize the trends and patterns observed by the team while analyzing other data sources (including private school data). What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</i></p>	
<i>Areas of Strength</i>	<p>N/A- No private schools are affiliated with the Hardee County School District.</p>
<i>Challenges</i>	<p>N/A- No private schools are affiliated with the Hardee County School District.</p>

3. Phase 3: Identify and Prioritize Needs: Once areas of strength and challenges have been identified, districts should identify and prioritize needs associated with student achievement, teacher supply, and teacher effectiveness, and principal and other school leader effectiveness. Use the results from phases one and two to identify the greatest needs of the LEA.

Overarching Need	Focus Area	Is the need trending better or worse over time?	Can cause(s) be identified?	Additional Considerations (optional)
Teacher Certification/Out of Field	Teacher and Principal Effectiveness	Worse	Yes	
Teacher Recruitment	Teacher and Principal Supply	Worse	Yes	
Graduation Rate	Student Achievement	Worse	Yes	
Drop Out Rate	Student Achievement	Worse	Yes	
Support for Low Performing Teachers	Teacher and Principal Effectiveness	Does Not Change	Yes	
Principal Supply	Teacher and Principal Supply	Worse	Yes	

*Note: LEAs may add rows as needed.*

## **Title II, Part A: Strategic Activities**

Once the LEA has identified and prioritized needs, consider ways in which Title II, Part A funds can support strategies to address these needs.

Title II, Part A funded activities in the LEA should address the areas of greatest need identified through the needs assessment process. Planning in this manner is intended to improve student achievement and equitable access for the most at-risk students. LEAs should also include in responses how funds will be prioritized to schools that are implementing comprehensive support and improvement activities and targeted support for low-income students.

After reviewing the data analysis results and the LEA's determined needs based on this data, explain the specific activities the LEA plans to implement in order to:

- 1) Develop and implement initiatives to assist in recruiting and hiring effective teachers [section 2103(a)(3)(B)-(C)];
- 2) Increase effectiveness of all teachers through effective evaluation and high-quality, personalized professional development [section 2103(a)(3)(A) and (E)];
- 3) Increasing the retention of effective teachers, principals, and other school leaders [section 2103 (a)(3)(B)(iv)(II)]; and
- 4) Prioritize effective teachers for high needs students, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards [section 2103 (a)(3)(B), (F), and (I)].

Finally, consider how the LEA will evaluate the impact of these activities on teacher, principal, and other school leader effectiveness and student achievement.

Explain how the LEA will identify and track progress and performance for each of the planned strategies in the five categories. Include the data sources that will be monitored and analyzed in order to measure the impact of each strategy, and how the evidence will be used to determine whether the strategy should continue as is, be modified, or be discontinued.

Developing and implementing initiatives to assist in recruiting and hiring effective teachers, principals, and other school leaders:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
<p><b>Job Fairs and Teacher Recruitment</b></p> <p>In an effort to recruit and further develop the number of state certified teacher applicants, the Hardee County School District will participate in nationwide job fairs, advertise widely, and create partnerships with colleges and universities. Travel funds and recruitment materials will be provided to the District Recruitment Team, which includes school based leadership.</p>	<p>Newly formed District Recruitment Team (various stakeholders)</p>	<p>General Funds</p>	<p>100% of instructional positions will be filled with state certified teachers prior to the first day of the 2018-2019 school year</p>	<p>The LEA will examine Personnel records to determine the percentage of non-state certified teachers hired for the 2017-2018 school year, and compare that data to Personnel records of non-state certified teachers hired in the 2018-2019 school year.</p>
<p><b>Signing Bonus</b></p> <p>A signing bonus will be awarded to new hires, and are contingent upon receiving passing scores on the Subject Area Exam and the General</p>	<p>Personnel Director, Curriculum Directors, Finance Director</p>		<p>100% of instructional positions will be filled with state certified teachers prior to the first day of the 2018-</p>	<p>HQ/Infield Certification report from Personnel will show all new teachers meet requirements to become or remain Highly Qualified by the end of the 2017-2018.</p>



<p>Knowledge Exam. \$500 will be awarded for each passing score for the two FTCE exams, which will be a total of \$1000.</p>			<p>2019 school year</p>	
<p><b>Increasing effectiveness of all teachers, principals, and other school leaders through effective evaluation and high-quality, personalized professional development:</b></p>				
<p><b>Description of Specific Activities to be Implemented</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Other Programs or Funding Sources to be Leveraged (optional)</b></p>	<p><b>Intended Outcome or Goal (specific, measurable, data-driven)</b></p>	<p><b>Description of Data Sources and Method(s) Used to Measure Impact of Activities</b></p>
<p><b>New Educator Support Course</b>  The Hardee County School District will implement a New Educator Support Course that requires beginning teachers to participate in various instructional activities that align to the Florida Educator Accomplished Practices.  Assignments include: lesson planning, veteran teacher observations, classroom management, etc. The monthly assignments and activities will increase the effectiveness of first year teaching practices, and will lead to</p>	<p>Curriculum  Directors</p>		<p>100% of New Educator Support Course participants will receive an Effective or Highly Effective rating on the end of the year district performance appraisal.</p>	<p>Moodle records of assignment and course completion (assignments support the mastery of Florida Educator Accomplished Practices).  Teacher evaluations will also be used to determine Effective or Highly Effective performance ratings.</p>

<p>increased student performance. The Curriculum Directors will serve as the facilitators of this course.</p>				
<p><b>Certification Professional Development</b></p> <p>The Hardee County School District will provide teachers with a General Knowledge Prep Course in effort to increase the number of teachers receiving a passing score. Additionally, an ESOL Course to satisfy requirements to obtain ESOL endorsement or needed certification points will be provided by a certified ESOL instructor. Each course will be worth a total of 60 hours, and are at no cost to district participants.</p>	<p>Curriculum Directors, Certified ESOL Instructor</p>		<p>Less than 10% of teachers will be Out of Field for the 2018-2019 school year.</p>	<p>Verification of teacher certification and ESOL requirements by reviewing Personnel records. Additionally, Participants will complete pre/post teacher surveys.</p>
<p><b>Instructional Coaches</b></p> <p>Supply instructional coaches to provide support, particularly at the secondary level. The coaches' support consists of: provide ongoing professional development based on</p>	<p>School based Administrators, Curriculum Directors</p>	<p>Title I, District Reading Allocation Funds</p>	<p>Student proficiency on the Florida Standards Assessment and/or end of course exams will show at least a 5% increase by the end of</p>	<p>Florida Standards Assessment scores and/or end of course exam scores will determine student proficiency; exit surveys will document the effectiveness of the provided professional development</p>

<p>need, modeling of effective instructional delivery, facilitate the lesson planning process, and building teacher capacity by implementing coaching cycles. Costs associated with extra duty hourly rates may be incurred for the planning, development, and delivery of professional development outside of the contract day.</p> <p><b>7 Instructional Coaches @ 0.10 FTE each (0.70 FTE total)</b></p>			<p>the 2017-2018 school year</p>	
<p><b>School Based Leadership &amp; Instructional Staff Training</b></p> <p>The Hardee County School District will support school based leadership and instructional staff by providing professional development opportunities in effort to aid in the building of their leadership capacity. The HCSD will provide professional development opportunities that will</p>	<p>School Based Administrators, Curriculum Directors, Personnel Director, Deputy Superintendent</p>		<p>100% of the school based administrators and instructional staff will be retained at the conclusion of the 2017-2018 school year based on their effectiveness and performance appraisal.</p>	<p>The Hardee County School District will examine the performance appraisals of all school based administrators and instructional staff to determine the percentage receiving an effective or higher rating. Additionally, Florida Standards Assessment scores and/or end of course exam scores will be used to determine any increases</p>

strengthen the administrators' skills on how to effectively use observation data, give quality feedback to personnel, optimize the strengths of school based personnel, analyze student data, and how to use the analysis to make informed decisions to drive curriculum and instruction. The Hardee County School District will support instructional staff by providing job-embedded professional learning to all teachers. Professional skills building will include strategies in instructional methodology, high impact instructional strategies, and data analysis of student performance assessment outcomes. Costs associated with stipends may be incurred for professional development activities requiring teachers and other school leaders to attend sessions outside the regular school day.

student proficiency.

<p><b>Two (2) Associate Directors @ 0.15 FTE each (0.3 FTE total):</b>          Additionally, a 15% portion of salary for two (2) associate directors of curriculum who facilitate the work of instructional coaches, develop and monitor core and supplemental materials, and facilitate the new educator support course for first year teachers will also be paid from this grant. Costs associated with extra duty hourly rates for the Curriculum Directors may be incurred for the development of curriculum and professional development outside the contract work days.</p>				
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<b>Increasing the retention of effective teachers, principals, and other school leaders:</b>				
<b>Description of Specific Activities to be Implemented</b>	<b>Person(s) Responsible</b>	<b>Other Programs or Funding Sources to be Leveraged (optional)</b>	<b>Intended Outcome or Goal (specific, measurable, data-driven)</b>	<b>Description of Data Sources and Method(s) Used to Measure Impact of Activities</b>
<b>Certification Exam Reimbursement</b> Provide reimbursement for tests, endorsements, and courses that are needed to remain infield and effective	Personnel Director, Curriculum Directors		All teachers will become or remain HQ through testing and/or coursework by the end	HQ/Infield Certification report from Personnel will show all teachers meet requirements to become or remain Highly Qualified by the end of the

<p>on an ongoing basis upon proof of completion and payment.</p>		<p>of the 2017-2018 school year.</p>	<p>2017-2018.</p>
<p><b>New Educator Support Course</b> The Hardee County School District will implement a New Educator Support Course that requires beginning teachers to participate in various instructional activities that align to the Florida Educator Accomplished Practices. Assignments include: lesson planning, veteran teacher observations, classroom management, etc. The monthly assignments and activities will increase the effectiveness of first year teaching practices, and will lead to increased student performance.</p>	<p>Curriculum Directors</p>	<p>100% of course assignments will be completed successfully; 100% of teachers will be recommended for renewal</p>	<p>Moodle records of assignment and course completion (assignments support the mastery of Florida Educator Accomplished Practices); teacher evaluations</p>
<p><b>Mentor Teachers</b> The Hardee County School District will implement the use of mentor teachers to work directly with beginning teachers. Mentor teachers</p>	<p>Curriculum Directors, School Based Administrators</p>	<p>100% of beginning teachers will be recommended for renewal for the 2018-2019 school year.</p>	<p>Peer/Mentor logs and reviews and teacher evaluations will be used to determine effectiveness.</p>

<p>are critical support in guiding new teachers to enhance their planning, instruction, and content knowledge.</p> <p>Differentiated support will be determined for the beginning teacher through collaboration of the school based administrators and mentor teachers. They will help the new teachers acclimate to the school community and to teaching. The mentor teachers will receive a prorated supplement amount according to the number of beginning teachers being mentored. Mentor teachers will work with beginning teachers at least once a week during common planning times throughout the school year and more often as needed.</p>			
<p><b>Certification Professional Development</b></p> <p>The Hardee County School District will provide teachers with a General Knowledge Prep Course in effort to</p>	<p>Curriculum Directors, Certified ESOL Instructor</p>	<p>Less than 10% of teachers will be Out of Field for the 2018-2019 school year</p>	<p>Verification of teacher certification and ESOL endorsement; participant exit survey</p>

<p>increase the number of teachers receiving a passing score. Additionally, an ESOL Course to satisfy requirements to obtain ESOL endorsement or needed certification points will be provided by a certified ESOL instructor. Each course will be worth a total of 60 hours, and are at no cost to district participants.</p>				
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<b>Prioritizing effective teachers, principals, and other school leaders for high-needs students:</b>				
<b>Description of Specific Activities to be Implemented</b>	<b>Person(s) Responsible</b>	<b>Other Programs or Funding Sources to be Leveraged (optional)</b>	<b>Intended Outcome or Goal (specific, measurable, data-driven)</b>	<b>Description of Data Sources and Method(s) Used to Measure Impact of Activities</b>

*\* Note: LEAs are not required to choose action steps for each strategy. LEAs may add rows as needed.*