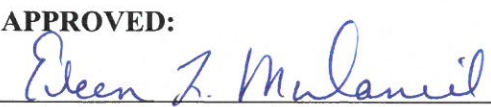



**Florida Department of Education
Project Award Notification**

6.03(3)

1 PROJECT RECIPIENT Taylor County School District	2 PROJECT NUMBER 620-2249B-9CT01
3 PROJECT/PROGRAM TITLE Title II, Part A: Supporting Effective Instruction <div align="right">TAPS 19A011</div>	4 AUTHORITY 84.367A Title II, A Teacher and Principal Training Fund USDE or Appropriate Agency FAIN#: S367A180009
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2018 - 06/30/2019 Program Period: 07/01/2018 - 06/30/2019
7 AUTHORIZED FUNDING Current Approved Budget: \$116,722.00 Amendment Amount: Estimated Roll Forward: \$34,000.00 Certified Roll Amount: Total Project Amount: \$150,722.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 06/30/2019 Date that all obligations are to be liquidated and final disbursement reports submitted: 08/20/2019 Last date for receipt of proposed budget and program amendments: 05/30/2019 Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : 07/01/2018 	
10 DOE CONTACTS Program: Lynn Kemper Phone: (850) 245-7804 Email: Lynn.Kemper@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="display: flex; justify-content: space-between;"> <div> Comptroller Office Phone: (850) 245-0401 </div> <div> Duns#: 106027881 FEIN#: F596000878002 </div> </div>
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. 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. 	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> 12 APPROVED:  Authorized Official on behalf of Pam Stewart Commissioner of Education </div> <div style="width: 30%; text-align: center;"> 9/28/18 Date of Signing </div> <div style="width: 20%; text-align: center;">  NOV 13 2018 </div> </div>	

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

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

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Title II, Preparing, Training and Recruiting High Quality Teachers, Principals, and Other School Leaders, Part A, Supporting Effective Instruction TAPS NUMBER: 19A011	DOE USE ONLY Date Received Project Number (DOE Assigned) 620-2249B-KTD1								
B) Name and Address of Eligible Applicant: TAYLOR COUNTY SCHOOL DISTRICT										
C) Total Funds Requested: \$ 150,722.00 <hr/> DOE USE ONLY Total Approved Project: <i>Preliminary \$ 116,722.00</i> <i>ERT \$ 34,000.00</i> <i>\$ 150,722.00</i>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Contact Name: Sharon Hathcock</td> <td style="width: 50%;">Telephone Numbers: 850-838-2500 850-838-2505</td> </tr> <tr> <td>Fiscal Contact Name: Ashley Valentine</td> <td></td> </tr> <tr> <td>Mailing Address: 318 North Clark Street Perry, Florida 32347</td> <td>E-mail Addresses: Sharon.hathcock@taylor.k12.fl.us Ashley.valentine@taylor.k12.fl.us</td> </tr> <tr> <td>Physical/Facility Address: 318 North Clark Street Perry, Florida 32347</td> <td>DUNS number: 106027881 ✓ FEIN number: F596000878002 ✓</td> </tr> </table>		Contact Name: Sharon Hathcock	Telephone Numbers: 850-838-2500 850-838-2505	Fiscal Contact Name: Ashley Valentine		Mailing Address: 318 North Clark Street Perry, Florida 32347	E-mail Addresses: Sharon.hathcock@taylor.k12.fl.us Ashley.valentine@taylor.k12.fl.us	Physical/Facility Address: 318 North Clark Street Perry, Florida 32347	DUNS number: 106027881 ✓ FEIN number: F596000878002 ✓
Contact Name: Sharon Hathcock	Telephone Numbers: 850-838-2500 850-838-2505									
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Mailing Address: 318 North Clark Street Perry, Florida 32347	E-mail Addresses: Sharon.hathcock@taylor.k12.fl.us Ashley.valentine@taylor.k12.fl.us									
Physical/Facility Address: 318 North Clark Street Perry, Florida 32347	DUNS number: 106027881 ✓ FEIN number: F596000878002 ✓									
CERTIFICATION I, <u>Danny Glover, Jr.</u> , (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.										
<table style="width: 100%;"> <tr> <td style="width: 40%;"> E) <u><i>Danny Glover, Jr.</i></u> Signature of Agency Head </td> <td style="width: 30%; text-align: center;"> <u><i>Superintendent</i></u> Title </td> <td style="width: 30%; text-align: right;"> <u><i>5/21/18</i></u> Date </td> </tr> </table>			E) <u><i>Danny Glover, Jr.</i></u> Signature of Agency Head	<u><i>Superintendent</i></u> Title	<u><i>5/21/18</i></u> Date					
E) <u><i>Danny Glover, Jr.</i></u> Signature of Agency Head	<u><i>Superintendent</i></u> Title	<u><i>5/21/18</i></u> Date								

A)	Taylor County School District	TAPS Number 19A011
B)	620-2249B-9CT01	

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
5100	120	Classroom Teachers: Extra hours for teachers to develop core curriculum instructional maps, pacing guides, professional development and to facilitate family engagement nights. Stipends will also be paid to teachers that serve as mentors for new or struggling teachers. All Activities	0	9,000.00
5100	210	Retirement: Benefits calculated at 8.26% for teacher salary used for Title II extra hours All Activities	0	744.00
5100	220	Social Security: Benefits calculated at 7.65% for teacher salary. All Activities	0	689.00
5100	230	Workers Compensation: Benefits calculated at 1.37% for teacher salary. All Activities	0	124.00
6300	310	Professional and technical services to support curriculum and federal requirements, consultants, and onsite support for district level staff.	0	4,000.00
6400	120	Professional development stipends for teachers to attend professional development.	0	7,000.00
6400	130	Instructional Coaches: Salary for two 0.5 FTE of a secondary instructional coaches which will serve grades 6 through 12. Activity 4	1	62,662.00
6400	140	Other Personnel Services: Substitute teachers for instructional teachers to participate in trainings and/or data chats embedded in the school day and to attend other professional development activities. Activities 1, 2, and 5	0	5,000.00
6400	210	Retirement: Benefits calculated at 8.26% for instructional coach salary and stipends. Activities 1, 2, and 5	0	5,176.00
6400	220	Social Security: Benefits calculated at 7.65% for instructional coach salary. Activities 1, 2, and 5	0	4,794.00
6400	230	Group Insurance: Cafeteria Plan Benefits for instructional coach salary (\$3100 per employee) Activities 1, 2, and 5	0	3,100.00
6400	230	Workers Compensation: Benefits calculated at 1.37% for teacher salary. Activities 1, 2, and 5	0	870.00
6400	330	Travel: Travel required to complete Title II grant training, professional development, and site visits. All Activities	0	10,000.00
6400	369	Technology Related Rentals: Web-based services and software applications. All activities	0	10,000.00
6400	310	Professional and technical services to support curriculum and federal requirements, consultants, and onsite support for school and classroom staff. Activities 1, 2, 3 5, and 6	0	11,510.00
6400	510	Consumable supplies for professional development including chart paper, markers, highlighters, notebooks. All activities	0	1,401.37
6400	519	Technology Related Supplies necessary for professional development including flash drives and printer cartridges. All activities	0	1,280.00

6400	643	Capitalized Computer Hardware and Technology Infrastructure: Purchase instructional 2 coach laptops and a poster printer for professional development purposes. All Activities	0	4,000.00
6400	730	Dues and Fees: Reading endorsement related expenditures and memberships to professional organizations. Activities 1, 2, and 4	0	2,000.00
7200	790	Miscellaneous Expenses: Negotiated district indirect cost rate calculated at 5.29% Plan B.		7,371.63
C) TOTAL				150,722

DOE 101

Revised July 2015

Page 1 of 2



Title II, Part A: 2018-19 Application

Agency Name: Taylor County School District

Project Number: 620 - 2249B - 9CT01

TAPS Number: 19A011

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 educational 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).

☒ The LEA assures that a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals or other school leaders and a description of the LEA's opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership are included in the LEA's state-approved Professional Development System, in accordance with section 2102(b)(2)(B). If the LEA's state-approved Professional Development System does not include these descriptions, the LEA will include the descriptions as an attachment to this application.

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 Assessments (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

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

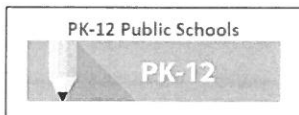
Data to inform teacher and principal effectiveness needs

- 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



** When visiting edstats.fldoe.org, please click on the green “PK-12” box at the bottom section of the home page in order to access the data points mentioned in the list above.

NEEDS ASSESSMENT

Identification of Team

Superintendent	Danny Glover
Federal Programs Director	Sharon Hathcock
Curriculum Director	Sharon Hathcock
School Leader (#1)	Sabrina Lytle
School Leader (#2)	Chuck Finley
Teacher Representative (#1)	Ann Joiner
Teacher Representative (#2)	Sabrina Guenthner
Neglected and Delinquent Coord	NA
Rural Education Director	Sharon Hathcock
Special Education Director	Alicia Poole
Title I Director	Sharon Hathcock
Title II Coordinator	Sharon Hathcock
Professional Development Director	Michael Thompson
Student Support Services Director	Michael Thompson
Technology and Curriculum Specialist	Connie Pearson
Finance Director	Ashley Valentine

How did the LEA ensure that the selection of team members created an inclusive group with varied perspectives?

The team outlined above represents a cross-section of our four K-12 schools. Although all school and district leaders were personally involved in our end of the year data-analysis and problem solving sessions. All leaders were purposefully guided to review all data sets to determine areas of strength and challenge focal points. School sites completed annual evaluations of their school-wide plans, Title II school level grant reviews and needs assessments for the upcoming school year.

How will the LEA ensure that team members are able to provide meaningful feedback through-out the needs assessment process?

Needs assessment data is collected from all schools and used to determine how Title II funds can be best used to support teacher and principal development during any given year. Achievement and other related student data is reviewed in our district's Instructional Leadership Meetings. School level professional development needs assessment along with school staff climate surveys, indicated that teachers identified a need for professional development to address Florida State Standards implementation, using data to implement instructional improvement and improve student learning, technology integration, effective reading and math instructional strategies, intervention and

differentiation, family engagement, and managing challenging behavior. Administrators also took the Professional Development Needs Assessment and they indicated a need for professional development in the areas of teacher evaluation and walk-throughs, instructional coaching, implementing Florida Standards and related assessments, and data driven decision making.

Data to Inform Teacher and Principal Supply Needs

- According to the 2015-2016 School Public Accountability Report all student subgroups should be targeted in individual teacher IPDP plans and should be the focal point for high quality professional development in the Florida State Standards and core subject areas. 2015-16 SPAR data shows that 88.9% of the teachers in Taylor County are in-field with 11.1% of the teachers having an out of field designation. 88.9% is essentially a 9.6% drop in the percentage of infield teachers district-wide. This same report indicates 4.9% of the classes district-wide are being taught by teachers who are classified as non-Highly Qualified. The Taylor County School District is having quite an influx of new hires within the district as evidenced by 21.8% new hires in 2015-16.

According to current LEA certification data, 2016-17 local data, 7.6% of the courses offered districtwide were taught by teachers out-of-field with 12.3% of the teachers holding temporary certification and 27%, or 58 out of the 218, teachers having fewer than 4 year experience. Teachers are still in need of reading endorsement to enable in-field certification. Thus, the need to include additional support needed to obtain reading endorsement.

- Currently, all teachers on contract should be HQ. District policy is to require passage of subject area exams in the appropriate subject areas before placing teachers on contract. IPDP's for each teacher are within the Professional Development Plans housed at each school site. The district continues to struggle with the certification process.
- Of the fourteen 2016-17 new hires, 8 were hired in ELA/Reading positions and 6 were hired for Math and/or Science positions. This data presents a need to provide professional development to new and struggling annual contract teachers which will give them additional tools and strategies to help students meet challenging state and local assessments.

Data to Inform Teacher and Principal Effectiveness Needs

- The results from the annual teacher performance appraisals for the 2016-17 school year indicate that 31.9% of the 218 teachers received a Highly Effective rating, 68.1% teachers received an Effective rating, and 0% received a Needs Improvement rating. After considering the historical and current value-added student growth data attributed to district teacher evaluation data and

reviewing F.S. 1012.33 with school site administrators, it has been determined that a lack of content area knowledge may be keeping teachers from being effective or highly effective. Additional reasons for less than effective ratings reported by principals include the inability of some teachers to use progress monitoring data to drive daily instruction and the lack of differentiation to promote student growth and achievement. 2017-18 teacher evaluation data is not available at this time. More training will be needed for administrators for the 2018-19 school year in the implementation of the teacher performance evaluation system.

Analyzing Other Data Sources

- The Taylor County School District's graduation rate remained nearly constant only dropping 0.4% from 70.7% in 2015-16 to 70.4% reported in 2016-17. The 2016-17 dropout rate decreased to 9.7%, a nearly 3 percent improvement when compared to the 2015-16 dropout of 12.6%. 9.1% of the 2016-17 cohort group enrolled as fifth year seniors during the 2017-18 school year.
- According to our SIS, the 2017-18 ADA was 86.19% which is even lower than the 2016-17 average daily attendance rate. Taylor was ranked 64th statewide for its 2016-17 average daily attendance. Average daily attendance for the 2016-2017 school year was 91.56% with an average of 256.4 students absent per day. During the 2016-2017 school year, the district participated in the PS RtI Chronic Absenteeism Survey. According to 2015-16 Chronic Absenteeism Rates by District, Taylor was one of six districts with a 20 to 30% chronic absenteeism rate. Chronic Absenteeism Survey results indicated that the top three reasons secondary students indicated that they missed school were "Health Related" – 86.3%, "Transportation" – 46.6%, and "Value of School" – 43.5%. Over twelve hundred students missed 10%, or more, of school during the 2016-17 school year.
- *The Taylor County School District has a wide prevalence of poverty across its student population. April 2018 direct certification data show that 1802, or 63.79%, of the students are certified eligible through this method. The district has participated in the Community Eligibility Program district-wide for the past five years which enables all students to benefit from free breakfast and lunch.*
- During the 2016-2017 school year, 1148 students accrued 5,420 discipline referrals. There were 1005 Out of School Suspension incidences and 1637 In School Suspension incidences. There is a need to explore strategies to more effectively manage behavior.

Data to Inform Student Achievement Needs

2017-2018

3rd grade ELA scores show 55% of the students scoring proficient. A decrease in the percentage of Level 1 students from 20% in 2017 to 14% in 2018.

The Taylor County 2017 End of the Year Assessment Data is as follows:

2016-17 data found on the schoolgrades.fldoe.org and the edstats.fldoe.org websites in the preliminary district grades release indicate LEA grade span scores are below state average in all core content areas with a marked deficiency noted in the Social Studies content area.

Florida Standards Assessment Data

ELA

Grades 3-10: 2017- 42% proficient, a one percent increase in proficiency over the 41% in 2016, State Average = 54%

Math

Grades 3-8: 2017- 49% proficient, a 5% decrease from the 54% in 2016, State Average= 59%

Science

Grade 5: 2017- 50% proficient, a 1% increase from the 49% in 2016, State Average= 50%
Grade 8: 2017 – 46% proficient, a 2% increase from the 44% in 2016, State Average 51%
Biology 2017 EOC – 49% proficient, a 27% decrease from 76% in 2016, State Average = 63%

Social Studies

Civics 2017 EOC Data – 52% proficient, a 8% decrease from 60% in 2016, State Average = 69%

US History 2017 EOC Data - 59% proficient, a 1% decrease from the 60% in 2016, State Average = 67%

2016-17 FSA and EOC results indicate a need for additional differentiated instructional programs in reading and math, while maintaining science and social studies support strategies as evidenced by the number of students scoring at the proficient level.

2017-2018 STAR Reading and Early Literacy EOY DATA

Percent of Students Scoring at, or above, the 50th percentile is as follows:

Kindergarten: 2018- 54.5% at or above benchmark, 45.6% below benchmark

First Grade: 2018 – 42.7% at or above the 50th percentile, 57.4% below the 50th percentile

Second Grade: 2018 – 44.9% at or above the 50th percentile, 55% below the 50th percentile

STAR Math:

First Grade: 2018 – 72.3% at or above the 50th percentile, 27.7% below the 50th percentile

Second Grade: 2018 – 66.8% at or above the 50th percentile, 33.2% below the 50th percentile

There is a viable need to improve student performance in Reading and Math in most subgroups. Proficiency rates in the area of NGSSS Science indicate that supplemental curriculum supports and professional development implemented during 2016 - 17 had a positive effect on student growth and achievement. Over the course of the 2016-2017, the Taylor County School District has selected by the FLDOE to receive Tier 2 support in the areas of Social Studies and Biology.

Assessment data results indicate a need for continued professional development in effective instructional strategies as the percentage of students meeting proficiency levels is still below the state average in most content areas. These results also support the need for incentives for teachers and administrators who become reading endorsed in addition to their primary certification. As teachers become reading endorsed across all subject areas, they will be able to deliver effective reading instructional strategies in all content areas. This is especially important in this rural LEA, as it is often challenging to hire the number of highly qualified reading teachers to meet the needs indicated by the number of students who are not meeting state proficiency standards in English Language Arts.

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, teacher effectiveness, and principal and other school leader effectiveness.

<p><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></p> <p>Student Achievement</p>	
<p><i>Areas of Strength</i></p>	<p>Areas of strength identified as a result of a thorough analysis of student achievement data:</p> <p>Spring 2018</p> <ul style="list-style-type: none"> -Third grade FSA ELA data reflects that early elementary instruction is preparing students for proficiency <p>Spring 2017</p> <ul style="list-style-type: none"> -Fifth grade NGSSS Science scores are only one percent below the state average.
<p><i>Challenges</i></p>	<p>Challenges identified include:</p> <ul style="list-style-type: none"> -Students in all subgroups are performing below the state average. The economically disadvantaged subgroup is performing below the non-disadvantaged group. <p>Spring 2017</p> <ul style="list-style-type: none"> -7th grade District Civics EOC scores are ranked 60th out of 67 districts. -8th through 10th FSA ELA scores lag behind the state average -4th, 6th, and 8th grade FSA Math scores show a marked decrease in proficiency when compared to the 2016 Spring scores -The greatest decrease in proficiency when comparing 2016 to 2017 proficiency rates was on the Biology EOC. The district experienced a 27% decrease in the number of students scoring proficient on this EOC.

Teacher and Principal Supply <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>	<ul style="list-style-type: none"> - New school leadership hired at the beginning of the 2017-18 school year have worked diligently to learn skills required of their current positions. - First year implementation of the Marzano Evaluation System.
<i>Challenges</i>	<ul style="list-style-type: none"> -As the District hires more teachers each year, there are associated needs. New hires seem to be struggling to meet requirements to obtain a FLDOE Statement of Eligibility. -Newly hired school administrators will need support and mentoring. -Newly hired teachers will need coaching and mentoring.

Teacher Effectiveness <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>	
<i>Areas of Strength</i>	<ul style="list-style-type: none"> -All of the teachers in the Taylor County School District were rated as effective or higher on their 2016-17 evaluations.
<i>Challenges</i>	<ul style="list-style-type: none"> -Although the majority of teachers receive an "Effective" rating, student achievement outcome data lags behind the state average in most content areas. -Instructional implementation of the Florida State Standards with fidelity resulting in student proficiency seems to be an area of need as evidenced by Spring 2017 FSA scores. -New hires and teachers with fewer than three years of experience need differentiated support.

Principal and Other School Leader Effectiveness	
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?	
Areas of Strength	-Many principals and assistant principals are successfully completing their first year in a leadership role. Foundational skills are being laid.
Challenges	-Principals and assistant principals need additional support and coaching with the LSA Marzano Teacher Evaluation System. -New administrators need additional leadership support and mentoring.

Other Data Sources, Including Private School Data	
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?	
Areas of Strength	-Small rural districts have the advantage of collegial learning experiences for the entire team.
Challenges	-Students of poverty have many risk factors as evidenced by below average daily attendance, referral, and suspension data. These data indicate a need for our district to seek appropriate supports for teachers. -Teacher support in the area of data analysis to guide instructional decision making and planning is also needed.

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 (student achievement, teacher and principal supply, teacher and principal effectiveness, or other)	Is the need trending better or worse over time? (better or worse)	Can cause(s) be identified? (yes or no)	Additional Considerations (optional)
Instructional alignment with Florida Standards	Student Achievement	Worse	Yes	
Developing, mentoring and coaching new and/or struggling teachers.	Teacher and Principal Supply	Better	Yes	
Teacher Evaluation/Observation System	Teacher and Principal Effectiveness	Does Not Change	Yes	
PD aimed at promoting a growth mindset within our team	Teacher and Principal Effectiveness	Better	Yes	
<i>Note: LEAs may add rows as needed.</i>				

Title II, Part A: ESSA Regulation Responses

Please respond to each question.

- How will the LEA prioritize funds to schools implementing comprehensive or targeted support and improvement activities [section 2102(b)(2)(C)]?

Schools required to implement comprehensive or targeted support and improvement activities will be provided priority funding through both federal and categorical funding. At this point in time none of the schools within the LEA are targeted. Specific content areas were identified for targeted support after the Spring 2017 FSA and EOCs.

The LEA has developed a system with the capacity to support schools in need of improvement and has committed to a vertical review and revision of school-level Instructional Focus Calendars and Instructional Focus Assessments in English Language Arts, Math, and Science, K-12. Successful instructional implementation of the Florida State Standards within the LEA is still a goal. Thus the district will continue to allocate funding to provide professional development and integration support during the upcoming school year. During the summer of 2018, school-level revision teams made up of teachers, instructional coaches and administrators will review data and continue curriculum alignment efforts to revise instructional tools for use.

Throughout the year, technical assistance will be provided to the LEA's school leaders in identified, low performing schools. Technical assistance will range from workshops, training, regional meetings, and on-site individualized program assistance.

As the LEA completes the data analysis process of relevant school year data, plans will be initiated to directly address the academic achievement problems. Data analysis will basically be a process of looking beyond the FSA scores to determine variables that affected our state assessment scores. Continuing to refine the usage of our district wide Early Warning System is one of our goals this year. Data sources will include student and staff attendance, behavior, report card grades, and all other data sets available.

This data analysis will also be shared with teacher teams that are revising and developing instructional focus calendars and instructional focus assessments which should result in core instruction aligned to correct deficit areas. School level content area coaches will differentiate coaching to meet teacher needs, as well.

2. Section 2102(b)(3) outlines the consultation requirements for LEAs for Title II, Part A funds:

(3) *CONSULTATION.* — In developing the application described in paragraph (2), a local educational agency shall—

“(A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), 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;

“(B) seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency's activities to meet the purpose of this title; and

“(C) coordinate the local educational agency's activities under this part with other related strategies, programs, and activities being conducted in the community.

How will the LEA use data and ongoing consultation with stakeholders to continually update and improve activities [section 2102(b)(2)(D)]?

Taylor County is a small rural district where the schools are an integral part of all community functions. Our schools have relationships with local businesses, industries, services organizations, churches, and civic groups. For the purposes of School Improvement efforts to be developed and implemented, the district will provide annual reviews grade level performance scores and other student data such as attendance and discipline at community outreach events, school board meetings and school SAC meetings.

The Taylor County strategic planning team will include members from the community, parents, school and district level representatives. Throughout the year, the District Leadership Team visits each school in the district to review current school improvement legislation and outline district plans and related statutory requirements. Ongoing school improvement problem solving, action planning, and onsite instructional reviews make up our improvement system. Although the school district has a good working relationship with entities in the county, family engagement continues to be an identified barrier to student success. Parents and community member volunteers are encouraged to provide additional emotional and academic support.

The LEA uses a specific consultation model with the private schools in the district. Currently, there are only two private schools which are operational in the LEA, even though there may be others listed on the DOE website. Invitations to participate in meaningful consultation are mailed out in the fall. The LEA will continue to follow all ESSA guidelines for consultation for equitable services for eligible students and teachers in private schools.

The timeline to be used by the LEA is the one suggested in the Federal Tool Kit, and as advised by DOE:

October - Obtain list of private schools in operation from the phonebook and mail, via certified mail, first letter of intent requesting interest of private school to participate in federal program services. If negative response is received, or letter returned, the LEA then asks each provider to sign Intent to Participate form declining services. These signed statements are kept on file in Director of Instruction's Office.

March/May - The LEA will mail to each private school, by certified mail, two letters, one in March for meeting notification and follow-up in May requesting interest in participation in the various educational opportunities available to eligible students and teachers in private schools in the district. Phone calls will also be made, at least once, to each school site. Each school site will also be visited by the LEA to solicit participation.

Each private school that indicates their intent to participate will have the following items discussed with them in a timely and meaningful manner:

- The method, or the sources of data, that the LEA used (under §200.78 of the Title I regulations) to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA extrapolated data if a survey was used;
- The size and scope of the equitable services that the LEA provides to eligible private school children and, consistent with §200.64 of the federal regulations, the proportion of its federal funds that the LEA allocates for these services and the amount of funds that the LEA reserves from its federal allocations for the purposes listed in §200.77 of the equitable-share regulations;
- How the LEA has identified the needs of eligible private school children;
- How and when the LEA makes decisions about the delivery of services;
- How, where, and by whom the LEA provides services to eligible private school children;
- How the LEA assesses academically the services to private school children in accordance with §200.10 of the federal regulations, and how the LEA uses the results of that assessment to improve Title I and II services; and
- The services the LEA provides to teachers and families of participating private school children.
- Thorough consideration and analysis of the views of the private school officials on whether the LEA should contract with a third-party provider.
- Complaint policy and/or procedures (both LEA and State).
- Consultation with private school official regarding district-wide activities.
- The policy and/or procedures regarding equipment, property, and materials purchased with federal funds.

Title II, Part A: Equitable Services (if applicable)

The amount an LEA must reserve to provide equitable services for private school teachers and other educational personnel for Title II, Part A services is based on the LEA's total Title II, Part A allocation, less administrative costs. The LEA determines the amount of funds available for Title II, Part A equitable services by calculating, on a per-pupil basis, the amount available for all public and private school students enrolled in participating private elementary and secondary schools in areas served by the LEA (regardless of a student's residency), taking into consideration the number and needs of the students, their teachers and other educational personnel to be served.

Using the LEA's most recent allocation amount, please complete the following equitable services allocation calculation:

Not Applicable

Taylor County did complete required consultation with the two private educational entities in the school district during the fall of 2018. Both private schools declined to participate in Title II, Part A for the 18-19 school year.

Example of Formula to Determine Amount for Title II, Part A Equitable Services	
A. Number of Students	
A1. LEA Enrollment	
A2. Participating Private Schools Enrollment	
A3. Total Enrollment = A1 + A2	
B. Title II, Part A Allocation	
B1. Total LEA Allocation	
B2. Administrative Costs (for public and private school programs)	
B3. LEA Allocation Minus Admin Costs = B1 - B2	
C. Per Pupil Rate	
C1. B3 divided by A3	
D. Equitable Services	
Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 x C1	

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 (J)].

Each expenditure item on the LEA's budget form must be included/described within the program narrative application. The narrative must align with the budget. It is highly recommended that LEAs include corresponding budget line numbers with strategic activity descriptions.

In addition, any salaried positions funded with Title II, Part A funds should be addressed. If positions are fully funded (1.0 FTE), please also include a description of how this use of funds does not violate the "supplement, not supplant" assurance on page 2 of this application. Additional "supplement, not supplant" information can be found in section 2301 and page D-23 of the green book.

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

Finally, explain how the LEA will identify and track progress and performance for each of the planned strategies in the four 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.

Salaried positions funded by Title II, Part A:				
Description of Specific Positions	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Position
Two (2) Instructional Coaches @ 0.5 FTE each (1.0 FTE total) Two instructional coach positions will be split funded with state categorical funds. Instructional coaches will be responsible for data analysis and supporting content area teachers.	Principals	Reading and SAI Categoricals	Student proficiency in the ELA/Reading content area will show at least a 1% increase by the end of the school year.	School VAM Data will be compared for year over year increases Instructional coaches will be evaluated using the Marzano LSI system. STAR reading data comparison Pre/post teacher surveys. will be used to document the

Instructional Coaches will support the secondary content area teachers with all aspects of instruction; from research, planning, professional development, delivery, and data analysis over the course of the school year.				effectiveness of professional development
Budget Line Items: 7, 9-12, 15, 16, 18, 19				

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 (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
<p>Activity 1: Beginning Teacher Mentoring and Professional Support</p> <p>The Taylor County School District will provide opportunities for beginning and struggling teachers to participate in year-long mentoring and professional support by enrolling them in the new teacher academy and providing a Clinical Education trained mentor for onsite, as needed support.</p>	<p>HR Director</p> <p>Principals</p> <p>Instructional Coaches</p>	<p>Reading Allocation</p> <p>SAI Categorical</p> <p>Title I</p> <p>Title V</p>	<p>At least 75% of the 2018-19 newly hired teachers will be retained and reach HQ status by June 30, 2019.</p>	<p>Outcome data from new teacher academy.</p> <p>Self-reported teacher survey data reflecting positive growth in new teacher capacity.</p>

Costs associated with technology software rentals, substitutes, and travel may be incurred for professional development activities occurring during the school day and are necessary so that classroom teachers may attend PD offerings. Resources and supplies necessary for training will also be secured. Budget line item(s): 1-4, 5, 6, 8,13,14,15,16,17				
<p>Activity 2: Reading Endorsement Support</p> <p>The Taylor County School District will provide support for teachers as they work to meet the requirements of obtaining a reading endorsement through coursework and a stipend upon completion.</p> <p>Costs associated with professional services, technology software rentals, substitutes, and travel may be incurred for professional development activities</p>	Instructional Coaches HR Director	Reading Allocation Title I	At least 65% of the 2017-18 out of field teachers will be become or remain eligible for state certification through testing and/or coursework completion by June 30, 2019.	HQ/Infield Certification report from Human Resources will show all teachers meet requirements to become or remain highly qualified by the end of the school year.

<p>occurring during the school day and are necessary so that classroom teachers may attend PD offerings. Resources and supplies necessary for training will also be secured.</p> <p>Budget line item(s): 15, 18, 19</p>				
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Increasing effectiveness of all teachers, principals, and other school leaders through effective evaluation and high-quality, personalized professional development:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
<p>Activity 3: Teacher Evaluation System</p> <p>The Taylor County School District will provide professional development based upon data documented needs.</p> <p>*Marzano Model</p> <p>*Strategic Planning</p> <p>*Teacher Align and Engage</p> <p>Professional development sessions will be onsite at schools over the course of the school year.</p> <p>Costs associated with professional services, technology software rentals, substitutes, and travel may be incurred for professional development activities occurring during the school day and are necessary so that classroom teachers may attend PD offerings.</p>	<p>HR Director</p> <p>Principals</p>	<p>Title I</p> <p>Reading Allocation</p>	<p>The learning gains for the lowest performing subgroups will increase by at least 1% by the end of the school year.</p> <p>Professional development participants will indicate increased knowledge on professional development post survey data.</p>	<p>STAR data comparison of pre to post-test student data.</p> <p>Professional development records, agendas, sign-in sheets, teacher professional development follow-up data</p>

Budget line item(s): 6, 6, 8, 13, 14, 15, 16, 17				
<p>Activity 5: Professional Development</p> <p>Provide year-long professional development and support aimed at developing a growth mindset, promoting a positive collegial atmosphere aimed at elevating student character and promoting family engagement.</p> <p>Costs associated with professional services, technology software rentals, substitutes, and travel may be incurred for professional development activities occurring during the school day and are necessary so that classroom teachers may attend PD offerings.</p> <p>Budget line item(s): 1-4, 5, 6, 8, 14, 15, 16, 17, 19,</p>	Principals	<p>Title I</p> <p>Title V</p> <p>Title IX</p> <p>SAI Funding</p>	<p>Average daily student attendance rates will increase by at least 1% when comparing the current school year to the previous one.</p>	<p>Professional development records, agendas, sign-in sheets, teacher professional development follow-up data</p>

Increasing the retention of 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 (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities

<p>Activity 6: Content Area Professional Development Support</p> <p>The Taylor County School District will provide support for teachers and administrators to support their needs through professional development and coaching.</p> <p>*Standards Based Instruction</p> <p>*ELA and Reading Support</p> <p>*Science Support</p> <p>*High Impact Instructional Strategies</p> <p>Costs associated with professional services, technology software rentals, substitutes, and travel may be incurred for professional development activities occurring during the school day and are necessary so that classroom teachers may attend PD offerings.</p> <p>Budget line item(s): 1-4, 5, 6, 8, 14, 15, 16, 17, 19</p>	HR Director Principals	Title I Reading Allocation	The percentage of teachers retained for employment in 2019-20 as compared to 2018-19 in the district will increase by 1% as indicated by retention data.	School level administrators will track support provided. HR Director will support new hires and monitor mobility rate.
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Prioritizing effective teachers, principals, and other school leaders for high-needs students:			
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be	Intended Outcome or Goal
			Description of Data Sources and Method(s) Used to Measure Impact of Activities

			Leveraged (optional)	(SMART goal(s) - specific, measurable, data-driven)	
None					

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