2019-2020 Title IV, Part A
Comprehensive Needs Assessment

ESEA section 4106(d) requires that an LEA receiving an SSAE program allocation of at least $30,000 must conduct a comprehensive needs assessment prior to receiving its allocation. The district should conduct the needs assessments to examine its needs for improvement of:

• Access to, and opportunities for, a well-rounded education for all students;

• School conditions for student learning to create a healthy and safe school environment; and,

• Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Programs outlined in narrative section must have a demonstrated need connected to the district's comprehensive needs assessment.

INSTRUCTIONS: In the field provided below the prompt, select "Type Here" and then enter the comprehensive needs assessment for FY2019-2020.
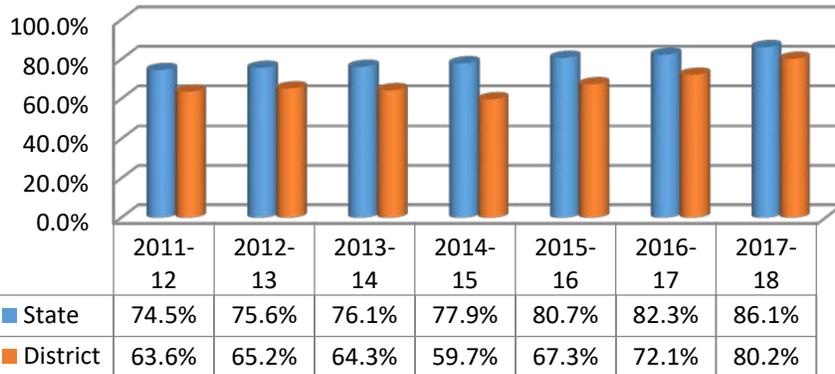
Comprehensive Needs Assessment

Identify the results of the comprehensive needs assessment conducted by the district.

Hardee County School District has established and maintains a clearly defined summative and formative process for evaluating the needs of schools and the LEA. The analysis from these data sources guides the district in planning for the upcoming year and for making funding decisions for federal and state grants as well as allocation decisions for local district funds. The LEA collects data throughout the year using the following strategies for monitoring student learning, systems that support learning, and the achievement of district/school improvement goals: School Improvement Reviews, District Improvement Plans, School Improvement Plans, Data Chats, Instructional Reviews, Observation data, Multi-Tiered System of Support Teams, Review of School Grade and FSA Assessment data, Teacher Evaluation results, Parent/Teacher/Student Surveys, course requests and course participation reports, Graduation Rate, and Drop Out Early Warning Indicator reports.

The 2018-19 District Needs Assessment analysis indicated Hardee County lags the state with a graduation rate of 80.2% compared to 86.1% at the state. Although there has been a steady increase in the graduation rate since 2014-15, there is still a need to close the gap with the state where there is still a 6.1 point difference. The district believes that the high mobility, high poverty levels, lack of parental involvement, lack of student engagement and participation in school, and a lack of feeling connected to school may affect the graduation rate and dropout rate.

Graduation Rate

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
State	74.5%	75.6%	76.1%	77.9%	80.7%	82.3%	86.1%
District	63.6%	65.2%	64.3%	59.7%	67.3%	72.1%	80.2%

Hardee County Schools Graduation Rate by Subgroup					
	Years				
	13-14	**14-15**	**15-16**	**16-17**	**17-18**
State	76.1%	77.9%	80.7%	82.3%	86.1%
District	64.3%	559.7%	67.3%	72.1%	80.2%
White	69.1%	64.9%	66.7%	73.7%	74.0%
Hispanic	60.5%	55.6%	68.3%	71.1%	81.0%
Black	63.6%	65.2%	58.3%	69.2%	92.6%
SWD	45.5%	36.8%	47.2%	56.5%	74.3%
ELL	23.5%	26.7%			63.6%

The district monitors "at risk" indicators. As seen in the chart below, for 2018-19 Hardee County School District had 29% of students that were absent 15 days or more, 26% of students with 2 or more course failures, 17% that were retained more than 1 time, and 15% of the student population had 3 or more indicators for being "at risk" of not graduating. Of the 26% of students with two or more course failures 40% of those were students at our junior high school. School administration has expressed a need to target some of these students for a summer credit recovery program to get them back on track and on the path to success before they reach high school and to prevent dropout.

2018-19 "At Risk" Indicator for Hardee County School District

Students:	# of Students	Percent of total district population
With 15 days or more absent	1479	29%
With 1 or more days Out of school Suspension"	24	<1%
With more than 3 Referrals	439	9%

With 2 or more Course Failures	1330	26%
Retained more than 1 time	850	17%
Who scored below a level 3 on FSA ELA in prior year	1680	52%
Who scored below a level 3 on FSA Math in prior year	920	39%
Who scored below a level 3 on Algebra 1 EOC in prior year	238	37%
With more than 3 at risk indicators	766	15%

Hardee County is a small, rural agricultural district with a high percentage of students coming from low income families. The district also has about 13% of students that qualify as migrant, with a much larger percentage of farm worker families that have made Hardee County their permanent residence.
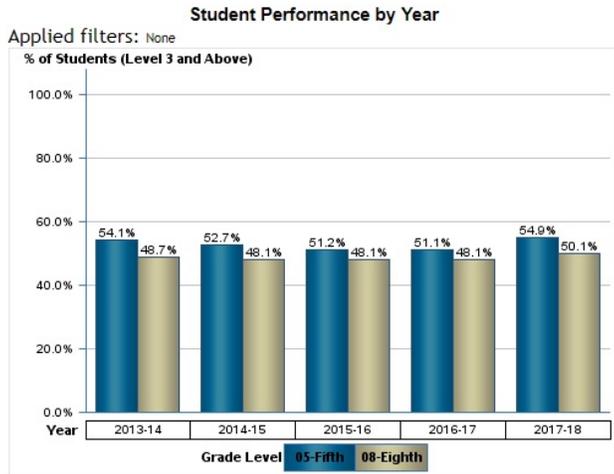
Hardee County School District

% of Students from Low Income Families	
School	**%**
Bowling Green Elementary	78.1%
Hilltop Elementary	75.8%
Zolfo Springs Elementary	68.1%
North Wauchula Elementary	59.3%
Wauchula Elementary	59.3%
Hardee Junior High School	64.3%
Hardee Senior High School	56.7%
Pioneer Career Academy	61.1%

The district believes that the high percentage of low income families can contribute to a less healthy life style for our students. School Administration and guidance counselors report a growing number of students and parents that request to "waive" their physical education courses at the secondary level and request that their students not participate in physical education at the elementary level for one reason or another. The lack of knowledge of the benefits of living a healthy lifestyle in our community is seen as a growing issue. The district plans to continue to improve physical education courses at the secondary level, by adding more diversified units of study that could increase student engagement as well as add more units of study that will promote an understanding of the benefits of healthy living.

The district believes that the high percentage of low income families also greatly impacts the graduation rate and the "at risk" factors for our students as well as the lack of exposure to technology. Based on feedback from school administrators, teachers, and students, innovative approaches to instruction through the use of technology creates the most engaging classrooms where they see the greatest amount of student interaction taking place. The district has worked to put technology in schools over the last several years, but there still remains a gap between the amount of technological devices and the number of teachers using that technology effectively. It is reported at the school sites that less than 50% of our teachers use interactive technology to enhance their instruction and engage students in the lessons.

In an analysis of data from state Science/Biology assessments, the district notes it continues to lag the state. Based on the graphs below of 5th/8th grade Science data, it shows that there continues to be an achievement gap between the district and the state even though in 17-18, there was a substantial increase in the district's 8th grade percentage of students scoring a level 3 and above from 32.3% in 16-17 to 40.1% in 17-18.

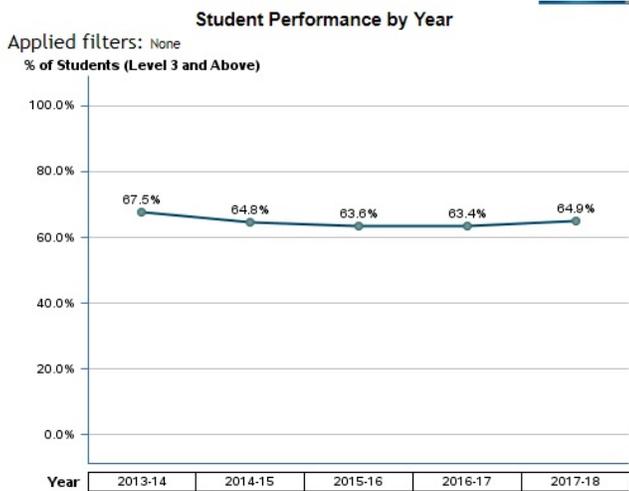**State 5th/8th Grade Science Results**   **District 5th/8th Grade Science Results**
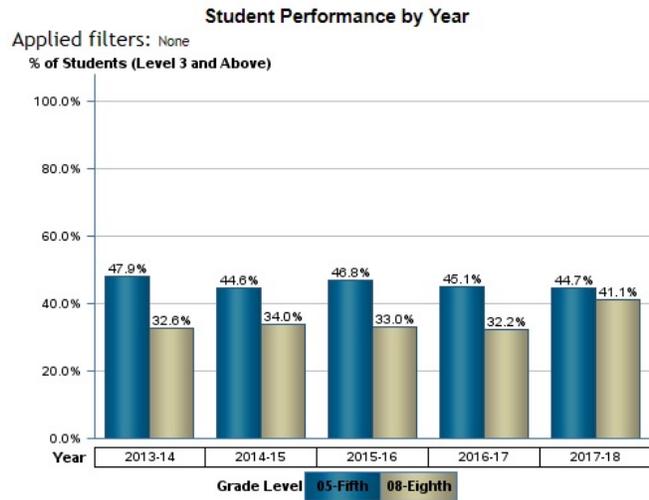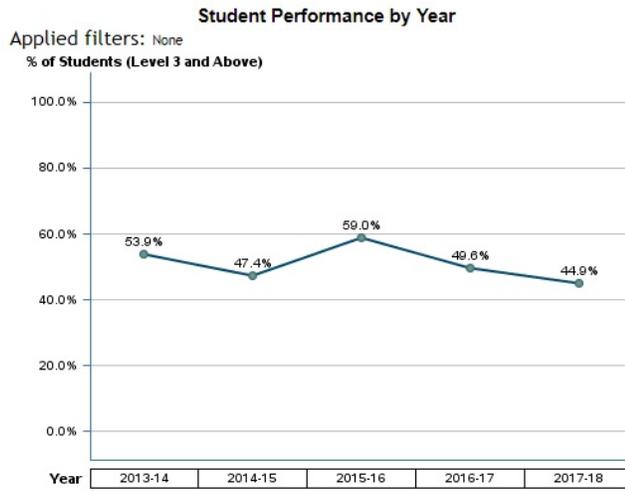
Likewise in Biology, the graphs below show that in 2017-18 there was a 20% gap between the district and the state for those students scoring a level 3 and above.

**State Biology EOC Results**   **District Biology EOC Results**

The district also noted in an analysis of district subgroup data for the state Science and Biology assessments, that there continues to be a need to address the achievement gap between the white subgroup and the other subgroups. For 2017-18 the achievement gaps range from 14% with the Hispanic subgroup, to 15% with the Economically Disadvantaged subgroup, to a larger 32% gap with the SWD and ELL groups. This data indicates the need to further expose students to more Science instruction prior to the grade levels in which they take the state assessments, as well as a need to expose them to more STEM experiences in general. Based on the low economic status of our student population, school administrators feel as though the opportunities

outside of the school setting are limited for our students and indicate a need to provide more experiences within the school setting.

District FSA ELA Results

% of Students (Level 3 and Above)
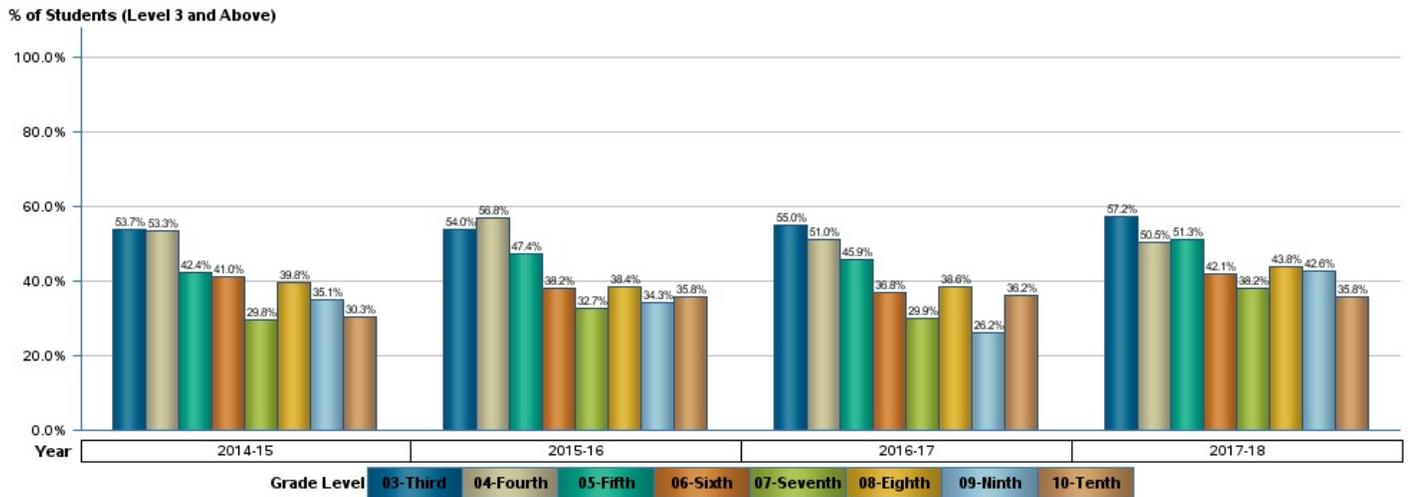
District FSA ELA Results for ELL and SWD Subgroups
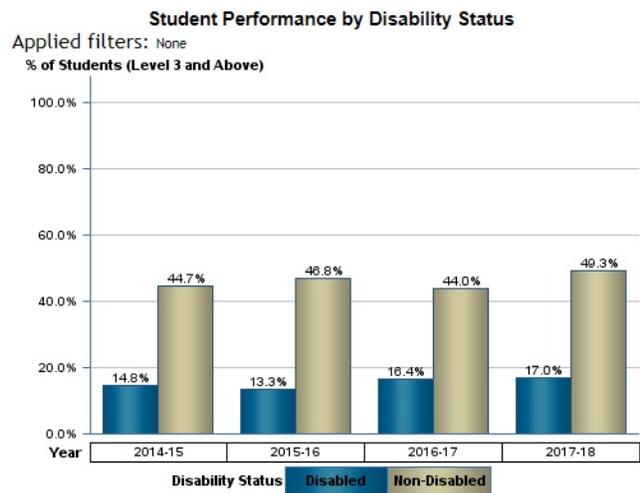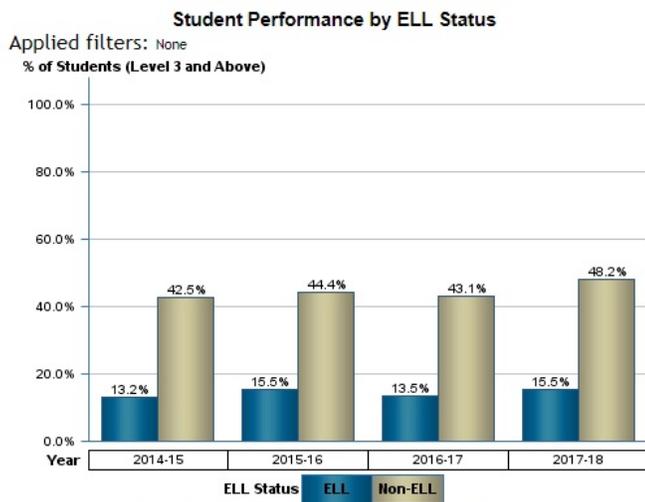
In the most recent Federal Index Rating, the district had four schools targeted for support, the one district junior high, the one district high school and two district elementary schools. The subgroups that were below 40% proficient were SWD and ELL. Although the other three elementary schools were not targeted for support on the 17-18 Federal Index Rating, they are feeder schools for the junior high and high school and the district believes that by providing early support at the elementary level with those subgroups that it can in turn effect the achievement at the secondary level. The district believes there is a need to intervene in the early elementary grades with an intense language and literacy program that will target these subgroups and lower performing students and close the achievement gaps and improve proficiency once the students reach state assessment grades.

Based on the District Needs Assessment analysis, the LEA has determined that there is also a need to increase capacity, improve access, and create more opportunities in the district's Music Education and Art programs. At the elementary level, music and art programs were cut in previous years due to funding. Three of the five elementary schools in the district still have an Art program and only one of the five schools has maintained a music program.

Subsequently, the district's music education course enrollment at the one high school and one junior high school combined is about 16% of the total population of those two schools, while the art course enrollment is about 23% of the total population of the two schools.   The LEA realizes that the enrollment in these courses at secondary schools has been *partly* affected by the increase of students requiring remedial math/reading courses due to low performance on state assessments but also from the inability to build capacity and excitement for music and art at the elementary schools that feed into the secondary school programs. The district believes that by increasing exposure and opportunities for music and art at the elementary level and by funding more program opportunities at the secondary level, that enrollment and course requests will improve and it will have positive effects on student achievement, dropout prevention, and the high school graduation rate. Students that are typically involved in some kind of program outside the normal core instructional classes, tend to be more likely to come to school which will cause them to receive more instruction and more likely to achieve success in school and graduate.

With the state of Florida addressing digital citizenship and safe schools, school administrators and guidance counselors have expressed a need for curriculum and materials to assist in promoting responsible citizenship for all students. The district initiative addressing internet safety, attendance and anti-bullying campaigns will provide schools with the resources they need to support these initiatives.

The district believes that the activities outlined in this grant proposal will increase the graduation rate and lower the dropout rate by increasing student engagement, creating more well-rounded students by giving them a wider variety of educational experiences and opportunities through fine arts education, STEM education, health education, and technology and give students a sense of belonging, safety and well-being at their schools which will in turn foster a more positive school experience and effect student achievement and graduation.

2019-2020 Title IV, Part A
Stakeholder Consultation

During the design and development of its application, an LEA or consortium of LEAs must engage in consultation with stakeholders in the area served by the LEA. (ESEA section 4106(c)(1)).

Such stakeholders must include, but are not limited to, the following:

• Parents • Teachers • Principals • Students • School leaders • Charter school teachers, principals, and other school leaders, when applicable • Specialized instructional support personnel • Indian tribes or tribal organizations, when applicable • Local government representatives • Others with relevant and demonstrated expertise • Community-based organizations

An LEA or consortium of LEAs must continue to consult with the stakeholders identified above to improve the activities it conducts and coordinate implementation with other related activities conducted in the community.

INSTRUCTIONS: In the field provided below each prompt, select "Type Here" and then enter specific details about stakeholder consultation efforts for FY2019-2020.

Stakeholder Consultation

Identify stakeholders consulted during the design and development of the application.

TYPE HERE

Provide a plan and schedule for periodic meetings with stakeholders in order to monitor implementation of program activities and to coordinate with other related strategies, programs and activities being carried out in the community

TYPE HERE

2019-2020 Title IV, Part A
Private School Consultation

Under sections 8501- 8504 of the ESEA, LEAs and SEAs receiving funds under Title IV, Part A must provide for the equitable participation of private school students, teachers and other educational personnel in private schools located in areas these agencies serve.

LEAs must provide for the equitable participation in Title IV, Part A funded activities by engaging in timely and meaningful consultation with private school officials during the design and development of their Title IV, Part A programs.

Beginning in the 2019-20 fiscal year, LEAs are REQUIRED to provide an allocation for private school participation. The LEA has discretion to select a formula to designate the allocation dollar amount. The LEA/district MUST include the method used to determine the new Title IV, Part A allocation for private schools.

Note: This process is different from the consultation related to the development of an LEA application described under stakeholder consultation.

INSTRUCTIONS: In the field provided below each prompt, select "Type Here" and then enter specific details about private school consultation efforts for FY2019-2020.

Note: Please indicate if your district does not have private schools or not required to participate in private school consultations.

Private School Consultation

Identify the formula used to designate the allocation dollar amount for private schools.

TYPE HERE

Describe the timely and meaningful consultation that occurred during the design and development of the Title IV, Part A application. Please include all consultation efforts.

TYPE HERE

Allowable program activities can include, but are not limited to:

- **PROFESSIONAL DEVELOPMENT** - Supporting high-quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement.
- **BLENDED LEARNING** - Carrying out innovative blended learning projects.
- **INCREASED ACCESS** - Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities.
- **TECHNOLOGY IN SPECIALIZED OR ADVANCED COURSEWORK** - Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology.
- **TECHNOLOGY INFRASTUCTURE AND CAPACITY** - Building technological capacity and infrastructure.
- **OTHER** – Additional programs initiatives that fall under three categories - Digital Citizenship, Personalized Learning and Improving Equity for All Learners.

INSTRUCTIONS: In the field provided below each question, select "Type Here" and then enter specific details about implementation of each planned program activity related to Effective Use of Technology for FY2019-2020. Add additional program activities by selecting one of the tables below, then selecting "Copy" and then "Paste" below the previous table. Ensure that the program activity number and title are updated in the copied table. If a program will blend with another component area, please only include it with the primary area and note the blended component area in the description of the program.

PROGRAM ACTIVITY #1 - Enhancing Instructional Technology

1. Type of program activity *(see table provided above)*

Professional Development, Increased Access

2. Describe the program activity and how it will be implemented.

Through Title V funds, the district will purchase the district-wide use of NearPod, an instructional technology application that will engage students in a new way and enhance the use of technology in the classroom in a way that will create innovative, exciting and engaging learning opportunities. Title IV funds will fund the professional development needed to implement the application with fidelity throughout the district. The application will provide teachers with ready to use lessons and the ability to integrate lessons into the application that they may already have. It will yield greater student participation, give teachers the ability to bring the entire world into the classroom and provide experiences for low income students, maximize the use of the technology investments the schools/districts have already made while at the same time being very user-friendly and easy for any teacher to use. Teachers at each school site will be trained on the use of the application in their classroom.

Through Title V and Title III funds, the district plans to purchase the Imagine Learning Language and Literacy online program. This program will be implemented with underperforming students and subgroups (ELL and SWD) at the early elementary grade levels to intervene and improve language and literacy for these students before they reach tested grade levels in an attempt to make them more successful in reading as they continue through school. Title IV funds will be used to purchase the professional development for the program to make sure the program is used effectively and with fidelity in the classroom.

The district will also fund the registration fee and travel arrangements for 4 instructional personnel to attend the Future of Education Technology Conference during the 2019-20 school year. The goal is to acquire knowledge and skills to

integrate technology at a deeper and level to yield better student achievement results.

3. Explain how the program activity connects to the comprehensive needs assessment.

With the high percentage of students from low income families in the districts, the experiences with technology and furthermore the world outside of our county lines is limited, and with a graduation rate that continually lags behind the state, the district feels it needs to do something to enhance the classroom experiences, student engagement, and innovative teaching strategies that yield higher student achievement and graduation rates.

4. **Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served.** *Complete even if the program focus is professional development for administrators, teachers, and/or staff.*

All 5000+ students in grades Kg – 12 have the potential to benefit from the Nearpod application. The immediate intent is for secondary teachers for students in grades 6-12 to use immediately with pockets of teachers at the elementary level to begin using it as well. The district staff intends to use it at all school sites and with a variety of instructional groups during workshops and trainings to show a district wide support of the use.

With the Imagine Learning Language and Literacy program, approximately 150 ELL students in grades Kg – 2nd and about 100 other underperforming students in grades Kg- 3rd that are either Tier 3 intervention students or students with disabilities identified as having reading difficulties will be impacted through the implementation and use.

It is estimated that approximately 600 students in grades K-5 will be impacted initially from the instructional staff that will attend the FETC conference.

5. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.

With Nearpod, the students will benefit from engaging lessons and opportunities to participate in class through technology that they may not typically have. They will benefit from the teacher's ability to bring experiences to them from around the world that they may only be able to experience in a virtual setting. Ultimately, due to increased engagement and participation in their classes, they will benefit from successful experiences in the school setting.

With Imagine Learning, the students will benefit by receiving individualized online lessons in the area of language and literacy. Students that speak a language other than English can benefit from receiving the instruction in their home language. Students are expected to benefit from an increased level of success in language and literacy and become better readers therefore seeing an increase in their self-confidence.

6. Explain when will the program activity be implemented. *(i.e. throughout the school year, semester, summer)*

The use of the online application and program will be implemented throughout the school year. The professional development for both will take place at the beginning of the school year and then will be on-going throughout the school year for follow-up.

The FETC conference is in January each school year.

7. Explain the program measures that will be used to monitor implementation of the program activity. *(i.e. increases in the number of students enrolled or participating in the program)*

School administrators will monitor the use of the instructional technology and the programs during classroom walkthroughs to ensure it is being utilized and will require documentation through lesson plans of the use. The district will monitor the program activity through the use of mid-year follow-up discussions and an end of year summarization from the school administrators and/or teachers.

The district will expect to see the number of administrators reporting the use of instructional technology and teachers incorporating the application into their lessons to increase throughout the year and for students to report a more engaging atmosphere in the classrooms that are using it.

8. Explain which items(s) in the budget connect to this program activity. *(i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.)*

NearPod Professional Development expenses, Imagine Learning Professional Development Expenses, FETC

Registration, Travel expenses,

9. **Describe how the project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan.** *(www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm)* **If a program will be purchased, provide the What Works Clearinghouse rating or proof it is an evidenced-based program.**

This activity will incorporate Goals 1 and 2 of Florida's Strategic Plan as it will improve student achievement, expand digital educational opportunities and experiences, and as an end result effect graduation rate by increasing student engagement in school.

Allowable program activities can include, but are not limited to:

Safe and Supportive Schools
- Bullying Prevention
- Child Sexual Abuse Awareness and Prevention
- Dropout Prevention
- Anti-Trafficking Education
- Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline
- Re-entry Programs and Transition Services for Justice-Involved Youth
- Relationship Building Skills School Readiness and Academic Success
- Suicide Prevention

Student Physical and Mental Health
- Asthma and Other Chronic Disease Management
- Drug and Violence Prevention
- Concussions in School Athletic Programs
- Healthy/Active Lifestyle
- Nutritional Education
- Physical Activities
- School-Based Health and Mental Health Services
- Trauma-Informed Classroom Management
- Tobacco Prevention

Cross-Cutting Activities
- Behavioral Interventions and Supports
- Mentoring and School Counseling
- Readiness and Emergency Management for Schools (REMS)
- School-based Surveillance/ Surveys
- Social Emotional Learning (SEL)
- Youth Mental Health First Aid

INSTRUCTIONS: In the field provided below each question, select "Type Here" and then enter specific details about implementation of each planned program activity related to Safe and Healthy Schools for FY2019-2020. Add additional program activities by selecting one of the tables below, then selecting "Copy" and then "Paste" below the previous table. Ensure that the program activity number and title are updated in the copied table. If a program will blend with another component area, please only include it with the primary area and note the blended component area in the description of the program.

PROGRAM ACTIVITY #1 – Dropout Prevention Initiative

1. **Type of program activity** *(see table provided above)*

Safe and **Supportive** Schools

2. **Describe the program activity and how it will be implemented.**

The district will fund a summer credit recovery program at the only junior high school where students that have failed one or more core courses during the year will have the opportunity to earn the credit for those courses through an online program and get back on track to graduate. The district will also continue to fund stipends for mentors that have been trained to mentor "at risk" students and prevent dropout.

3. **Explain how the program activity connects to the comprehensive needs assessment.**

The CNA indicated there were approximately 1330 students with 2 or more course failures and 533 or 40% of those were at our one junior high. It also showed that 766 students or 15% of the total district population that have 3 or more indicators for being "at risk" of dropping out. It also indicated that although our graduation rate has improved in recent years, there is still a gap between the district graduation rate in 17-18 of 80.2% and the state graduation rate of 86.1%.

4. **Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served.** *Complete even if the program focus is professional development for administrators, teachers, and/or staff.*

Approximately 530 students in grades 6-8 failed 2 or more core academic courses in the current year. These students would be the target group for the credit recovery program. Another 10-20 students that are identified as having significant "at risk" indicators for dropping out and will be targeted for the mentor program.

5. **Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.**

The expected benefit for students will be the ability to recover credits lost which would in turn put them on a path to succeed in school the following year. It will give students a sense of accomplishment and improve their chances to graduate. The program will also give students an adult mentor that will check up on them and encourage them throughout the school year, therefore making school a more safe and supportive place to be.

6. **Explain the timeframe in which the program activity be implemented.** *(i.e. throughout the school year, semester, summer)*

The mentor program will run throughout the school year. The credit recovery program will run during the summer months of June and/or July depending on the needs and numbers of students.

7. **Explain the program measures that will be used to monitor implementation of the program activity.** *(i.e. increases in the number of students enrolled or participating in the program)*

School administrators will monitor the implementation of the mentor program by checking mentor logs and periodic meetings with mentors. School administrators will monitor the implementation of the credit recover program by reports from the online program. The district will monitor the program by mid-year discussions and end of year summarizations.

The district would expect to see the dropout rate decrease and the graduation rate increase as well as see an increase in the number of students receiving all of their credits in their core courses by the end of the summer. The district would also hope to see a lower number of students identified as "at risk" and a higher attendance rate at the junior high school as students begin to feel supported at school.

8. **Explain which items(s) in the budget connect to this program activity.** *(i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.)*

Stipends for 10 mentors, salary for summer program staff

9. **Describe how the project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan.** *(www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm)* **If a program will be purchased, provide the What Works Clearinghouse rating or proof it is an evidenced-based program.**

This project will incorporate Goals 1 and 2 of the Florida Education Strategic Plan as it will impact student achievement and increase graduation rates.

PROGRAM ACTIVITY #2 – Healthier Education

1. **Type of program activity** *(see table provided above)*

Student Physical and Mental Health – Healthy/Active Lifestyle

2. **Describe the program activity and how it will be implemented.**

The district will fund equipment and supplies to provide expanded units of study at the junior high and a new course "Recreational Fitness" at the high school in the physical education to promote a healthy active lifestyle for those students.

The high school physical education department plans to implement the new course to help students learn to use recreational activities to create a balance between academic pressures with physical and mental well-being. Students will be immersed into a semester full of activities to help them not only be successful teenagers, but to instill the importance of a lifestyle full of fitness.

The junior high school physical education department plans to implement a healthy lifestyle unit that will incorporate

curriculum that will help students understand the relationship between their fitness and long-term health which will encourage them to begin to manage their personal fitness and health.

3. **Explain how the program activity connects to the comprehensive needs assessment.**

The district needs assessment indicated that administrators were seeing a rise in the number of students that were requesting to "waive" physical education courses. The high percentage of low income families we believe contributes to the lack of knowledge about the benefits of a living healthy lifestyle.

4. **Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served.** *Complete even if the program focus is professional development for administrators, teachers, and/or staff.*

The program will impact junior high students in grades 6-8 enrolled in physical education courses which is approximately 1200 a year and high school students in grades 9-12 enrolled in physical education courses which approximately 800 students a semester or 1600 students a year.

5. **Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.**

Students are expected to benefit by gaining knowledge about recreational fitness and healthier lifestyles. Through expanded curriculum and a new physical education course students will have more experiences focused on a lifestyle that will benefit them for years to come. Students could also benefit by living a healthy lifestyle and experience greater success and accomplishment in school.

6. **Explain the timeframe in which the program activity be implemented.** *(i.e. throughout the school year, semester, summer)*

The program will be implemented throughout the school year.

7. **Explain the program measures that will be used to monitor implementation of the program activity.** *(i.e. increases in the number of students enrolled or participating in the program)*

School administrators will monitor the teachers in these courses during classroom walkthroughs to ensure the purchased materials and equipment are being utilized and will require documentation through lesson plans that the activities address subject level standards. The district will monitor the program activity through the use of mid-year follow-up discussions and an end of year summarization from the school administrators and/or teachers.

The district would expect that increased number of enrollment in physical education courses and less students and parents requesting to "waive" physical education courses throughout the district.

8. **Explain which items(s) in the budget connect to this program activity.** *(i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.)*

Frisbee sets, corn hole boards, gaga pit and gaga balls, Five for Life curriculum, body fat and muscle replicas, pedometers.

9. **Describe how the project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan.** *(www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm)* **If a program will be purchased, provide the What Works Clearinghouse rating or proof it is an evidenced-based program.**

This project will incorporate Goals 1 and 2 of the Florida Education Strategic Plan as it will impact student achievement and increase graduation rates.

PROGRAM ACTIVITY #3 – Safe Schools Initiative

1. Type of program activity (see table provided above)

Safe and Supportive Schools – Bullying, Dropout prevention
This activity is also a blended activity with Effective Use of Technology- Digital Citizenship

2. Describe the program activity and how it will be implemented.

The district will fund a district initiative for Internet Safety and purchase curriculum for schools to promote digital citizenship and teach internet safety. The district will also purchase signs for an attendance campaign to display at school sites to promote supportive school climates.

3. Explain how the program activity connects to the comprehensive needs assessment.

The CNA indicates that 29% of the student population missed 15 days or more of school and with input from district and school level staff feel that there is a need for an attendance campaign in the district. The CNA indicated that a high percentage of our students come from low income families which can also attribute to lower attendance rates. The district believes that with a large percentage of low income families, our students also have less access to technology at home and therefore less knowledge of internet safety and digital citizenship. With the increase of technology in the classroom, the district feels it necessary to make it a high priority beginning in the elementary grade levels and to accompany that with an anti-bullying campaign which will focus on the ever growing challenges and prevention of cyber-bullying.

4. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. Complete even if the program focus is professional development for administrators, teachers, and/or staff.

The district internet safety and anti-bullying(cyberbullying) campaign will impact students in grades 4 – 6. Approximately 1200 students will be impacted.

The attendance initiative will impact all students and families in the district, so approximately 5000 students, as the banners and information will be shared and displayed at all district and school sites.

5. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.

The Anti-bullying and attendance campaigns should benefit students by giving them a safer school environment and experiencing a supportive rather than punitive approach to attendance issues. They will also benefit from learning about digital citizenship and be more knowledgeable about the dos and don'ts of internet safety therefore making their digital world, rather at home or at school, a safer place to navigate.

6. Explain the timeframe in which the program activity be implemented. (i.e. throughout the school year, semester, summer)

The activities will be implemented throughout the school year.

7. Explain the program measures that will be used to monitor implementation of the program activity. (i.e. increases in the number of students enrolled or participating in the program)

School administrators will require documentation through lesson plans that the internet safety curriculum is being used as well as through classroom walkthroughs. They will also monitor attendance rates at their schools to note whether there are positive changes. The district will monitor the program activity through the use of mid-year follow-up discussions, attendance reports, discipline referral reports, internet usage, and an end of year summarization from the school administrators and/or teachers.

The district would expect to see increased attendance from students and teachers, less incidences of bullying or cyberbullying, and an increase in positive internet behaviors.

8.   Explain which items(s) in the budget connect to this program activity. (i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.)

Attendance Works campaign banners and materials, Internet safety curriculum.

9.   Describe how the project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm) If a program will be purchased, provide the What Works Clearinghouse rating or proof it is an evidenced-based program.

This project will incorporate Goals 1 and 2 of the Florida Education Strategic Plan as it will impact student achievement and increase graduation rates.

Allowable program activities can include, but are not limited to:

- **FINE ARTS & LANGUAGE** - Improving access to foreign language instruction, arts and music education.
- **COLLEGE & CAREER READINESS** - Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA.
- **STEM/STEAM** - Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including access to these subjects for underrepresented groups.
- **ACCELERATED LEARNING** - Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IP) programs, dual or concurrent enrollment programs and early college high schools.
- **CONTENT AREA SUPPORT** - Strengthening instruction in American history, civics, economics, geography, government education, environmental education, mathematics, and reading.
- **PROFESSIONAL DEVELOPMENT** – Professional development for district personnel to include district administrators and staff, school administrators, teachers, and school staff.
- **OTHER** – Additional programs that offer all students access to a holistic, well-rounded education as a means of improving academic achievement.

INSTRUCTIONS: In the field provided below each question, select "Type Here" and then enter specific details about implementation of each planned program activity related to Well-Rounded Educational Opportunities for FY2019-2020. Add additional program activities by selecting one of the tables below, then selecting "Copy" and then "Paste" below the previous table. Ensure that the program activity number and title are updated in the copied table. If a program will blend with another component area, please only include it with the primary area and note the blended component area in the description of the program.

PROGRAM ACTIVITY #1 – ELEMENTARY STEM LABS

1. Type of program activity *(see table provided above)*

STEM

2. Describe the program activity and how it will be implemented.

In order to expose our elementary students to hands-on STEM related activities and foster positive cultures that allow them to problem solve, collaborate, create/test ideas and experience inquiry based learning at a young age, the district will fund supplies, materials and equipment to create STEM labs at four of the district elementary schools. These labs will enhance instruction and exposure to STEM areas by creating exciting and engaging activities for the students to participate in.

Three of elementary schools will implement the STEM labs at the school sites during the school day and students will rotate through on a regular basis. The fourth elementary school will implement the STEM lab in an afterschool STEM club. The groups targeted at each school site will depend on the school site need/preference.

3. Explain how the program activity connects to the comprehensive needs assessment.

The elementary schools are all Title I schools with a majority of students at these schools sites classified as economically disadvantaged. Students at these school sites do not have a significant exposure to STEM related activities and fields outside the school setting. This lack of exposure and knowledge of STEM areas effects student achievement on state science assessments as indicated in the CNA that shows the achievement gap between the state and the district and between the subgroups within the district.

4. **Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served.** *Complete even if the program focus is professional development for administrators, teachers, and/or staff.*

At Hilltop Elementary and North Wauchula Elementary, the focus will be on the entire school population KG- 5th grade, these two schools will serve approximately 850 students at both schools combined.

At Zolfo Elementary, the focus will be on Kg through 2nd grade students. This lab will serve approximately 300 students.

At Wauchula Elementary, the focus will be on 4th and 5th grade students in an afterschool club. This lab will serve approximately 50 students.

5. **Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.**

The students are expected to benefit through this activity by gaining exposure to hands on STEM activities such as robotics, coding, exploration, and inventing. This will increase student engagement and foster an excitement for school and learning and improve achievement in STEM areas.

6. **Explain the timeframe in which the program activity be implemented.** *(i.e. throughout the school year, semester, summer)*

The STEM programs will be implemented throughout the school year.

7. **Explain the program measures that will be used to monitor implementation of the program activity.** *(i.e. increases in the number of students enrolled or participating in the program)*

Each elementary school has indicated there will be pre and post assessments for students using the STEM labs to measure the impact and effectiveness of the activities. School administrators will establish schedules for use of the labs. They will also monitor the teachers using the labs and will require documentation through lesson plans that the activities address grade level standards. The district will monitor the schools through the use of mid-year follow-up discussions and an end of year summarization from the school administrators.

The district will expect to see an increase in student engagement which will foster fewer absences and higher student achievement in Science.

8. **Explain which items(s) in the budget connect to this program activity**. *(i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.)*

Microscopes, robotic kits, clipboards, magnifying glasses, invention kits, 3D printing pens and supplies, STEM exploration kits, dry erase easels, sticky easel paper, dry erase markers, ipads, solar energy kit, learn lever and learn launcher kits.

9. **Describe how the project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan.** *(www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm)* **If a program will be purchased, provide the What Works Clearinghouse rating or proof it is an evidenced-based program.**

This activity will incorporate Goals 1, 2, and 3 of Florida's Strategic Plan as it will improve student achievement, expand STEM related educational opportunities and experiences, and as an end result effect graduation rate.

PROGRAM ACTIVITY #2 – SECONDARY STEM ENHANCEMENT

1. **Type of program activity** *(see table provided above)*

STEM

2. **Describe the program activity and how it will be implemented.**

In order to create more and enhance the STEM opportunities our students have, the district will fund materials and supplies to incorporate more hands-on activities in some of the STEM related courses at the high school.

The elective Forensics course at the high school will focus on creating hands-on lab activities that will reinforce and enhance the curriculum. This will allow students taking the course to develop a greater depth of knowledge in the fields of biology, chemistry, physics, electronics, and applied mathematics.

The Physics and Experimental Science courses would like to incorporate robotics and mechatronics activities into their courses, as well as photonics which is the generating, harnessing, and use of light to solve problems. As the demand for workers in these areas increases, exposure to these topics will spark interest in fields previously unknown to our students. The starter kits for robotics and mechatronics will have students learning to assemble, program, and test robots, which is the introductory step in developing the skills needed to program all mechanical devices while the photonics will have them exploring lasers, fiber-optics and electro-optical devices that are used in industries from healthcare to welding to homeland security.

In the Biology and Biotechnology courses at the high school, the district will fund microscopes for student use that will enhance their experiences with scientific experiments and research and strengthen their understanding of the subject of science.

In the Health Foundations and Anatomy & Physiology elective courses, the district will fund anatomical dissection kits of sheep giving these students in these courses the hands-on experience they need to physically hold anatomical structures, identify their role in anatomy by testing functions they are identifying and then utilizing these structures to create signs and symptoms which are present in disease in order to strengthen assessment capabilities.

3. **Explain how the program activity connects to the comprehensive needs assessment.**

This program activity connects to the graduation rate. By increasing student engagement and giving students the opportunities to explore STEM fields that they may not have been aware of previously, the district believes it will encourage students to remain in school and graduate. Biology EOC assessment scores are identified in the CNA as a concern for our district, so this program activity is expected to provide the hands-on opportunities needed to help students gain a better understanding of the world around them and increase student achievement in Science/Biology.

4. **Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served.** *Complete even if the program focus is professional development for administrators, teachers, and/or staff.*

This activity will serve approximately 125 juniors and seniors in the high school elective Forensic course, approximately 75 high school students in the Physics, Experimental Science and Environmental science courses, 400 students enrolled in Biology and Biotechnology each year, 100 students enrolled in Health Foundations and Anatomy & Physiology, and subsequently about 250 5th grade students in the district that will have the opportunity to compete with the robots designed by the high schools students at an annual Elementary STEM Expo.

5. **Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.**

The expected student benefit from this activity is that our high school students will receive hands-on learning and participate in STEM related activities and increase their opportunity to explore the growing field of STEM related job options.

6. **Explain the timeframe in which the program activity be implemented.** *(i.e. throughout the school year, semester, summer)*

The time frame for this program activity will be throughout the school year.

7. **Explain the program measures that will be used to monitor implementation of the program activity.** *(i.e. increases in the number of students enrolled or participating in the program)*

School administrators will monitor the teachers in these courses during classroom walkthroughs to ensure the purchased materials and equipment are being utilized and will require documentation through lesson plans that

the activities address subject level standards. The district will monitor the program activity through the use of mid-year follow-up discussions and an end of year summarization from the school administrators and/or teachers.

The district will expect to see an increase in the request for participation for these courses as these courses develop and expand their curriculum and hands-on experiences. The district will also expect to see an increase in student engagement which will foster fewer absences, higher student achievement in science and a higher graduation rate.

8. **Explain which items(s) in the budget connect to this program activity.** *(i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.)*

Dissection Kits, Forensic chemicals, forensic kits, microscopes, high powered cameras, robotic kits and accessories, digital strobe light, laser ray boxes and lenses, optical bench and attachment sets.

9. **Describe how the project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan.** *(www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm)* **If a program will be purchased, provide the What Works Clearinghouse rating or proof it is an evidenced-based program.**

This activity will incorporate Goals 1, 2, and 3 of Florida's Strategic Plan as it will improve student achievement, expand STEM related educational opportunities and experiences, and as an end result effect graduation rate by increasing student engagement in school.

PROGRAM ACTIVITY #3 – MUSIC/ART EDUCATION

1. **Type of program activity** *(see table provided above)*

Music and Art Education

2. **Describe the program activity and how it will be implemented.**

The district will fund the purchase of a keyboard for use in the high school Chorus/Music Education courses and for concerts and productions both on campus and off as there is not school funding to purchase one and the high school Chorus teacher currently borrows one from a local church when it is needed.

The district will also fund an afterschool Art Club, Music Club and traveling art exhibit at one of the elementary schools. Wauchula Elementary School is asking to enhance the experiences for their students in the area of Art and Music. The school will provide an Art Club for interested students to explore art and creative expression through after-school projects. The school will provide a Music Club that will allow interested students to explore music and instruments, learn to read music and gain a greater appreciation for music. The traveling art exhibit will be used by the school's art teacher to enhance her instruction and give the students at Wauchula Elementary exposure to famous works of art and a variety of cultural artworks that they will not likely have the opportunity to experience otherwise.

3. **Explain how the program activity connects to the comprehensive needs assessment.**

The CNA provided evidence that a large number of our students come from low income homes thus their experiences in the areas of Art/Music are likely very limited. This program activity will provide opportunities for those students at these school sites to experience art/music at a greater capacity. Also in the CNA, was the decreasing percentage of students enrolling in Music/Art Education courses at the secondary level. This program activity will provide students with more experiences that could help them gain an appreciation for art/music they didn't realize they had and increase interest in the Music/Art Education courses at the

secondary level.

4. **Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served.** *Complete even if the program focus is professional development for administrators, teachers, and/or staff.*

The number of students expected to be impacted by this program activity at the high school is approximately 150 students in grades 9-12 enrolled in Chorus and Music Education courses and approximately 680 elementary students enrolled at Wauchula Elementary School in grades Kg – 5th.

5. **Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.**

Students will benefit from this program by gaining more opportunities to experience Art/Music. This could develop their appreciation for the arts and increase their desire to come to school and participate in these programs.

6. **Explain the timeframe in which the program activity be implemented.** *(i.e. throughout the school year, semester, summer)*

The high school chorus teacher will use the keyboard daily and throughout the year. The Music and Art Club will be implemented from August to January, while the traveling Art Exhibit will be implemented throughout the school year.

7. **Explain the program measures that will be used to monitor implementation of the program activity.** *(i.e. increases in the number of students enrolled or participating in the program)*

The school administrators at these school sites will monitor the teachers through classroom walkthroughs to ensure the purchased equipment/materials are being utilized as well as monitor the afterschool clubs to check on student participation and student engagement. Lesson plans will document the use of the traveling art exhibit. The district will monitor the program activity through the use of mid-year follow-up discussions and an end of year summarization from the school administrators and/or teachers.

The district will expect to see an increase in the request for participation for these courses at the secondary level as the students experience more opportunities to explore music and art. The district will also expect to see an increase in student engagement which will foster fewer absences, higher student achievement and ultimately a higher graduation rate.

8. **Explain which items(s) in the budget connect to this program activity.** *(i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.)*

Keyboard, musical instruments, microphones, stands, wireless headset microphones, sheet music, personnel to run the art/music club, art supplies such as chalk, paint, clay, paint brushes, paper, and other art supplies.

9. **Describe how the project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan.** *(www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm)* **If a program will be purchased, provide the What Works Clearinghouse rating or proof it is an evidenced-based program.**

This project will incorporate Goals 1 and 2 of the Florida Education Strategic Plan as it will impact student achievement and increase graduation rates.

PROGRAM ACTIVITY #4 – Culinary and Family and Consumer Sciences

1. **Type of program activity (*see table provided above*)**

Other

2.   Describe the program activity and how it will be implemented.

The district will fund additional equipment in the high school culinary courses to enhance the Italian and Asian food units that the teacher currently teaches. This equipment will give students the opportunity to make pasta noodles from scratch and give more students in these courses the experience of cooking with commercial grade woks.

The district will also fund equipment and supplies at the junior high school for a course new to the school that will teach an understanding of food prep and nutrition, as well as fashion and sewing concepts and other home related activities in an attempt to create more well-rounded students and give them opportunities to learn through hands-on cooking and sewing activities.

3.   **Explain how the program activity connects to the comprehensive needs assessment.**

The CNA shows that students in our district largely come from low income families and the experiences are limited for these students.   Many students do not have the opportunity to cook use these types of equipment at home nor do they have the opportunity to eat the types of food they will be exposed to in these classes. In an attempt to improve our graduation rate that continues to lag behind the state, the district feels that the incorporation of more hands on experiences for our students will lead to better student engagement, improve the graduation rate and improve attendance rates at the secondary level.

4.   **Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. Complete even if the program focus is professional development for administrators, teachers, and/or staff.**

Approximately 130 students at the junior high school will benefit from materials and equipment purchased for the first year of the new course and approximately 200 students enrolled in culinary courses at the high school will benefit from the additional equipment purchased for that program.

5.   **Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.**

The students at both schools will benefit by experiencing hands-on learning with equipment that they might not have at home. They will also experience preparing and eating food that many from low income families may not be able to afford to do in their own homes. The

6.   **Explain the timeframe in which the program activity be implemented. (i.e. throughout the school year, semester, summer)**

The timeframe for this program activity is throughout the year at both school sites.

7.   **Explain the program measures that will be used to monitor implementation of the program activity. (i.e. increases in the number of students enrolled or participating in the program)**

School administrators will monitor the teachers in these courses during classroom walkthroughs to ensure the purchased materials and equipment are being utilized and will require documentation through lesson plans that the activities address subject level standards. The district will monitor the program activity through the use of mid-year follow-up discussions and an end of year summarization from the school administrators and/or teachers.

The district will expect to see an increase in the request for participation for these courses as these courses develop and expand their curriculum and hands-on experiences. The district will also expect to see an increase in student engagement which will foster fewer absences, higher student achievement and a higher graduation rate.

8. **Explain which items(s) in the budget connect to this program activity. (i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.)**

Kitchen Aid pasta attachment, commercial grade wok pans, pizza oven, FoodSaver machine, plastic food storage containers and supplies, food for use during lessons, baking supplies, serving pieces, meat thermometer, dishcloths, hot pads, microwave oven, refrigerator, materials for sewing, upholstery batting, colanders, precision cooker and accessories, food chopper.

9. **Describe how the project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm) If a program will be purchased, provide the What Works Clearinghouse rating or proof it is an evidenced-based program.**

This activity will incorporate Goals 1, 2, and 3 of Florida's Strategic Plan as it will improve student achievement, expand career and tech related educational opportunities and experiences, and as an end result effect graduation rate by increasing student engagement in school.

PROGRAM ACTIVITY #5 –HHS AFTER SCHOOL INITIATIVE

1. **Type of program activity (*see table provided above*)**

Content Area Support

2. **Describe the program activity and how it will be implemented.**

The only district high school is unable to fund enough remediation courses due to budget short falls. The district would like to fund an after school program at the high school to help students in need of remediation in Language Arts and Math in order to successfully pass the state assessments at the end of the year.

3. **Explain how the program activity connects to the comprehensive needs assessment.**

The latest data from FLDOE Edstats Interactive Reports shows that the district has improved proficiency on the grade 3-10 FSA ELA assessment from the baseline data in 14-15 of 41.1% proficient to 47.4% in 18-19. The district continues to close the gap in ELA achievement, however, this is still below the state's average of 55.4%. From the baseline data in 14-15 on grade 3-12 FSA Combined Math assessments of 40.4% scoring proficient there has been an increase to 58.8% in 18-19 which now exceeds the state's percentage of 57.9%. Edstats data also shows that the graduation rate has improved from the baseline of 59.7% in 14-15 to the most recent data for 17-18 of 80.2%. The district still lags the state at 86.1%, but has closed the gap from 18.2% in 14-15 to 5.9% in 17-18.

4. **Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. Complete even if the program focus is professional development for administrators, teachers, and/or staff.**

The after school sessions will be offered at the only district high school and serve the bottom 25% of ELA and Math students, students who scored level 1s and 2s, students from targeted subgroups (SWD/ELL) and others identified as at risk of not passing the end of year assessments.

5. **Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.**

The students will benefit by receiving additional instruction/remediation in a small group setting for Language Arts and/or Math to help improve their skills in the subject, provide support to pass the state assessment at the end of the school year and in turn, meet state graduation requirements.

6. **Explain the timeframe in which the program activity be implemented. (i.e. throughout the school year, semester, summer)**

This activity will be implemented throughout the school year. After school sessions will be offered 2 days a week for 1.5 hours each day from September through the end of April or approximately 30 weeks.

7. **Explain the program measures that will be used to monitor implementation of the program activity. (i.e. increases in the number of students enrolled or participating in the program)**

The district will monitor the implementation of the after school initiative at the high school through school visits during the program's operation hours. The district will retain copies of the rosters and attendance records for the programs during the programs and upon completion of the programs. The school administration will monitor lesson plans for the program and the use of remediation materials/curriculum and report that to the district.

8. **Explain which items(s) in the budget connect to this program activity. (i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.)**

Extra Duty pay for teachers teaching the afterschool program.

9. **Describe how the project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm) If a program will be purchased, provide the What Works Clearinghouse rating or proof it is an evidenced-based program.**

This project will incorporate Goals 1 and 2 of the Florida Education Strategic Plan as it will impact student achievement and increase graduation rates.

Research from the University of Pittsburgh, in an article "It's About Time: Extended Learning and Academic Achievement" from March 2013 states: "The review of the research related to extended learning time programs suggests they can be effective mechanisms for improving academic achievement, especially for low-income, low-performing, and racial/ethnic minority students who attend regularly." The same article also stated that "evidence suggests summer learning opportunities to be a particularly promising approach to improving academic achievement." Other research on remediation states: "Most reading problems can be prevented by providing effective instruction and intervention," according to Carolyn Denton in her article titled, " Classroom Reading Instruction that Supports Struggling Readers."(2015). In the article, "Reading Remediation Instructional Strategies for Struggling Early Readers," Lee, Gable, and Klassen state that, "Effective remediation instruction improves reading skills when teachers provide direct instructions and consider students` responses to remediation"(2012). Finally, another research finding about extended day/year programs states "Students who participate in what are known as expanded learning opportunities – which includes after-school programs – show higher rates of school attendance, lower dropout rates and improved attitudes toward school," according to Pannoni, (2014).

PROGRAM ACTIVITY #6 – DISTRICT COLLABORATION/VERTICAL TEAMING

1. **Type of program activity (*see table provided above*)**

Content Area Support

2. **Describe the program activity and how it will be implemented.**

Hardee County is a small, rural district with a high percentage of low income families which in turn brings lots of mobility within the district between five elementary schools. The district has only one junior high school and

one senior high school so the five elementary schools feed those two schools. With Title IV funds, the district plans to provide opportunities for teachers to come in and collaborate across schools/grade levels/subject areas in order to provide more continuity and stability across the district for our students in the areas of curriculum, instructional strategies and resources.

The district data coach and school site academic coaches will facilitate the collaboration/vertical teaming sessions. Using internal district data as well as district data from the state, the sessions will identify areas of strengths and weaknesses throughout the district and facilitate the discussions of the unique nature of our students, the sharing of ideas, and the creation of common district goals for improving continuity in instruction in the content areas/grade levels/schools and increasing student achievement.

3.   **Explain how the program activity connects to the comprehensive needs assessment.**

The latest data from FLDOE Edstats Interactive Reports shows that the district has improved proficiency on the grade 3-10 FSA ELA assessment from the baseline data in 14-15 of 41.1% proficient to 47.4% in 18-19. The district continues to close the gap in ELA achievement, however, this is still below the state's average of 55.4%. From the baseline data in 14-15 on grade 3-12 FSA Combined Math assessments of 40.4% scoring proficient there has been an increase to 58.8% in 18-19 which now exceeds the state's percentage of 57.9%. Recent data shows a slight decrease in 5th grade Science proficiency from 44.6% proficient in 14-15 to 41.9% in 18-19; however 8th grade Science shows an increase from 34% proficient in 14-15 to 36% in 18-19 with a high of 41.1% in 17-18. The district still lag the state in Science achievement in both 5th and 8th grades. On the Biology EOC, proficiency has increased from the baseline year with 47.4% scoring proficient in 14-15 to 67.3% in 18-19 which slightly exceeds the state's average of 66.9% proficient. Another significant increase in proficiency is on the Civics EOC from a baseline of 36.2% scoring proficient in 14-15 to 59.8% in 18-19. Although this still lags the state's average of 70.9%, the district is continuing to close the gap. On the US History EOC, the district has fluctuated in proficiency scores since 14-15 from a baseline of 51.1% to a low of 43.3% in 15-16 and a high of 51.7% in 17-18 to the current 49.8% proficient in 18-19.

The district still lags the state significantly with 69.1% proficient. Edstats data shows that the graduation rate has improved from the baseline of 59.7% in 14-15 to to most recent data for 17-18 of 80.2%. The district still lags the state at 86.1%, but have closed the gap from 18.2% in 14-15 to 5.9% in 17-18.

4.   **Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. Complete even if the program focus is professional development for administrators, teachers, and/or staff.**

The collaboration/vertical teaming sessions will be conducted with approximately 100 teachers from the five elementary schools, junior high school, and high school. The participating teachers will be expected to go back to their school sites and share the discussions, ideas, and common district goals with their schools, grade levels, and/or content areas. This is expected to impact approximately 5000+ Hardee County students in grades K-12.

5.   **Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.**

As a district, we believe that all students will benefit from the collective collaboration and vertical teaming of teachers because it will focus on creating common district goals and sharing effective ideas and resources that are identified from district/state data. Since students are so highly mobile in our district and we have a unique situation where we only have one high school and one junior high fed by the 5 elementary schools, we believe that continuity and collaboration focusing on the successes of schools/grade levels/subject areas can make our schools and our students feel more supported and increase student achievement.

6.   **Explain the timeframe in which the program activity be implemented. (i.e. throughout the school year, semester, summer)**

This activity will be implemented throughout the school year. Up to 3 collaboration/vertical teaming sessions for each grade level/subject area will be conducted with up to 100 teachers participating. Sessions will occur in the fall, winter and spring at the end of the school day after students are released.

7.   **Explain the program measures that will be used to monitor implementation of the program activity. (i.e. increases in the number of students enrolled or participating in the program)**

The district will monitor the implementation of the collaboration/vertical teaming sessions by retaining copies of the sign in sheets for each session, session notes from district data coach or academic coaches, and documentation of common district ideas and goals. The school administration will monitor grade level/subject area follow-up discussions at their school sites, and monitor lesson plans for the incorporation of the shared ideas and common district goals.

8.   **Explain which items(s) in the budget connect to this program activity. (i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.)**

Extra Duty pay for teachers, district data coach, and academic coaches for hours above and beyond the normal work day.

9.   **Describe how the project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm) If a program will be purchased, provide the What Works Clearinghouse rating or proof it is an evidenced-based program.**

This project will incorporate Goals 1 and 2 of the Florida Education Strategic Plan as it will impact student achievement and increase graduation rates.

PROGRAM ACTIVITY #7 – AVID

1.   **Type of program activity (*see table provided above*)**

Other

2.   **Describe the program activity and how it will be implemented.**

With Title IV funds, the district plans to fund AVID dues for Hardee Senior high school and provide current college students as tutors in AVID classrooms at the junior high and high school. The tutors will assist AVID students in elective AVID classrooms with homework and other assignments in learning groups as directed by teacher.

3.   **Explain how the program activity connects to the comprehensive needs assessment.**

The latest data from FLDOE Edstats Interactive Reports shows that the district has improved proficiency on the grade 3-10 FSA ELA assessment from the baseline data in 14-15 of 41.1% proficient to 47.4% in 18-19. The district continues to close the gap in ELA achievement; however, this is still below the state's average of 55.4%. From the baseline data in 14-15 on grade 3-12 FSA Combined Math assessments of 40.4% scoring proficient there has been an increase to 58.8% in 18-19 which now exceeds the state's percentage of 57.9%. Recent data shows a slight decrease in 5th grade Science proficiency from 44.6% proficient in 14-15 to 41.9% in 18-19; however 8th grade Science shows an increase from 34% proficient in 14-15 to 36% in 18-19 with a high of 41.1% in 17-18. The district still lags the state in Science achievement in both 5th and 8th grades. On the Biology EOC, proficiency has increased from the baseline year with 47.4% scoring proficient in 14-15 to 67.3%

in 18-19 which slightly exceeds the state's average of 66.9% proficient. Another significant increase in proficiency is on the Civics EOC from a baseline of 36.2% scoring proficient in 14-15 to 59.8% in 18-19. Although this still lags the state's average of 70.9%, the district is continuing to close the gap. On the US History EOC, the district has fluctuated in proficiency scores since 14-15 from a baseline of 51.1% to a low of 43.3% in 15-16 and a high of 51.7% in 17-18 to the current 49.8% proficient in 18-19. The district still lags the state significantly with 69.1% proficient.

Edstats data also shows that the graduation rate has improved from the baseline of 59.7% in 14-15 to the most recent data for 17-18 of 80.2%. The district still lags the state at 86.1%, but has closed the gap from 18.2% in 14-15 to 5.9% in 17-18.

4. **Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. Complete even if the program focus is professional development for administrators, teachers, and/or staff.**

The LEA will implement AVID at the junior high school and senior high school with approximately 175 students exposed to intense monitoring and support, however AVID strategies are implemented school-wide at both schools with all 2600+ students being exposed to the highly effective activities. 7 AVID elective classrooms, one per grade level (grades 6-12) will have college students hired and trained as tutors (facilitators) come to class 2 times per week to work with learning groups.

5. **Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.**

Students will benefit from the implementation of AVID as well as from the AVID tutors because AVID teaches skills and behaviors for academic success. It provides intensive support with tutorials and strong student/teacher relationships. AVID creates a positive peer group for students and develops a sense of hope for personal achievement gained through hard work and determination. All instructional staff at the high school and junior high are trained in strategies that have been identified by AVID as effective. These strategies include: Developing WICORized lessons. These lessons include a balance of Writing, Inquiry, Collaboration, Organization and Reading. Student use of 3 ring binders is expected in order to organize work and planning.

6. **Explain the timeframe in which the program activity be implemented. (i.e. throughout the school year, semester, summer)**

AVID will be implemented throughout the school year at both the junior high and senior high school. The AVID tutors will come to the AVID elective classrooms 2 times per week to work with learning groups.

7. **Explain the program measures that will be used to monitor implementation of the program activity. (i.e. increases in the number of students enrolled or participating in the program)**

The district will monitor the implementation of the AVID program and AVID tutors. The high school and junior high principals will report to district leadership the progress of the implementation at least once per semester. The school coaches will collect teacher lesson plans, sign in sheets for tutors, tutor schedules, and any documentation related to the implementation. Walk throughs in AVID classrooms will be conducted at least 2 times through the year and observations debriefed and change implemented as needed.

8. **Explain which items(s) in the budget connect to this program activity. (i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.)**

AVID dues for Hardee Senior High School, salaries for AVID tutors.

9. **Describe how the project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fldoe.org/policy/state-board-of-**

edu/strategic-plan.stm) If a program will be purchased, provide the What Works Clearinghouse rating or proof it is an evidenced-based program.

This project will incorporate Goals 1 and 2 of the Florida Education Strategic Plan as it will impact student achievement and increase graduation rates.

Research has shown AVID to have a positive impact on students' post-program experiences as well as the high school graduation rate. According to a study in the Journal of Hispanic Higher Education, 2013 by Huerta, J., Watt, K.M. & Reyes, P., "despite being from groups that are underrepresented at the college level, AVID graduates are making achievements in college partly due to their achievements in high school." It also indicated that "Hispanic AVID graduates are more likely to stay in college than typical students at the same institutions." Another study in the Journal of Education for Students Placed At Risk, 2006, by Watt, K.M., Power, C.A., Mendiola, I.D., & Cossio G., found that "AVID schools and districts showed increases in graduation or completion rates while Non-AVID schools and districts evidenced declines." The same study found that "AVID schools showed increases in enrollment in courses of high rigor where Non-AVID schools actually showed decreases in enrollment" in the same types of courses. http://www.avid.org/dl/res_research/research_review.pdf