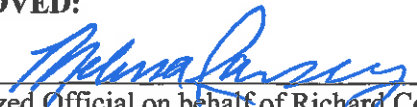



**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Madison County School District	2 PROJECT NUMBER 400-2240B-0CT01	
3 PROJECT/PROGRAM TITLE Title II, Part A: Supporting Effective Instruction <p align="center">TAPS 20A011</p>	4 AUTHORITY 84.367A Title II, A Teacher and Principal Training Fund USDE or Appropriate Agency FAIN#: S367A190009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2019 - 06/30/2020 Program Period: 07/01/2019 - 06/30/2020	
7 AUTHORIZED FUNDING Current Approved Budget: \$108,036.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$108,036.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2020</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2020</u> • Last date for receipt of proposed budget and program amendments: <u>05/30/2020</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: • Federal Award Date : <u>07/01/2019</u> 		
10 DOE CONTACTS Program: Lynn Talley Phone: (850) 245-7804 Email: Lynn.Talley@fldoe.org Grants Management: Unit A (850) 245-0496	Comptroller Office Phone: (850) 245-0401 Duns#: 175079268 FEIN#: F596000721004	
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. 		
12 APPROVED: <div style="display: flex; justify-content: space-between;"> <div data-bbox="129 1753 755 1900">  Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> <div data-bbox="836 1753 1120 1879"> <p align="center"><u>11/8/19</u></p> Date of Signing </div> <div data-bbox="1185 1732 1453 1816" style="text-align: right;">  FLORIDA DEPARTMENT OF EDUCATION <small>fldoe.org</small> </div> </div>		

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

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 OFFICE OF GRANTS MANAGEMENT
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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, Part A: Supporting Effective Instruction TAPS NUMBER: 20A011	DOE USE ONLY Date Received
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B) Name and Address of Eligible Applicant: <i>Madison County School Board</i> <i>210 NE Duval Ave Madison, FL 32340</i>	Project Number (DOE Assigned) <i>400</i> -2240B-OCT01
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C) Total Funds Requested: \$ 108,036 <hr style="width: 50%; margin: 10px auto;"/> DOE USE ONLY Total Approved Project: \$ <i>108,036.00</i>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Contact Name: Lisa Roderick</td> <td style="width: 50%;">Telephone Numbers: Lisa-850-973-1565 Andy-850-973-5022</td> </tr> <tr> <td>Fiscal Contact Name: Andy Barnes</td> <td></td> </tr> <tr> <td>Mailing Address: 210 NE Duval Ave Madison, FL. 32340</td> <td>E-mail Addresses: Lisa: lisa.roderick@mcsbfl.us Andy: Andrew.barnes@mcsbfl.us</td> </tr> <tr> <td>Physical/Facility Address: 210 NE Duval Ave. Madison, FL. 32340</td> <td>DUNS number: 175079268 ✓ FEIN number: F6000721004 ✓</td> </tr> </table>	Contact Name: Lisa Roderick	Telephone Numbers: Lisa-850-973-1565 Andy-850-973-5022	Fiscal Contact Name: Andy Barnes		Mailing Address: 210 NE Duval Ave Madison, FL. 32340	E-mail Addresses: Lisa: lisa.roderick@mcsbfl.us Andy: Andrew.barnes@mcsbfl.us	Physical/Facility Address: 210 NE Duval Ave. Madison, FL. 32340	DUNS number: 175079268 ✓ FEIN number: F6000721004 ✓
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Physical/Facility Address: 210 NE Duval Ave. Madison, FL. 32340	DUNS number: 175079268 ✓ FEIN number: F6000721004 ✓								

CERTIFICATION

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

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

E) Signature of Agency Head	Superintendent Title	6/20/19 Date
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A) Madison County School District
 Name of Eligible Recipient
 B) 400-2240B-0CT01
 Project Number (DOE Use Only)

TAPS Number
 20A011

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
6400	120	Stipends for facilitators in Reading and for teachers taking reading courses over the summer outside of their contract hours.		\$ 21,000.00
6400	310	Professional and Technical Services: Consultants to come in and offer PD (for instance, Literacy Groups, Brain based learning), to help teachers improve their practices for their classrooms.		\$ 9,000.00
6400	369	Technology-Related Rentals: Instructional Staff Training: Florida Learning Alliance tracking for PD points for educators and True North Logic evaluation system to help identify PD needs for teachers and administrators to help make them more successful in their classroom and school		\$ 29,700.00
6400	510	Materials and Supplies: Consumable materials and supplies for professional development activities for classroom teachers, mentor/mentees and instructional support personnel. Ie, chart paper, markers, flash drives, 3 ring binders, copy paper.		\$ 4,913.99
6400	330	Travel: Teacher travel/PD-transportation, meals, hotel. Registration fees for professional development conferences such as, NEFEC/PAEC PD/conferences and other third party PD as determined by the superintendent.		\$ 2,677.53
7200	330	Travel: Administrative and teacher travel/PD-transportation, meals, hotel. Registration fees for professional development conferences such as FOIL, NEFEC/PAEC leadership conference, and FASFEP.		\$ 8,275.84
6400	730	Dues and Fees: NEFEC summer trainings for teachers.		\$ 2,000.00
7200	730	Dues and Fees: NEFEC summer trainings for administrators		\$ 2,000.00
6400	730	Dues and Fees: Certification for teachers, coursework and exams in ESOL and Reading Endorsement. Also for NEFEC training which is a set of PD opportunities that allow the district to assign teachers to specific trainings as necessary and appropriate.		\$ 19,600.00
7200	730	Dues and Fees: Membership for professional organizations such as ASCD and FOIL		\$ 1,500.00
7200	792	Indirect cost at negotiated rate of 7.32%. The LEA uses the internal object code 790 for this line item.		\$ 7,368.64
C) TOTAL				\$ 108,036.00



Title II, Part A: 2019-20 Application

Agency Name: Madison County School Board
Project Number: 400 - 2240B - OCT01
TAPS Number: 20A011

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

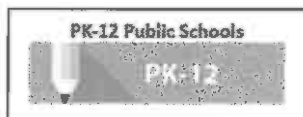
Data to inform teacher and principal effectiveness needs

- 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 (16-17 data and 15-16 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.

LEAs are not required to submit data collection and analysis as part of this program application.

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.

Student Achievement	
<i>Summarize the trends and patterns observed by the team while analyzing student achievement data. What gaps exist in outcomes among student subgroups? What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</i>	
<i>Areas of Strength</i>	<p>Students in grades 6-8 went up overall in Mathematics (44% to 47%). Students in grades 7-12 went up overall in U.S. History (57% to 58%). Though this is progress and we are excited by all progress there is more work to do.</p>
<i>Challenges</i>	<p>Middle-and lower achieving students, especially those from economically disadvantaged homes are not scoring as well as their counterparts from non-economically disadvantaged homes. Sadly, with the demographics of Madison County the vast majority of the students are from economically disadvantaged homes. The district has continued to invest in curriculum and technology with accompanying training, and in some areas has witnessed the payoff of these items. However, in Science, ELA and Math at the lower grades there is much work to be done to reach these students and help them achieve at higher rates. Our concern is that the difficulties in ELA underlie a students' difficulties in other areas, and that these are exacerbated over time. Until students make a year (or more) of learning gains they will not be able to catch up. Building student skills requires teachers that are both knowledgeable in their subject area and have high expectations for student achievement. The district still believes this is a school culture issue and has continued to work on changing the culture of the schools. This is a long-term issue that will take some more time to correct.</p>

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>	The schools in Madison County School District can be divided into two groups, the smaller, outlying schools and the larger schools in town (Madison County Central and Madison County High). The smaller schools tend to have a stable teaching population and few issues attracting and retaining teachers. The average teacher stays for ten years in the outlying schools and 95% of these teachers are considered effective or highly effective. Principals and other instructional leaders, the outlying schools do not have assistant principals, likewise are readily found and retained.
<i>Challenges</i>	On the other hand, Madison County Central and the high school have more turnover than the outlying schools. Madison County Central was in turnaround up until the past year. Part of the reason the schools in town struggle is the higher teacher turnover. Most schools did retain their leadership staff this year, even at the schools in town, with the exception of Greenville Elementary who had their principal become the interim Superintendent in May.

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>	Madison County School District (MCSD) has approximately 200 teachers. Of its 200 teachers, 52% were considered effective or highly effective.
<i>Challenges</i>	The majority of MCSD teachers are assigned to the largest school, Central. Here 52% of teachers are considered either effective or highly effective, 48% are considered either "needs improvement" or "unsatisfactory." MCSD is a rural, isolated district without a large influx of alternative teachers, so it must focus on growing the teachers it has, helping promising paras and youth to enter the teacher profession.

Principal and Other School Leader Effectiveness	
<i>Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of principals and other school leaders. What are the important trends and patterns that will support the identification of principal and other school leader learning needs?</i>	
<i>Areas of Strength</i>	MCSD has a number of strong principals, particularly at the outlying schools. These instructional leaders have been successful in raising student achievement in many areas, and in mentoring and supporting teachers.
<i>Challenges</i>	These strong principals were moved around last year, and the district still needs to help these administrators with their newer duties to be able to mentor them and support them in the roles they are serving.

Other Data Sources, Including Private School Data	
<i>Summarize the trends and patterns observed by the team while analyzing other data sources (including private school data). What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</i>	
<i>Areas of Strength</i>	Not applicable. There are no private schools in Madison County School District. The FDOE website has some listed, but they either have closed a long time ago or closed at the end of the 2018-2019 school year.
<i>Challenges</i>	Not applicable.

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)
Provide more ELA learning opportunities for students	Student achievement	Worse	Yes	Due to high turnover in some of the local schools, the students are not gaining a year's worth of learning every year causing them to fall further behind.
Enhance teacher competencies in ELA and ESOL	Student achievement	Does not change	Yes	MCSD schools are departmentalized down to 4 th grade. Content-area teaches (social studies, science) are only now learning how to emphasize reading strategies and ELA skills in their classrooms.
Engage students in learning in ways that are motivating and modern, including the use of classroom based technology	Student achievement	Does not change	Yes	Over the past two years, MCSD has invested in classroom based technology. New teachers need to be trained on the technology in the classroom and those that have stayed need to have more PD to help grow their skills and usage of the technology.
Support new teachers and administrators	Teacher and Principal Effectiveness	Does not change	Yes	MCSD has established a successful, multi-touch peer mentoring system that will continue this school year.
Maintain programmatic knowledge and expertise	Other	Better	Yes	

Note: LEAs may add rows as needed.

Title II, Part A: ESSA Regulation Responses

Please respond to each question.

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

The LEA prioritizes funds to schools implementing comprehensive and improvement activities by using the CNA to find the schools with the highest needs to serve first. Essentially, schools are put into a rank order and the funding is prioritized to them based on the need. The school(s) with the greatest needs have first priority, those with high need come in second and then those with identified needs are funded last. In essence, by implementing the CNA as the driving force to find the needs the schools are then served in order of the identified needs.

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)]?

The LEA meets with the School Advisory Council made up of staff, teachers, administrators, community members, students and parents to address the data and to continue to improve upon the activities that are offered to staff to help build their practices. Additionally, the district administrative team meets once a month and data is shared, as well as options for possible revisions to the program. The SAC meetings are every other month throughout the 10 months that school is in (August 2019-May 2020).

Title II, Part A: Equitable Services

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:

Example of Formula to Determine Amount for Title II, Part A Equitable Services

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

If the LEA does not have participating private schools for the 19-20 school year, please note that here. There are no participating private schools in Madison County.

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. **LEAs must 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
<i>None funded through Title II, Part A</i>	Andrew Barnes	NA	NA	NA

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
<i>None funded through Title II, Part A</i>	Sam Stalnaker	NA	NA	NA

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>Reading PD</p> <p>Two MCSD employees will work with teachers to increase the focus on reading in all areas. Teachers in ELA that are not reading endorsed will have the ability to become endorsed through the reading courses offered throughout the school year and into the summer. By having more teachers trained in reading strategies, it will help the schools to gain more in all areas of student achievement.</p> <p>Costs associated with stipends may be incurred for professional development activities requiring teachers and other</p>	Robin Hill/Kara Washington	NA	<p>Reading skills PD will allow for MCSD to increase reading scores by 6% on the FSA.</p> <p>15% of teachers in ELA not currently reading endorsed will have completed at least 2 courses by the end of the 2020 school year.</p>	<p>FSA ELA Scores</p> <p>This will be measured through the coursework in NEFEC that is monitored by the Curriculum Coordinator.</p>

<p>school leaders to attend sessions outside the regular school day.</p> <p>Costs associated with travel may be incurred for professional development activities requiring teachers and other school leaders to travel in and out of the county.</p> <p><i>Budget Line Item(s): 11, 12, 13, 15</i></p>				
<p>NEFEC Training</p> <p>Trainings offered by NEFEC through agreement with Madison County School Board. Some of these are online and others are in person. They vary over what is covered from classroom management to ESOL and Reading endorsement classes.</p> <p>50% of teachers will attend at least one NEFEC training during the 2019-2020 school year as evidenced by the NEFEC online system. This will allow teachers to earn additional PD at a time that is convenient to them and give teachers PD that is relevant to their needs and their classes.</p> <p><i>Budget Line Item(s): 16-18</i></p>	Robin Hill	NA	<p>By having teachers have access to PD at all times it will allow for a 10% growth in retaining teachers at the Madison County Central School and Madison County High School.</p> <p>NEFEC PD reports to the district will show that 50% of teachers have completed a minimum of one PD in the NEFEC system by May 20, 2020.</p> <p>FSA and EOC scores will be evaluated for those teachers that do participate and they will show a 3% increase on their FSA and EOC assessments.</p>	<p>Madison Teacher Retention Records</p> <p>FSA ELA and Math Scores</p> <p>EOC Exams</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>Consultants Outside consultants such as Beth Nims will be used to help with literacy professional development for teachers in all courses. Teacher can learn to embed reading into any subject. Other consultants may offer work on parent and family engagement to raise academic achievement or other consultants as determined necessary by student needs and superintendent approval.</p> <p>Effective teachers and leaders will take part in PD on Literacy Teams. This will help each school to have teams that work on literacy at the school and give teachers and administrators the opportunity to work together on the data and solve any problems they find together.</p> <p><i>Budget Line Item(s): 12</i></p>	Robin Hill	NA	By working in literacy teams, reading achievement will increase by 3% at the end of the 2019-2020 school year. Additionally, there will be a 10% gain in retention of effective teachers and leaders.	Student FSA and EOC scores will be used to measure the impact of the literacy teams. Additionally, True North Logic evaluations for teachers and administrators will be reviewed to see the effectiveness of those that took part in the literacy teams.

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 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
None supported with Title II, Part A funds. These changes have been made internally and are cost-neutral.	Sam Stalnakar	NA	NA	NA

Note: LEAs are not required to include activities for each section. LEAs may add rows as needed.