




**Florida Department of Education
Project Award Notification**

CORRECTED COPY

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| 1 PROJECT RECIPIENT Charlotte County School District | 2 PROJECT NUMBER 080-2419A-9C001 | |
| 3 PROJECT/PROGRAM TITLE Student Support and Academic Enrichment Grants <p align="right">TAPS 19A120</p> | 4 AUTHORITY 84.424A Title IV Student Support and Academic Enrichment USDE or Appropriate Agency FAIN#: S424A180010 | |
| 5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date: | 6 PROJECT PERIODS Budget Period: 08/30/2018 - 08/30/2019 Program Period:08/30/2018 - 08/30/2019 | |
| 7 AUTHORIZED FUNDING Current Approved Budget: \$264,989.69 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$264,989.69 | 8 REIMBURSEMENT OPTION Federal Cash Advance | |
| 9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>08/30/2019</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>10/20/2019</u> • Last date for receipt of proposed budget and program amendments: <u>07/30/2019</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>07/01/2018</u> | | |
| 10 DOE CONTACTS Program: Michelle Gaines Phone: (850) 245-0978 Email: Michelle.Gaines@fldoe.org Grants Management: Unit A (850) 245-0496 | Comptroller Office Phone: (850) 245-0401 Duns#: 796112662 FEIN#: F596000539002 | |
| 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. | | |
| 12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  _____ Authorized Official on behalf of Pam Stewart Commissioner of Education </div> <div style="text-align: center;">  _____ Date of Signing </div> <div style="text-align: right;">  FLORIDA DEPARTMENT OF EDUCATION <small>fldoe.org</small> </div> </div> | | |

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

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

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

RECEIVED
 CONTRACTS, GRANTS, AND
 PROCUREMENT
 2018 JUL 31 AM 11:36

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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: Student Support and Academic Enrichment ✓ TAPS NUMBER: 19A120 ✓ | DOE USE ONLY Date Received Project Number (DOE Assigned) 080-2419A-9001 |
| B) Name and Address of Eligible Applicant: Charlotte County Public Schools ✓ 1445 Education Way Port Charlotte, FL 33948 | | |

| | | | | | | | |
|--|--|---|--|---|---|--|--|
| C) Total Funds Requested: \$ 264,989.69 <hr style="width: 50%; margin: 10px auto;"/> DOE USE ONLY Total Approved Project: \$ 264,989.69 | D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Contact Name: Ashley Monier Fiscal Contact Name: Randall Wiley </td> <td style="width: 50%; padding: 5px;"> Telephone Numbers: 941-255-0808 x3031 941-255-0808 x3175 </td> </tr> <tr> <td style="padding: 5px;"> Mailing Address: 1445 Education Way Port Charlotte FL 33948 </td> <td style="padding: 5px;"> E-mail Addresses: Ashley.Monier@yourcharlotteschools.net Randall.Wiley@yourcharlotteschools.net </td> </tr> <tr> <td style="padding: 5px;"> Physical/Facility Address: 1445 Education Way Port Charlotte, FL 33948 </td> <td style="padding: 5px;"> DUNS number: 796112662 ✓ FEIN number: 596000539 ✓ </td> </tr> </table> | Contact Name: Ashley Monier Fiscal Contact Name: Randall Wiley | Telephone Numbers: 941-255-0808 x3031 941-255-0808 x3175 | Mailing Address: 1445 Education Way Port Charlotte FL 33948 | E-mail Addresses: Ashley.Monier@yourcharlotteschools.net Randall.Wiley@yourcharlotteschools.net | Physical/Facility Address: 1445 Education Way Port Charlotte, FL 33948 | DUNS number: 796112662 ✓ FEIN number: 596000539 ✓ |
| Contact Name: Ashley Monier Fiscal Contact Name: Randall Wiley | Telephone Numbers: 941-255-0808 x3031 941-255-0808 x3175 | | | | | | |
| Mailing Address: 1445 Education Way Port Charlotte FL 33948 | E-mail Addresses: Ashley.Monier@yourcharlotteschools.net Randall.Wiley@yourcharlotteschools.net | | | | | | |
| Physical/Facility Address: 1445 Education Way Port Charlotte, FL 33948 | DUNS number: 796112662 ✓ FEIN number: 596000539 ✓ | | | | | | |

CERTIFICATION

I, Steve Dionisio, ✓ 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 | 7/24/18 _____ Date |
|--|----------------------------------|--------------------------|

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: Charlotte County Public Schools
 B) DOE Assigned Project Number: 080-2419A-9C001
 C) TAPS Number: 19A120

| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
|----------|--------|---|--------------|-------------|-----------------------------|------------------------|-------------------------|------------------------|
| FUNCTION | OBJECT | ACCOUNT TITLE AND NARRATIVE | FTE POSITION | AMOUNT | % ALLOCATED to this PROJECT | ALLOWABLE DOE USE ONLY | REASONABLE DOE USE ONLY | NECESSARY DOE USE ONLY |
| 5100 | 120 | Classroom Teachers: Additional hours for classroom teachers to plan and deliver EOC Boot Camp lessons during Saturday workshops for students at each LEA middle school. Up to 10 hours each for up to 16 teachers, 4 at each middle school. | 0.01 | \$ 5,600.00 | 100 | | | |
| 5100 | 150 | Paraprofessionals: Additional hours for paraprofessionals to assist teachers with small group instruction during Saturday workshops for students at each LEA middle school. Up to 6 hours for up to 8 paraprofessionals, 2 at each middle school. | 0.003 | \$ 720.00 | 100 | | | |
| 5100 | 210 | Retirement: Retirement for additional hours for classroom teachers and paraprofessionals for work during Saturday workshops funded at .0826. | | \$ 522.00 | 100 | | | |
| 5100 | 220 | FICA: Social Security for additional hours for classroom teachers and paraprofessionals for work during Saturday workshops funded at .062. | | \$ 392.00 | 100 | | | |
| 5100 | 220 | FICA: Medicare for additional hours for classroom teachers and paraprofessionals for work during Saturday workshops funded at .0145. | | \$ 92.00 | 100 | | | |
| 5100 | 240 | Worker's Compensation: Worker's Compensation for additional hours for classroom teachers and paraprofessionals for work during Saturday workshops funded at .0082. | | \$ 52.00 | 100 | | | |

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|------|-----|--|--|--------------|-----|--|--|--|
| 5100 | 312 | Professional and Technical Services: Performance fees for live theater productions funded at \$3750 each for grades 1 and 4 and \$2250 for grades 8-12 performance. | | \$ 9,750.00 | 100 | | | |
| 5100 | 510 | Supplies: Literacy materials to be used by reading volunteers during one-on-one and small group sessions with students. We Both Read kits (up to 20 kits, 2 per school, funded at 319.36 each) | | \$ 6,387.00 | 100 | | | |
| 5100 | 510 | Supplies: STEM K-8 supplies for integrating STEM activities into science lessons including microscopes, balances, display boards, paper, writing utensils, materials for hands-on STEM activities, and plastic storage tubs. | | \$ 25,625.00 | 100 | | | |
| 5100 | 510 | Supplies: Supplies for wellness initiatives at each school site as determined by the district wellness committee to include jump ropes, movement games, yoga mats, medicine balls, agility ladders, poster paper, writing utensils, and concrete paint for Math and Movement stencils, math and movement mats. | | \$ 4,500.00 | 100 | | | |
| 5100 | 510 | Technology-Related Supplies: Supplies for wellness initiatives at each school site as determined by the district wellness committee to include pedometers and stop watches. | | \$ 500.00 | 100 | | | |
| 5100 | 510 | Supplies: Supplies for Saturday Workshops for students to include copy paper, toner, ink, writing utensils, folders, clips, and art supplies. | | \$ 2,000.00 | 100 | | | |
| 5100 | 510 | Supplies: Books for classroom libraries in all 6th grade classrooms including paperback, permabound, hardcover, and leveled readers funded at \$4.95-\$14.95 per book. | | \$ 10,000.00 | 100 | | | |
| 5100 | 644 | NonCapitalized Computer Hardware: iPads to be used for STEM lessons at participating LEA private schools funded at \$359 each for up to 15 iPads. | | \$ 5,385.00 | 100 | | | |

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| 6400 | 120 | Classroom Teachers: Additional hours for classroom teachers to create critical concept maps and rubrics outside of contract hours paid at hourly rate per contract. Up to 10 hours each for up to 15 teachers. | 0.01 | \$ 5,250.00 | 50 | | | |
| 6400 | 130 | Other Certified Personnel: Additional hours for curriculum and instructional specialists for math and ELA to facilitate middle school boot camp to create critical concept maps and rubrics. Up to 20 hours each for 2 people. | 0.01 | \$ 1,800.00 | 100 | | | |
| 6400 | 150 | Paraprofessionals: Additional hours for AFAs beyond contract hours to plan and deliver training to reading volunteers paid at hourly rates per contract. Up to 80 hours. | 0.01 | \$ 1,200.00 | 100 | | | |
| 6400 | 210 | Retirement: Retirement for additional hours for AFAs funded at .0826. | | \$ 99.00 | 100 | | | |
| 6400 | 210 | Retirement: Retirement for additional hours for classroom teachers and curriculum and instructional specialist to create critical concept maps and rubrics funded at .0826. | | \$ 582.00 | 100 | | | |
| 6400 | 220 | FICA: Social Security for additional hours for AFAs funded at .062. | | \$ 74.00 | 100 | | | |
| 6400 | 220 | FICA: Medicare for additional hours for AFAs funded at .0145. | | \$ 17.00 | 100 | | | |
| 6400 | 220 | FICA: Social Security for additional hours for classroom teachers and curriculum and instructional specialist to create critical concept maps and rubrics funded at .062. | | \$ 437.00 | 100 | | | |
| 6400 | 220 | FICA: Medicare for additional hours for classroom teachers and curriculum and instructional specialist to create critical concept maps and rubrics funded at .0145. | | \$ 102.00 | 100 | | | |
| 6400 | 240 | Worker's Compensation: Worker's Compensation for additional hours for AFAs funded at .0082. | | \$ 10.00 | 100 | | | |

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| 6400 | 240 | Worker's Compensation: Worker's Compensation for additional hours for classroom teachers and curriculum and instructional specialist to create critical concept maps and rubrics funded at .0082. | | \$ 58.00 | 100 | | | |
| 6400 | 312 | Professional and Technical Services: Consulting fees for De Palazzo and Sandra Pavelka to provide professional development to secondary school staff and consultation with secondary school leaders funded at \$1000 per day per contracted daily rate for up to 8 days total. | | \$ 10,000.00 | 100 | | | |
| 7300 | 330 | Travel: Travel to include mileage, meals, hotel and registration fees for school leadership teams (up to 40 participants) to attend LGBTQ and Restorative Justice professional conferences including the Time to Thrive Conference, LGBTQ Impact Summit, Restorative Justice in Education Conference, and International Institute for Restorative Practices Conference. | | \$ 10,000.00 | 100 | | | |
| 6400 | 510 | Supplies: Restorative justice professional development toolkits per selections at each school site to train staff in restorative justice and peer mediation for up to 7 kits funded at \$345 each. | | \$ 2,415.00 | 100 | | | |
| 6400 | 510 | Supplies: Supplies for the middle school boot camp for teachers including copy paper, chart paper, clips, folders, binders, writing utensils, and markers. | | \$ 500.00 | 100 | | | |
| 6400 | 519 | Technology-Related Supplies: Ink and toner for the middle school boot camp for teachers. | | \$ 200.00 | 100 | | | |
| 6400 | 750 | Other Personnel Services: Substitutes to cover classes for teachers to attend grade level and subject area DLCs during contract hours funded at \$115 each for up to 350 teachers. | 0.2 | \$ 40,250.00 | 50 | | | |

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| 6400 | 750 | Other Personnel Services: Substitutes for Wellness Coaches at each school site to attend the district wellness meeting during contract hours twice per year funded at \$115 each for up to 22 teachers. | 0.02 | \$ 5,060.00 | 100 | | | |
| 6400 | 120 | Classroom Teachers: Hourly rate per contract for facilitators to develop and lead professional development at the CIA conference for up to 30 presenters. | 0.1 | \$ 10,000.00 | 100 | | | |
| 6400 | 120 | Classroom Teachers: \$15/hour stipends paid to teachers in attendance at the CIA conference per contract for up to 200 participants. | 0.1 | \$ 35,000.00 | 100 | | | |
| 6400 | 150 | Paraprofessionals: Hourly rate per contract for paraprofessionals to attend the CIA conference for up to 150 participants. | 0.1 | \$ 16,500.00 | 100 | | | |
| 6400 | 210 | Retirement: Retirement for CIA facilitators and paraprofessionals who attend the CIA conference funded at .0826. | | \$ 2,189.00 | 100 | | | |
| 6400 | 220 | FICA: Social Security for facilitators, teachers and paraprofessionals who attend the CIA conference funded at .062. | | \$ 3,875.00 | 100 | | | |
| 6400 | 240 | Worker's Compensation: Worker's Compensation for facilitators, teachers and paraprofessionals who attend the CIA conference funded at .0082. | | \$ 513.00 | 100 | | | |
| 6400 | 220 | FICA: Medicare for facilitators, teachers and paraprofessionals who attend the CIA conference funded at .0145. | | \$ 906.00 | 100 | | | |
| 6400 | 510 | Supplies: Supplies for professional development sessions during the CIA Summer Conference to include paper, folders, pens, pencils, markers, chart paper, clips, binders, protective sleeves, envelopes, and sticky note pads. | | \$ 5,574.62 | 100 | | | |
| 6400 | 750 | Other Personnel Services: Substitute to cover classes while teachers participate in middle school boot camp for teachers during contract hours to create critical concept maps and rubrics. Up to two days for up to 15 teachers at \$115 each. | 0.02 | \$ 3,450.00 | 100 | | | |

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|-----------------|-----|---|------|----------------------|-----|--|--|
| 6400 | 750 | Other Personnel Services: Substitute teachers to cover classes for Teacher Leader Standards Experts to attend two days of professional development during contract hours funded at \$115/day for up to 70 teachers. | 0.1 | \$ 16,100.00 | 100 | | |
| 6400 | 750 | Other Personnel Services: Substitutes to cover classes for teachers to attend the Remind App professional development to enhance parent communication through technology. Funded at \$115/sub for 78 teachers. | 0.04 | \$ 8,970.00 | 100 | | |
| 7200 | 790 | Miscellaneous Expense: Indirect Costs for Expense Plan A calculation at .0544. | | \$ 12,333.07 | 100 | | |
| D) TOTAL | | | | \$ 264,989.69 | | | |

Printed Name:

Petricia Sailor

Signature:

Petricia Sailor

Contracts/Grants Specialist

Title:

8/31/18

Date:

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name:

Petricia Williams-Taylor

Signature:

Petricia Williams-Taylor

Title:

Program Specialist IV

Date:

8/22/18



**Title IV Student Support and Academic Enrichment Grant
Charlotte County Public Schools**

Project Summary

Charlotte County Public Schools is built on dedicated and highly motivated staff who value collaboration, communication, integrity, leadership, excellence and safety and work each day to promote student success. Our goal is to be the #1 district in the state of Florida by promoting character and competences in a positive learning culture that ensures success and inspires purpose for all. This year Charlotte County rose in rank from 30 to 28 and staff and students are working diligently to continue our incremental rise. It is through funding opportunities such as Title IV that our students and staff gain access to enrichment opportunities that will aid us in our rise to the top. Title IV, Part A funding is targeted in three areas: well-rounded education, safe and healthy school conditions for student learning, and use of technology in order to improve academic achievement and digital literacy for all students.

The proposed program design delineated below supports these criteria and will contribute significantly to increased student achievement by:

- Improving access to foreign language instruction, arts, and music education.
- Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including access to these subjects for underrepresented groups.
- Establishing or improving dropout prevention.
- Promoting community and parent involvement in schools.
- Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline.
- Implementing programs that support a healthy, active lifestyle (nutritional and physical education).
- Developing relationship building to help improve safety through the recognition and prevention of coercion, violence, or abuse.
- Establishing community partnerships.
- Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement.

The 2018-2019 project for Charlotte County encompasses 5 major components for all Charlotte County Public School stakeholders (school and district leaders (including private schools), faculty and staff, Wellness Committee members, parent and community partners, and Charlotte County students):

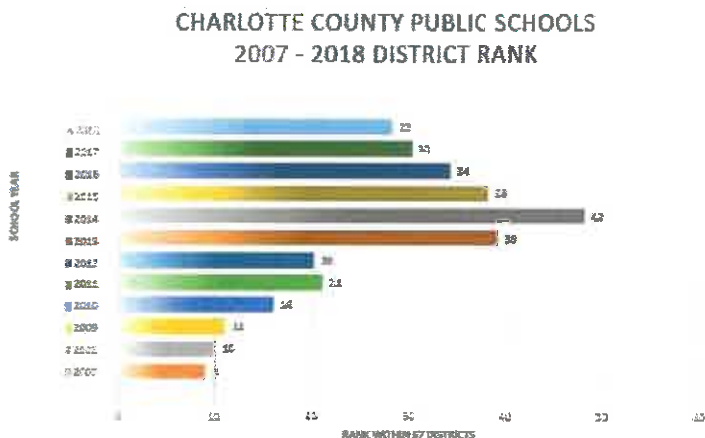
- 1) A district-wide approach to family and community engagement through the use of Remind and Reading Volunteers.
- 2) A targeted approach to professional development for teachers and staff to develop standards experts and innovative learning experiences in every classroom.
- 3) A hands-on approach to science, mathematics, engineering and technology to increase student achievement in the areas of math and science.
- 4) A focus on middle school transition to help all students move successfully from 5th to 6th grade and 8th to 9th grade.
- 5) Using the arts to aid in content area instruction.

This project proposal aligns with goals 1 and 2 of the Florida Strategic Plan, as a primary focus of all 5 components is to close achievement gaps, increase articulation among all stakeholders and promote student academic learning gains. Our project proposal also aligns with the math and science initiatives as we work to bring more valuable, hands-on learning experiences to our students through the support of a K-8 STEM program. With reading volunteers, the middle school transition program and supplementary arts instruction, students will have greater access to on-level texts and receive evidence-based reading interventions. In addition, it aligns well with the CCPS 2014 – 2024 District Strategic Plan, which focuses on the reduction of four major barriers:

- Weak student engagement, motivation, and critical thinking skills
- Weak knowledge, implementation experience, instructional focus, and curriculum cohesion as related to the Florida Standards and Florida Standards Assessments, including increased rigor of standards and assessment
- Insufficient differentiation as it applies to instructional application and technique
- Opportunity for teacher collaboration in the form of common planning time and relationship building with school and families to improve instruction and increase teacher retention rates

Needs Assessment

In 2008, Charlotte County Public Schools began a slow decline in district performance that, at its worst in 2014, brought the LEA from a district ranking of 9th in the state to 48th. Since 2014, under new district leadership, the county has been on a slow climb back to the top increasing each consecutive year to 38, 34, 30, and now in 2018- #28. Although there is still a long way to go to #1, the LEA is on the right track.



Most recent student data is showing upward progress, but there are areas in which we still remain stagnant. The charts below show a district comparison from 2015 to 2018 in grade component areas and a comparison between 2017 and 2018 achievement levels in FSA tested content areas. According to this data, our district ranking is improving in overall math achievement, math learning gains, science achievement, social studies achievement, middle school acceleration, and graduation rate. The corresponding achievement data shows that our student performance also increased in social studies all grades, grade 5 science, and grades 6-8 ELA. Although our district ranking improved in other areas, they remain unchanged or, in some cases, student performance has dropped. So what does this mean for Charlotte County? It means we are on the right track in science and social studies and need to continue to push our students to even higher rates of achievement and we need renewed rigor and focus in math and ELA.

| Charlotte County Public Schools Achievement Comparison | | | | | | | |
|---|------|---|------|---|------|---|------|
| Grades 4-12 Civics EOC % Level 3 or Above | | Grades 4-12 U.S. History EOC % Level 3 or Above | | | | | |
| 2017 | 2018 | 2017 | 2018 | | | | |
| 75% | 78% | 72% | 74% | | | | |
| Grades 3-8 All Mathematics (FSA and EOCs) % Level 3 or Above | | Grades 3-5 All Mathematics (FSA and EOCs) % Level 3 or Above | | Grades 6-8 All Mathematics (FSA and EOCs) % Level 3 or Above | | | |
| 2017 | 2018 | 2017 | 2018 | 2017 | 2018 | | |
| 61% | 61% | 65% | 64% | 57% | 57% | | |
| Grade 5 Statewide Science Assessment % Level 3 or Above | | Grade 8 All Science (Statewide Science and Biology 1 EOC) % Level 3 or Above | | Grades 6-12 Biology 1 EOC % Level 3 or Above | | | |
| 2017 | 2018 | 2017 | 2018 | 2017 | 2018 | | |
| 53% | 63% | 53% | 53% | 72% | 69% | | |
| Grades 3-10 FSA English Language Arts % Level 3 or Above | | Grades 3-5 FSA English Language Arts % Level 3 or Above | | Grades 6-8 FSA English Language Arts % Level 3 or Above | | Grades 9-10 FSA English Language Arts % Level 3 or Above | |
| 2017 | 2018 | 2017 | 2018 | 2017 | 2018 | 2017 | 2018 |
| 54% | 54% | 59% | 58% | 50% | 52% | 53% | 53% |

| ASSESSMENT AREA | 2018 | 2017 | 2016 | 2015 |
|---------------------------------|------------------------------|-------------------------|-------------------------|-------------------------|
| ELA ** ACHIEVEMENT | 27 th (-1) | 26 th | 30 th | 31 st |
| ELA ** LEARNING GAINS | 31 st (-9) | 22 nd | 23 rd | n/a |
| ELA ** LEARNING GAINS L25% | 34 th (-9) | 25 th | 23 rd | n/a |
| MATH ** ACHIEVEMENT | 28 th (+2) | 23 rd | 27 th | 34 th |
| MATH ** LEARNING GAINS | 40 th (-8) | 32 nd | 22 nd | n/a |
| MATH ** LEARNING GAINS L25% | 35 th (+12) | 47 th | 17 th | n/a |
| SCIENCE ACHIEVEMENT | 14 th (+3) | 17 th | 25 th | 34 th |
| SOCIAL STUDIES ACHIEVEMENT | 8 th (+3) | 13 th | 19 th | 16 th |
| MIDDLE SCHOOL ACCELERATION | 35 th (+2) | 40 th | 47 th | 44 th |
| GRADUATION RATE | 31 st (2017) (+1) | 48 th (2016) | 42 nd (2015) | 31 st (2014) |
| COLLEGE & CAREER ACCELERATION | 55 th (-7) | 48 th (2016) | 49 th (2015) | 37 th (2014) |
| OVERALL DISTRICT RANKING | 26th (+2) | 30th | 34th | 38th |

Additional student data shows that 62% of our student body is economically disadvantaged, 2% are considered homeless, 3% are ELL, 23% are ESE, 21% of students received at least one discipline referral and mean daily absences have increased from 7.8 in 2017 to 8.8 in 2018. Our achievement gaps are as follows: White/African American- 17%, White/Hispanic- 5%, ED/Non-ED- 20%, SWD/SWOD- 42%, and ELL/Non-ELL- 25%. The components outlined in this project proposal will positively impact student achievement for all subgroups, promote safe and healthy schools environments, and further prepare and empower LEA staff to deliver more engaging content rich lessons to provide exemplary learning opportunities that will encourage and foster success for all Charlotte County students.

Project Design and Implementation

The 5 major components of this year's Title IV, Part A project proposal are as follows:

Component #1- A district-wide approach to family and community engagement in two parts: Remind and Reading Volunteers. District leaders and community leaders have partnered together to create a Reading Volunteer Program that will permeate all LEA elementary schools beginning no later than October of 2018. The program is in the early stages of development and leaders, community members, and parents are working together to develop program criteria and training for volunteers. This program will be run from the Title I Reading and Family Resource Centers and managed by the Title I Achievement and Family Associates (AFAs). The LEA is requesting Title IV, Part A funds to coordinate with the already earmarked Title I funds to provide supplementary hourly rate stipends for the AFAs to train volunteers beyond contract hours and to purchase literacy materials, bags, and student supplies for use by the volunteers in one-on-one reading sessions with students. The Reading Volunteer program in Charlotte County will use the We Both Read program and will take place the entirety of the school year at least once per week. We Both Read conducted an independent study in four states showing that 30 minutes per week with an adult mentor helped to increase DIBELS fluency scores by over

30 points. The reading volunteer program will be evaluated based on iReady diagnostic test data as well as the 2019 FSA ELA test results to determine the effectiveness the program had on student reading levels. Additionally, the reading volunteers will be surveyed to gauge the effectiveness of the program implementation so that modifications can be made for the next year. Data on student achievement, student participation and volunteer participation will be gathered, monitored, and analyzed by the Volunteer Program Committee, the Achievement and Family Associates and each school site, the Director of Elementary Learning, the LEA Psychometrician, and the Title I Resource and Family Engagement Liaison to determine overall effectiveness and areas for improvement. The second part of our district-wide approach to family and community engagement is connecting to parents, families, and community using social media, specifically the **Remind app**. **LEA schools have been using Remind, Facebook, and Twitter, in addition to traditional parent-connect calls and paper flyers, and have seen great success.** Email and text are vastly becoming the preferred method of communication, so why not open the lines of communication further? Using district technology funds, the LEA has moved forward with the purchase of a district Remind license that opens more features than the free accounts schools had been using. With these extra features, and district-wide access to all school information, additional training will be needed to make sure we make the most effective and most digitally literate and safe use of our new medium for communication. The LEA would like to use Title IV, Part A funding to train teachers to be smart and savvy as they open their classrooms digital doors to the World Wide Web.

Component #2- A targeted approach to professional development for teachers and staff to develop standards experts and innovative learning experiences in every classroom. The LEA has a plan for professional development that will extend to positively reach every student in every classroom by implementing teacher training in specific strategic plans: district learning communities, Teacher Leader Standards Experts Grades 3-10, Middle School Boot Camps, Wellness, Restorative Justice, LGBTQ, and Curriculum, Instruction, and Assessment.

First, the LEA will be coordinating funds from Title I and Title IV to support the District Learning Communities which will join grade level content area teams from all LEA schools to work collectively and collaboratively to dissect district data, evaluate teaching methods and lessons, and create action plans and common assessments that are aligned to Florida Standards and Marzano's Critical Concepts to ensure that students are learning what teachers intend and the true crux of the standard stays intact. These community members will not just gather and evaluate student test data, but will gain insight into the whole child taking into account behavior, attendance, and academic data to better understand the barriers our students face and to make a plan to eliminate those barriers as a district.

Based on the professional development needs assessment, the Title I Parent and Family Engagement survey and the outstanding success of the 2017-2018 CIA Conference, the district would like to, once again, host a two-day conference that will focus on staff-identified areas of need to enhance instruction and increase student engagement and achievement. During this two-day conference, school leaders, teachers, and paraprofessionals will be afforded the opportunity to choose the conference sessions that best address their personal professional learning needs. All sessions will be held at the Charlotte Technical College and will be open for all Charlotte County staff including private school staff. Sessions will be facilitated by identified CCPS highly effective educators, curriculum and instructional specialists, and identified experts in each curricular field.

The professional development needs assessment and barriers outlined in 2017-2018 School Improvement Plans demonstrated the need for teacher leader standards experts at each grade level. The LEA would like to start with FSA tested grade levels and support the professional development of principal selected teacher leaders in grades 3-10. These teacher leaders would participate in two days of intensive professional development led by the curriculum and instructional specialists for math and ELA that would focus on standards instruction. The teacher leaders would also attend the DLCs and would be liaisons between the curriculum and instructional specialists and the school site content area teams. These teacher leader standards experts would lead school site PLCs to complete lesson studies, they would model standards driven lessons, and would assist teachers in creating assessments and analyzing lessons to determine whether they are truly developing a student's standard mastery.

The next area of focused professional development centers on student safety, health and community. The LEA would like to fund a professional services contract with experts in the fields of restorative justice and safe and successful school environments for LGBTQ students as well as support the efforts of the school wellness committee through a district wellness committee. Dr. Sandra Pavelka, an expert in the field of restorative justice, would provide ongoing professional development for school staff and share best practices for implementing a restorative justice program to reduce external suspensions. The school leadership teams and restorative justice team leader would work together with Dr. Pavelka to determine areas of weakness and improve current practices. School staff would also have the opportunity to attend the Restorative Justice Professional Development Conference to gain a better understanding from schools and experts who have been successfully facilitating restorative justice programs at their school sites. Restorative justice is new to Charlotte County as the LEA faces increasing numbers of discipline referrals and referrals to alternative programs. There are 4 schools in the LEA with a designated behavioral unit and two alternative campuses for students who are not successful in traditional academic settings; it is our hope that through the implementation of restorative justice at all school sites, we can reduce the number of discipline referrals resulting in out of school suspension resulting in fewer students receiving alternative instruction. In addition to offering opportunities for school leaders to attend conferences and contracting a consultant for ongoing PD, the LEA would like to extend the opportunity for schools to purchase Restorative Justice Implementation programs, peer mediation kits, and supplies to lead peer mediation and restorative justice student groups at the school sites. The LEA would also like to contract Dr. De Palazzo, an expert in the education of LGBTQ students. With this student population growing faster than any others, it is important for LEA staff to be educated and prepared for interventions necessary to create a positive and safe environment for all students. Secondary school leaders and school staff would participate in professional development with an emphasis on providing safe and supportive environments for LGBTQ students. In coordination with the ongoing professional development, the LEA would also like to provide the opportunity for school leaders and safety teams to attend professional development conferences related to LGBTQ, providing safe school cultures and environments and identifying signs of distress.

LGBTQ and Restorative Justice Conferences may require out-of-state travel; the 2019 Time to Thrive Conference is scheduled for Feb. 15-17 in Anaheim, California, the Impact Summit in Atlanta, Georgia from Oct. 3-4, the 2019 Restorative Justice in Education Summer Conference in Maryland, dates and location TBA, and the International Institute for Restorative Practices Conference held biweekly from September-October in various locations. Out-of-State conferences are the only conferences available at this time, but the LEA will continue to search for in-state opportunities.

Lastly, the LEA would like to support the effort of school-based wellness committees by offering opportunities for wellness coaches to meet twice per year as a District Wellness Team to discuss opportunities and resources that will increase wellness in Charlotte County. The wellness committee would also collaboratively select resources for staff and students to increase wellness awareness and promote a healthy active lifestyle for staff, students, and families.

Component #3- A hands-on approach to science, mathematics, engineering and technology to increase student achievement in the areas of math and science. When implemented appropriately, a quality STEM activity incorporates Science standards, Engineering practices, MAFS, and LAFS. STEM challenges are highly engaging and provide teachers with opportunities to differentiate instruction and support the district focus on a Universal Design for Learning. The hands-on, open-ended nature of STEM challenges appeals to some students that typically struggle in a more traditional classroom setting. Dedicating resources for K-8 STEM will affect every K-8 student in the district. At this time, our elementary STEM teachers no longer have a dedicated instructional resource. The newly adopted Science program includes a STEM engineering challenge in each unit of study. Title IV funds could be used to purchase supplies for these K-8 STEM activities. This would provide STEM teachers a starting point to replace STEM Scopes. This would provide a clear alignment between the K-5 STEM program and the Science instruction occurring concurrently in the classroom, improving the ability of the program to support student achievement. Since we adopted the same Science program for middle schools, we are now in a position for the first time to extend our elementary STEM program into middle school with well-designed, vertically aligned instructional materials. Providing the hands-on materials and the planned PD for the implementation of the STEM component of the new K-8 instructional resources could reap benefits well beyond just Science scores. This is also an area of focus for the LEA private schools; private schools would also like professional development in STEM implementation and funds for STEM resources, including iPads for student use.

Charlotte County Public Schools
 Student Support and Academic Enrichment
 Project #: 888-24194-90001 TMS# 194120

Project Performance Accountability Form

Definitions

- **Scope of Work**- The major tasks that the grantee is required to perform
- **Tasks**- The specific activities performed to complete the Scope of Work
- **Deliverables**- The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable
- **Evidence**- The tangible proof
- **Due Date**- Date for completion of tasks
- **Unit Cost**- Dollar value of deliverables

| Scope of Work Tasks/Activities | Deliverables (product or service) | Evidence (verification) | Due Date (completion) |
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| <p>The Director of Elementary Learning, community leaders, and the Title I Resource and Family Engagement Liaison will work collaboratively to develop training for Reading Volunteers.</p> | <p>A training Guide outlining the role and responsibilities for reading volunteers will be developed and shared with the Title I AFAs who will be training the volunteers.</p> | <p>Training Materials Sign-In sheets from training sessions</p> | <p>December, 2018</p> |
| <p>The Director of Elementary Learning and Title I Resource and Family Engagement Liaison will research and select literacy materials to be used for the Reading Volunteer program at all ELA elementary schools.</p> | <p>The literacy materials purchased will be a part of the training program as reading volunteers familiarize themselves with their role.</p> | <p>Purchase Order/Invoice for Materials</p> | <p>December, 2018</p> |
| <p>The Curriculum and Instructional Specialists will develop a framework for District Learning Communities including follow-up activities for participating</p> | <p>The Curriculum and Instructional Specialists will modify the District Learning Community framework to specifically address each content area and grade level prior to a DLC</p> | <p>Framework Sign-In Sheets for each DLC Notes from each DLC</p> | <p>April, 2019</p> |

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| <p>teachers. This framework will be shared with directors and school leaders.</p> | <p>meeting.</p> | | |
| <p>Committee of Directors and Curriculum and Instructional Specialists will calendar times to plan and develop the 2-day Curriculum, Instruction and Assessment Conference. Meetings will be held twice per month for planning, design, and course development</p> | <p>A complete conference agenda with all times, locations and sessions descriptions will be developed and shared with ALL LEA staff no later than May 1st, 2019.</p> | <p>Conference Agenda Planning Team Meeting Agenda</p> | <p>May 1st, 2019 Monthly beginning in November</p> |
| <p>Facilitation of course in-service points and stipends paid to teachers, facilitators and para professionals who participate in the Curriculum, Instruction and Assessment conference.</p> | <p>The director of professional development will collect sign-in sheets and the end-of-course evaluations from participants to assign stipend wages and in-service points.</p> | <p>Sign-in sheets Course Evaluations</p> | <p>July 1, 2019</p> |
| <p>Consultation with all CIA conference session facilitators will take place no later than two weeks prior to the CIA Conference to establish a PD supply list needed for each session.</p> | <p>The Professional Development Specialist will compile the supply list and place the order for all necessary PD session supplies.</p> | <p>Supplies Invoice</p> | <p>June 2019</p> |
| <p>Wellness Coaches at each school site will meet once per semester to discuss challenges and share ideas at the District Wellness Committee meetings. During these meetings, coaches will have the opportunity to collaborate and</p> | <p>The District Wellness Committee Chairs will develop agendas and collect sign-in sheets from these district meetings and will facilitate the purchase of wellness materials.</p> | <p>Sign-In Sheets Purchase Orders</p> | <p>December, 2018 May, 2019</p> |

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| <p>plan wellness activities/initiatives to take back to their school site.</p> | | | <p>April, 2019</p> |
| <p>The STEM teacher at each school site, guided by the Curriculum and Instructional Specialist for Science, will facilitate the collective ordering of STEM supplies to implement hands-on STEM lessons in K-5 elementary classrooms.</p> | <p>The STEM teachers will contact the Curriculum and Instructional Specialist with supply orders as needed to conduct hands-on STEM lessons.</p> | <p>Purchase Orders Lesson Plans</p> | |
| <p>The Director of Student Support Services will contract the Restorative Justice expert Dr. Sandra Pavelka to conduct professional development with school leaders.</p> | <p>The Director of Student Support Services will coordinate sessions between school leaders and Dr. Pavelka and will facilitate payment for services.</p> | <p>Agenda and Sign-in Sheets from PD sessions Purchase Order for Contracted Services</p> | <p>April, 2019 December, 2019</p> |
| <p>The Director of Student Support Services will organize conference attendance for interested school leaders to attend the Restorative Justice and Behavior Intervention Conference.</p> | <p>Conference availability will be shared during monthly Principal meetings; principals will work with the Coordinator of State and Federal Programs to register.</p> | <p>Conference Agendas Principal Meeting Agendas</p> | <p>July 1, 2019</p> |
| <p>The Director of Student Support Services will work with school leadership teams to identify resources to use for restorative justice implementation.</p> | <p>Principals will select restorative justice programs, kits, and materials and will submit requests to the Coordinator of State and Federal Programs for purchase.</p> | <p>Principal Meeting Agenda Purchase Orders</p> | <p>January, 2019</p> |
| <p>The Director of Student Support Services will contract the professional consultation services of LGBTQ expert Dr. De Palazzo to provide ongoing consultation</p> | <p>The Director of Student Support Services will coordinate sessions between school leaders and Dr. De Palazzo and will facilitate payment for services.</p> | <p>Agenda and Sign-in Sheets from PD sessions Purchase Order for Contracted Services</p> | <p>April 2019 Dec. 2019</p> |

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| <p>and professional development to school leaders and staff to establish and maintain safe and inclusive school cultures.</p> | | | |
| <p>The Director of Student Support Services will organize conference attendance for interested school leaders to attend LGBTQ/Safe School Cultures and Trauma Conferences.</p> | <p>Conference availability will be shared during monthly Principal meetings; principals will work with the Coordinator of State and Federal Programs to register.</p> | <p>Conference Agendas Principal Meeting Agendas</p> | <p>July 1, 2019</p> |
| <p>The Curriculum and Instructional Specialists for Math and ELA will develop plan to facilitate the creation of Critical Concept maps and rubrics for the Math and ELA Florida Standards open to all LEA middle school teachers.</p> | <p>Teachers will work in grade level groups to define standards and create scales for mastery for each standard for both students and teachers.</p> | <p>Critical Concept Scales PD Session Sign-in sheets PD Session Agenda</p> | <p>March 2019</p> |
| <p>LEA middle schools will host a one-day EOC Boot camp at each school site to provide supplementary instruction for students who need additional help.</p> | <p>Teachers at each school site will plan lessons and activities to organize a one-day Saturday boot camp for interested students to prepare for end-of-course exams.</p> | <p>Teacher Lesson Plans Attendance Sheets from each site</p> | <p>April 2019</p> |
| <p>The Curriculum and Instructional Specialist for ELA will facilitate the creation of classroom libraries for 6th grade classrooms in public and private schools. The Curriculum and Instructional Specialist for ELA, with input from the Director of Elementary Learning, teachers and school</p> | <p>A list of books and readers will be submitted to the Coordinator of State and Federal Programs for purchase. The Library Technical Assistant will order books and readers, catalog them in Destiny, the online inventory, and ship them to school sites.</p> | <p>Destiny Inventory Log Purchase Order</p> | <p>January 2019</p> |

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| leaders, will select materials to be purchased. | | | |
| The Curriculum and Instructional Specialist for Arts and Humanities will contract the Children's Theater and Asolo groups and schedule showings for 1 st , 4 th and 8-12 productions. | The Curriculum and Instructional Specialist for Arts and Humanities, in consultation with theater troops and school leaders, will calendar dates for each performance. | Performance Schedules Purchase Orders | June 2019 |
| The Curriculum and Instructional Specialists for Math and ELA will develop a two-day professional development session for all principal selected Teacher Leader Standards Experts in grades 3-10 to receive intense standards-based instruction training. | Teacher Leader Standards Experts will keep calendars of their coaching sessions, PLCs and consultation meetings with teachers and Curriculum and Instructional Specialists. | Agenda for 2-day PD Session Calendars from Teacher Leader Standards Experts | May 2019 |
| The Learning Through Technology (LTT) staff will develop Remind professional development to train teachers in effective and efficient parent communication tools using the Remind App. | The Learning Through Technology coaches will train at minimum 2 teachers per elementary school, 3 teachers per middle school and 4 teachers per high school to serve as school-based trainers to train staff to use the Remind App as a parent communication tool. | Training Materials Agendas and Sign-in Sheets | January 2019 |

Note: Add additional lines if necessary

Component #4- A focus on middle school transition to help all students move successfully from 5th to 6th grade and 8th to 9th grade. Data trends for Charlotte County show a significant decrease in student achievement from 5th to 6th grade and from 8th to 9th grade. Concurrently, teacher certification data shows that middle school teachers have the highest rate of out-of-field teachers and teachers with alternate-certifications. To reduce the effect this has on student achievement, the LEA is conducting a middle school focus for the 2018-2019 school year based on the release of the middle school study conducted by the FLDOE in conjunction with insight. The study, titled "A Comprehensive Study on Florida Middle School Performance", highlighted some of the weaknesses and struggles that Charlotte County is also facing with regard to middle school performance. The middle school focus will include work on Marzano's Critical Concepts for middle school teachers; the Title I and Title II split-funded Curriculum and Instructional Specialists for ELA and Math developed a Middle School Critical Concepts Boot Camp for all interested teachers; these teachers will do an in-depth analysis of content standards, align them with Marzano's Critical Concepts, and revise curriculum maps and resources to more efficiently teach the multitude of standards needed for each grade level. This will streamline lesson planning, give a more focused approach to learning to both instructors and students, and through the creation of teacher and student rubrics for each critical concept, with assist teachers and students in evaluating levels of understanding and the mastery of a standard. To help students be better prepared for their transition to high school, the LEA would like to host End-of-Course Boot Camps for middle school students, one at each middle school. These boot camps would be voluntary for students and would take place on a Saturday leading up to end of course exams; the boot camps would be planned and taught by the highest performing teachers at each middle school and these teachers would receive an hourly rate stipend for Saturday instruction. This was piloted last school year at one of the LEA middle schools and was highly successful in raising the rate of pass scores on EOC exams; that middle school is an A school for 2017-2018. Lastly, the LEA would like to use Title IV to support the development of classroom libraries in all 6th grade classrooms. Currently elementary classrooms are equipped with leveled readers and high interest novels that spark a love of reading in K-5, but the middle school classroom libraries are not as accessible to all readers. The LEA, facilitated by the Curriculum and Instructional Specialist of ELA and the Director of Elementary Learning in coordination with middle school ELA teachers, would like to equip every 6th grade classroom with leveled text suitable to all reading levels that are properly marked with reading levels for easy identification by students.

Component #5- Using the arts to aid in content area instruction. Lastly, the LEA would like to support exposure to the arts in grades K-12. Most students in Charlotte County do not have the opportunity to attend live theater outside of school, and it is such a powerful learning experience. The students not only learn about content, but research shows they also gain, "knowledge of the plot, increased vocabulary, greater tolerance and improved ability to read the emotions of others, future cultural consumption, tolerance, historical empathy and critical thinking". In an era of testing and data, we do a disservice to students by not providing these mobile classroom opportunities. The live theater showings for 2018-2019 are for all 1st grade students to attend the production *Your Alien*, all 4th grade students to attend the production *Doktor Kaboom*, and for all students grades 8-12 to attend the Asolo's production of Shakespeare's *The Tempest*. *Your Alien* is "based on the book by Tammi Sauer, a stranded alien strikes up a friendship with a boy who finds him. They go to school and have loads of fun together. As evening approaches, the alien grows homesick. Will the boy be able to figure out how to help his new friend? This funny and uplifting new musical shows how the power of true friendship can last a lifetime." (Taken from [Aventura Center.org](http://AventuraCenter.org)) *Doktor Kaboom* "is an interactive one-man Science variety show suitable for school and family audiences. Creatively blending theatre arts with the wonders of scientific exploration, *Doktor Kaboom*'s supercharged (and super safe!) science experiments will have you erupting with laughter and bubbling with curiosity." (Taken from Oglecenter.com) Asolo's Repertory Theater's *The Tempest* is a "supernatural tale of love, family, and revenge comes to surprising life in this boisterous, highly physical production. In a fast-paced adaptation both funny and ferocious, the next generation will have the chance to explore their own definition of justice and consider the responsibility of those who wield power. The annual educational tour brings exciting 45-minute adaptations of classic literature to schools and community venues throughout the state of Florida. Shakespeare's original language comes alive through energetic contemporary staging, performed by the talented young artists of the FSU/Asolo Conservatory. Each performance is followed by a discussion period with the cast." (Taken from Asolorep.org). Each performance will accompany in classroom lessons and pre and post assessments regarding the content of the performance. Students will also participate in lessons about conducting yourself for a live theater production and proper etiquette for a variety of scenarios.

Project Objectives and Evaluation:

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Specific project objectives include:

Improving access to foreign language instruction, arts, and music education.

- Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including access to these subjects for underrepresented groups.
- Establishing or improving dropout prevention.
- Promoting community and parent involvement in schools.
- Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline.
- Implementing programs that support a healthy, active lifestyle (nutritional and physical education).
- Developing relationship building to help improve safety through the recognition and prevention of coercion, violence, or abuse.
- Establishing community partnerships.
- Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement.

Project Evaluation will be based on deliverables and evidence as outlined in the chart below:

Project Performance Accountability Information, Instructions, and Form

NOTE: The following pages are included in the RFA (DOE 900D) template and are to be completed by the applicant.

The Florida Department of Education has a standardized process for preparing applications for discretionary funds. This section of the RFA, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements.

The Department's project managers will:

- track each project's performance based on the information provided and the stated criteria for successful performance
- verify the receipt of required deliverables prior to payment

For projects funded via Cash Advance, the Department's project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the Scope of Work/Project Narrative and Performance Expectations, on a quarterly basis.

The Scope of Work/ Project Narrative must include the specific tasks that the grantee is required to perform.

Deliverables must:

- be directly linked to a specific line item/cost item that in turn links to the specific task/activity/service
- identify the minimum level of service to be performed
- be quantifiable, measurable, and verifiable. *(how many, how often, duration)*. Effectiveness *(a method demonstrating the success such as a scale goals to be attained is necessary)* Evidence or proof that the activity took place. *Examples of deliverables: documents, manuals, training materials and other tangible product to be developed by the project; training & technical assistance and the method of provision; number of clients or individuals served, the method of providing the service and frequency. Criteria for acceptance will vary based on the services being provided. Specific criteria will need to be developed by the program office, communicated to the provider, articulated in the deliverable form and will become part of the project award.*

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions. Per Chapter 215.971 F.S. financial consequences will be applied if the sub-recipient fails to perform the minimum level of services required by the agreement. Unit cost is not necessary for each item but can be used to establish a methodology for reduction in the event minimum performance is not met.