

PROJECT/AMENDMENT APPROVAL TRACKING SIGNATURES/DATES

Date Rec'd in DOE: 12/01/17

Fiscal Agent: Hamilton County School Board

North Hamilton Elementary School

Program/Project Name: Schools of Hope TOP-3

Project Number: 240-90045-8S201

AMD #: Amendment Type:

TAPS Number: 18A127

Intake (7.1-8.2)

Tasks & TAPS entry completed.

Initials/Date:

 12/01/17

Program Review (8.3-8.8)

Tasks & TAPS entry completed.

Initials/Date:

Budget Review (8.3) HOLD ON _____

Sue OFF _____

Tasks & TAPS entry completed.

Initials/Date:

Generate/Verify DOE 200 (8.9)

Tasks & TAPS entry completed.

Initials/Date:

Certify Accuracy (8.10) ADMIN. ON _____

HOLD OFF _____

Tasks & TAPS entry completed.

Initials/Date:

Bureau Chief Approval (9.1-9.2)

Tasks & TAPS entry completed.

Initials/Date:

Notify (10.1-10.3)

Tasks & TAPS entry completed.

Initials/Date:

Notes/Comments:

PLEASE NOTE: This form is required to accompany each project.

DOE 920

04/17

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: <p style="text-align: center;">Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</p> <p style="text-align: center;">TAPS NUMBER: 18A127</p>	DOE USE ONLY Date Received <div style="text-align: right; color: blue; font-weight: bold;">2017 DEC - 1 PM 1:49</div>								
B) Name and Address of Eligible Applicant: <p style="text-align: center;">Hamilton County School Board 5683 US HWY 129S, Ste 1 Jasper, FL 32052</p>		Project Number (DOE Assigned) <div style="text-align: right; color: blue; font-weight: bold;">240-90045-685201</div>								
C) Total Funds Requested: \$ 978,000.00 ✓ <hr style="width: 25%; margin-left: 0;"/> <div style="text-align: center;">DOE USE ONLY</div> Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Rex Mitchell</td> <td style="width: 40%;">Telephone Numbers: 386-792-7802</td> </tr> <tr> <td>Fiscal Contact Name: Michael Vinson</td> <td>386-792-7818</td> </tr> <tr> <td>Mailing Address: 5683 US HWY 129S, Ste 1 Jasper, FL 32052</td> <td>E-mail Addresses: rex.mitchell@hamiltonfl.com michael.vinson@hamiltonfl.com</td> </tr> <tr> <td>Physical/Facility Address: 5683 US HWY 129S, Ste 1 Jasper, FL 32052</td> <td>DUNS number: 121892491 FEIN number: F596000629013</td> </tr> </table>		Contact Name: Rex Mitchell	Telephone Numbers: 386-792-7802	Fiscal Contact Name: Michael Vinson	386-792-7818	Mailing Address: 5683 US HWY 129S, Ste 1 Jasper, FL 32052	E-mail Addresses: rex.mitchell@hamiltonfl.com michael.vinson@hamiltonfl.com	Physical/Facility Address: 5683 US HWY 129S, Ste 1 Jasper, FL 32052	DUNS number: 121892491 FEIN number: F596000629013
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CERTIFICATION

I, Rex L Mitchell, (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

11/28/17
 Date



Competitive Application for Whole-School
Transformation Model (Traditional Public Schools) –
TOP 3
Hamilton County Public Schools

This form satisfies the requirements of Form TOP-3 in conjunction with Form TOP-2 (first-time DMT). Only districts seeking funding under the Schools of Hope program for traditional public schools should apply. This application is due August 15, 2017.

Hamilton County Elementary School 0041

WRAP-AROUND SERVICES THROUGH DISTRICT-MANAGED TURNAROUND

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results to develop the whole-school transformation plan. Also, describe who participated in the formulation of this plan.

Introduction and Background for Need

Before the 2017-18 school year, the elementary students (PK – 6) in the Hamilton School District were housed on three separate campuses with limited access to resources and communication among instructional personnel. A new state of the art elementary school was constructed on the same site as the district's high school and district administration offices. The schools were consolidated into the new Hamilton County Elementary School and classes began in the fall of 2017. The school houses approximately 960 students who are served by 52 instructional staff members. The district can already see a change in student engagement and the creation of a positive learning environment stimulated by the new construction. However, this move alone will not provide all the necessary resources and services needed to remove the school from the turnaround process. School grades for the three elementary schools (2015 – 2017) over the past three years (North Hamilton D, D, D; South Hamilton D, C, D; and Central Hamilton D, F, F) indicate a tremendous need for academic performance improvement among the students. Formerly, North Hamilton Elementary School, located in Jennings, Florida served 489 children with high poverty rates, high minority rates, and demonstrating low levels of educational achievement towards mastery of the Florida State Standards. The new configuration has allowed for the combining of resources and daily collaboration of teachers who have been organized on teams to make decisions for their students and their educational plans. In order to build on these opportunities to produce higher academic performance, the social and emotional needs of the students must be addressed to assist in reversing the adverse effects of poverty and generational low performance of many of the families in the district. The resources that would be provided through these funds would ensure that students are able to be supported in the academic, social, and emotional domains and to move the school to one of grade level achievement and learning gains for all students. By implementing the strategies and activities supported by the School of Hope funds, students will be able to obtain the time and targeted services necessary to obtain their highest achievement level possible and to close the achievement gaps among the subgroups of students in the school.

*Needs Assessment Methodology and Summary of Results***Methodology**

The district used a combination of quantitative and qualitative analysis to conduct the needs assessment. Current and trend data related to state and district academic student performance, student attendance, and student discipline data are included. The Title I Parent Involvement survey data was also utilized in preparation of this application. Progress monitoring data for the current year was reviewed and included to ensure appropriate interventions are implemented, monitored, and evaluated. The 5Essentials Survey data were reviewed and analyzed.

TOP 3 Planning Team

The following staff participated in the formulation and review of the TOP-3 Plan:

Rex Mitchell, Superintendent/Acting Director of Curriculum and Instruction
Philip Pinello, Director of Administrative Services
Michael Vinson, Director of Business Services
Phyllis Porter, Coordinator of Federal Programs
Carol Milton, Coordinator of Professional Development
Betty Linton, Coordinator of Exceptional Student Education
Peggy Hasty, Principal, Hamilton County Elementary School
Kathy Griffin, Assistant Principal, Hamilton County Elementary School
Allison Cromartie, Guidance Counselor
Camille Lewis, Guidance Counselor
Trixie Bennett, Teacher-On-Special-Assignment
Chris Combass, Teacher-On-Special-Assignment

Comparison of School Grade Data

When comparing school grading components over the previous two years, the data indicates that North Hamilton's FSA ELA achievement results increased by 1 point, learning gains remained the same at 40, and learning gains of the lowest 25% decreased by 12 points. Grading components in FSA Math achievement levels decreased by 5 points, learning gains increased by 4 points, and learning gains of the lowest 25% stayed constant at 43. The data also indicates that science achievement increased by 3 points; however, the total points earned in all categories decreased by 9 points and the percentage of total possible points decreased by 1.

Since this is the first year of the consolidation of the three schools into one site, historical data was derived by finding the mean of each of the cell values of the school grades for the three elementary schools resulting in the following findings:

Performance results on the Florida Standard's Assessment English Language Arts (ELA) data indicates that ELA achievement decreased by two points, learning gains decreased by 6 points, and learning gains of the lowest 25% of students decreased by 20 points. FSA Math achievement decreased by 8 points, learning gains remained the same, and Math learning gains of the lowest quartile increased by 5 points. The data also indicates that Science achievement decreased by 5 points, however the total points earned in all categories decreased by 23 points and the percentage of total points decreased by 3.

The table below provides data for all three elementary schools within the district that were consolidated into Hamilton County Elementary School (HCES).

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School Year	School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Total Points Earned	Percent of Total Possible Points	Grade
2017	NORTH HAMILTON ELEMENTARY SCHOOL	31	40	36	46	45	43	30	271	39	D
2016		30	40	48	51	41	43	27	280	40	D
2017	CENTRAL HAMILTON ELEMENTARY SCHOOL	23	33	32	47	40	25	14	214	31	F
2016		22	30	39	52	42	43	27	220	31	F
2017	SOUTH HAMILTON ELEMENTARY SCHOOL	30	33	17	36	50	67	26	259	37	D
2016		39	53	58	49	52	33	29	313	45	C
2017	DISTRICT MEAN SCORE	28	35	28	43	45	45	23	248	36	
2016		30	41	48	51	45	40	28	271	39	

Progress Monitoring Data

Hamilton County Elementary School is currently operating under the first year of consolidation, and several progress monitoring tools are being used including i-Ready, STAR, and quarterly Performance Matters benchmark assessments. These tools are being utilized to effectively monitor student progress as well as to target necessary interventions for students at risk for deficiency in Reading and Math. The most recent STAR data in Reading indicates that 35% of Kindergarten students are performing at or above benchmarks while 17% are meeting or exceeding expectations in Grade 1. STAR Reading data also indicates that 36% of students are at Level 3 or above in Grade 2, 44% in Grade 3, 50% in Grade 4, 21% in Grade 5, and 34% in Grade 6. The most recent STAR Math results indicate that 48% of students are at or above benchmark proficiency in Grade 1. The results also indicate that 48% of students are at level 3 or above in Grade 2, 75% in Grade 3, 64% in Grade 4, 36% in Grade 5, and 51% in Grade 6.

As previously mentioned, i-Ready is another valuable progress monitoring tool currently used in Reading and Math. Predicted proficiency results in Reading from the first testing window indicates that 37% of all students in Grades 3-6 are likely to be proficient on the FSA by the end of the year.

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According to the initial report, 36% of students are likely to be proficient in Grade 3, 52% in Grade 4, 31% in Grade 5, and 32% in Grade 6. Predicted proficiency results in i-Ready Math from the first testing window indicates that 50% of all students in Grades 3-6 are likely to be proficient on the FSA by the end of the year. The data indicates that 60% of students are likely to be proficient in Grade 3, 61% in Grade 4, 40% in Grade 5, and 37% in Grade 6.

Teacher Turn-Over Rates

Year	Percentage
From 2014-15 to 15-16	28%
From 2015-16 to 16-17	21%
From 2016-17 to 17-18	6%

As indicated above, teacher turnover for the last three years has been 28%, 21%, and 6%, respectively. In addition, in 2016, at North Hamilton Elementary School, 35% of teachers were in their first or second year of teaching whereas the median for all reported elementary schools in Florida was 10%. (National Center of Educational Statistics, Forecast Package, Office of Civil Rights, American Community Survey, Florida Department of Education and United States Census Bureau). Due to the proximity of the district to the Georgia state line, retention has been an issue that the district faces on an ongoing basis.

Student Average Daily Attendance/Average Daily Membership

	Avg. Attn. % 2015-16	Avg. Attn. % 2016-17
North Hamilton Elementary School	93.60%	93.17%
District	92.95%	91.97%

Student Discipline Data – Number of In and Out of School Suspensions

	ISS 2015-16	ISS 2016-17	OSS 2015-16	OSS 2016-17
North Hamilton Elementary School	6	0	28	28
District	1089	936	774	265

Qualitative Data

5 Essentials Framework Indicators

The 5 Essentials Framework is an evidence-based system designed to drive improvement in school's nationwide. The survey questions were designed to obtain information on the school's culture and climate.

A comparison of 5 Essentials Survey Results from 2016 to 2017 revealed the following:

Effective Leadership –North Hamilton Elementary remained 'Weak' in this Essential with a decrease of 2 points from the prior year survey. The measure score for Program Coherence declined by one point, maintaining an overall weak score. The Teacher-Principal Trust measure declined by 13 points which was the indicator with the largest change. The overall score for this measure declined from 'Neutral' to 'Weak'. There was an increase of 6 points in the measure score for Instructional Leadership, which moved the score on this measure from 'Weak' to borderline 'Neutral'. The measure of Teacher Influence remained the same for both years.

Professional Capacity –(Collaborative Responsibility) - North Hamilton remained 'Neutral' in this Essential however, there was an increase of 3 points from the prior year survey. The measure score for Collaborative Practices increased by 13 points, which moved the score on this measure from 'Neutral' to 'Strong'. The measure score for Collective Responsibility decreased by 9 points moving this indicator from 'Weak' to 'Very Weak' and Teacher-Teacher Trust remained 'Weak' with an overall score increase of 4 points. The measure score for Quality Professional Development decreased by 6, and remained 'Neutral'. For 2017, the school earned a score of 52 in the area of School Commitment Over Time resulting in a score of 'Neutral' in this measure.

Ambitious Instruction –North Hamilton Elementary decreased to 'Neutral' in this Essential with a 30 point decrease from the prior year survey, declining from a Very Strong measure. The measure score for Math Instruction declined by 48 points, which moved the score on this measure from 'Very Strong' to 'Neutral'. The measure score for English Instruction declined by 43 points moving this measure from 'Very Strong' to 'Neutral'. The measure score on Academic Press declined by 37 points moving this measure from 'Very Strong' to 'Strong'. The measure score for Quality of Student Discussion increased by 11 points, which moved the score on this measure from 'Weak' to 'Neutral'.

Supportive Environment –North Hamilton's score on this Essential moved from 'Very Strong' to 'Strong' with a decrease of 28 points from the prior year survey. The measure score for Peer Support for Academic Work declined by 10 points and the measure score remained strong. Academic Professionalism declined by 34 points which moved the scores on this measure from 'Very Strong' to 'Strong/Neutral'. The measure score for Student-Teacher Trust declined by 30 points, dropping the measure score from 'Very Strong' to 'Strong/Neutral'. The measure score for Safety decreased by 37 points, which moved this measure from 'Strong' to 'Weak'.

Involved Families –North Hamilton remained 'Weak' on this Essential with an increase of 7 points from the prior year survey. Parent Influence on Decision Making in Schools measure remained neutral. The measure score on Parent Involvement in School remains 'Weak'. The measure score for Teacher-Parent Trust increased by seven points remaining in the 'Weak' measure. Specific responses to survey questions are provided below:

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Teacher-Parent Trust

Teachers Report the following:

	School	None/ Strongly Disagree	Some/ Disagree	About Half/ Agree	Most/ Strongly Agree	All/ Nearly All
Parents do their best to help their children learn.	North Hamilton	0%	33%	33%	33%	0%
Teachers feel good about parents' support for their work.	North Hamilton	0%	48%	26%	22%	4%
Parents support teachers teaching efforts.	North Hamilton	0%	26%	30%	41%	4%
Teachers and parents at this school think of each other as partners in educating children.	North Hamilton	0%	22%	63%	15%	
Staff at this school work hard to build trusting relationships with parents.	North Hamilton	0%	11%	67%	22%	
Teachers feel respected by the parents of the students.	North Hamilton	4%	4%	37%	56%	

Parent Involvement in School

Teachers report that students' parents:

	School	None	Some	About Half	Most	All
Volunteered time to support the school (E.g., Volunteer in classrooms, help with school-wide events, etc.)?	North Hamilton	11%	67%	15%	7%	0%
Contacted you about their child's performance?	North Hamilton	4%	67%	11%	19%	0%
Responded to your suggestions for helping their child?	North Hamilton	0%	63%	19%	19%	0%
Attended parent-teacher conferences when you requested them?	North Hamilton	0%	33%	15%	48%	4%

Parent Involvement

UChicago Supplemental Parent Survey results were not available due to a low response rate since the survey was conducted electronically. This district obtains better results from paper/pencil

Turnaround Option Plan –3

measures. For this reason, the following information from the Title I Parent Survey completed in the Spring of 2017 has been included:

2016-2017 Title 1 Parent Involvement Survey results reflect the following:

A 37-item survey asked parents about the implementation of program components, training topics of interest to parents and barriers to parent involvement. The survey was administered in both English and Spanish with 393 parents voluntarily responding to the Title 1 Parent Survey during April of 2017.

70% was used as the standard for judging whether or not parents were satisfied with each component with Awareness of Standards and Testing, Helping Your Child with School Work, Parents as Partners, and Communication having a positive trends.

1. How do parents rate selected parent involvement components?

Three years of data are presented to address this question. In the last column of Table 1, a “+” indicates that the item met the 70% criterion. Overall, of the 31 items addressing this evaluation question, 25 (81%) met the 70% criterion. Note that, overall, the results of the two versions of the survey (English and Spanish) were very similar; therefore, the results represent all respondents.

Title I Survey Data	2014-2015	2015-2016	2016-2017	Met 70% Standard
Awareness of Standards and Testing				
What school teaches child	85	86	86	+
State tests (FSA, EOC, FCAT, other)	95	86	83	+
How child scored on state tests	91	80	83	+
What scores mean	91	81	84	+
Information about promo/retention	94	80	82	+
How to work with teachers to help child succeed	95	88	88	+
Information on monitoring progress	89	86	87	+
Information on working with teachers	94	84	81	+
Attend open house about goals	82	67	60	-
Helping your Child with School				
Received materials to work with child	82	76	70	+
Shown how to use materials	65	58	50	-

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Attended meetings/training	57	51	46	-
Helped with homework at least 1/week	92	94	93	+
Parents as Partners				
Staff willing to communicate with you	95	91	92	+
School values your suggestions	95	92	89	+
Asks your advice how to best teach child	81	67	68	-
Review policies	90	80	75	+
Communication				
Know how to contact child's teacher	99	95	96	+
Info from school easy to understand	97	96	93	+
Info from school in understandable language	96	98	95	+
Additional Parent Involvement Indicators				
If needed, translators available at meetings	97	93	89	+
Asked for specific activities, materials, or meetings	71	58	50	-
If yes, got quick response	93	83	82	+
Satisfied with response	94	89	84	+
Feel welcome at child's school	100	94	94	+
Received a written parent involvement policy	93	71	82	+
Policy easy to understand	97	90	83	+
Policy in understandable language	94	93	88	+
School had meeting to explain policy	89	80	77	+
Attended meeting	66	54	45	-
Meetings offered at different times of day	87	72	77	+

Table 1. Percent positive rating of Title 1 components

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2. What additional training can be offered to encourage parent involvement?

All topics were rated in the 70% range. *State Standards and Testing* and *How to Get Resources for Parents* were chosen most often as areas in which parents wanted more training. The findings are similar to results of previous years.

Additional Training Topics	2014-2015	2015-2016	2016-2017
State standards and testing	72	75	77
Title I program	73	68	73
How to work with child at home	69	69	77
How to work with child's teachers	68	70	73
How to get involved with school	70	71	73
How to get resources for parents	75	75	77

Table 2. Percent choosing additional training topics

3. What are the barriers to parent involvement?

Across all the schools, *Conflict with Work Schedule* (43%) was chosen most frequently by parents as the barrier impeding parental involvement. The same barrier has been chosen most frequently for the past three years.

Barrier	n	Percent
Transportation	28	10%
Child Care	25	9%
Medical reason	18	6%
No language translation	17	6%
Conflict with work schedule	124	43%
Conflict with parents' commitments	25	9%
No notices	50	17%

Table 3. Barriers to parent involvement

Turnaround Option Plan –3

Item 2: Explain how the school is going to leverage community assets, improve school and community collaboration, and develop family and community partnerships.

In a plan to improve school and community collaboration, Hamilton County Elementary School will select an Academic Parent Teacher Team (APTT). The team is designed to be a high-impact, family engagement model designed to strengthen parent-teacher collaboration to drive student achievement. APTT is a schoolwide program developed to be an ongoing process that increases active participation, communication, and collaboration between parents, schools, and communities with the goal of educating the whole child to ensure student achievement and success. This team will receive training and will work with the faculty and staff to:

- Create a clear understanding of the APTT model to establish and support meaningful and successful family engagement systems.
- Implement the APTT model with fidelity.
- Evaluate current family engagement and parent-teacher collaborations strategies.
- Accelerate student academic growth, developed collaborative partnerships with families, and improved school climate.
- Facilitate the integration of family engagement high-impact practices into all areas of school improvement to include social, emotional, and academic.

In an attempt to increase family and community partnerships, teachers will learn how to build relationships with parents and community members. The APTT supports families, communities, and schools working together to increase student achievement. The APTT will evaluate school climate and foster a shared responsibility of student achievement. APTT will bridge the school–parent gap by the following:

- Host parent university events to inform parents about grade level standards, examples of rigorous instruction, and strategies used to deliver standard based instruction.
- Provide parent with informative information about school, district, and state assessments.
- Parent workshops scheduled to provide strategies and materials to support student learning.

Part II: Implementation Plan

A. Areas of Assurance for Whole-School Transformation Plan

Below are the six key areas of assurance selected by the district based upon the school’s needs assessment to implement a whole-school transformation model.

The school will:

1. Provide wrap-around services that develop family and community partnerships
2. Increase parental involvement and engagement in the child’s education
3. Establish clearly defined and measurable high academic and character standards
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student’s background knowledge
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

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The school district will:

1. Identify, recruit, retain, and reward instructional personnel.

Item 3: Explain the strategies the school will implement to provide wrap-around services that develop family and community partnerships.

Numerous strategies have been identified to foster family and community partnerships at Hamilton County Elementary School.

Introduce Academic Parent-Teacher Teams (APTT) – Selected team members will be trained in the APTT model, a school wide program developed to be an ongoing process that increases active participation, communication, and collaboration between parents, schools, and communities. The team will then provide training to faculty and staff. Strategies learned using the APTT model will provide faculty and staff the appropriate tools to foster parent engagement. Parents are invited to come to school for various events, and with the APTT model, parents will be strongly encouraged to participate in learning activities, social/emotional development, and student achievement.

Establish a Summer 3-Year Old Program – During the summer, the school will create two classrooms focused on helping 3-year old students’ develop academic and social/emotional skills needed during their educational experience. The program will also build partnerships with families and engage them in their child’s learning. The program will offer many different development areas to include:

- Language and literacy development
- Social and emotional development
- Physical development and wellness
- Cognitive development
- Creative expression

Physician Assistant (PA) Service – A physician assistant will be employed in the school’s healthcare clinic to help foster family and community partnerships for the health needs of the students. With limited resources in our rural economically disadvantaged school district, healthcare services will provide the following needed services:

- Health appraisals
- Preventative dental screenings
- Growth development screenings
- Health counseling for students and families
- Referral and follow up of suspected and confirmed health problems
- Medication administration

In an attempt to decrease chronic student absences due to health reasons, the PA would provide ongoing services on site at the school. Having this service available would allow students to be seen at school for most healthcare needs rather than missing school to seek medical attention. Students are more likely to succeed in academics when they attend school consistently.

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Truancy Services - A truancy interventionist will be employed to help decrease chronic student absences. They will work with families to implement good attendance practices that will result in student academic achievement. Some of the services that the truancy interventionist will provide are listed as follows:

- Monitor daily attendance and contact families with any concerns regarding absenteeism or tardiness
- Hold meetings with families if excessive absenteeism or tardiness is not resolved
- Seek to provide assistance to families in resolving circumstances that are making it difficult for their child to be at school each day on time
- Enforce the attendance and truancy laws of the state of Florida

With a high rate of chronic absenteeism, the truancy interventionist will provide services for the students, family, and community to increase student attendance.

Item 4: Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

In addition to the APTT model, the implementation of parent involvement activities will be planned and scheduled in collaboration with other federal project initiatives. A social worker and truancy interventionist will work with the school and community to increase parent involvement and engagement in their child's education. Specifically, Hamilton County Elementary School will outline the expectations of parents and regularly communicate to them what their children are learning. The school will provide opportunities for parents to talk with school personnel about their child's education through home visits, family nights, open houses, and parent/teacher conferences.

Parent University – Our goal is to increase parent involvement at Hamilton County Elementary School and empower parents to raise children who are successful in school and in life. Workshops will be held in school and community locations to help inform and empower parents about their child's learning experience. Workshops will include the understanding of state standards, assessments, school related programs, and character building strategies that will result in student achievement.

Community Partnerships with Retired Teachers and Religious Organizations – A partnership with retired teachers and religious organizations has been established this year to increase parents and community members involvement at Hamilton County Elementary School. Various programs and events have been scheduled to foster parent and community involvement such as reading pals, mentoring, media center volunteers, community day, and other various committees and volunteer opportunities.

Item 5: Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

It is the goal of Hamilton County Elementary School to establish a learning environment that will ensure a higher academic achievement in math and reading, an improved school climate, and a higher quality of instruction. In order to achieve this, the school will implement the following:

Responsive Classroom - An evidence-based approach to teaching and learning for students in kindergarten through eighth grade that focuses on the strong link between academic success and social emotional skills. The school leadership maintains a common belief that a high-quality education for every student is built on the foundation of a safe, strong, and joyful school community.

The Responsive Classroom approach is grounded in the seven principles. These principles are the foundation for a wide range of practices that help students develop the academic and social-emotional skills needed for their continued success as they enter our feeder school and matriculate from grade level to grade level. The practices become a part of everyday classroom life and help educators integrate the four domains of the approach: positive community, engaging academics, effective management, and developmentally responsive teaching.

The staff and students will be engaged in the seven principles that guide the Responsive Classroom approach:

1. The social and emotional curriculum is as important as the academic curriculum.
2. How students learn is as important as what they learn.
3. Great cognitive growth occurs through social interactions.
4. To be successful academically and socially, students need to learn a set of social and emotional skills: cooperation, assertiveness, responsibility, empathy, and self-control.
5. Knowing the students we teach-individually, culturally, and developmentally is as important as knowing the content we teach.
6. Knowing the families of the students we teach is as important as knowing the students we teach.
7. How the adults at school work together is as important as individual competence: Lasting change begins with the adult community.

The Responsive Classroom is an approach to teaching based on the belief that integrating academic and social-emotional skills create an environment where students can do their best learning and teachers can do their best instructing.

These core teaching practices will be utilized with elementary students in grades K-6:

- Morning meeting – Everyone in the classroom gathers at the beginning of each school day and proceeds through four sequential components: greeting, sharing, group activity, and morning message.
- Establishing Rules – Teachers and students work together to name individual goals for the year and establish rules that will help everyone reach those goals.
- Energizers - Short, playful, whole-group activities that are used as breaks or embedded lessons.
- Quiet Time- A brief purposeful and relaxed time of transition that takes place midday before the rest of the school day continues.
- Closing Circle- A five to ten-minute gathering at the end of the day that promotes reflective and celebration through participation in a brief activity or two.
- Academic Choice – A structure for lessons and activities that helps students become independent learners and offers choices of what/how to learn. Academic Choice lessons have three phases: planning, working, and reflecting.

The Responsive Classroom approach can be incorporated with other programs that are widely utilized in our school such as CHAMPS, a classroom management system, and Positive Behavior Intervention Supports (PBIS).

Classroom Intervention – To address the full range of students' needs, Hamilton County Elementary School will provide a comprehensive, responsive system of instruction and intervention that reflects fidelity to the multi-tiered system of supports. Interventionist teachers will be hired to assist teachers with providing high quality standards based instruction that is informed by research and supported by

Turnaround Option Plan –3

standards based curriculum. The interventionist will analyze and use on-going performance data to provide targeted instruction, monitor progress, inform instructional decisions, and refine ambitious goal-setting results in acceleration of student learning. The interventionist will collaborate with classroom teachers and other content area specialists to establish a plan for continuous improvement and problem solving to assist students in mastery of standards.

Item 6: Explain the strategies the school will implement to identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.

Hamilton County Elementary School will utilize the following strategies to develop student's background knowledge in order to provide a knowledge rich curriculum:

- Data will be disaggregated and analyzed on the school and district levels through-out the school year. Most of the data will be accessible electronically for efficient analysis by student, class, grade, school and district-wide. This process will be used to assist in determining the appropriate instructional paths and meeting the academic needs of all students.
- Teachers will be trained in assessing the level of background knowledge of student and using data to make informed decisions about curriculum and instruction.
- Teachers will utilize non-fiction and informational text to ensure students have the opportunity to increase their knowledge by interacting with the text.
- Classroom teachers will receive sets of leveled text consisting of non-fiction and informational books. These books will be used for instructional purposes such as guided reading, small group instruction and during leisure reading times for students.
- Scientific evidence-based programs such as Leveled Literacy Intervention (LLI) will be deployed to provide targeted intervention.

Item 7: Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

The staff of Hamilton County Elementary will take part in a summer reading academy during the summer of 2018. The purpose and intent of the academy is to enrich the knowledge and skills of the teachers and support staff so that they can best teach students how to achieve literacy mastery. The summer reading academy will provide evidence-based, effective, and systemic instructional practices that will allow teachers and staff to review and refine pedagogy and instructional delivery. Another area that staff members will focus on is writing instruction, with emphasis on evidence or text based writing as well as content area writing. Ideally, the ultimate goal is to promote literacy development through powerful, intentional instruction, and to help teachers and staff understand how to differentiate instruction to meet the needs of all students including struggling learners.

The summer reading academy will include rich, engaging activities, supporting materials and on-going support provided by NEFEC, district support staff, and other content area specialists. The training in this academy will address the needs of all students, particularly students with persistent achievement gaps, English language learners, and students with disabilities.

In order to maintain a strong focus on the continuous improvement, we must have a school-wide urgency around a vision of ambitious instruction, hiring and staffing based on alignment to that vision. Hamilton County Elementary will continue to build and distribute instructional leadership school-wide by focusing, monitoring and improving the fidelity of daily instruction in all areas of grade levels K-6. Additional funding to fully implement this process will likely ensure that the quality of daily instruction is consistent across classrooms and consistently meets or exceeds the level of rigor articulated in the state standards.

Item 8: Explain the strategies the school district will implement to identify, recruit, retain, and reward instructional personnel.

Finding and retaining quality instructional personnel in a small rural community can be very difficult. There are very few incentives for candidates for instructional positions to move to Hamilton County. Jobs for spouses are very few and housing is almost non-existent for someone looking for temporary living arrangements. To compound this problem, the academic performance of the students in the school district has been far below other students in the state. High poverty, low education level of the adults in the district, and lack of adequate social and emotional services create barriers to student achievement. High quality instruction by qualified personnel is the primary resource available to the school district to improve student achievement and close the achievement gap. In order to recruit, retain, and reward high performing instructional personnel, the school district will implement the following strategies for Hamilton County Elementary School:

Strategy 1: The school district will recognize and reward staff members at Hamilton County Elementary School through a one-time monetary incentive for remaining at the school during the 2018-19 school year who have earned an effective or highly effective score on their annual Value Added Measure (VAM) score.

Strategy 2: The school district will identify and recruit potential instructional personnel who have a demonstrated record of student growth. Multiple data indicators which may include VAM scores or other evaluation instruments demonstrating success working with a specific subgroup of students or high performance among all students will be considered in the recruitment process. Those personnel who qualify will receive a one-time recruitment supplement.

B. Correlation Between Whole-School Transformation Model and District-Managed Turnaround

The evaluation process for this application will consider how this model correlates to the strategies and activities listed in the TOP-2 document.

Item 9: Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address all of the Areas of Assurance.

Turnaround Option Plan –3

Under the current financial situation of the school district, the Superintendent of Schools is providing the instructional leadership for the school district as the Director of Instruction. He has 36 years of experience in education and served as the Director of Instruction for 9 years prior to his retirement. The principal of Hamilton County Elementary School reports directly to the Superintendent which creates a direct line of communication providing a barrier free internal system of operation for the school. The district will provide the principal with the authority to recruit and select staff for the school, determine the professional development opportunities to be provided to the school instructional staff to target the specific strategies needed to improve student achievement, and have direct access to all necessary student services and staff.

District staff and contracted providers will conduct walk-throughs of the school to identify specific needs of the school and review survey data from stakeholders to gain information. The district has formed a Community Assessment Team made up of citizens from around the school district to make recommendations for improvement at district schools. The District Curriculum Team reviews all available student data to maintain focus on needed services and interventions as well as providing the necessary resources needed to ensure student success.

Item 10: Summary of how this model correlates to the strategies and activities listed in the district-managed turnaround plan submitted in the TOP-2 document.

Hamilton County Elementary School is in a unique situation as it relates to the turnaround process. The school opened for the 2017-18 school year as a combination of the three elementary schools in the district (North, South, and Central Hamilton Elementary Schools). The combining of the elementary schools in the district has never occurred previously and there is no history in which to compare student progress and achievement. The new school has created a positive and student centered environment in a technology rich building that has motivated the staff and students as never before. In the TOP 2 plan, a district managed plan with partner support was chosen to help the school move out of the turnaround process. The principal has been given autonomy to make school based decisions to expedite the student achievement process and reports directly to the Superintendent which reduces or eliminates “red tape” in getting the necessary supports for the school.

Reading continues to be the specific area of deficiency for Hamilton County Students. A new K – 2 reading program has been implemented to provide a fundamental base for the reading process. Many of the activities in both the TOP 2 and TOP 3 plan revolve around strategies to improve the reading ability of the students. To help students improve their reading skills, the TOP 3 plan provides for a reading academy during the summer of 2018 for all instructional staff of the school. This would bring the latest approach to teaching reading to the staff. Funds would also provide summer reading instruction for students in each grade area with emphasis on those reading below grade or proficiency level. Transportation would be provided as the school is located outside the three communities that it serves. A summer program for early learners (3 year olds) would be established to get an early start on reading for our youngest children. An early warning system has been purchased to improve the process of identifying those students who are displaying the signs that lead to low academic achievement.

The major focus of both plans is to meet the social and emotional needs of our students as the staff works to improve their academic progress. Hamilton County has one of the highest poverty rates in the state creating situations that hinder needs of students being met in a timely fashion. Interventionist teachers would be provided to each grade level K – 6 to work with the students identified by the early warning system in all areas including social/emotional, behavioral and academic. A physician assistant

Turnaround Option Plan –3

or the equivalent will be contracted to assist the nursing staff at the school to meet the medical needs of the students with the least amount of absenteeism as possible. A weekend backpack program to assist students with having adequate food during the weekends will be established (food will not be purchased through these funds). An art instructor will be hired for the school to help students build on their artistic creativity and intelligence.

As stated earlier, professional development of the staff will be provided in the reading process during the summer of 2018. In addition, opportunities in the learning styles of English Language Learners (ELL) and students in poverty will be provided to the instructional staff. A priority in understanding the needs of the students is the focus for improving student achievement and creating lifelong learners. Professional development opportunities will be provided in instructional technology and the use of technology in the classroom. Leadership will be addressed through activities for teacher leaders as well as school based administrators focusing on team building and leadership skills. Funding will be provided to recruit and retain instructional and administrative staff to ensure the best learning environment is being provided to the students. Hamilton County has few benefits to offer to prospective employees outside those who were born and raised in the county. These funds will help provide incentives for locals who are performing at the highest level and recruit and retain other effective and highly effective professionals.

Item 11: Identify and describe the areas of assurance your district has the capacity to sustain after the Schools of Hope funding expires.

As with most small school districts, the ability to sustain the programs and services provided by the Schools of Hope funding will be difficult. These funds provide a once in a lifetime opportunity to bring services to the staff and students that cannot be generated by the small FTE of the schools in the district. Meeting the social and emotional needs of the students is normally one of the last areas that can be addressed with normal school funding. Data will be evaluated as it becomes available and program modifications/decisions will be made to determine allocation of available resources within the school district to continue those items showing the most success. Should the school district find that any of the areas provided for by these funds has shown a significant improvement in student performance, every effort will be made to continue the service for the next school year and beyond as possible. Other outside funding sources will be pursued as they become available to provide an opportunity to sustain the most needed and successful services for all stakeholders.

By submission of this plan, the district verifies that this whole-school transformation model was developed in consultation with the school's principal.

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

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
1. Support high academic performance of students.	1.1. Assign 7 Intervention Teachers (1 per grade level) to grade level teams at Hamilton County Elementary School for daily support of students social, emotional, and academic needs. 1.2. Provide for 20 days of Summer Reading Camp for students with transportation during June 2018 including a paraprofessional with each teacher (14). 1.3. Provide a 10-day Summer Reading Academy for 52 instructional staff members during June 2018 to enrich reading instruction in the school. 1.4. Provide for 20 days of instruction for early learning students (3-4 year olds) during June 2018 to ensure a head start into the Pre-K program.	<ul style="list-style-type: none"> • Staff lists • Classroom assignments • Payroll records • Intervention logs • Training agenda / sign in sheets • Student rolls • Transportation lists 	6/30/18 Year 1 6/30/19 Year 2
2. Provide wrap-around services to meet the social, emotional, and academic needs of students.	2.1. Recruit the services of a medical professional (physician's assistant or the equivalent) to work with the clinic staff at the school to provide medical services to students. 2.2. Recruit a truancy staff member to assist with students experiencing non-attendance and contacting available support services for parents. 2.3. Provide for an art instructor to provide instruction in the arts to assist students with	<ul style="list-style-type: none"> • Staff lists • Payroll records • Activity logs • Student schedules • Classroom assignments 	6/30/18 Year 1 6/30/19 Year 2

	developing their creative skills and possible motivational outlets for students.		
3. Provide the necessary materials and supplies to assist with character and academic development of students.	<p>3.1. Provide school-wide training at Hamilton County Elementary School on the APTT framework.</p> <p>3.2. Provide reading materials for summer reading camp for students during June 2017</p> <p>3.3. Provide materials for APTT training for instructional staff</p>	<ul style="list-style-type: none"> • Agenda • Sign-in Sheets • Presentation materials • Purchase orders 	<p>6/30/18 Year 1</p> <p>6/30/19 Year 2</p>
4. Identify, recruit, and retain effective and highly effective instructional staff and administration at Hamilton County Elementary School.	<p>4.1. Provide up to 15 recruitment / retention bonuses to instructional staff earning an effective rating on their 2017-18 VAM score.</p> <p>4.2. Provide up to 10 recruitment / retention bonuses to instructional staff earning a highly effective rating on their 2017-18 VAM score.</p> <p>4.3. Provide a bonus to the current Principal for a school grade of C or better in the 2017-18 school year or for the recruitment of a turnaround Principal for the 2018-19 school year.</p>	<ul style="list-style-type: none"> • Staff lists • Payroll records • VAM reports 	<p>6/30/18 Year 1</p> <p>6/30/19 Year 2</p>

Note: Add additional lines if necessary

CLEAR ALL DATA

Enter the Total Grant Award in Cell H1 ----->

\$ 978,000.00

Enter Projected # of Students and Teachers Below by Year

Total Budget \$ 978,000.00

Enter School Name Below

North Hamilton Elementary School

Unique School ID

240041

of Students

960

Teachers/Classrooms

60

of Students

1000

Teachers/Classrooms

60

Remaining

\$ -

CONSOLIDATE YEAR 1-2

Function	Object	Description	Cost Per Item	Quantity	YEAR 1		YEAR 2		Total Quantity	Total Cost
					Total Cost Year 1	Quantity2	Total Cost YR 2			
5100	120	Salaries- Intervention Teachers (7 FTE)			\$ 94,500.00		\$ 315,000.00		0 \$	409,500.00
5100	120	Salaries- Summer Reading Camp Teachers (14)			\$ 33,600.00				0 \$	33,600.00
5100	120	Stipends- Teachers to Attend Summer Reading Academy (52)					\$ 49,109.00		0 \$	49,109.00
5100	120	Salaries- Teachers for Summer Early Intervention Program for 3 Year Olds (2)			\$ 2,320.00				0 \$	2,320.00
5100	120	Salary- Art Teacher (1 FTE)					\$ 45,000.00		0 \$	45,000.00
5100	120	Salary- Sign Bonus for recruiting and retaining of Instructional Personnel			\$ 95,000.00				0 \$	95,000.00
5100	150	Salaries- Paraprofessionals for Summer Reading (14)			\$ 16,240.00				0 \$	16,240.00
5100	150 (2)	Salaries- Paraprofessionals for Summer Early Intervention Program for 3 Year Olds			\$ 2,160.00				0 \$	2,160.00
5100	210	Employee Benefits- Retirement for Summer Reading Camp Teachers			\$ 2,893.00				0 \$	2,893.00
5100	210	Employee Benefits- Retirement for Intervention Teachers (8.61%)			\$ 8,137.00		\$ 27,122.00		0 \$	35,259.00
5100	210	Employee Benefits- FICA Bonus for recruiting and retaining of Instructional Personnel			\$ 7,268.00				0 \$	7,268.00
5100	210	Employee Benefits- Retirement Teachers for Summer Early Intervention Program for 3 Year Olds (8.61%)			\$ 200.00				0 \$	200.00
5100	210	Employee Benefits- Retirement Art Teacher (8.61%)					\$ 3,875.00		0 \$	3,875.00
5100	210	Employee Benefits- Retirement for Paraprofessionals for Summer Reading (8.61%)			\$ 1,399.00				0 \$	1,399.00
5100	210	Employee Benefits- Retirement Paraprofessionals Summer Early Intervention Program for 3 Year Olds (8.61%)			\$ 186.00				0 \$	186.00
5100	220	Employee Benefits- FICA Intervention Teachers (7.65%)			\$ 7,230.00		\$ 24,098.00		0 \$	31,328.00
5100	220	Employee Benefits- FICA Summer Reading Teachers (7.65%)			\$ 2,752.00				0 \$	2,752.00
5100	220	Employee Benefits- FICA Teachers to Attend Summer Reading Academy (7.65%)					\$ 3,757.00		0 \$	3,757.00
5100	220	Employee Benefits- FICA Teachers for Summer Early Intervention Program for 3 Year Olds (7.65%)			\$ 178.00				0 \$	178.00
5100	220	Employee Benefits- FICA Art Teacher (7.65%)					\$ 3,443.00		0 \$	3,443.00
5100	220	Employee Benefits- FICA for Paraprofessionals for Summer Reading (7.65%)			\$ 1,243.00				0 \$	1,243.00
5100	220	Employee Benefits- FICA for Paraprofessionals for Summer Early Intervention Program for 3 Year Olds (7.65%)			\$ 166.00				0 \$	166.00
5100	230	Employee Benefits- Group Insurance for Intervention Teachers			\$ 10,269.00		\$ 30,800.00		0 \$	41,069.00
5100	230	Employee Benefits- Group Insurance for Art Teacher					\$ 4,400.00		0 \$	4,400.00
5100	240	Employee Benefits- Worker's Compensation Intervention Teachers (.0061)			\$ 577.00		\$ 1,922.00		0 \$	2,499.00
5100	240	Employee Benefits- Worker's Compensation for Summer Reading Teachers (.0061)			\$ 488.00				0 \$	488.00

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Hamilton County School Board

B) DOE Assigned Project Number:

246-00045-85201

C) TAPS Number:

18A127

(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	Basic (FEFP K-12)--Classroom Teacher	7	\$ 634,529.00				
5100	150	Basic (FEFP K-12)--Paraprofessionals		\$ 18,400.00				
5100	210	Basic (FEFP K-12)- Retirement		\$ 51,080.00				
5100	220	Basic (FEFP K-12)--Federal Insurance Contributions Act (FICA)		\$ 42,867.00				
5100	230	Basic (FEFP K-12)--Group Insurance		\$ 45,469.00				
5100	240	Basic (FEFP K-12)--Workers' Compensation		\$ 3,691.00				
5100	310	Basic (FEFP K-12)--Professional and Technical Services		\$ 50,000.00				
5100	510	Materials and Supplies- Supplemental Supplies for Student Use		\$ 15,000.00				
6110	160	Attendance and Social Work--Other Support Personnel	1	\$ 28,588.00				
6110	210	Attendance and Social Work--Retirement		\$ 2,462.00				
6110	220	Attendance and Social Work--Federal Insurance Contributions Act (FICA)		\$ 2,188.00				
D) TOTAL				See Page 2				

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Hamilton County School Board

B) DOE Assigned Project Number:

240-90045-85.201

C) TAPS Number:

18A127

(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
6110	230	Attendance and Social Work--Group Insurance		\$ 4,400.00				
6110	240	Attendance and Social Work--Workers' Compensation		\$ 43,684.00				
6130	310	Health Services--Professional and Technical Services		\$ 175.00				
6150	310	Parental Involvement--Professional and Technical Services		\$ 15,000.00				
7300	110	School Administration (Office of the Principal)--Administrator		\$ 5,000.00				
7300	220	School Administration (Office of the Principal)--Federal Insurance Contributions Act (FICA)		\$ 384.00				
7800	160	Student Transportation Services--Other Support Personnel		\$ 10,080.00				
7800	210	Student Transportation Services--Retirement		\$ 868.00				
7800	220	Student Transportation Services--Federal Insurance Contributions Act (FICA)		\$ 772.00				
7800	240	Student Transportation Services--Workers' Compensation		\$ 62.00				
7800	450	Gasoline- For Transportation		\$ 1,000.00				
7800	460	Diesel Fuel- Student Transportation		\$ 2,301.00				
D) TOTAL				\$ 978,000.00				

DOE USE ONLY (Program)

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

Printed Name:

Signature:

Title:

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:

Signature:

Title:

Date:
