TABLE OF CONTENTS

ED Standard Forms

- Application for Federal Assistance (form SF 424)
- ED Supplemental Information for SF 424
- ED Budget Information Non-Construction Programs (ED Form 524)
- Disclosure of Lobbying Activities (Standard Form LLL)

Assurances and Certifications

- General Education Provisions Act (GEPA) Requirements – Section 427 (ED GEPA427 form)
- Assurances for Non-Construction Programs (SF 424B Form)
- Grants.gov Lobbying Form

Application Narrative

- ED Abstract Narrative Form - Project Abstract
- Project Narrative Attachment Form

- Budget Narrative Attachment Form
  - 1. TSL Grant Funds Budget Narrative
  - 2. Non-Federal/Non-TSL Matching Funds Budget Narrative
- Part 6: Other Attachments Form
  - Appendix **A**: TSL Optional Application Programmatic and Statutory Requirements Checklist
  - Appendix **B**: TSL Optional High-Need School Checklist
  - Appendix **C**: Logic Model (and Supporting Research)
  - Appendix **D**: Key Personnel (Resumes and Job Descriptions)
  - Appendix **E**: Letters
  - Appendix **F**: Financial Documents (Match Requirement Assurance and Indirect Cost Rate Agreement)

PROJECT NARRATIVE

Absolute Priority 1: Human Capital Management System (HCMS)

The School District of Osceola County (SDOC), Florida meets the HCMS absolute

priority. The Osceola County School Board Rules form the basis of the District HCMS by which

the District makes and implements such decisions as preparation, recruitment, hiring, placement,

retention, dismissal, compensation, professional development, professional services contracts,

and promotion. The School Board Rules supplement those policies prescribed by the

Commissioner/State Board and align with Florida Statutes. Chapter 6.00 outlines the Human

Resources standards in its subsections 6.10-6.97. In 6.17, the rules explain Appointment or

Employment Requirements, including qualifications, certificate requirements, interviews and

appointments, employment offers, current employees, and reconsideration/appeal.

AP1-1. The HCMS currently includes a Teacher Evaluation and Support System that

reflects clear and fair measures of performance, based in part on demonstrated improvement in

student academic achievement. The SDOC's Instructional Assessment System is designed to

contribute toward the achievement of goals identified in the District Plan pursuant to state

statute. The system also supports district and school improvement plans and promotes actions

that are consistent with the Osceola County Education Association (OCEA) Instructional

Contract: Article XII (Teacher Assessment). OCEA and SDOC Bargaining Leadership Teams

collaborated via subcommittee to recommend selection of the Marzano Teacher Evaluation

Model. The research-based structure of Marzano's Teacher Evaluation Model is correlated with

state Value-Added Models (VAM) according to one of the largest validation studies ever

conducted on an observation framework. The 2016-2017 Instructional Employee Evaluation

System Handbook states that the purpose of the redeveloped evaluation system is to increase

student learning growth by improving the quality of instructional and supervisory practices. This model will provide a rigorous, transparent, and fair evaluation system that differentiates effectiveness with data based on student growth. The SDOC affirms Marzano's expectation that all teachers can increase their expertise from year to year, producing annual gains in student growth with a powerful cumulative effect.

Section 1012.34, Florida Statutes, (e.g., Senate Bill 736, "Student Success Act") requires that student learning growth shall count for at least 1/3 of an instructional employee's performance evaluation. Florida's Value Added Model (VAM) is the state's method to comply with this law and to calculate student growth based upon student performance on specific statewide assessments determined by the Florida Department of Education. Value-added analyses are sophisticated methods that have been refined and validated by leading researchers and economists for nearly three decades. Florida's VAM score reflects the average amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state on a standardized statewide assessment. The model also accounts for variables outside a teacher's control, including student attendance and special education designations. The value added score is converted to a proportion of a year's average growth. As required by the State, the SDOC uses VAM data in a meaningful way to inform teacher evaluation and policy decisions and provide data to teachers about their impact on students.

A value-added score is a critical measure of success, but it does not act as a standalone, absolute indicator of efficacy. No measure of teacher effectiveness is perfect, so teacher evaluation ratings in Florida are not based solely on value-added data. In Florida, value-added results are balanced with other information, including rigorous classroom observations by a school leader, to get a more-complete picture of a teacher's performance. All SDOC Classroom

Instructional Employees undergo evaluation based on the following factors: Instructional

Practice Rating (45%), Student Growth Value / VAM (35%), and Professional & Ethical

Behaviors (20%). The compilation of these scores earns a teacher an overall rating of Highly

Effective, Effective, Developing/ Needs Improvement, or Unsatisfactory.

 AP1-2. This project, Producing Results through Osceola's Professional Educator Ladder

(PROPEL), includes proposed modifications of the HCMS. Activities aim to enhance use of the

HCMS to reduce instructional vacancies and improve teacher turnover at the targeted High-Need

Schools. To increase instructional quality and effectiveness, the project incorporates strategies

that will improve the Evaluation and Support System for teachers by developing Instructional

Mentors for Beginning Teachers (with 0-3 years' experience). The project will enhance the

HCMS's existing Performance-Based Compensation schedule with the addition of supplements

for professional advancements, like National Board Certification.

 AP1-3. The SDOC's current Evaluation and Support System provides ongoing,

differentiated, targeted, and personalized support and feedback for improvement, including

professional development opportunities designed to increase effectiveness. When a teacher's

performance is determined to be less than effective, according to Article 12.11.1 in the Teacher's

Contract, a conference will be held, and a professional improvement plan shall be developed

jointly and/or the individual professional development plan may be altered to address the

concern. On a larger scale, results from teacher evaluations direct creation of individual

professional development growth plans and school/district professional development offerings.

The SDOC's "My Professional Growth System – MyPGS" combines professional learning and

performance evaluations into one interactive forum. It customizes professional development to

the user's identified needs. For example, classroom educators see performance evaluation results

based on the use of instructional practices observed by a supervisor during classroom instruction.

Those specific instructional practices are directly linked to targeted professional development

that is intended to improve the proficient use of those instructional strategies. A lightbulb button

connects the user to training opportunities related to areas of weakness identified via evaluation.

Ultimately, the system prescribes professional development specific to the classroom educator

based on the need and results derived from the performance evaluation.

AP1-4. The SDOC implements several data systems that link educators with student

academic achievement data. Users access MyPGS through Class Link, a web-based district

portal. It integrates information systems to aid in meeting individual and organizational goals.

The district data management system, Focus, also resides on the Class Link portal. Focus affords

the primary source for student achievement data presented in a variety of formats depending on

the user and purpose. The SDOC also uses i-Ready for grades K-8 to gather and analyze student

performance data by teacher. The i-Ready system combines a valid and reliable growth measure

and individualized instruction in a single time-saving and cost-effective online system.

AP1-5. The HCMS uses performance information from the Evaluation and Support

System to inform key school- and district-level human capital decisions concerning preparation,

recruitment, hiring, placement, retention, dismissal, compensation (including performance-based

compensation), professional development, tenure (state equivalent of Professional Services

Contract), and promotion. The District's 2016-2019 Strategic Plan covers Talent Management –

recruit, develop, retain, and reward a highly-dedicated, high-quality workforce. As the

Professional Development Department targets feedback and capacity building, it is working

closely with the Human Resources (HR) Department, which spearheads recruitment efforts.

District Evaluation Procedures comply with § 1012.34, F.S. and exert impact on human

capital decisions. Evaluators must submit a report of final evaluations to the superintendent for the purpose of reviewing the employees' contracts (to elect continuation, termination, etc.). The superintendent shall annually notify the department of any instructional personnel or school administrators who receive two consecutive unsatisfactory evaluations. The superintendent shall also notify the department of any instructional personnel or school administrators who are given written notice by the district of intent to terminate or not renew their employment.

Statutory authority empowers principals to refuse the placement or transfer of instructional personnel unless the instructional personnel have earned a performance rating of effective or highly effective (1012.28(6), F.S.). Florida Statute also precludes instructional personnel from receiving an annual contract if they have "consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a 3-year period, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory" (1012.335(2)(c)(3), F.S.). Additionally, "a school district may not assign a higher percentage than the school district average of temporarily certified teachers, teachers in need of improvement, or out-of-field teachers to schools graded D or F" (1012.2315(2)(a), F.S.). Finally, Florida law also requires salary supplements for teachers assigned to a Title I eligible school and to teachers assigned to schools that are D or F (1012.22(5)(c)(I-II), F.S.).

The SDOC furnishes performance-based compensation to teachers who earn ratings of Effective or Highly Effective. Such teachers receive that compensation in the form of an increase to their annual salary. The criteria appear in Florida Statutes 1012.22 (c) Compensation and Salary Schedules. 5b. Salary adjustments.—Salary adjustments for highly effective or effective performance shall be established as follows: (I) The annual salary adjustment under the

performance salary schedule for an employee rated as highly effective must be greater than the highest annual salary adjustment available to an employee of the same classification through any other salary schedule adopted by the district. (II) The annual salary adjustment under the performance salary schedule for an employee rated as effective must be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification. (III) The performance salary schedule shall not provide an annual salary adjustment for an employee who receives a rating other than highly effective or effective for the year. Amounts, currently $750 for Highly Effective and $550 for Effective, are bargained annually.

To better inform school-level human capital decisions, the District is providing training to improve school leaders' use of the Marzano instructional framework for feedback. The 2016-2017 strategic plan incorporates professional development activities aimed at addressing this situation. Examples are identification and establishment of standards for the common feedback model, provision of training on the model and standards for all district-level staff, and expansion of professional learning opportunities on the feedback model and standards to include all school-level staff. Further district capacity building arises from professional development efforts that enable teacher leaders to deliver school-based training directly tied to site needs (in a format less prescriptive than train-the-trainer model). Additionally, seven professional development and curriculum leaders have earned the Master Observer Certification from Learning Sciences International and facilitate monthly Administrators' Instructional Rounds to deepen school leaders' grasp of the Marzano instructional framework as an instructional and evaluative tool.

Absolute Priority 2: Evaluation and Support Systems for Teachers

This project will enhance the SDOC's Evaluation and Support System (ESS) with a new

level of differentiated support for teachers in High-Need Schools. Activities will increase access

to Instructional Mentors to achieve a ratio of no greater than 10 Beginning Teachers to 1

Instructional Mentor at each High-Need School. The SDOC's 2016-2019 Strategic Plan focuses

all district initiatives on a rise "From Good to Great (Building a Legacy)." Goal 2 addresses

Talent Management and emphasizes improved rates of teacher turnover, high-performing teacher

recruitment, teacher attendance, and instructional vacancies. This project corresponds with Goal

2's subparts through its multilevel support systems as shown below:

● Strategy 2A - Build leadership capacity at all levels.

The Strategic Plan grounds activities in the Marzano instructional framework. These

initiatives include alignment of the Marzano instructional framework to the feedback model and

teacher evaluation process and provision of coaching to principals/teacher leaders.

● Strategy 2B - Strengthen the . . . retention process.

High-Need Schools will receive Instructional Mentors to deliver a new system of support to

beginning teachers, especially those with less than 2 years' experience. Rigorous mentor

professional learning will produce impactful mentors who implement research-based induction

activities to improve the effectiveness of their mentee beginning teachers. This intensive support

will increase the probability of retention. Recognizing the importance of multiyear and

multifaceted support, the SDOC will provide one-on-one Instructional Mentor services for

teachers during their first and second years but also school-wide strategy building through

veteran teachers with National Board Certification. Both sets of experts can design and deliver

technical assistance determined necessary via the teacher evaluation system, which carefully

assesses a teacher's progress. To significantly influence teacher effectiveness and student

learning, PROPEL will incorporate several elements over several years.

An innovative aspect of this project will recruit experienced, accomplished, highly effective teachers as half-time mentors (0.5 FTE grant-funded) and half-time instructors (0.5 FTE district-funded match). They will deliver instruction to students to maintain and demonstrate effective teaching practice and develop collegial relationships by working alongside beginning teachers. Mentees will observe best practices from their mentor in real time. This approach also eliminates perceived distance of/dictation from the mentor, who truly works from the insider's perspective.

● Strategy 2C - Create a district-wide culture of feedback for professional growth.

Lead Mentors will receive training that enables them to provide mentoring strategy feedback to Instructional Mentors, who in turn provide feedback to their mentees on instructional strategies implementation.

Competitive Preference Priority 1: Using the HCMS to Improve Equitable Access to Effective Educators (up to 10 points).

(CPP1-1) A needs assessment revealed certain gaps in student access to effective teachers at high-poverty schools. The project incorporates an overarching goal to increase instructional quality and effectiveness at targeted sites. One approach is to facilitate attainment of National Board Certification by more teachers. Only 2.1% (80/3692) of teachers district-wide have earned National Board Certification. Although numbers of teachers currently holding this certification are generally low, comparison makes inequitable distribution of these teachers evident; only 35% of them hold positions at the project's targeted high-need schools while the other 65% serve lower-poverty, higher-performing schools. The average number of National Board Certified teachers at the targeted sites just barely exceeds one at 1.22.

About half of district teachers who received 2015-2016 ratings of Effective, Needs Improvement, and Unsatisfactory serve students at the targeted high-need schools, showing a

relatively-even allocation. However, severe imbalance becomes apparent for Highly Effective

teachers. Only 36% of them teach at targeted high-need schools. Data also shows that high-need

schools employ a disproportionate number of teachers working out of field. About 60%

(446/747) of the District's out-of-field teachers work at the targeted sites. The project will

provide classroom coaching for teachers to promote the use of effective instructional strategies.

(CPP1-2) Most prominent among relevant factors used in determining gaps in equitable

access to effective educators are effectiveness ratings in the district instructional evaluation

system, which shows the frequency of effectiveness rating by site. Analysis revealed that the

majority (64%) of highly effective educators teach at lower-poverty, higher-performing schools.

The AdvancED Accreditation Survey provides insight regarding school climate, and

survey results support continuous improvement planning. Staff responses to survey questions

indicate need for enhanced Evaluation and Support Systems. The majority of respondents

answered the related questions positively. However, the data revealed areas for improvement.

While 68% agree that a professional learning program is designed to build capacity among all

school professional and support staff members, even less (62%) agree that a formal process is in

place to support new school staff members in their professional practice.

(CPP1-3) The strategies proposed for closing the identified gaps are aligned to and are

consistent with Florida's Plan to Ensure Equitable Access to Excellent Educators, which aims "to

ensure comparable distributions of high impact teachers across all school types. Chetty, et al

(2012) found that high value-add teachers have a sustained and positive effect on student

outcomes – academically and beyond . . ." In accordance with Florida's plan, the SDOC will

examine VAM data to differentiate teacher performance across sites and identify trends in access

to effective teachers for schools according to school performance and free/reduced lunch rates.

One of the approaches mentioned in Florida's Plan involves supporting highly effective

teachers in communicating their successful practices to other educators. This project will

cultivate a team of instructional mentors, who will build the capacity of their less-experienced

colleagues. The additional support will improve instructional quality and educator retention.

PROPEL will also empower teachers who hold National Board Certification to develop school-

wide strategies, share best practices, establish model classrooms, and provide follow-up support

to teachers. Activities in this district initiative and others correlate with Florida's promotion of a

growth mindset (Dweck 2006) among educators and students.

Competitive Preference Priority 2: Attracting, Supporting, and Retaining a Diverse and

Effective Workforce (up to 5 points).

The SDOC is an Equal Opportunity Employer. It is school district policy to make all

personnel decisions without discriminating on the basis of race, color, creed, religion, sex,

physical disability, mental disability, age, marital status, sexual orientation, citizenship status,

national or ethnic origin, and any other protected status. This policy ensures that minorities,

including the physically challenged and women, are sought equitably for openings and carefully

evaluated for departments or job classifications where there is underrepresentation. The SDOC

remains dedicated to ensuring that the most-qualified individual is appointed to the job vacancy

while complying with all civil rights laws and assurances. The Human Resources Department

oversees the district hiring processes and procedures. As for all district positions, successful

candidates for this project's openings will receive employment offers after the open recruitment

and competitive screening phases. The project staffing will reflect a balance of race, gender, age,

experience, and expertise.

A 2014 report released by the National Education Association ("Time for a Change:

Diversity in Teaching Revisited"), finds that infusing schools with a more diverse teaching staff has positive benefits for all students and targeting teachers who have grown up in a diverse community will allow them to better identify with their students and understand the realities of their situations. The document also indicates that supporting high-need schools will benefit the students and increase the likelihood of keeping minority teachers in the profession. And, it recommends working to strengthen the current policies in place like those for scholarships and training programs. Such improvements will allow more minorities to access the resources to facilitate their success as beginning teachers and continue in a career-long path in education. Project PROPEL provides performance-based compensation for career advancements and innovative training to induct and support new teachers.

The project's coordinated recruitment efforts will align with the district strategic plan with the goal of hiring qualified minority teachers and principals. The District Human Resources Department's NCLB Teacher Recruitment/Retention Specialist will collaborate with project staff to conduct these activities. Examples might include developing additional partnerships with local postsecondary institutions and attending Florida Fund for Minority Teachers, Inc. events.

(a) Evidence of Support (30 points)

(a1) Extent that project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

The District is committed to serving students equitably in alignment with its mission of "Inspiring all learners to reach their highest potential as responsible, productive citizens." Realizing this foundational goal means directing efforts and resources to continuously improving teaching and learning. It also involves supporting rigorous academic achievement standards in hopes that students will reach their full potential as stated in the organization's ideal.

This project fits with the district strategic plan and the district vision to outperform all other school districts in the state. The Superintendent involves hundreds of stakeholders (ranging from parents, students, community members, School Board members, and employees) in providing input and suggestions to guide the District to reach new heights of achievement in all areas. These annual collaborative efforts commence as prescribed by School Board Rule 2.255 and result in the district strategic plan, the roadmap that drives improvement efforts.

The 2016-2019 Strategic Plan presents goals, strategies, measures, and targets that outline a comprehensive effort to improve teaching and learning on a rise "From Good to Great (Building a Legacy)." All district initiatives must correspond with the strategic plan. Strategic Plan Goal 1 covers Academic Success and seeks to raise graduation rates, college and career acceleration, state assessment performance, and school grades. Project activities will positively impact Goal 1's Academic Success areas:

- Strategy 1A - Ensure high levels of learning for all students in literacy.

- Strategy 1B - Ensure high levels of mathematics achievement for all students.

- Strategy 1E: Strengthen collaborative processes to ensure that the learning needs of all students are met.

One of the academic success goal's growth measures is the increase of school letter grades and improvement of the district grade to a B or higher by 2018-2019. This project targets High-Need Schools with a school grade of C and an average free/reduced lunch rate of 93%. The additional support will advance progress toward attainment of this success.

Strategic Plan Goal 2 addresses Talent Management and aims to improve the rates of teacher turnover, high-performing teacher recruitment, teacher attendance, and instructional vacancies. This goal focus on human capital management:

- Strategy 2A - Build leadership capacity at all levels.

- Strategy 2B - Strengthen the recruitment, hiring, and retention process.

- Strategy 2C - Create a district-wide culture of feedback for professional growth.

Activities will improve the human capital management system (HCMS) with expanded performance-based compensation system (PBCS) elements to increase teacher effectiveness and thereby increase student achievement. The project's career growth options will provide highly effective instructors with the opportunity to receive compensation for (1) earning National Board Certification to mark their accomplished teaching and (2) assuming the role of Instructional Mentor to guide and motivate novice peers.

Project activities will address needs identified in the AdvancED Accreditation Survey for staff, students, and parents/community members. The District uses this valid, reliable instrument on an annual basis, and survey administration is required in the 2016-2017 school year for accreditation renewal that will occur in the 2017-2018 school year. Survey results support continuous improvement planning. The AdvancED Survey covers the five standards for Accreditation: Purpose and Direction, Governance & Leadership, Teaching & Assessing for Learning, Resources & Support Systems, and Using Results for Continuous Improvement. Employee responses to survey questions identify the need to strengthen Evaluation and Support Systems. Although the majority of respondents answered the related questions (below) positively, the data revealed room for improvement:

- School leaders ensure all staff members use supervisory feedback to improve student learning – 71% strongly agree/agree.

- A formal process is in place to support new school staff members in their professional practice – 62% strongly agree/agree.

- A professional learning program is designed to build capacity among all school professional and support staff members – 68% strongly agree/agree.

These interdependence between the areas of focus generally means that enhancement in one area affects the others. The District's 2016-2019 Strategic Plan grounds Academic Success and Talent Management activities in the Marzano instructional framework. These initiatives include alignment of the Marzano instructional framework to the feedback model and teacher evaluation process and provision of coaching to principals (feedback on feedback). Such undertakings will bolster Governance & Leadership, Teaching & Assessing for Learning, Resources & Support Systems, and Continuous Improvement.

The SDOC affirms Marzano's expectation that all teachers can increase their expertise from year to year, producing annual gains in student growth with a powerful cumulative effect. This vision also aligns with decades of research. Most notably and recently, Carol Dweck (2006) and David Yeager and Gregory Walton (2011) indicate that a growth mindset – among educators and students – is an important condition for achievement. A fixed mindset produces expectation gaps that spawn or exacerbate achievement gaps. Efforts to create a growth mindset among educators and students represents an essential element to achieving equity. Students with a growth mindset perform better in school than students with a fixed mindset – overcoming stereotype threat and other biases.

(a2) Extent to which the services involve the collaboration of appropriate partners.

The New Teacher Center (NTC) was founded in 1998 within the Department of Education at the University of California Santa Cruz. Since 2009, NTC has been an independent nonprofit organization with impact spanning districts across the United States. Today, NTC works to improve student learning by accelerating the effectiveness of new teachers and school

leaders. In 2015 alone, with nearly 200 employees, NTC has reached 31,642 teachers, 8,542

mentors/coaches, and 2,233,914 students.

NTC will work with SDOC to establish a model induction program by providing mentor

preparation, development and ongoing support, formative assessment model for new teacher,

targeted professional learning for new teachers, communities of practice for mentors and new

teachers, and school leader capacity building. NTC will prepare district and program leaders to

deliver this credential to sustain the program beyond the grant period. NTC understands that

providing educators at all levels with the foundation and supporting infrastructure necessary for

individual success translates to individual success of students.

(a3) Extent to which project will integrate with or build on similar or related efforts using

existing funding streams from community, State, and Federal resources.

As part of the SDOC's comprehensive effort to improve teaching and learning and

support rigorous academic standards, Project PROPEL (Producing Results through Osceola's

Professional Educator Ladder) will align with other district initiatives implemented through other

sources. For instance, the SDOC is using a combination of financial resources to launch its

Leadership Development Pipeline. The District Instructional Leadership and Faculty

Development Grant (state funding); the Title II, Part A - Teacher & Principal Training &

Recruiting Funds (federal through state funding); and the District's Professional Development

Department line item (district/local funding) will subsidize those activities. In the same way that

the Leadership Pipeline provides a coordinated, comprehensive system for leadership

development, PROPEL establishes a system for teacher career development at high-need

schools. Both projects address common gaps for the two audiences, including the current

unavailability of mentorship opportunities and lack of structured professional advancement

pathways. And the mutual overarching priority is increasing student achievement (which is affected by instructional quality, which is affected by instructional leadership effectiveness).

(b) Need for Project (25 points)

(b1) Extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

Background

Osceola County encompasses an area of Central Florida that has undergone significant change over the years. The United States Census estimates Osceola County's population at 323,993 residents for 2015. Bouts of explosive growth over the last few decades have resulted in an increase of 201% from the population of 107,728 in 1990. Many factors and events have shaped the county since its founding in 1887, but the arrival of Walt Disney World surely represents one of the most-defining milestones. These sprawling, nearby theme parks and resorts transformed Osceola County from a small, rural community with a population of 25,267 in 1970 to the ever-growing and constantly-changing community it is today.

Osceola County is a 1,506 square mile locale that serves as the south/central boundary of the Central Florida greater metropolitan area. Although officially considered suburban in nature, an urban area in the northwest quadrant dominates Osceola County's geography. This area adjoins Polk, Orange, and Lake Counties and includes most of Osceola's population. It encompasses the communities of Poinciana, Buenaventura Lakes, Celebration, and unincorporated areas ranging from Narcoossee and Harmony in the northeast to Campbell City and Intercession City in the southwest to Deer Run and St. Cloud Manor in the southeast. Many
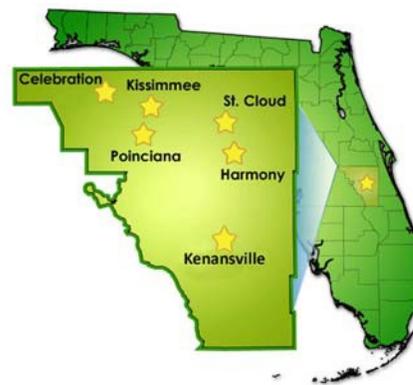
of the county government buildings (including the main school district administration offices)

reside in the City of Kissimmee.

At-Risk Students

Not surprisingly, because of the county's proximity to numerous tourist attractions, scores of

county residents work within the hospitality and service fields for minimum wage. Income

statistics reflect the low-paying jobs many people hold. Based on the latest (2014) United States

Census estimate, the median household income is $44,551, well below the state median of

$47,212 and the national median of $53,482. As of October 2016, the school district's Families

in Transition (FIT) Program was serving 2,102 homeless students – approximately 3.2% of the

total population. An estimated 19.3% of adults and 26.7% of children ages 5-17 live below the

poverty level. A significant 81% of the student population qualifies for free/reduced lunch.

This project specifically targets schools identified as high need. Their student populations

exhibit an acute compilation of risk factors. The 23 participating schools earned a grade of C

based on academic performance. As shown in the table in subsection b2, relevant statistics

revealed large populations of low-income students. The average free/reduced lunch rate is 93%.

Staffing increases the possibility of underachievement at these challenging schools. Of the 677

district instructors with one year of experience or less, about 60% (404/677) teach students at

high-need schools. And 58% (235/404) of those teachers have 0 years' experience, which far

exceeds the district percentage of first year-teachers at 36%.

One of the most-interesting county characteristics is Osceola's racial and ethnic diversity.

The 2016-2017 school district racial/ethnic data reflects the diversity of its 63,966 students. The

distribution of students among the major race groups is 76% White, 13% Black, 4% Native

American, 3% Asian/Pacific, and 4% Multiracial. And well over half (59%) of students identify

as Hispanic. The racial/ethnic composition of the district student population closely resembles

the overall county resident makeup. The following table demonstrates the statistical similarities.

Area	Hispanic	Black	White	Asian/	Native	Multi-
District	59%	13%	76%	3%	4%	4%
County	51%	13%	80%	3%	1%	3%
State	25%	17%	77%	3%	1%	2%

The most-glaring difference between the District and the State lies in the Hispanic Ethnic

Category, as the District's percentage is more than double the State's. The District's culturally

diverse community represents 156 countries and involves use of 101 different languages.

Accordingly, a significant 27.5% of students qualify as "English Language Learners" (ELL) in

2016-2017. And 14% are considered Exceptional Student Education (ESE).

The District is committed to serving students equitably in alignment with its mission of

"Inspiring all learners to reach their highest potential as responsible, productive citizens."

Realizing this foundational goal means focusing the necessary attention on each child as

determined by his or her unique needs/interests. It also involves facilitating clear

academic/career pathways in hopes that students will reach their full potential as stated in the

organization's ideal. With student achievement as a central priority, district staff heavily analyze

testing results. They show the core subject learning need with no growth in reading and math

according to Florida Standards Assessment outcomes. The following table demonstrates that

performance either stagnated or declined on the English Language Arts test at all grade levels.

SPRING 2015/2016 FSA ELA															
GRADE	**3**		**4**		**5**		**6**		**7**		**8**		**9**		**10**	
YEAR	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
STATE	53	51	54	52	52	52	51	52	51	49	55	57	53	51	54	50
OSCEOLA	51	50	50	49	48	47	48	48	49	46	54	52	48	49	48	43

Math achievement for most grade levels also froze or sank. The only exceptions were eighth grade math, algebra 2, and high school geometry. The table below shows the math testing data.

SPRING 2015/2016 FSA MATH											
GRADE	**3**		**4**		**5**		**6**		**7**		**8**	
YEAR	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
STATE	58	54	59	59	55	55	50	50	52	52	45	48
OSCEOLA	54	50	52	51	45	45	43	39	45	24	42	48

This table displays End-of-Course (EOC) exam results, which also deteriorated in most areas.

EOC SUBJECT	ALGEBRA 1			GEOMETRY		ALGEBRA 2	
YEAR	**2015 Pass**	**2015**	**2016 Pass**	**2015**	**2016**	**2015**	**2016**
STATE	67	56	55	63	51	36	40
OSCEOLA	78	67	52	51	52	29	31

(b2) Extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed, including the nature and magnitude of those gaps.

The School District of Osceola County, Florida is committed to creating a district-wide culture of continuous professional growth. Improvement targets elevation "from good to great," which will positively impact all performance areas and ultimately raise Osceola's average district grade to an exceptional district grade. Building instructional capacity through refined teacher evaluation and support systems emerged recently as a critical weakness (especially at high-need schools) due to circumstances like significant turnover of instructional staff, lack of experience

among teachers/large numbers of beginning teachers, and gaps in induction training.

This project will build the capacity of high-need schools to serve students. The targeted high-need schools demonstrate an acute compilation of risk factors in related categories. Participating schools earned a grade of C based on performance. Relevant statistics revealed large populations of low-income students, limited numbers of National Board Certified Teachers, high numbers of out-of-field teachers, and other circumstances that particularly affect these schools' academic achievement. Further exacerbating the sites' hardships and increasing the possibility of underachievement are ongoing public school funding reductions.

The following table shows pertinent data. *(All schools exceed 50% free/reduced lunch, except Harmony High, which is included based on school grade only.)*

Targeted Site	School Grade	# Nat. Brd. Cert.	% Free/Red. Lunch	# Out of Field
Central Avenue ES	C	1	100.00%	11
Cypress ES	C	0	100.00%	26
Deerwood ES	C	1	100.00%	11
Flora Ridge ES	C	0	100.00%	10
Highlands ES	C	0	100.00%	17
Koa ES	C	0	100.00%	12
Michigan Ave. ES	C	1	100.00%	9
Mill Creek ES	C	1	100.00%	10
Neptune ES	C	3	100.00%	16
Pleasant Hill ES	C	0	100.00%	11
Poinciana ES	C	0	100.00%	15

Targeted Site	School Grade	# Nat. Brd. Cert.	% Free/Red. Lunch	# Out of Field
Sunrise ES	C	1	90.80%	19
Thacker Avenue ES	C	0	100.00%	41
Westside K-8	C	1	100.00%	43
Denn John MS	C	2	100.00%	16
Discovery IS (MS)	C	0	100.00%	33
Kissimmee MS	C	1	100.00%	25
Gateway HS	C	5	89.80%	26
Harmony HS	C	1	37.18%	11
Liberty HS	C	2	90.10%	24
Osceola HS	C	1	94.80%	32
Poinciana HS	C	1	95.90%	18
St. Cloud HS	C	6	51.57%	10
23 schools	-	**28**	93.48%	446

Only 2.1% (80/3692) of teachers district-wide have earned National Board Certification. Comparison makes inequitable distribution of these teachers evident, as only 35% of them hold positions at these high-need schools while the other 65% serve lower-poverty, higher-performing schools. The average number of teachers with this credential at the targeted sites just barely exceeds one at 1.22. The National Board for Professional Teaching Standards maintains that: "More than a decade of research from across the country confirms students taught by Board-certified teachers learn more than students taught by other teachers." Goldhaber and Anthony (2007) found that the positive impact of having a Board-certified teacher (NBCT) is even greater

for minority and low-income students.

Data shows that high-need schools employ a disproportionate number of teachers working out of field. About 60% (446/747) of the District's out-of-field teachers work at the targeted sites. These schools, perceived as more challenging, experience difficulty accessing/retaining highly effective educators. This circumstance drives less experienced or out-of-field teachers into positions at high-need schools.

The median number of years of public school teaching experience is 8.19 for the targeted high-need schools, while the overall district mean is higher at 9.10 years. An equity gap exists in this area, but it is neither as significant nor as adverse as some other gaps. In other words, a less-experienced teacher is obviously not always a less-effective (according to VAM) teacher while a more-experienced teacher is not necessarily more impactful (according to VAM). However, less-experienced teachers demonstrate need for more support not only to increase instructional quality but also to increase their retention probability both in the field and at the site. This circumstance is especially pronounced for teachers entering the profession. Of the 677 district instructional staff members with one year of experience or less, about 60% (404) serve students at high-need schools. And 58% (235) of those teachers have 0 years' experience.

(c) Quality of the Project Design (20 points)

(c1) Extent to which the proposed project demonstrates a rationale.

This project addresses Absolute Priority 1: Human Capital Management System (HCMS) and Absolute Priority 2: Evaluation and Support Systems for Teachers. To support the SDOC's mission of "Inspiring all learners to reach their highest potential as responsible, productive citizens," this project will direct additional resources to the 23 targeted high-need schools. Specifically, activities will improve the human capital management system (HCMS) with

expanded performance-based compensation system (PBCS) elements to increase teacher

effectiveness and thereby increase student achievement. The project's Two-Step Career Ladder

will provide highly effective instructors with the opportunity to receive compensation for (1)

earning National Board Certification to mark their accomplished teaching and (2) assuming the

role of Teacher Mentor to guide and motivate novice colleagues. The initiative aims to reduce

barriers to effective teaching and create better conditions for learning by providing professional

pathways for successful teachers, improving teacher effectiveness and induction supports, and

addressing inequities in effective teacher distribution.

The TSL activities will target teachers specifically, but they align with other initiatives

that affect school leaders. Grounded in the district strategic plan, programs amalgamate to form a

comprehensive approach that improves school personnel quality at all levels. Using a

combination of financial resources, the SDOC launched the Leadership Development Pipeline in

2016-2017. The State Instructional Leadership and Faculty Development Grant; the Title II, Part

A - Teacher & Principal Training & Recruiting Funds; and the District Professional

Development Department line item support its implementation. The main project features

include Learning Sciences International (LSI) Master Observer Training, Side-by-Side

Calibration for District Leads and Side-by-Side Coaching for Principals.

The District's 2016-2017 Strategic Plan contains a goal for Talent Management – recruit,

develop, retain, and reward a highly-dedicated, high-quality workforce. As the Professional

Development Department targets training, feedback, and capacity building, it is working closely

with the Human Resources (HR) Department, which spearheads recruitment and other staffing

efforts. The Professional Development Department will oversee this project, but it will

collaborate with HR to ensure successful, multipronged implementation.

The project design demonstrates a rationale supported by the logic model in Appendix C.

The following table summarizes the core project components.

Goal	Objective(s)	Activities
1. Enhance Use of Human Capital Management System (HCMS)/ Performance-Based Compensation	● 1a) Reduce the percentage of instructional vacancies at High-Need Schools on August 1st by 2% annually. ● 1b) Improve teacher turnover rate at High-Need Schools by 1% annually to meet or exceed state average. ● 1c) Retain at least 75% of participating mentee teachers at High-Need Schools annually.	● Develop and implement specialized recruitment plans. ● Research and create specialized retention strategies. ● Implement New Teacher Center instructional mentor program to facilitate retention of beginning teachers.
2. Improve Teacher Evaluation and Support System (ESS)	● 2a) Increase access to Instructional Mentors to achieve a ratio of 1 Instructional Mentor to (no more than) 10 Beginning Teachers at each High-Need School. ● 2b) Augment support system so that all (100% of) teachers in High-Need Schools who have 0-3 years' experience receive high-quality, job-embedded professional development.	● Recruit and hire Instructional Mentors. ● Train Instructional Mentors. ● Conduct school-based needs assessments. ● Identify teachers by experience to participate as mentees. ● Deploy Instructional Mentors to provide 1:1 focused support, model/observe lessons, analyze

Goal	Objective(s)	Activities
		student work, and provide other targeted supports. ● Provide annual supplements to Instructional Mentors and National Board Certified Teachers for duties beyond normal hours (evening events, etc.). ● Form and conduct Instructional Mentor Professional Learning Community (PLC) for best practices dissemination and continued growth.

3. Increase Instructional Quality and Effectiveness	● 3a) Increase number of teachers earning an Effective Rating at High-Need Schools by 2% annually.
	● 3b) Increase number of teachers earning a Highly Effective Rating at High-Need Schools by 1% annually.
	● 3c) Increase number of teachers employed by High-Need Schools who complete National Board Certification by 15 annually in years 2-5.
		● Deliver training that increases teachers' capacity to apply skills of highly effective educators and promotes the *Growth Mindset*:
		  ♦ Instructional Mentor Sessions.
		  ♦ New Teacher Center *Teacher* Induction and School Leadership Training Services.
		● Provide supplements to National Board Certification completers and Instructional Mentors.

Goal	Objective(s)	Activities
4. Establish Two-Step Teacher Career Ladder	● 4a) At least 80% of participating teachers at High-Need Schools will report that the Two-Step Teacher Career Ladder assisted them in envisioning and realizing professional growth. ● 4b) Increase number of teachers employed by High-Need Schools who complete National Board Certification by 15 annually in years 2-5. ● 4c) Increase access to Instructional Mentors to achieve a ratio of 1 Instructional Mentor to (no more than) 10 Beginning Teachers at each High-Need School.	● Develop and implement Two-Step Teacher Career Ladder and related training plan. ● Deploy Instructional Mentors to model/observe lessons and provide other targeted supports. ● Empower teachers who hold National Board Certification to develop school-wide strategies, establish model classrooms, and provide follow-up support to teachers.
5. Increase Student Achievement	*● 5a) Student performance at High-Need Schools on Florida Standards Assessment will increase from 2016/2017 to 2018.*	*● All project activities apply ultimately to this overarching goal of raising student achievement.*

(c2) Extent to which the design of the proposed project is appropriate to, and will successfully

address, the needs of the target population or other identified needs.

The New Teacher Center (NTC) notes that current literature from school districts and

educational agencies nationwide lacks a definition of a program of teacher induction. Although the SDOC is making strides toward establishment of a standard system for beginning teacher induction and support, its current status mirrors the situation in other districts throughout the state and the country. This situation partly arises from minimal state requirements and protocols. Florida is one of four states that mandates induction for only alternatively certified teachers. And while Florida authorizes induction funding in statute, the state does not currently provide such funding. The resulting limited resources constrain district ability to extend beyond the current Clinical Educator Training (CET) state model. The CET Program is designed to provide direct training for peer coaches and clinical supervisors. The SDOC makes the course available through its online education site, Moodle.

General efforts lack consistency and intensity. In partnership with the New Teacher Center, Project PROPEL will structure a teacher induction and development program to cultivate highly effective teachers at the schools that need them most. The New Teacher Center's solutions emerged from decade of research. Strategies meet beginning teacher needs by creating multiple support structures for beginning teachers. The instructional mentor acts as the primary resource. However, new teachers need specialized support beyond the principal and instructional mentor. Comprehensive programs include systematic protocols that help mentors and beginning teachers collect and analyze data of practice and student learning, use those data to make formative assessments, and identify and make adjustments to help students learn more. Other important structures include a community of practice for beginning teachers facilitated by instructional mentors and guided by professional teaching standards, rigorous student content standards, differentiated instruction, social and emotional learning, innovative technology, and other instructional priorities.

The ultimate beneficiary of a comprehensive induction program is the student. A growing body of research shows that students taught by teachers who receive comprehensive induction support for at least two years demonstrate significantly higher learning gains. The impact on student learning is predicated upon areas where the induction program can have direct impact: 1. Teacher effectiveness, 2. Teacher retention, and 3. Teacher leadership. Focused, comprehensive induction helps teachers get better faster, sometimes surpassing veteran colleagues. Successful teachers are more likely to stay in the profession; numerous programs point to dramatic increases in teacher retention, even in hard-to-staff schools. Strong programs not only advance the careers of experienced teachers who serve as instructional mentors, but also foster new teacher leadership.

(c3) Extent to which the grant activities will be evaluated, monitored, and reported to the public.

The Induction Program Coordinator will collect data for project evaluation purposes and prepare reports. The evaluation plan will align with general principles of effectiveness to ensure periodic assessment of progress toward achieving project objectives; use of results to refine, improve, and strengthen the program activities and performance measures; and availability of the results to stakeholders (including the public). Periodic evaluation includes both short-term and long-term measurements (formative and summative) to guarantee latitude for adjustments if the project is deficient in meeting its objectives (continuous improvement).

Project evaluation activities will incorporate the District's commitment to a Theory of Change represented by the four stages of the Continuous Improvement Model (CIM). Based on the idea that student and teacher success must be a continuous effort, the CIM consists of key parts like analyzing data, developing timelines, providing quality instruction/services, and frequently assessing students for understanding. The CIM steps, 1) Plan, 2) Do, 3) Check, and 4)

Act, build a solid foundation for effective strategizing and ongoing monitoring. This structure serves as the internal system for guiding the development, implementation, and refinement of district initiatives. And it will sculpt this project's evaluation. Integral components of data collection, management and analysis include tools like the Total Education Resources Management System (TERMS for HR), FOCUS student records system, and My Professional Growth System (MyPGS) for professional learning and performance evaluations. The project team will also track information and progress using tailored instruments as needed, such as performance measure spreadsheets and other custom databases. Ongoing monitoring will allow for devising modifications as necessary.

The Induction Program Coordinator will collaborate with the District Professional Development Council for guidance in planning, implementing and assessing project activities. Serving as the advisory board, the Professional Development Council will work to ensure that the project yields high-quality services and disseminates results to the public and other stakeholders. Its diverse composition will facilitate ongoing dialogue that encompasses varied perspectives. Regular meetings (at least twice a year) will enable continuous assessment of progress in meeting project objectives. The Induction Program Coordinator will use the Logic Model in Appendix C, another mechanism vital to provision of quality evaluation, and other information placed in this proposal to build a comprehensive implementation and assessment plan. The Professional Development Director and Council will approve this document. Routine review of survey and performance data will aid in determining if/which adjustments are necessary. The SDOC will report annually on the progress achieved, barriers encountered, and efforts to overcome these barriers. The performance assessment report will include data for the applicable Government Performance and Results Act (GPRA) measures.

     The objectives appear below with their corresponding data markers. Indicators encompass GPRA performance measures.

● Reduce the percentage of instructional vacancies at High-Need Schools on August 1st by 2% annually. 2017 baseline and annual # & % of instructional vacancies, # of individuals contacted through promotion efforts

● Improve teacher turnover rate at High-Need Schools by 1% annually to meet or exceed state average. 2017 baseline and annual # & % of teacher resignations, # & % of teacher transfers to non-targeted schools, # & % of human capital management decisions directly tied to evaluation

● Retain at least 75% of participating mentee teachers at High-Need Schools annually. # of beginning teachers who enter the program annually, # of teachers who continue in the program annually

● Increase access to Instructional Mentors to achieve a ratio of 1 Instructional Mentor to (no more than) 10 Beginning Teachers at each High-Need School. # of Teacher Mentors hired annually, # of Teacher Mentors retained annually

● Augment support system so that all (100% of) teachers in High-Need Schools who have 0-3 years' experience and rating of Needs Improvement/Unsatisfactory receive high-quality, job-embedded professional development. # of identified teachers assigned to Teacher Mentor, # of teacher mentoring sessions annually

● Increase number of teachers earning an Effective Rating at High-Need Schools by 2% annually. 2017 baseline and annual # of teachers deemed Effective and provided corresponding Performance-Based Compensation (comparison between targeted, non-targeted, and district overall); # & % of Performance-Based Compensation paid to Educators with State, local, or other non-TIF Federal resources

● Increase number of teachers earning a Highly Effective Rating at High-Need Schools by 1% annually. 2017 baseline and annual # of teachers deemed Highly Effective and provided corresponding Performance-Based Compensation (comparison between targeted, non-targeted, and district overall), retention rate of teachers receiving Performance-Based Compensation, average retention rate of teachers in participating High-Need Schools; # & % of Performance-Based Compensation paid to Educators with State, local, or other non-TIF Federal resources

● Increase number of teachers employed by High-Need Schools who complete National Board Certification by 15 annually in years 2-5. # of teachers who earned National Board Certification each year

● At least 80% of participating teachers will report that the Two-Step Teacher Career Ladder assisted them in envisioning and realizing professional growth. % of teachers who respond via survey to indicate satisfaction

● Student performance at High-Need Schools on Florida Standards Assessment (FSA) in English Language Arts (ELA) and Math will increase from 2016/2017 to 2018. 2016/2017 baseline and annual # & % of: students who pass ELA FSA, students who pass Math FSA in classrooms of National Board Certified Teachers (NBCT) versus non-NBCT classrooms & High-Need Schools (HNS) versus non-HNS

(d) Quality of the Management Plan (20 points)

(d1) Adequacy of the management plan to achieve the objectives on time and within budget, e.g. clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Highly-qualified staff members in collaborating district departments will implement, maintain, and monitor this project. Janice Franceschi, the Director of Professional Development (75% district funded and 25% Title II funded), will act as Project Director and supervise the

grant-funded Induction Program Coordinator. This position coordinates the District's

Professional Development Programs to ensure the optimal human resource development to

support and facilitate successful educational programs throughout the District. Ms. Franceschi

also oversees maintenance of MyPGS, which manages employee professional learning and

inservice credit record; providing support to educators new to the SDOC via mentor programs,

New Teacher Orientation, and New Educator Symposiums; planning/delivering district

professional development through the Title II, Part A Federal Program; serving as a mentor to

school level administrators; facilitating development of district-wide professional learning

opportunities for standards-based instruction aligned to the Marzano Instructional Framework for

over 4,000 teachers, district instructional coaches, and administrators; and collaborating with the

Professional Development Council to assess and meet professional learning needs.

Ms. Franceschi holds a Bachelor's Degree in Elementary Education from the University

of Central Florida and a Master's Degree in Education Administration and Curriculum from the

University of Southern Mississippi. Her professional experience includes the positions of

elementary school teacher and principal; middle school teacher, dean, assistant principal, and

principal; adult education instructor; district administrator; and adjunct college professor.

Recent administration changes bolster district capacity for timely and economical project

implementation. Dr. Debra Pace became Superintendent in March 2016. Her extensive

background includes the positions of high school principal, deputy superintendent for secondary,

and associate superintendent for human resources. Reporting directly to the Superintendent is Dr.

Scott Fritz, the new Chief of Staff for Teaching, Leading and Learning. Among the position's

key responsibilities is overseeing the development of school leadership development programs,

professional development programs for all staff, and high-quality evaluation systems and

procedures in a culture of continuous improvement. Dr. Fritz supervises Ms. Franceschi and the

Professional Development Department. The recently-established Leadership Development Team

(LDT), composed of former school-level administrators, will provide guidance to principals of

targeted schools. Participating school principals will fulfill duties specific to the grant, such as

supervising the Teacher Mentors, in addition to general school administration. Other examples

include: facilitating the hiring process for Teacher Mentors, coordinating new teacher mentoring

and training activities, and identifying/recruiting teachers to pursue National Board Certification.

The following table shows relevant personnel and the associated time commitments.

Name	Title	Time Commitment
* Janice Franceschi	Director of Professional Development (district level) (* *Grant Project Director)*	10%
To Be Hired	*Induction Program Coordinator (grant-funded/district level)*	*100%*
To Be Hired	*Lead Mentors (grant-funded/district level)*	*100%*
Tammy Otterson	Chief of Human Resources (district level)	5%
Virginia Ramie	Director of Student Success and Instructional Improvement (district level)	5%
John Boyd	Director of Government and Labor Relations / Chief Negotiator (district level)	3%
Apryle Jackson	Osceola County Education Association President	3%
Various	Principals (participating schools)	2%
To Be Hired	*Instructional Mentors (participating schools)* *50% grant-funded/50% district-funded (match)*	*100%*

The appendix contains resumes for the existing key personnel and job descriptions for the new Induction Program Coordinator, Lead Mentor, and Instructional Mentor positions. Candidates will undergo a complete screening process and panel interview prior to any hiring decisions. The following table shows a synopsis of the grant-funded positions.

Position	Qualifications	Responsibilities
Induction Program Coordinator	● Bachelor's Degree required (Master's degree preferred), ● Valid Florida Educator Certification, ● At least 5 years of experience as an educator and teacher mentor, ● National Board Certification (preferred), ● Experience leading and designing professional development, ● Ability to establish rapport with colleagues, and ● Knowledge of resources that will assist in meeting project objectives.	● Provide management oversight to achieve project objectives in a timely and budget-conscious manner; ● Create and implement a comprehensive, collaborative support system of new teacher and principal induction; ● Coordinate activities, including training sessions and other events; ● Act as liaison between district departments, participating schools, and partner agencies; ● Collaborate with school/district staff to conduct site needs assessments; ● Promote, track, and support National Board Certification attainment and facilitate completers' sharing of best practices; ● Assist with training development and implementation; and ● Collect data for project evaluation purposes and

Position	Qualifications	Responsibilities
		prepare reports.
Lead Mentors	● Bachelor's & Master's Degree; ● Valid Florida Educator Certification, ● National Board Certification (preferred), ● At least 5 years' experience as educator and mentor, ● Exemplary experience mentoring novice teachers, ● Recent public school teaching experience, and ● Experience leading and designing training.	● Assure implementation fidelity of New Teacher Center's high quality approach to teacher induction; ● Develop/manage team of Instructional Mentors; ● Serve as the liaison between the Program Coordinator and Instructional Mentors; ● Build and maintain partnerships with district/network leaders, principals, and other instructional leaders; ● Facilitate timely assignment of beginning teachers to instruction mentors; ● Organize, analyze, and convey data; and ● Lead new teacher professional development.
Instructional Mentors	● Bachelor's & Master's Degree; ● Valid Florida Educator Certification, ● National Board Certification (preferred),	● Plan and execute mentoring sessions with beginning teachers (0-3 years of experience); ● Provide instructional mentoring to beginning teachers on Florida Standards, Marzano, etc.; ● Attend New Teacher Center training; ● Conduct/co-observe demonstration lessons;

Position	Qualifications	Responsibilities
	● 5 or more years of recent successful teaching experience (preferably in high-need school), and ● 3 years prior of ratings of Effective or Highly Effective.	● Deliver immediate, school-based professional development support in response to evaluation scores and on topics identified via other needs assessments; ● Handle 0.5 FTE course load to maintain and demonstrate effective teaching practice; ● Establish a model classroom; and ● Analyze student work.

The following chart illustrates the project activities necessary for completion in year 1 (starting October 1st and ending September 30th) and subsequent years as applicable to achieve project objectives on time and within budget.

Related Objective(s)	Milestone	Completion Date	Deliverable
All	Receive grant award notification	6/30/2017	U.S. ED GAN document
All	Apprise district & school leadership	7/1/2017	Correspondence records
All	Begin union (OCEA) negotiations	7/1/2017	Bargaining unit minutes
All	Setup project in accounting system	10/2/2017	TERMS records
All	Allot office space/furniture & buy/setup equipment for new staff	10/2/2017	Space plan, purchase orders, & invoices
4a, 4b, 4c, 5a	Finalize and promote Two-Step Teacher Career Ladder	10/6/2017	Diagram/timeline & related training plan

Related Objective(s)	Milestone	Completion Date	Deliverable
All	Complete union (OCEA) negotiations	10/6/2017	Executed MOU
All	Post vacancy advertisements for grant-funded positions for one week	10/9/2017-10/16/2017	Vacany List
All	Screen candidates/conduct interviews	10/16-27/2017	Interview list and notes
All	Hire Induction Program Coordinator and Lead Mentors	10/31/2017	Human Resources records
All	Publicize program/orient stakeholders	11/3/2017	Media tip sheet article
1a, 1b, 3a, 3b, 3c, 5a	Analyze each school's relevant data (e.g. teacher experience/effectiveness)	11/6/2017-11/10/2017	Data tables and analyses
3c, 4b, 5a	Survey Effective/Highly Effective HNS teachers to determine interest in National Board Certification (NBC)	11/10/2017	List of interested teachers
3a-b, 4c, 5a	Contract with New Teacher Center-NTC/define goals & deliverables	11/15/2017	Executed Contract
All	Conduct implementation meeting to review grant award with key personnel	11/13/2017-11/17/2017	Meeting agenda and minutes
3c, 4b, 5a	NBC-seeking teachers confirm eligibility & begin candidacy process	Ongoing	Registration records
3c, 4b, 5a	NBC-seeking teachers develop/submit portfolios & complete assessments	Ongoing	Cerification records (& reimbursement requests)
3c	Disburse NBC Supplements	Ongoing	HR & Payroll records

Related Objective(s)	Milestone	Completion Date	Deliverable
All	Hold quarterly advisory board meetings through the Professional Development Council	Ongoing (Jan, Apr, June, Oct)	Meeting agenda and minutes
All	Hire School-Based Instructional Mentors to start in 2018-2019 SY	5/31/2018	Human Resources records
2b, 3a, 3b, 5a	Compile 2017-2018 teacher experience/effectiveness rating data	6/30/2018	Spreadsheet of rating tallies by site & type
1a-c, 2a-b, 3a	2 days of NTC PD	8/31/2018	Sign-in sheets & agenda
1a-c, 2a-b, 3a	NTC PD – Role of School Leaders	8/31/2018	Sign-in sheets & agenda
1a-c, 2a-b, 3a	NTC Community of Practice Forum	1st Semester	Sign-in sheets & agenda
3a, 3b, 4c, 5a	Disburse 2018-2019 Instructional Mentor & Existing NBC Supplements	1st & 2nd Semester	HR & Payroll records
All	Collect project performance data (Induction Program Coordinator)	Ongoing	Reports, spreadsheets, & logs
All	Attend Required Annual TSL Incentive Program Grantee Meeting	Determined by U.S. ED (Ongoing – each year)	Event registration and travel records
All	Attend Required Annual TSL Incentive Program Topical Meeting		
All	Prepare and Submit Annual Performance Report	10/30/2018 (each year)	Report
All	New Teacher Center Symposium	2/10-12/2019	Travel records

| Related Objective(s)	Milestone	Completion Date	Deliverable
All	Plan for sustainability and integration of activities into district norms	Ongoing	Sustainability Plan/Financial Pledges

(e) Adequacy of Resources (5 points)

(e1) Potential for continued support of the project after Federal funding ends.

This project's cost sharing combine with the District's strategic planning and continuous improvement efforts increase the potential for sustainability after the grant period ends. The SDOC has committed matching funds that will equal 50% of the amount of the grant, will originate from a nonfederal source (the district budget), and will not count as match for another federal grant. This support demonstrates intent to and evidence of the SDOC's commitment to sustain project outcomes beyond the funding period. Consultation with the New Teacher Center (project partner) has produced a plan that encompasses the five years with grant funding plus the sixth year and beyond. The New Teacher Center will work with the SDOC to build, support, and sustain these results-oriented activities that increase the teacher effectiveness. As part of its approach, the New Teacher Center aims to build in sustainability along the way and releases resources (after thorough training) for continued use. Program staff, along with district leadership and professional development council members, will collaborate with the New Teacher Center and other stakeholders to develop a comprehensive sustainability plan over the course of the grant-funded project. Ultimately, the goal is for this project to build district capacity so that activities will continue as new district norms.

(e2) Potential for the incorporation into the organization at the end of Federal funding.

PROPEL emerges in response to needs identified in district needs assessments and in fulfillment of proposed strategic planning remedies. That point of origin indicates integration of the project design into SDOC's ongoing initiatives to improve teaching and learning and support rigorous academic standards. Project PROPEL (Producing Results through Osceola's Professional Educator Ladder) will align with the organizational strategic plan and other district efforts implemented through other sources. For instance, the SDOC is using a combination of previously-mentioned financial resources to launch its Leadership Development Pipeline (depicted in the following graphic). Resources include a state grant, Title II funds, and a district line item. In the same way that the Leadership Pipeline provides a coordinated, comprehensive system for leadership development, PROPEL establishes a system for teacher career development at high-need schools.
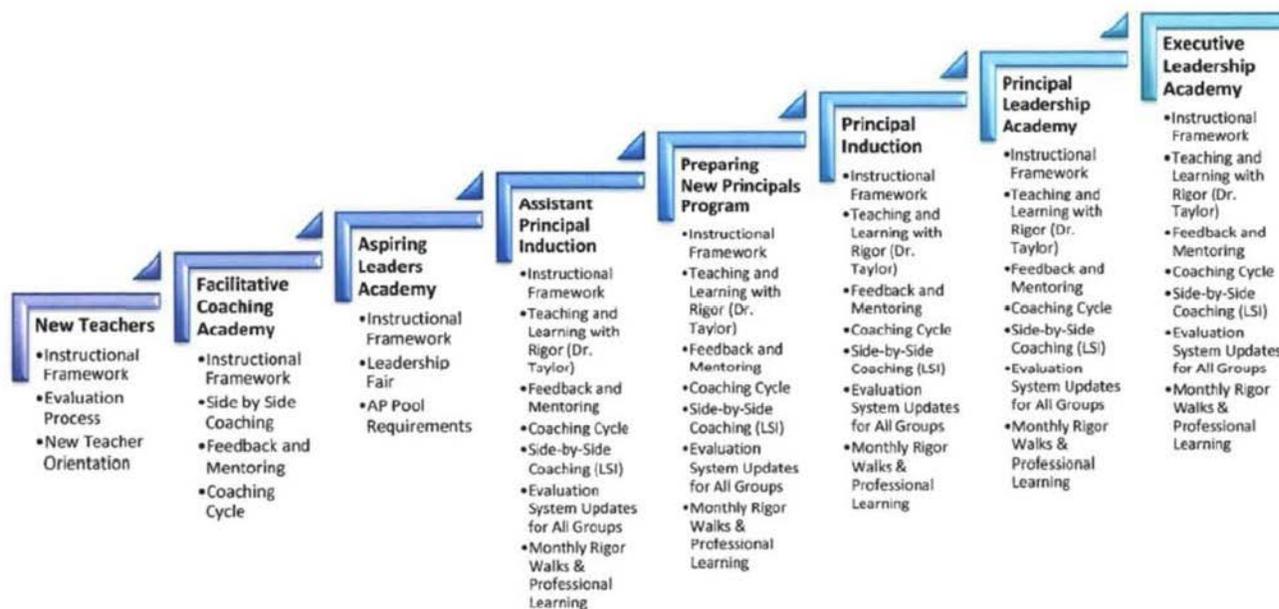
Both projects address the current unavailability of mentorship opportunities and lack of structured professional advancement pathways. And the mutual overarching priority is increasing student achievement (which is affected by instruction, which is affected by leadership). Like the pipeline, ongoing sustainability will be embedded in PROPEL.