
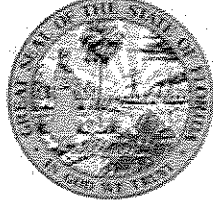


**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Bradford County School District	<b>2 PROJECT NUMBER</b> 040-2260A-0CS01
<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Initiative  <b>TAPS 10A006</b>	<b>4 AUTHORITY</b> 84.010A School Improvement - Title I, Part A
<b>5 AMENDMENT INFORMATION</b> Amendment Number: 1 Type of Amendment: Budget: Changes Effective Date: 11/24/2009	<b>6 PROJECT PERIODS</b>  Budget Period: 08/25/2009 - 09/30/2010 Program Period: 08/25/2009 - 09/30/2010
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 238,555.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 238,555.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u></li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u></li> <li>Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u></li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date(s) for program reports:</li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> Michael Kilts <b>Phone:</b> (850) 245 - 9946 <b>Email:</b> <a href="mailto:Michael.Kilts@fldoe.org">Michael.Kilts@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0496 <div style="text-align: right;"><b>Comptroller's Office</b> (850) 245-0401</div>	<b>11 DOE FISCAL DATA</b>  DBS: 40 90 20 EO: 9A Object: 720036
<b>12 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs.</li> <li>For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</li> </ul>	
<b>13 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">   <hr/> Authorized Official on behalf of Dr. Eric J. Smith  Commissioner of Education </div> <div style="text-align: center;"> <u>1/15/10</u>  <hr/> Date of Signing </div> <div style="text-align: right;">  </div> </div>	

ST  
RECEIVED  
OFFICE ONLY  
NOV 24 2009  
GRAM NAME

E) Amendment Request Contact Information	
Name: Carol Clyatt	Address: 501 W. Washington St. Starke, FL 32091
Telephone: 904-966-6816	SunCom:
Fax: 904-966-6818	E-mail: clyatt_c@firm.edu

Superintendent/Agency Head Beth Moore

Currently, under the School Improvement Initiative contracted services were used to provide a person to serve as a curriculum resource teacher to work with Kindergarten at Southside Elementary. Bradford County requests to change this position from contracted services to a Bradford County employee.

A) Bradford District/Agency Name      B) 040-2260A-0CS01 / 10A006 Project Number      TAPS Number  
 C) 11 Amendment Number

## FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ <u>238,555</u> ✓	E) Total Project Amount resulting from this Budget Amendment \$ <u>238,555</u> ✓
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**F) Line Item Description**

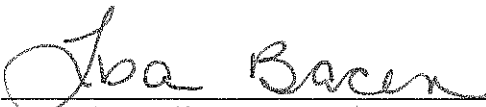
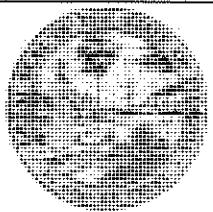
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5100	310	Professional and Technical Services – Services for Contracted CRT at Southside Elem.			5,500
5100	311	Professional and Technical Services – Services for Contracted CRT at Southside Elem.			25,000
7800	160	Other Support Personnel – Salaries for bus driver to provide transportation for tutoring			5,000
7800	210	Retirement for bus driver to provide transportation for tutoring			500
7800	220	Social Security for bus driver to provide transportation for tutoring			400
7800	460	Diesel Fuel for busses to provide transportation for tutoring			1,000
5100	510	Materials and Supplies to support after school tutoring			1,500
6300	130	Other Certified Personnel – Curriculum Resource Teacher to support data analysis, intervention and professional development in math and science	1	30,500	
6300	210	Retirement for Curriculum Resource Teacher		2,800	
6300	220	Social Security for Curriculum Resource Teacher		1,960	
6300	230	Group Insurance for Curriculum Resource Teacher		3,640	
				<b>\$ 38,900</b> ✓	<b>\$ 38,900</b> ✓

Total

Total



**Florida Department of Education  
Project Award Notification**

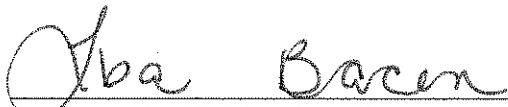
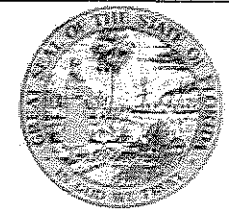
<b>1 PROJECT RECIPIENT</b> Bradford County School District	<b>2 PROJECT NUMBER</b> 040-2260S-0CZ01
<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Initiative-Targeted  <div style="text-align: right;"><b>TAPS 10AR06</b></div>	<b>4 AUTHORITY</b> 84.010A School Improvement - Title I, Part A
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 08/25/2009 - 09/30/2010 Program Period: 08/25/2009 - 09/30/2010
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 176,656.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 176,656.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u></li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u></li> <li>Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u></li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date(s) for program reports:</li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> Michael Kilts <b>Phone:</b> (850) 245 - 9946 <b>Email:</b> <a href="mailto:Michael.Kilts@fldoe.org">Michael.Kilts@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0496	<div style="text-align: center;"><b>Comptroller's Office</b> (850) 245-0401</div> <div style="text-align: right;"> <b>11 DOE FISCAL DATA</b>           DBS: 40 90 20          EO: TX          Object: 720036       </div>
<b>12 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. In addition, the sub-recipient must comply with all expenditure, transparency, accountability, and reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA), ARRA regulations, and the ARRA specific assurances agreed to in the application for ARRA funds.</li> <li>For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</li> </ul>	
<b>13 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;">             Authorized Official on behalf of Dr. Eric J. Smith            Commissioner of Education         </div> <div style="width: 45%; text-align: center;"> <u>9/29/09</u>            Date of Signing         </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>	

DOE-200  
Revised 02/05

**INSTRUCTIONS**  
**PROJECT AWARD NOTIFICATION**

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

**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Bradford County School District	<b>2 PROJECT NUMBER</b> 040-2260A-0CS01
<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Initiative  <div style="text-align: right;"><b>TAPS 10A006</b></div>	<b>4 AUTHORITY</b> 84.010A School Improvement - Title I, Part A
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 08/25/2009 - 09/30/2010 Program Period: 08/25/2009 - 09/30/2010
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 243,469.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 243,469.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u></li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u></li> <li>Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u></li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date(s) for program reports:</li> </ul>	
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<b>13 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">         _____        Authorized Official on behalf of Dr. Eric J. Smith        Commissioner of Education     </div> <div style="text-align: center;"> <u>9/29/09</u>        Date of Signing     </div> <div style="text-align: right;">  </div> </div>	

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- 12 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 13 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

<b>FLORIDA DEPARTMENT OF EDUCATION</b> <b>PROJECT APPLICATION - School Improvement Initiative</b>			
TAPS: 10AR05			
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) Name and Address of Eligible Applicant: <div style="text-align: center;"><b>Bradford</b></div> 501 W WASHINGTON ST STARKE, FL 32091		DOE USE ONLY Date Received
B) Applicant Contact Information			
<b>Contact Name:</b> First Name: Carol MI: L Last Name: Ciyatt		<b>Mailing Address:</b> 501 W WASHINGTON ST City: STARKE State: FL Zip: 32091	
Telephone Number: 904-966-6816		Ext: n/a	
Fax Number: 904-966-6818		E-mail Address: ciyatt_c@fln.edu	
<b>Title I School Improvement Initiative [1003(a)]</b> <i>10AR06</i> Project Number: 040-2260A-0CS01 Total Funds Requested: \$243,469.00 <i>243,469</i>	<b>Title I School Improvement Initiative [1003(a)] ARRA</b> <i>10AR06</i> Project Number: 040-2260S-0CZS1 <i>00201</i> Total Funds Requested: <b>\$176,656.00</b> <i># 176,656.00</i>	<b>Title I School Improvement Fund [1003(g)]</b> Project Number: 040-1260A-0CS01 Total Funds Requested: <b>\$0.00</b>	<b>Title I School Improvement Fund [1003(g)] ARRA</b> Project Number: 040-1260S-0CZS1 Total Funds Requested: <b>\$0.00</b>
<b>CERTIFICATION</b>			
I <b>Beth Moore</b> do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. 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) <u><i>Beth Moore</i></u> Signature of Agency Head			

DOE 100A



Dr. Eric J. Smith, Commissioner



# **FLORIDA DEPARTMENT OF EDUCATION BUDGET DESCRIPTION FORM - School Improvement Initiative**

A) NAME OF ELIGIBLE RECIPIENT: **Bradford**B) Project Number (DOE USE ONLY): **040-2260A-0CS01**C) TAPS Number  
10A006

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	120	<u>Classroom Teachers</u> Supplemental hours for teachers to tutor non SES eligible students at Southside Elementary and Starke Elementary	6.000	35000.00
5100	150	<u>Aides</u> Supplemental hours for paraprofessional to help with after school tutor for non SES eligible students	3.000	8000.00
5100	210	<u>Retirement</u> Retirement for teachers and paraprofessionals helping with tutoring	0.000	4200.00
5100	220	<u>Social Security</u> FICA for teachers and paraprofessionals helping with tutoring	0.000	3290.00
5100	310	<u>Professional and Technical Services</u> Services to provide a contracted CRT at Southside Elementary, a Title I school, for assistance primarily with Kindergarten	0.000	5500.00
5100	311	<u>Subagreements up to \$25,000</u> Services to provide a contracted CRT at Southside Elementary, a Title I school, for assistance primarily with Kindergarten	0.000	25000.00
5100	510	<u>Supplies</u> Materials and supplies to support after school tutoring; chart paper, pencils, notebooks,	0.000	2500.00
6300	130	<u>Other Certified Instructional Personnel</u> 3 Curriculum Resource Teachers to support data analysis, intervention, and professional development in math and science	3.000	106270.00
6300	210	<u>Retirement</u> Retirement for 3 Curriculum Resource Teachers	0.000	15597.00
6300	220	<u>Social Security</u> FICA for 3 Curriculum Resource Teachers	0.000	11966.00
6300	230	<u>Group Insurance</u> Insurance for 3 Curriculum Resource Teachers	0.000	12240.00
7200	790	<u>Miscellaneous Expenses</u> Indirect Cost 2.96	0.000	7206.00
7800	160	<u>Other Support Personnel</u> Salaries for bus driver to provide transportation for tutoring	0.330	5000.00
7800	210	<u>Retirement</u> Retirement for bus driver to provide transportation for tutoring	0.000	500.00
7800	220	<u>Social Security</u> FICA for bus driver to provide transportation for tutoring	0.000	400.00
7800	460	<u>Diesel Fuel</u> Diesel Fuel for busses to provide transportation for after school tutoring	0.000	1000.00

E) Total: **\$243,469**DOE 101-R  
Created 3/09

Dr. Eric J. Smith, Commissioner

**FLORIDA DEPARTMENT OF EDUCATION  
BUDGET DESCRIPTION FORM - School Improvement Initiative**

A) NAME OF ELIGIBLE RECIPIENT: **Bradford**  
B) Project Number (DOE USE ONLY): **040-2260S-0CZS1**

C) TAPS Number  
10AR06

D) SPECIAL REVENUE FUND CODE  
431

AARA Assur. Code	AARA Prin. Code	AARA Strat. Code	School District Based	Activity	Function	Object	Account Title and Description	FTE Pos. Code	FTE Saved	FTE Created	FTE Cont.	Amount
B	B3	21	S	Supplemental hours for extended day for teachers to work on and meet on data analysis, curriculum maps, and Response to Intervention (supports coaching and differentiated accountability)	5100	120	<del>Classroom Teachers</del> Supplemental hours for extended day for teachers to work on and meet on data analysis, curriculum maps, and Response to Intervention for the 1st semester of school at Hampton Elementary, Starke Elementary, and Lawley Community (Stipends)		0.000	0.000	0.000	17927.00
D	A	4	S	Providing Behavioral Resource Teachers to support the implementation of Response to Intervention	6300	130	<del>Other Certified Instructional Personnel</del> Behavioral Resource Teachers at Title I Elementary Schools to work with schools to support the implementation of Response to Intervention by working with Positive Behavior Support	63105	0.000	1.500	0.000	116470.00
D	A	4	S	Providing Behavioral Resource Teachers to support the implementation of Response to Intervention	6300	210	<del>Retirement</del> Retirement Behavioral Resource Teachers and teachers' supplemental hours		0.000	0.000	0.000	16745.00
D	A	4	S	Providing Behavioral Resource Teachers to support the implementation of Response to Intervention	6300	220	<del>Social Security</del> FICA Behavioral Resource Teachers and teachers' supplemental hours		0.000	0.000	0.000	13005.00
D	A	4	S	Providing Behavioral Resource Teachers to support the implementation of Response to Intervention	6300	230	<del>Group Insurance</del> Insurance Behavioral Resource Teachers and teachers' supplemental hours		0.000	0.000	0.000	7280.00
N/A	N/A	N/A	D	Indirect costs 2.96	7200	790	<del>Miscellaneous Expenses</del> Indirect costs 2.96		0.000	0.000	0.000	5229.00

**E) Total: \$176,656**

DOE 101-R  
Created 3/09



Dr. Eric J. Smith, Commissioner

<b>FLORIDA DEPARTMENT OF EDUCATION</b> <b>PROJECT APPLICATION - School Improvement Initiative</b>			
TAPS: 10AR05			
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) Name and Address of Eligible Applicant: <div style="text-align: center;"><b>Bradford</b></div> 501 W WASHINGTON ST STARKE, FL 32091	DOE USE ONLY Date Received	
B) Applicant Contact Information			
<b>Contact Name:</b> First Name: Carol MI: L Last Name: Clyatt		<b>Mailing Address:</b> 501 W WASHINGTON ST City: STARKE State: FL Zip: 32091	
Telephone Number: 904-966-6816		Ext: n/a	
Fax Number: 904-966-6818		E-mail Address: clyatt_c@fln.edu	
<b>Title I School Improvement Initiative [1003(a)]</b> <i>10AR06</i> Project Number: 040-2260A-0CS01 Total Funds Requested: <b>\$243,469.00</b>	<b>Title I School Improvement Initiative [1003(a)] ARRA</b> <i>10AR06</i> Project Number: 040-2260S-0CZS1 <i>0CZ01</i> Total Funds Requested: <b>\$176,656.00</b>	<b>Title I School Improvement Fund [1003(g)]</b> Project Number: 040-1260A-0CS01 Total Funds Requested: <b>\$0.00</b>	<b>Title I School Improvement Fund [1003(g)] ARRA</b> Project Number: 040-1260S-0CZS1 Total Funds Requested: <b>\$0.00</b>
<b>CERTIFICATION</b>			
I <b>Beth Moore</b> do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. 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) <u><i>Beth Moore</i></u> Signature of Agency Head			

DOE 100A



Dr. Eric J. Smith, Commissioner

## School Information

School #	School	% Poverty	Differentiated Accountability Category	SINI	Allocation 1003(a) Regular	Allocation 1003(a) ARRA	Allocation 1003(g) Regular	Allocation 1003(g) ARRA
0051	STARKE ELEMENTARY SCHOOL	69.41	Correct I	4	79360.00	57600.00	0.00	0.00
0081	SOUTHSIDE ELEMENTARY SCHOOL	70.05	Correct I	4	97464.00	70740.00	0.00	0.00
0131	LAWTEY COMMUNITY SCHOOL	54.21	Correct I	4	39928.00	28980.00	0.00	0.00
0181	HAMPTON ELEMENTARY SCHOOL	68.87	Prevent I	2	25792.00	18720.00	0.00	0.00

### Data Analysis during Project Period

Describe the process the district will have in place during the project period to analyze student achievement and program outcome data. Your response must include the following:

1. What professional development will be offered to staff to analyze student achievement and program outcome data? Who will deliver the data analysis professional development?
2. How many times during the 2009-2010 school year will data analysis take place at SiNI schools identified as Prevent I, Prevent II, Correct I, Correct II, and/or Intervene schools? Provide the format for the data analysis (professional learning communities, data chats, etc).
3. How will the information based on data analysis be used?

**Response:** The district has provided instruction to all teachers and is in the process of training new teachers and giving support to those who still struggle. This training is done through the North East Florida Educational Consortium (NEFEC), Snapshot, Think Link, and through locally developed training. Training occurs throughout the year and specifically on the District Professional Development Day.

Professional development at the school site is embedded and ongoing. Teachers are provided information through Snapshot and thus have desktop access to student information. The reading coach provides embedded training. After each progress monitoring, she works with grade level teams to analyze and interpret data through data chats with the goal of developing a plan to address the identified areas of need. This occurs 3 times a year in (Sept., Dec., & April). The data will include Florida Assessments for Instruction in Reading and Think Link data for math and science. The plans are then shared by the principal at a district curriculum meeting.

More frequent school based data analysis will include using the mini assessment data. This data will be reviewed weekly or biweekly based on the curriculum calendar. The information from the mini assessment data analysis meetings is utilized to determine grouping of students for intervention and curriculum adjustments that need to occur.

## LEA Support Teams

Describe how the LEA will provide technical and program assistance to Prevent I, Prevent II, Correct I, Correct II, and/or Intervene schools. For each activity the LEA shall include: the frequency of the activity and duration of the activity.

**Response:** The district fidelity team is comprised of the Assistant Superintendent, Director of ESE, Director of Human Resource, and the Director of Accountability & Special programs. These individuals work together to monitor and support the schools through the following activities:

1. Additional professional development as requested by the school for the 2009-2010 school year.
2. District Reading Coaches' Meetings, 5 meetings during the 2009-2010 school year.
3. District data review at Curriculum Meetings 3 times a year after base-line, mid-year, and end-year progress monitoring.
4. Fidelity Process Checks as outlined in the K-12 Reading Plan. This will include classroom walkthroughs at SINI schools to ensure fidelity to strategies in the Florida Continuous Improvement Model, the K-12 Reading Plan, and Response to Intervention. Each school will receive 3 visits by 2 team members. This will occur in September, January, and April.
5. Extended support services provided through the North East Florida Educational Consortium. 6-8 visits per year with additional phone/e-mail support.

## Strategies to Be Implemented

1. Provide the identified needs, strategies, purpose, and the research on their effectiveness, root cause, targeted population, and current capacity. Provide the following in your response:

1a. Identify the Need: **Increase student achievement in math, and science.**

1b. Provide the Data Source(s) and the Actual Outcome(s) as the basis for the identified Need.

**Response:** 2009 FCAT proficiency 36% in Science 66% in Math, 2009 AYP proficiency 40% B, 52% ED, 35% SWD

1c. Select the school/s associated with the strategy (Schools pulled from section 1A.)

- STARKE ELEMENTARY SCHOOL
- SOUTHSIDE ELEMENTARY SCHOOL
- LAWTEY COMMUNITY SCHOOL
- HAMPTON ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Implement coaching model as supported by Differentiated Accountability.

1e. Provide the purpose, description of research of effectiveness, and how each strategy will support the implementation of Differentiated Accountability.

**Response:** Purpose: To provide support for classroom instruction through coaching, professional development, data analysis, and intervention in math and science.

Research: The Curriculum Resource Teacher in Bradford County will provide support in a capacity similar to the Reading Coach. This will include coaching and modeling for teachers, guidance with data analysis and intervention support in math and science. The research from Just Read Florida and FCRR specifically state the need for supporting classroom teachers in their efforts to provide differentiated instruction and targeted intervention. It also supports small group instruction that is based on data analysis and specific to needs of students. Given the emphasis on reading in the past years, the CRT will help to address the needs in math and science.

This strategy supports Differentiated Accountability because it addresses the implementation of the Florida Continuous Improvement Model. It supports the use of data analysis to determine interventions for students that result in student growth and achievement.

1f. Identify the Root Cause(s) each strategy will address to remove barriers to low academic achievement.

**Response:** The district has identified a lack of data analysis as a root cause for low academic performance. The current method of analysis has been haphazard in some of the schools in the project and as a result intervention has not been as focused and instruction has not been adjusted based on student need. For the Florida Continuous Improvement Model to be effective data analysis must be applied to classroom instruction.

The district has also identified a lack of individual instruction as a root cause of low academic achievement. Providing an extra person to support the intervention model will allow for smaller groups and more targeted intervention.

The district has identified a lack of instructional support in math and science as a root cause for low academic achievement in math and science. Research shows that elementary teacher tend to be more comfortable with reading instruction. Currently, we have a reading coach who provides support related to this area. Through a Curriculum Resource Teacher support will be provided to other areas.

1g. Identify the targeted population(s) for this strategy (identify specific subgroups, teachers, parents, etc.)

**Response:** The Curriculum Resource Teacher will provide support for two specific populations. Teacher support will be provided through professional development, data analysis, and in class modeling.

Student support will be provided through intervention. Bradford County has never made AYP. The 2009 results indicate that the targeted subgroups are black, economically disadvantaged, and students with disabilities. Through the interventions specific needs of each population will be addressed.

1h. Describe the Current Capacity to implement the above strategy. If this is a new strategy, indicate in this response "New Strategy."

**Response:** Bradford County has the capacity to support this intervention. District schools currently have strategies and goals written in their School Improvement Plans to support math and science. Support services are provided through the state, IDEA, and Title I funding. In 2008 Curriculum Resource Teachers were hired in late October to begin serving in this capacity. Since it was new, it took most of the year to help the faculty understand and accept the position. These individuals are already in place and can provide support to the newly hired CRTs and thus, prevent any loss of time. The district currently has a fully developed K-12 Reading Plan and employs a reading coach at each school site. This plan provides strategies for serving, assessing, and monitoring programs. Since there are similarities between the two jobs, the Reading Coach will be able to provide support for the CRT. The grant will help to expand the district's capacity to analyze data and apply implications directly to the classroom.

In the summer of 2009, all teachers received professional development in the next generation sunshine state standards. The consultant will be providing follow-up support through modeling and classroom observation.

1i. Frequency and duration of this strategy (For example: three days per week after school for nine weeks starting the week of January 7th.)

**Response:** This strategy will be implemented daily for the 2009-2010 school year as a teacher position. It will be 5 days a week, 7.5 hours a day, for 196 days.

2. Who will be in charge of monitoring implementation of the strategy?

**Response:** The district fidelity team is made up of the Assistant Superintendent, Director of Accountability & Special Programs, Director of Exceptional Student Education and Director of Human Resource. This team will be responsible for completing process checks on the implementation of the Florida Continuous Improvement Model and Response to Intervention. This information will be used to monitor the successfulness of this strategy.

The Principal will monitor the Curriculum Resource Teacher daily. Lesson Plans, professional development plans and logs of daily activities will be submitted to the Principal.

3. What progress monitoring tool will be used to track effectiveness of this strategy as measured by student progress.

**Response:** Several different progress monitoring tools will be used to track the effectiveness of this strategy. After each progress monitoring in December and April the Think Link data will be reviewed at District Curriculum Meetings. FCAT and AYP data will be used for an outcome measure. The goal for FCAT will be to see a 10% increase in the students proficient in math and science. The math goal will also apply to the AYP subgroups of black, economically disadvantaged, and students with disabilities.

4. Provide the frequency of progress monitoring of this strategy.

**Response:** The strategy will be progress monitored after the mid-year (December) and end-year



(April) Think Link progress monitoring.

5. What measures will be in place to ensure these services supplement existing services that may already be provided to eligible students.

**Response:** Since the focus of the Curriculum Resource Teacher is on math and science support, it will supplement the existing services provided by the Reading Coach. Currently, the reading coach's support in math and science is related to utilizing reading strategies to teach content and helping students to understand the text structure. This is limited support due to the intense focus on reading. The support from the CRT will be focused on data analysis in math and science, understanding content strands, math and science strategies for teaching content, and appropriated intervention for math and science.

6. Strategic Imperative this strategy addresses: **1.1**

7. If applicable, indicate if strategy is a reading, mathematics, and/or science initiative.

**Mathematics**  
**Science**  
**Mathematics**  
**Science**  
**Mathematics**  
**Science**

## Strategies to Be Implemented

1. Provide the identified needs, strategies, purpose, and the research on their effectiveness, root cause, targeted population, and current capacity. Provide the following in your response:

1a. Identify the Need: **Increase school safety for conducive learning environment.**

1b. Provide the Data Source(s) and the Actual Outcome(s) as the basis for the identified Need.

**Response:** District Discipline Report: 09 Semester data - Southside 74, Starke 120, Lawtey 17, Hampton 59

1c. Select the school/s associated with the strategy (Schools pulled from section IA.)

- STARKE ELEMENTARY SCHOOL
- SOUTHSIDE ELEMENTARY SCHOOL
- LAWTEY COMMUNITY SCHOOL
- HAMPTON ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Implementation of Positive Behavior Support

1e. Provide the purpose, description of research of effectiveness, and how each strategy will support the implementation of Differentiated Accountability.

**Response:** The purpose of the Behavior Resource Teacher is to support the implementation of Response to Intervention. Rti is a problem solving process that addresses both the academic and behavior needs of a student. Many times a student's behavioral needs are directly linked to the academic needs. The BRT will work with classroom teachers to identify, support and provide interventions, as well as working with the whole school to implement a positive approach to behavioral concerns. Rti moves the focus from special education to all students. As required by NCLB and IDEA, the strategies are all research based. Research from Dave Tilly (2006) states, "Rti is likely the single best opportunity we have had to improve education for all students with disabilities-and students without them-that has occurred since the passage of the Education of the Handicapped Act in 1975" This strategy will support Differentiated Accountability through a change in the school culture. With a focus on teaching behavior and rewarding the positive the school culture will become less punitive and student efficacy will increase. This will result in less referrals and an improvement in academics.

1f. Identify the Root Cause(s) each strategy will address to remove barriers to low academic achievement.

**Response:** The identified root cause is a lack of consistent behavioral expectations resulting in too many discipline referrals which leads to classroom mismanagement and interferes with academic achievement. Through the Positive Behavior Support, schools establish school wide expectations for the teachers and the students. Behaviors are taught, practiced and positively reinforced. This applies to the whole school and the classroom. By focusing on all students and not just the behavior problems; student efficacy will improve, students won't miss instruction due to referrals, and the culture of the school will support academic achievement.

1g. Identify the targeted population(s) for this strategy (identify specific subgroups, teachers, parents, etc.)

**Response:** The target population for the Behavior Resource Teacher is all students as identified in Response to Intervention. This is a change for the whole school. All students will benefit from the school wide activities that are rewards for positive behavior and all students will benefit from having classroom rules that are consistently taught and reinforced. There will be a specific benefit to students who are identified as needing Tier 2 and Tier 3 intervention because the BRT will be responsible for tracking the progress of these students and working with the Rti team (Student Success Team) to adaptations and changes as needed for the student to succeed. As a by product teachers will also benefit because overall classroom management will improve.

1h. Describe the Current Capacity to implement the above strategy. If this is a new strategy, indicate in this response "New Strategy."

**Response:** The Behavior Resource Teacher is a new strategy. Bradford County has the capacity to support the implementation of the Behavior Resource Teacher from the school level and district level. In the 2008-2009 school year, Bradford County began the process of moving towards Response to Intervention. In the summer of 2008, Starke Elementary and Southside Elementary attended the 3 day training. During the fall of 2009, the schools established a RtI team and began creating a plan. In the spring of 2009, they began implementation with the intent to fully implement in the 2009-2010 school year. Hampton Elementary and Lawtey Community attended the 3 day training during the summer of 2009. Additional time was allowed during the summer to establish a team and begin creating a plan. During the fall of 2009, they will begin implementation with the intent to fully implement in the winter of 2010.

The District has established an RtI team. The members include: Assistant Superintendent, Director of Accountability & Special Programs, Director of Exceptional Education, Psychologists, other ESE support personnel, and guidance. During the 2008-2009 school year, the district team attended planning meetings sponsored by the Department of Education. Through the guidance from these meetings, a District RtI Plan was created. This plan was shared with the schools during training that occurred after post-planning.

1i. Frequency and duration of this strategy (For example: three days per week after school for nine weeks starting the week of January 7th.)

**Response:** This strategy will be implemented for the 2009-2010 school year as a teacher position. It will be 5 days a week, 7.5 hours a day, for 196 days.

2. Who will be in charge of monitoring implementation of the strategy?

**Response:** The district fidelity team is made up of the Assistant Superintendent, Director of Accountability & Special Programs, Director of Exceptional Student Education and Director of Human Resource. This team will be responsible for completing process checks on the implementation of Response to Intervention. This will include reviewing the documentation of the academic and behavior interventions. The principal, who is responsible for the everyday operations of the school, will be responsible for monitoring the strategy daily and evaluating the Behavior Resource Teacher. This information will be used to monitor the successfulness of this strategy.

3. What progress monitoring tool will be used to track effectiveness of this strategy as measured by student progress.

**Response:** Several different progress monitoring tools will be used to track the effectiveness of this strategy. On the academic side, Think Link and Florida Assessments for Instruction in Reading data will be reviewed at District Curriculum Meetings after the mid-year progress monitoring (December) and after the end-year (April) progress monitoring. On the behavioral side, district discipline reports and the data from the Positive Behavioral Support tool (SWIS) will be reviewed. The academic goal will be to see a 10% increase in the students proficient in reading and math. The behavioral goal will be to see a 20% decrease in referrals.

4. Provide the frequency of progress monitoring of this strategy.

**Response:** For academics, this strategy will be progress monitored twice during the year. This will occur after the mid-year and end-year progress monitoring with Think Link and the Florida Assessments in Instruction for Reading. This will occur in December and April. For behavior, the district discipline reports will be reviewed at the end of each semester. The Positive Behavior reports will be review quarterly.

5. What measures will be in place to ensure these services supplement existing services that may already be provided to eligible students.

**Response:** In 2009 Assistant Principals were primarily responsible for the discipline and many other areas at the school site (facilities, inventory). Due to budget cuts the positions were eliminated. The Behavior Resource Teacher was created in response to a need to address the behavioral side of Response to Intervention. This position focuses on supplementing the existing services provided through guidance and exceptional student education.

6. Strategic Imperative this strategy addresses: **1.1**

7. If applicable, indicate if strategy is a reading, mathematics, and/or science initiative.

**Reading**  
**Mathematics**  
**Science**

## Strategies to Be Implemented

1. Provide the identified needs, strategies, purpose, and the research on their effectiveness, root cause, targeted population, and current capacity. Provide the following in your response:

1a. Identify the Need: **Increase student achievement in reading and math.**

1b. Provide the Data Source(s) and the Actual Outcome(s) as the basis for the identified Need.

**Response:** 2009 AYP proficiency Black -35%R,40%M Ec.D. 46%R, 52%M, SWD -27%R,35%M

1c. Select the school/s associated with the strategy (Schools pulled from section 1A.)

- STARKE ELEMENTARY SCHOOL
- SOUTHSIDE ELEMENTARY SCHOOL
- LAWTEY COMMUNITY SCHOOL
- HAMPTON ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Extended teacher time for data analysis and alignment of curriculum and instruction

1e. Provide the purpose, description of research of effectiveness, and how each strategy will support the implementation of Differentiated Accountability.

**Response:** The purpose of this strategy is to provide teachers with time to work on data analysis and curriculum alignment to support the implementation of the Florida Continuous Improvement Model and Response to Intervention. The research from Gerald Anderson indicates that student achievement will improve when curriculum is aligned, teachers are teaching explicit, focused lessons, and intervention and enrichment are provided based on the weekly/biweekly assessment data. Along with this, Response to Intervention requires data points to evaluate the effectiveness of an intervention. This strategy aligns perfectly with School Improvement and Differentiated Accountability. It supports the work that teachers are required to be doing in order to align curriculum, focus instruction, and address individual student needs. It also provides support to the school based teams that are working to help with implementation of FCIM and RtI.

1f. Identify the Root Cause(s) each strategy will address to remove barriers to low academic achievement.

**Response:** The district has identified the lack of data analysis related to implementation of the Florida Continuous Improvement Model and curriculum alignment as a root cause of low academic achievement. Providing students with the right interventions is dependent on knowing what a student needs. These needs are clearly identified when focused curriculum calendars are in place and appropriate data analysis occurs.

1g. Identify the targeted population(s) for this strategy (identify specific subgroups, teachers, parents, etc.)

**Response:** The target population for this strategy is teachers. This is a support strategy for teachers and the Response to Intervention team (Student Success Team). It will give teachers the time to work on curriculum calendars, analyze data, and plan for implementation of the Florida Continuous Improvement Model. It will give the RtI team (Student Success Team) time to review student data and plan for appropriate interventions.

1h. Describe the Current Capacity to implement the above strategy. If this is a new strategy, indicate in this response "New Strategy."

**Response:** The strategy, extended teacher time for data analysis and alignment of curriculum and instruction, is a new strategy in Bradford County. In prior years, funds have not been used to support teachers after the 7.5 hour day to continue working on district and state expectations. The current capacity in place is that training and initial work has already occurred in these areas.

During post planning of 2009 all schools participated in 3 days professional development (DEEP FRI). Teachers began working on curriculum maps and analyzing school data. The district Response to Intervention Plan was reviewed and teams were identified to work on the implementation process. Through Title I, extended services are being provided through The Northeast Florida Consortium to support Starke Elementary and Lawtey Community School. Capacity will be built as Principals learn how to support these processes.

1i. Frequency and duration of this strategy (For example: three days per week after school for nine weeks starting the week of January 7th.)

**Response:** This strategy will be implemented the first semester of school (August-January). Teachers will have the opportunity to work an additional hour up to 4 days a week. Principals will determine the agenda for the additional hour.

2. Who will be in charge of monitoring implementation of the strategy?

**Response:** This strategy will be monitored by the district and the Principal. The district will monitor through time sheets completed by teachers and minutes/agendas from meetings. The principal will be responsible for defining the use of the time each day/week. He/She will monitor by checking curriculum maps and intervention data, participating in meetings, and collecting minutes from the meetings. Weekly classroom walkthroughs will also be utilized by the principal to see the impact on instruction.

3. What progress monitoring tool will be used to track effectiveness of this strategy as measured by student progress.

**Response:** Several different progress monitoring tools will be used to track the effectiveness of this strategy. The mid-year (December) and end-year (April) Think Link and Florida Assessments in Instruction data will be reviewed at District Curriculum Meetings. FCAT and AYP will be used for an outcome measure. The AYP goal will be to see a 10% increase in the students proficient in reading and math in the targeted subgroups of black, economically disadvantaged, and students with disabilities.

4. Provide the frequency of progress monitoring of this strategy.

**Response:** This strategy will be progress monitored after the mid-year and end-year progress monitoring data. This will occur in December and April. Adequately Yearly Progress results will provide the outcome data.

5. What measures will be in place to ensure these services supplement existing services that may already be provided to eligible students.

**Response:** The strategy, extended teacher time for data analysis and alignment of curriculum and instruction, is a new strategy in Bradford County. In prior years, funds have not been used to support teachers after the 7.5 hour day to continue working on district and state expectations. The LEA will ensure that this strategy has a specific focus and will supplement the time that teachers are given in a regular school day.

6. Strategic Imperative this strategy addresses: 1.1

7. If applicable, indicate if strategy is a reading, mathematics, and/or science initiative.

Reading  
Mathematics  
Science

## Strategies to Be Implemented

1. Provide the identified needs, strategies, purpose, and the research on their effectiveness, root cause, targeted population, and current capacity. Provide the following in your response:

1a. Identify the Need: **Increase student achievement in reading and math.**

1b. Provide the Data Source(s) and the Actual Outcome(s) as the basis for the identified Need.

**Response:** 2009 AYP Proficiency: Black - R -35%,M-40%, SWD - R-27%,M35%, W-R-57%,M-64%

1c. Select the school/s associated with the strategy (Schools pulled from section 1A.)

- STARKE ELEMENTARY SCHOOL
- SOUTHSIDE ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Implement extended learning opportunities- after school tutoring.

*Tutoring?*

1e. Provide the purpose, description of research of effectiveness, and how each strategy will support the implementation of Differentiated Accountability.

**Response:** The purpose of this strategy is to provide after school small group/individualized tutoring in reading, math and science for students who are identified as deficient in any of these areas. Florida Center for Reading Research supports explicit teaching in a small group environment for struggling students. The Response To Intervention model designates that Tier 2 and 3 students need additional quality instruction. Currently, Supplemental Educational Services are provided in Bradford County to address the needs of students who qualify for free/reduced lunch. This strategy would provide the support for the students who do not qualify for SES.

Based on Differentiated Accountability, Starke and Southside Elementary are both Correct I. This strategy supports Differentiated Accountability by providing the support to help Starke and Southside improve academic achievement in Reading and Math and meet the 2010 AYP targets.

1f. Identify the Root Cause(s) each strategy will address to remove barriers to low academic achievement.

**Response:** The district has identified a lack of individual instruction as a root cause of low academic achievement for students who are performing below grade level and who do not qualify for other support services. The current model of support that provides individual and small group instruction for students on free or reduced lunch has been shown to leave a gap of services for those students who do not qualify. Data indicates that there is a need to provide these services.

The district has also identified a lack of transportation as a root cause to low attendance in extended learning opportunities. Many students are unable to stay for after school tutoring because they do not have transportation to get home. These resources will eliminate this root cause.

1g. Identify the targeted population(s) for this strategy (identify specific subgroups, teachers, parents, etc.)

**Response:** The target population is K-5 students who are in need of small group/individualized instruction that do not qualify for these types of services provided by other means. Priority will be given to students who scored below the 40th percentile on SAT-10 or Level 1 on FCAT.

1h. Describe the Current Capacity to implement the above strategy. If this is a new strategy, indicate in this response "New Strategy."

**Response:** This strategy was implemented in the 2009 school year with success. Therefore,

schools have the capacity to continue supporting after school tutoring. Professional development has been provided in the areas of Florida Continuous Improvement Model and Response to Intervention so that teachers understand the importance of using data to drive the instruction and teaching explicitly. The K-12 Reading Plan is in place and each school has a reading coach. The professional development provided through the coach provides assistance in developing prescriptive intervention for small group/individual tutoring. The YMCA has an after school program at Starke Elementary and Southside Elementary. This provides support for students to stay after and attend the tutoring.

- 1i. Frequency and duration of this strategy (For example: three days per week after school for nine weeks starting the week of January 7th.)

**Response:** The after school tutoring will begin in October and continue until March. It will be 2-3 days a week after school for 1 hour each day.

2. Who will be in charge of monitoring implementation of the strategy?

**Response:** The Director of Accountability and Special Programs will be in charge of monitoring the program. She will work with the principals to ensure that the correct students are identified and that the time is used appropriately for tutoring on academics.

3. What progress monitoring tool will be used to track effectiveness of this strategy as measured by student progress.

**Response:** The progress monitoring tools will be Think Link and the Florida Assessments for Instruction in Reading. Virtual classes will be set up on Think Link so that reports on student progress for each teacher can be pulled. This data will be reviewed at District Curriculum Meetings in December and April. SAT-10 and FCAT data will be used as the outcome measure for these students.

Monthly progress reports will occur based on the student goals for the tutoring. Teachers will provide a monthly progress report to parents and a copy to the Title I office.

4. Provide the frequency of progress monitoring of this strategy.

**Response:** This strategy will be progress monitored after the mid-year and end-year progress monitoring data. This will occur in December and April. Student performance on FCAT as measured on AYP will provide the outcome measure.

Progress reports on each student will occur monthly.

5. What measures will be in place to ensure these services supplement existing services that may already be provided to eligible students.

**Response:** The LEA will ensure that the after school tutoring being provided with these funds will supplement existing services provided through Supplemental Educational Services. Each school providing after school tutoring will provide a list of students being served to the Title I office. The monthly progress reports will be reviewed to ensure that only students not eligible for SES are being provided the services.

6. Strategic Imperative this strategy addresses: 1.1

7. If applicable, indicate if strategy is a reading, mathematics, and/or science initiative.

Reading  
Mathematics  
Science



### Dissemination/Marketing and Reporting Student Outcomes

Describe how this application and student outcomes will be disseminated/marketed to the appropriate populations.

1. Provide the method(s) of dissemination/marketing of this application
2. Provide the method(s) for reporting student outcomes
3. Provide the population each method will address
4. Provide the frequency of each method used
5. Provide the duration of each method
6. Provide the language(s) each method will be made available

**Response:** The District Website will provide information 24/7 to staff, parents, the community, and students who have access to the internet. This information will be posted upon approval of application and be accessible until the project period ends. District website and various items sent home via email and backpack will let all parents know about student outcomes.

Information on the application will be provided in the monthly school newsletter after the approval of the application. This will be a one time notification and it will address parents, staff, and students.

Information will also be presented at SAC and PTO meetings, and through other meetings where groups of parents are in attendance. This will begin during the September meetings. Teachers will also make contacts with the students who are in need of services and direct them to services developed under the project, or other services available to provide academic intervention.

The Title I Committee, SAC, and PTO will all receive updates during meetings as to the progress of strategies funded through the project. This will include information on how school data has been effected. This will begin with the submission of the grant with the administrative teams at the schools and will then be discussed with the faculty of school beginning with the September meetings and will be repeated at least every other month throughout the period of the grant.

Stakeholders will also be notified through parent meetings like Fall Festivals, Book Bingo Nights and other school activities where a large number of parents are present. This will begin with the October festivals and continue throughout the term of the project as events occur. These events will be publicized through the district website, local newspaper and radio station, and notifications sent home with students.

Although there are a very limited number of ELL students, the district ELL interpreter will make sure that students receiving services are notified and translations of documents are made as necessary.

## Evaluation of Previous Year's Title I School Improvement

1. Describe the process for evaluating the outcomes of student academic achievement as a result of implementing strategies described in your previous year's application.

**Response:** The previous years school improvement grant was evaluated through a review of the 2009 Adequate Yearly Progress results. The data was evaluated by comparing 2008 results with 2009 results to determine the percentage of gain in subgroup areas and the total percent of AYP each school achieved. Both Starke Elementary and Lawtey Community made AYP in 2009. This was an improvement from 87% for Starke and 92% for Lawtey in the previous year. After making AYP in 2008, Southside Elementary did not make it in 2009. The percent made on AYP was 87%. Each school site reviewed subgroup data prior to writing the 2009-2010 School Improvement Plan.

2. What contributed to your success or failure in meeting proposed outcomes?

**Response:** The previous years school improvement grant provided for curriculum resource teachers. Southside and Starke received a full time teacher and Hampton and Lawtey received a half time position. Although the position did not start until late October, it provided the school with someone to do data analysis in math and work with intervention groups in math. In prior years, minimal support was given in math due to lack of personnel and the emphasis on reading. The after school tutoring for students not eligible for Supplemental Educational Services also contributed to the success of meeting the outcomes. Over the past several years tutoring at the school site had been greatly reduced due to a shortage of funds. The SES services met a need, but a gap existed. The School Improvement Grant gave the schools the opportunity to meet this need and close the gap.

3. Based on your evaluation, what worked when you implemented your program?

**Response:** For the CRT, providing the specific intervention help targeted at Math worked well. Also, having someone knowledgeable to work with data analysis gave needed support to the reading coach and principal. Providing tutoring to the students in greatest need that do not qualify for SES addressed a significant need for students. Parent compacts were created to ensure attendance. Parents responded well.

4. Based on your evaluation, what did not work when you implemented your program?

**Response:** It was very difficult starting in October for the curriculum resource teacher, who was new to the school, to get into the classroom and provide the modeling support. This type of support comes after a relationship is built and trust is established in a school. Whole group/grade group professional development worked pretty well, but that too takes time to establish.

5. Based on your evaluation, what contributed to your success or failure in program implementation?

**Response:** For the curriculum resource teacher, timing contributed to the difficulties. By late October, the school was well under way and this was a new individual on the school site. That left little time for the individual to develop a relationship before starting. The parent compacts from the tutoring contributed to the success of the tutoring. It helped parents to understand and take responsibility for attendance.

## School Information

School #	School	% Poverty	Differentiated Accountability Category	SINI	Allocation 1003(a) Regular	Allocation 1003(a) ARRA	Allocation 1003(g) Regular	Allocation 1003(g) ARRA
0051	STARKE ELEMENTARY SCHOOL	69.00	Correct I	✓ 69.41	4 ✓ 79360.00	57600.00	0.00	0.00
0081	SOUTHSIDE ELEMENTARY SCHOOL	70.00	Correct I	✓ 70.05	4 ✓ 97464.00	70740.00	0.00	0.00
0131	LAWTEY COMMUNITY SCHOOL	54.00	Correct I	✓ 54.21	4 ✓ 39928.00	28980.00	0.00	0.00
0181	HAMPTON ELEMENTARY SCHOOL	69.00	Prevent I	✓ 68.87	2 ✓ 25792.00	18720.00	0.00	0.00

### Data Analysis during Project Period

Describe the process the district will have in place during the project period to analyze student achievement and program outcome data. Your response must include the following:

1. What professional development will be offered to staff to analyze student achievement and program outcome data? Who will deliver the data analysis professional development?
2. How many times during the 2009-2010 school year will data analysis take place at SINI schools identified as Prevent I, Prevent II, Correct I, Correct II, and/or Intervene schools? Provide the format for the data analysis (professional learning communities, data chats, etc).
3. How will the information based on data analysis be used?

**Response:** The district has provided instruction to all teachers and is in the process of training new teachers and giving support to those who still struggle. This training is done through the North East Florida Educational Consortium (NEFEC), Snapshot, Think Link, and through locally developed training. Training occurs throughout the year and specifically on the District Professional Development Day.

*through data chat*  
Professional development at the school site is embedded and ongoing. Teachers are provided information through Snapshot and thus have desktop access to student information. The reading coach provides embedded training. After each progress monitoring, she works with grade level teams to analyze and interpret data with the goal of developing a plan to address the identified areas of need. This occurs 3 times a year in (Sept., Dec., & April). The data will include Florida Assessments for Instruction in Reading and Think Link data for math and science. The plans are then shared by the principal at a district curriculum meeting.

More frequent school based data analysis will include using the mini assessment data. This data will be reviewed weekly or biweekly based on the curriculum calendar. The information from the mini assessment data analysis meetings is utilized to determine grouping of students for intervention and curriculum adjustments that need to occur.

## LEA Support Teams

Describe how the LEA will provide technical and program assistance to Prevent I, Prevent II, Correct I, Correct II, and/or Intervene schools. For each activity the LEA shall include: the frequency of the activity and duration of the activity.

**Response:** The district fidelity team is comprised of the Assistant Superintendent, Director of ESE, Director of Human Resource, and the Director of Accountability & Special programs. These individuals work together to monitor and support the schools through the following activities:

1. Additional professional development as requested by the school for the 2009-2010 school year.
2. District Reading Coaches' Meetings, 5 meetings during the 2009-2010 school year.
3. District data review at Curriculum Meetings 3 times a year after base-line, mid-year, and end-year progress monitoring.
4. Fidelity Process Checks as outlined in the K-12 Reading Plan. This will include classroom walkthroughs at SINI schools to ensure fidelity to strategies in the Florida Continuous Improvement Model, the K-12 Reading Plan, and Response to Intervention. Each school will receive 3 visits by 2 team members. This will occur in September, January, and April.
5. Extended support services provided through the North East Florida Educational Consortium. 6-8 visits per year with additional phone/e-mail support.

## Strategies to Be Implemented

1. Provide the identified needs, strategies, purpose, and the research on their effectiveness, root cause, targeted population, and current capacity. Provide the following in your response:

1a. Identify the Need: To ~~provide~~ <sup>Inc. Student Prof.</sup> **classroom support for data analysis and intervention**

1b. Provide the Data Source(s) and the Actual Outcome(s) as the basis for the identified Need.

**Response:** 2009 FCAT proficiency 36% in Science 66% in Math, 2009 AYP proficiency 40% B, 52% ED, 35% SWD

1c. Select the school/s associated with the strategy (Schools pulled from section 1A.)

- STARKE ELEMENTARY SCHOOL
- SOUTHSIDE ELEMENTARY SCHOOL
- LAWTEY COMMUNITY SCHOOL
- HAMPTON ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Imp. coaching model under DA.  
Curriculum Resource Teacher ECIM.

1e. Provide the purpose, description of research of effectiveness, and how each strategy will support the implementation of Differentiated Accountability.

**Response:** Purpose: To provide support for classroom instruction through coaching, professional development, data analysis, and intervention in math and science.

Research: The Curriculum Resource Teacher in Bradford County will provide support in a capacity similar to the Reading Coach. This will include coaching and modeling for teachers, guidance with data analysis and intervention support in math and science. The research from Just Read Florida and FCRR specifically state the need for supporting classroom teachers in their efforts to provide differentiated instruction and targeted intervention. It also supports small group instruction that is based on data analysis and specific to needs of students. Given the emphasis on reading in the past years, the CRT will help to address the needs in math and science.

This strategy supports Differentiated Accountability because it addresses the implementation of the Florida Continuous Improvement Model. It supports the use of data analysis to determine interventions for students that result in student growth and achievement.

1f. Identify the Root Cause(s) each strategy will address to remove barriers to low academic achievement.

**Response:** The district has identified a lack of data analysis as a root cause for low academic performance. The current method of analysis has been haphazard in some of the schools in the project and as a result intervention has not been as focused and instruction has not been adjusted based on student need. For the Florida Continuous Improvement Model to be effective data analysis must be applied to classroom instruction.

The district has also identified a lack of individual instruction as a root cause of low academic achievement. Providing an extra person to support the intervention model will allow for smaller groups and more targeted intervention.

The district has identified a lack of instructional support in math and science as a root cause for low academic achievement in math and science. Research shows that elementary teacher tend to be more comfortable with reading instruction. Currently, we have a reading coach who provides support related to this area. Through a Curriculum Resource Teacher support will be provided to other areas.

1g. Identify the targeted population(s) for this strategy (identify specific subgroups, teachers, parents, etc.)

**Response:** The Curriculum Resource Teacher will provide support for two specific populations. Teacher support will be provided through professional development, data analysis, and in class modeling.

Student support will be provided through intervention. Bradford County has never made AYP. The 2009 results indicate that the targeted subgroups are black, economically disadvantaged, and students with disabilities. Through the interventions specific needs of each population will be addressed.

1h. Describe the Current Capacity to implement the above strategy. If this is a new strategy, indicate in this response "New Strategy."

**Response:** Bradford County has the capacity to support this intervention. District schools currently have strategies and goals written in their School Improvement Plans to support math and science. Support services are provided through the state, IDEA, and Title I funding. In 2008 Curriculum Resource Teachers were hired in late October to begin serving in this capacity. Since it was new, it took most of the year to help the faculty understand and accept the position. These individuals are already in place and can provide support to the newly hired CRTs and thus, prevent any loss of time. The district currently has a fully developed K-12 Reading Plan and employs a reading coach at each school site. This plan provides strategies for serving, assessing, and monitoring programs. Since there are similarities between the two jobs, the Reading Coach will be able to provide support for the CRT. The grant will help to expand the district's capacity to analyze data and apply implications directly to the classroom.

*Eval. lang.*

In the summer of 2009, all teachers received professional development in the new generation sunshine state standards. The consultant will be providing follow-up support through modeling and classroom observation.

1i. Frequency and duration of this strategy (For example: three days per week after school for nine weeks starting the week of January 7th.)

**Response:** This strategy will be implemented daily for the 2009-2010 school year as a teacher position. It will be 5 days a week, 7.5 hours a day, for 196 days.

2. Who will be in charge of monitoring implementation of the strategy?

**Response:** The district fidelity team is made up of the Assistant Superintendent, Director of Accountability & Special Programs, Director of Exceptional Student Education and Director of Human Resource. This team will be responsible for completing process checks on the implementation of the Florida Continuous Improvement Model and Response to Intervention. This information will be used to monitor the successfulness of this strategy.

The Principal will monitor the Curriculum Resource Teacher daily. Lesson Plans, professional development plans and logs of daily activities will be submitted to the Principal.

3. What progress monitoring tool will be used to track effectiveness of this strategy as measured by student progress.

**Response:** Several different progress monitoring tools will be used to track the effectiveness of this strategy. After each progress monitoring in December and April the Think Link data will be reviewed at District Curriculum Meetings. FCAT and AYP data will be used for an outcome measure. The goal for FCAT will be to see a 10% increase in the students proficient in math and science. The math goal will also apply to the AYP subgroups of black, economically disadvantaged, and students with disabilities.

4. Provide the frequency of progress monitoring of this strategy.

**Response:** The strategy will be progress monitored after the mid-year (December) and end-year

(April) Think Link progress monitoring.

5. What measures will be in place to ensure these services supplement existing services that may already be provided to eligible students.

**Response:** Since the focus of the Curriculum Resource Teacher is on math and science support, it will supplement the existing services provided by the Reading Coach. Currently, the reading coach's support in math and science is related to utilizing reading strategies to teach content and helping students to understand the text structure. This is limited support due to the intense focus on reading. The support from the CRT will be focused on data analysis in math and science, understanding content strands, math and science strategies for teaching content, and appropriated intervention for math and science.

*Good Response*

6. Strategic Imperative this strategy addresses: **1.1**

7. If applicable, indicate if strategy is a reading, mathematics, and/or science initiative.

Mathematics  
Science  
~~Mathematics~~  
~~Science~~  
Mathematics  
~~Science~~



## Strategies to Be Implemented

1. Provide the identified needs, strategies, purpose, and the research on their effectiveness, root cause, targeted population, and current capacity. Provide the following in your response:

1a. Identify the Need: *inc. Safety to provide safe learning environment.*  
**Change school culture and reduce referrals**

1b. Provide the Data Source(s) and the Actual Outcome(s) as the basis for the identified Need.

**Response:** District Discipline Report: 09 Semester data - Southside 74, Starke 120, Lawtey 17, Hampton 59

1c. Select the school/s associated with the strategy (Schools pulled from section 1A.)

- #2
- STARKE ELEMENTARY SCHOOL
  - SOUTHSIDE ELEMENTARY SCHOOL
  - LAWTEY COMMUNITY SCHOOL
  - HAMPTON ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Behavior Resource Teachers for implementation of Positive Behavior Support

1e. Provide the purpose, description of research of effectiveness, and how each strategy will support the implementation of Differentiated Accountability.

**Response:** The purpose of the Behavior Resource Teacher is to support the implementation of Response to Intervention. Rti is a problem solving process that addresses both the academic and behavior needs of a student. Many times a student's behavioral needs are directly linked to the academic needs. The BRT will work with classroom teachers to identify, support and provide interventions, as well as working with the whole school to implement a positive approach to behavioral concerns. Rti moves the focus from special education to all students. As required by NCLB and IDEA, the strategies are all research based. Research from Dave Tilly (2006) states, "Rti is likely the single best opportunity we have had to improve education for all students with disabilities-and students without them-that has occurred since the passage of the Education of the Handicapped Act in 1975" This strategy will support Differentiated Accountability through a change in the school culture. With a focus on teaching behavior and rewarding the positive the school culture will become less punitive and student efficacy will increase. This will result in less referrals and an improvement in academics. *Supported*

1f. Identify the Root Cause(s) each strategy will address to remove barriers to low academic achievement.

**Response:** The identified root cause is a lack of consistent behavioral expectations resulting in too many discipline referrals which leads to classroom mismanagement and interferes with academic achievement. Through the Positive Behavior Support, schools establish school wide expectations for the teachers and the students. Behaviors are taught, practiced and positively reinforced. This applies to the whole school and the classroom. By focusing on all students and not just the behavior problems; student efficacy will improve, students won't miss instruction due to referrals, and the culture of the school will support academic achievement.

1g. Identify the targeted population(s) for this strategy (identify specific subgroups, teachers, parents, etc.)

**Response:** The target population for the Behavior Resource Teacher is all students as identified in Response to Intervention. This is a change for the whole school. All students will benefit from the school wide activities that are rewards for positive behavior and all students will benefit from having classroom rules that are consistently taught and reinforced. There will be a specific benefit to students who are identified as needing Tier 2 and Tier 3 intervention because the BRT will be responsible for tracking the progress of these students and working with the Rti team (Student Success Team) to adaptations and changes as needed for the student to succeed. As a by product teachers will also benefit because overall classroom management will improve.

1h. Describe the Current Capacity to implement the above strategy. If this is a new strategy, indicate in this response "New Strategy."

**Response:** The Behavior Resource Teacher is a new strategy. Bradford County has the capacity to support the implementation of the Behavior Resource Teacher from the school level and district level. In the 2008-2009 school year, Bradford County began the process of moving towards Response to Intervention. In the summer of 2008, Starke Elementary and Southside Elementary attended the 3 day training. During the fall of 2009, the schools established a RtI team and began creating a plan. In the spring of 2009, they began implementation with the intent to fully implement in the 2009-2010 school year. Hampton Elementary and Lawtey Community attended the 3 day training during the summer of 2009. Additional time was allowed during the summer to establish a team and begin creating a plan. During the fall of 2009, they will begin implementation with the intent to fully implement in the winter of 2010.

The District has established an RtI team. The members include: Assistant Superintendent, Director of Accountability & Special Programs, Director of Exceptional Education, Psychologists, other ESE support personnel, and guidance. During the 2008-2009 school year, the district team attended planning meetings sponsored by the Department of Education. Through the guidance from these meetings, a District RtI Plan was created. This plan was shared with the schools during training that occurred after post-planning.

1i. Frequency and duration of this strategy (For example: three days per week after school for nine weeks starting the week of January 7th.)

**Response:** This strategy will be implemented for the 2009-2010 school year as a teacher position. It will be 5 days a week, 7.5 hours a day, for 196 days.

2. Who will be in charge of monitoring implementation of the strategy?

**Response:** The district fidelity team is made up of the Assistant Superintendent, Director of Accountability & Special Programs, Director of Exceptional Student Education and Director of Human Resource. This team will be responsible for completing process checks on the implementation of Response to Intervention. This will include reviewing the documentation of the academic and behavior interventions. The principal, who is responsible for the everyday operations of the school, will be responsible for monitoring the strategy daily and evaluating the Behavior Resource Teacher. This information will be used to monitor the successfulness of this strategy.

3. What progress monitoring tool will be used to track effectiveness of this strategy as measured by student progress.

**Response:** Several different progress monitoring tools will be used to track the effectiveness of this strategy. On the academic side, Think Link and Florida Assessments for Instruction in Reading data will be reviewed at District Curriculum Meetings after the mid-year progress monitoring (December) and after the end-year (April) progress monitoring. On the behavioral side, district discipline reports and the data from the Positive Behavioral Support tool (SWIS) will be reviewed. The academic goal will be to see a 10% increase in the students proficient in reading and math. The behavioral goal will be to see a 20% decrease in referrals.

4. Provide the frequency of progress monitoring of this strategy.

**Response:** For academics, this strategy will be progress monitored twice during the year. This will occur after the mid-year and end-year progress monitoring with Think Link and the Florida Assessments in Instruction for Reading. This will occur in December and April. For behavior, the district discipline reports will be reviewed at the end of each semester. The Positive Behavior reports will be reviewed quarterly.

5. What measures will be in place to ensure these services supplement existing services that may already be provided to eligible students.

**Response:** In 2009 Assistant Principals were primarily responsible for the discipline and many other areas at the school site (facilities, inventory). Due to budget cuts the positions were eliminated. The Behavior Resource Teacher was created in response to a need to address the behavioral side of Response to Intervention. This position focuses on supplementing the existing services provided through guidance and exceptional student education.

6. Strategic Imperative this strategy addresses: **1.1**

7. If applicable, indicate if strategy is a reading, mathematics, and/or science initiative.

All 3

## Strategies to Be Implemented

1. Provide the identified needs, strategies, purpose, and the research on their effectiveness, root cause, targeted population, and current capacity. Provide the following in your response:

1a. Identify the Need: *Inc. Student Achievement*  
~~Time to plan for Florida Continuous Improvement Model and Response To Intervention implementation~~

1b. Provide the Data Source(s) and the Actual Outcome(s) as the basis for the identified Need.

**Response:** 2009 AYP proficiency Black -35%R,40%M Ec.D. 46%R, 52%M, SWD -27%R,35%M

1c. Select the school/s associated with the strategy (Schools pulled from section IA.)

- STARKE ELEMENTARY SCHOOL
- SOUTHSIDE ELEMENTARY SCHOOL
- LAWTEY COMMUNITY SCHOOL
- HAMPTON ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Extended teacher time for data analysis and alignment of curriculum and instruction

1e. Provide the purpose, description of research of effectiveness, and how each strategy will support the implementation of Differentiated Accountability.

**Response:** The purpose of this strategy is to provide teachers with time to work on data analysis and curriculum alignment to support the implementation of the Florida Continuous Improvement Model and Response to Intervention. The research from Gerald Anderson indicates that student achievement will improve when curriculum is aligned, teachers are teaching explicit, focused lessons, and intervention and enrichment are provided based on the weekly/biweekly assessment data. Along with this, Response to Intervention requires data points to evaluate the effectiveness of an intervention. This strategy aligns perfectly with School Improvement and Differentiated Accountability. It supports the work that teachers are required to be doing in order to align curriculum, focus instruction, and address individual student needs. It also provides support to the school based teams that are working to help with implementation of FCIM and Rtl.

1f. Identify the Root Cause(s) each strategy will address to remove barriers to low academic achievement.

**Response:** The district has identified the lack of data analysis related to implementation of the Florida Continuous Improvement Model and curriculum alignment as a root cause of low academic achievement. Providing students with the right interventions is dependent on knowing what a student needs. These needs are clearly identified when focused curriculum calendars are in place and appropriate data analysis occurs.

1g. Identify the targeted population(s) for this strategy (identify specific subgroups, teachers, parents, etc.)

**Response:** The target population for this strategy is teachers. This is a support strategy for teachers and the Response to Intervention team (Student Success Team). It will give teachers the time to work on curriculum calendars, analyze data, and plan for implementation of the Florida Continuous Improvement Model. It will give the Rtl team (Student Success Team) time to review student data and plan for appropriate interventions.

1h. Describe the Current Capacity to implement the above strategy. If this is a new strategy, indicate in this response "New Strategy."

**Response:** The strategy, extended teacher time for data analysis and alignment of curriculum and instruction, is a new strategy in Bradford County. In prior years, funds have not been used to support teachers after the 7.5 hour day to continue working on district and state expectations.

The current capacity in place is that training and initial work has already occurred in these areas. During post planning of 2009 all schools participated in 3 days professional development (DEEP FRI). Teachers began working on curriculum maps and analyzing school data. The district Response to Intervention Plan was reviewed and teams were identified to work on the implementation process. Through Title I, extended services are being provided through The Northeast Florida Consortium to support Starke Elementary and Lawtey Community School. Capacity will be built as Principals learn how to support these processes.

1i. Frequency and duration of this strategy (For example: three days per week after school for nine weeks starting the week of January 7th.)

**Response:** This strategy will be implemented the first semester of school (August-January). Teachers will have the opportunity to work an additional hour up to 4 days a week. Principals will determine the agenda for the additional hour.

2. Who will be in charge of monitoring implementation of the strategy?

**Response:** This strategy will be monitored by the district and the Principal. The district will monitor through time sheets completed by teachers and minutes/agendas from meetings. The principal will be responsible for defining the use of the time each day/week. He/She will monitor by checking curriculum maps and intervention data, participating in meetings, and collecting minutes from the meetings. Classroom walkthroughs will also be utilized by the principal to see the impact on instruction.

3. What progress monitoring tool will be used to track effectiveness of this strategy as measured by student progress.

**Response:** Several different progress monitoring tools will be used to track the effectiveness of this strategy. The mid-year (December) and end-year (April) Think Link and Florida Assessments in Instruction data will be reviewed at District Curriculum Meetings. FCAT and AYP will be used for an outcome measure. The AYP goal will be to see a 10% increase in the students proficient in reading and math in the targeted subgroups of black, economically disadvantaged, and students with disabilities.

4. Provide the frequency of progress monitoring of this strategy.

**Response:** This strategy will be progress monitored after the mid-year and end-year progress monitoring data. This will occur in December and April. Adequately Yearly Progress results will provide the outcome data.

*walkthrough freq.*

5. What measures will be in place to ensure these services supplement existing services that may already be provided to eligible students.

**Response:** The strategy, extended teacher time for data analysis and alignment of curriculum and instruction, is a new strategy in Bradford County. In prior years, funds have not been used to support teachers after the 7.5 hour day to continue working on district and state expectations. The LEA will ensure that this strategy has a specific focus and will supplement the time that teachers are given in a regular school day.

6. Strategic Imperative this strategy addresses: 1.1

7. If applicable, indicate if strategy is a reading, mathematics, and/or science initiative.

Reading  
Mathematics  
Science

## Strategies to Be Implemented

1. Provide the identified needs, strategies, purpose, and the research on their effectiveness, root cause, targeted population, and current capacity. Provide the following in your response:

1a. Identify the Need: To provide tutoring for students

1b. Provide the Data Source(s) and the Actual Outcome(s) as the basis for the identified Need.

Response: 2009 AYP Proficiency: Black - R -35%, M-40%, SWD - R-27%, M35%, W-R-57%, M-64%

1c. Select the school/s associated with the strategy (Schools pulled from section 1A.)

- STARKE ELEMENTARY SCHOOL
- SOUTHSIDE ELEMENTARY SCHOOL

1d. Name of strategy

Response: After school tutoring in reading, math and science

1e. Provide the purpose, description of research of effectiveness, and how each strategy will support the implementation of Differentiated Accountability.

Response: The purpose of this strategy is to provide after school small group/individualized tutoring in reading, math and science for students who are identified as deficient in any of these areas. Florida Center for Reading Research supports explicit teaching in a small group environment for struggling students. The Response To Intervention model designates that Tier 2 and 3 students need additional quality instruction. Currently, Supplemental Educational Services are provided in Bradford County to address the needs of students who qualify for free/reduced lunch. This strategy would provide the support for the students who do not qualify for SES.

*Trans. portation*

Based on Differentiated Accountability, Starke and Southside Elementary are both Correct I. This strategy supports Differentiated Accountability by providing the support to help Starke and Southside improve academic achievement in Reading and Math and meet the 2010 AYP targets.

1f. Identify the Root Cause(s) each strategy will address to remove barriers to low academic achievement.

Response: The district has identified a lack of individual instruction as a root cause of low academic achievement for students who are performing below grade level and who do not qualify for other support services. The current model of support that provides individual and small group instruction for students on free or reduced lunch has been shown to leave a gap of services for those students who do not qualify. Data indicates that there is a need to provide these services.

1g. Identify the targeted population(s) for this strategy (identify specific subgroups, teachers, parents, etc.)

Response: The target population is K-5 students who are in need of small group/individualized instruction that do not qualify for these types of services provided by other means. Priority will be given to students who scored below the 40th percentile on SAT-10 or Level 1 on FCAT.

1h. Describe the Current Capacity to implement the above strategy. If this is a new strategy, indicate in this response "New Strategy."

Response: This strategy was implemented in the 2009 school year with success. Therefore, schools have the capacity to continue supporting after school tutoring. Professional development has been provided in the areas of Florida Continuous Improvement Model and Response to Intervention so that teachers understand the importance of using data to drive the instruction and teaching explicitly. The K-12 Reading Plan is in place and each school has a reading coach. The professional development provided through the coach provides assistance in developing prescriptive intervention for small group/individual tutoring. The YMCA has an after school

program at Starke Elementary and Southside Elementary. This provides support for students to stay after and attend the tutoring.

- 1i. Frequency and duration of this strategy (For example: three days per week after school for nine weeks starting the week of January 7th.)

**Response:** The after school tutoring will begin in October and continue until March. It will be 2-3 days a week after school for 1 hour each day.

2. Who will be in charge of monitoring implementation of the strategy?

**Response:** The Director of Accountability and Special Programs will be in charge of monitoring the program. She will work with the principals to ensure that the correct students are identified and that the time is used appropriately for tutoring on academics.

3. What progress monitoring tool will be used to track effectiveness of this strategy as measured by student progress.

**Response:** The progress monitoring tools will be Think Link and the Florida Assessments for Instruction in Reading. Virtual classes will be set up on Think Link so that reports on student progress for each teacher can be pulled. This data will be reviewed at District Curriculum Meetings in December and April. SAT-10 and FCAT data will be used as the outcome measure for these students.

Monthly progress reports will occur based on the student goals for the tutoring. Teachers will provide a monthly progress report to parents and a copy to the Title I office.

4. Provide the frequency of progress monitoring of this strategy.

**Response:** This strategy will be progress monitored after the mid-year and end-year progress monitoring data. This will occur in December and April. Student performance on FCAT as measured on AYP will provide the outcome measure.

Progress reports on each student will occur monthly.

5. What measures will be in place to ensure these services supplement existing services that may already be provided to eligible students.

**Response:** The LEA will ensure that the after school tutoring being provided with these funds will supplement existing services provided through Supplemental Educational Services. Each school providing after school tutoring will provide a list of students being served to the Title I office. The monthly progress reports will be reviewed to ensure that only students not eligible for SES are being provided the services.

6. Strategic Imperative this strategy addresses: 1.1

7. If applicable, indicate if strategy is a reading, mathematics, and/or science initiative.

Reading  
Mathematics  
Science

## Dissemination/Marketing and Reporting Student Outcomes

Describe how this application and student outcomes will be disseminated/marketed to the appropriate populations.

1. Provide the method(s) of dissemination/marketing of this application
2. Provide the method(s) for reporting student outcomes
3. Provide the population each method will address
4. Provide the frequency of each method used
5. Provide the duration of each method
6. Provide the language(s) each method will be made available

**Response:** The District Website will provide information 24/7 to staff, parents, the community, and students who have access to the internet. This information will be posted upon approval of application and be accessible until the project period ends.

Information on the application will be provided in the monthly school newsletter after the approval of the application. This will be a one time notification and it will address parents, staff, and students.

Information will also be presented at SAC and PTO meetings, and through other meetings where groups of parents are in attendance. This will begin during the September meetings. Teachers will also make contacts with the students who are in need of services and direct them to services developed under the project, or other services available to provide academic intervention.

The Title I Committee, SAC, and PTO will all receive updates during meetings as to the progress of strategies funded through the project. This will include information on how school data has been affected. This will begin with the submission of the grant with the administrative teams at the schools and will then be discussed with the faculty of school beginning with the September meetings and will be repeated at least every other month throughout the period of the grant.

Stakeholders will also be notified through parent meetings like Fall Festivals, Book Bingo Nights and other school activities where a large number of parents are present. This will begin with the October festivals and continue throughout the term of the project as events occur. These events will be publicized through the district website, local newspaper and radio station, and notifications sent home with students.

Although there are a very limited number of ELL students, the district ELL interpreter will make sure that students receiving services are notified and translations of documents are made as necessary.



## Evaluation of Previous Year's Title I School Improvement

1. Describe the process for evaluating the outcomes of student academic achievement as a result of implementing strategies described in your previous year's application.

**Response:** The previous years school improvement grant was evaluated through a review of the 2009 Adequate Yearly Progress results. The data was evaluated by comparing 2008 results with 2009 results to determine the percentage of gain in subgroup areas and the total percent of AYP each school achieved. Both Starke Elementary and Lawtey Community made AYP in 2009. This was an improvement from 87% for Starke and 92% for Lawtey in the previous year. After making AYP in 2008, Southside Elementary did not make it in 2009. The percent made on AYP was 87%. Each school site reviewed subgroup data prior to writing the 2009-2010 School Improvement Plan.

2. What contributed to your success or failure in meeting proposed outcomes?

**Response:** The previous years school improvement grant provided for curriculum resource teachers. Southside and Starke received a full time teacher and Hampton and Lawtey received a half time position. Although the position did not start until late October, it provided the school with someone to do data analysis in math and work with intervention groups in math. In prior years, minimal support was given in math due to lack of personnel and the emphasis on reading. The after school tutoring for students not eligible for Supplemental Educational Services also contributed to the success of meeting the outcomes. Over the past several years tutoring at the school site had been greatly reduced due to a shortage of funds. The SES services met a need, but a gap existed. The School Improvement Grant gave the schools the opportunity to meet this need and close the gap. ✓

3. Based on your evaluation, what worked when you implemented your program?

**Response:** For the CRT, providing the specific intervention help targeted at Math worked well. Also, having someone knowledgeable to work with data analysis gave needed support to the reading coach and principal. Providing tutoring to the students in greatest need that do not qualify for SES addressed a significant need for students. Parent compacts were created to ensure attendance. Parents responded well. ✓

4. Based on your evaluation, what did not work when you implemented your program?

**Response:** It was very difficult starting in October for the curriculum resource teacher, who was new to the school, to get into the classroom and provide the modeling support. This type of support comes after a relationship is built and trust is established in a school. Whole group/grade group professional development worked pretty well, but that too takes time to establish.

5. Based on your evaluation, what contributed to your success or failure in program implementation?

**Response:** For the curriculum resource teacher, timing contributed to the difficulties. By late October, the school was well under way and this was a new individual on the school site. That left little time for the individual to develop a relationship before starting. The parent compacts from the tutoring contributed to the success of the tutoring. It helped parents to understand and take responsibility for attendance.

# Title I School Improvement Grants [1003(a)] and [1003(g)] Checklist

Reviewer: Michael Kilts	LEA: Bradford
Initial Review Date: 9/22/2009	Review of Revisions: 9/24/2009
	Forwarded for Approval: 9/24/2009

SCHOOL INFORMATION		
Selecting Schools for Service	Y	N
Are all the schools selected eligible to receive services?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are all the schools selected tied to a strategy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the correct Differentiated Accountability Category selected?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the correct SINI status selected?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the percent poverty of the school(s) selected match the 2009-2010 Public School Eligibility Survey?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are their allocations from at least one project to each school selected to receive services?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Note: If LEA does not allocate funds to schools, response via email needs to be provided.		
Corrected		
DATA ANALYSIS DURING PROJECT PERIOD		
Is the professional development that is being offered for this school year provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the person/agency that will deliver the professional development provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the frequency of the data analysis for SINI schools identified as Prevent I, Prevent II, Correct I, Correct II, or Intervene provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the format for data analysis provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the use of the outcomes of data analysis provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LEA SUPPORT TEAMS		
Activities Conducted by the LEA Support Team		
Is there a description of technical assistance provided by the LEA to Prevent I, Prevent II, Correct I, Correct II, and Intervene schools?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do these activities include different levels of oversight for schools in different categories of Differentiated Accountability?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Do the activities of the LEA Support Team align with the strategies being implemented?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is the frequency and duration of each activity conducted by the LEA Support Team provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>STRATEGIES TO BE IMPLEMENTED</b>			
<b>1a. Identify Need</b>			
Is there a need identified?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Rephrased
<b>1b. Data Source(s) and Actual Outcome(s)</b>			
Is there at least one data source to support the identified need?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is there a corresponding actual outcome for each data source listed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>1c. Selection of School(s), Performance Indicator(s), or Root Cause(s) Strategy will Address</b>			
Does each strategy address at least one school in 1b?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>1d. Name of Strategy</b>			
Is the name of each strategy provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Does each strategy address the identified need?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>1e. Purpose, Description of Research of Effectiveness, and Differentiated Accountability Implementation Support</b>			
Is there an adequate description of the purpose of each strategy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is there a description of research of effectiveness of each strategy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Does each strategy support the implementation of Differentiated Accountability?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Does each strategy support the identified need?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>1f. Root Causes</b>			
Is there a root cause identified?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Strategy #4 indicate lack of transportation as a root cause to low attendance in extended learning opportunities and that resources from this grant will eliminate that root cause.
Does each root cause identified correspond with the identified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

need?			
Is the data/documents reviewed to determine each root cause to low academic achievement provided?			
Is there an explanation as to how the strategies implemented will eliminate each root cause to low academic achievement?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>1g. Targeted Population(s)</b>			
Does each strategy indicate the targeted population(s) being addressed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Does the targeted population(s) correspond with the actual outcomes and identified need?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>1h. Current Capacity</b>			
Are the resources supplied with state and local funds provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Are the resources supplied with federal funds provided? (Title I, CWT/SES, Title II, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Are the resources supplied by collaborative partners provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is the description of how strategies implemented will enhance/expand the current capacity of the LEA to support student academic achievement?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>1i. Frequency and Duration</b>			
Is the frequency and duration of each strategy provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>2. Monitoring Implementation</b>			
Is the person(s)/entity in charge of monitoring implementation of each strategy provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>3. Progress Monitoring</b>			
Is the progress monitoring tool(s) for each strategy provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>4. Frequency of Progress Monitoring</b>			Strategy #3 frequency of classroom walkthroughs-
Is there a frequency of progress monitoring for each progress monitoring tool listed in each strategy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>5. Supplement versus Supplant</b>			

Is there sufficient clarifying information provided to support that each strategy supplements local, state, and other federal education funds?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p align="center"><b>6.</b></p> <p align="center"><b>Next Generation Strategic Imperative</b></p>		
Does the selected Next Generation Strategic Imperative correspond with the each identified need and strategy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p align="center"><b>7.</b></p> <p align="center"><b>Academic Initiatives</b></p>		
Did the LEA select the appropriate initiative as it relates to each identified strategy?	<input checked="" type="checkbox"/>	<input type="checkbox"/> All 3 selected for Strategy #2.
<p align="center"><b>DISSEMINATION/MARKETING</b></p>		
Is the method(s) of disseminating/marketing the information from this application provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the method(s) of reporting student outcomes the information from this application provided	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Is the population(s) being addressed for each method of disseminating/marketing and reporting student outcomes provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the frequency of dissemination/marketing and reporting students outcomes for each method identified provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the duration of dissemination/marketing and reporting student outcomes for each method identified provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the information for dissemination/marketing and reporting student outcomes supplied for speakers of other languages? Are those languages listed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p align="center"><b>EVALUATION OF PREVIOUS YEAR'S TITLE I SCHOOL IMPROVEMENT</b></p>		
Was the description of the process for evaluating the outcomes of student academic achievement adequate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Did the process include:		
<ul style="list-style-type: none"> <li>The data used to evaluate</li> <li>Stakeholders involved in the evaluation</li> <li>Reporting outcomes</li> </ul>		

<ul style="list-style-type: none"> <li>Proposed program changes</li> <li>Timeframes</li> <li>Align with previous year's project</li> </ul>			
Does the description of success or failure in meeting proposed outcomes align with previous application's goals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Does this year's application address any listed failures in meeting program outcomes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Does this year's application continue any listed successes in meeting program outcomes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Does the LEA continue to implement identified strategies that were shown to increase student achievement?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Did the LEA eliminate strategies identified as not increasing student achievement?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Did the LEA address the reason(s) for any strategies failure in this year's application to support continued implementation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Do the successes identified for program implementation correspond with the previous year's application?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Do the failures identified for program implementation correspond with the previous year's application?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Did the LEA continue using program implementation successes in this year's application?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Did the LEA eliminate any program implementation process that failed in the previous year?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Did the LEA address previous program implementation failures in this year's application to support continued implementation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>BUDGET</b>			
Does each line item correspond to at least one strategy listed in the application?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Does the amount for administering the program exceed the 5% cap?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Do any of the function/object codes contain questionable expenditures?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

# Bradford PUBLIC SCHOOL ELIGIBILITY SURVEY

Ranking Type: Grade Span Grouping Date Certain: 02/13/2009

Identify the LEA allocation process. If serving multiple grade spans, please include allocation process as appropriate. (floor percentages)

## Response:

The LEA began with the Title I Budget. Required set asides were subtracted from the budget. Other district costs and district initiatives were also subtracted. The remaining balance was divided by the total free/reduced lunch count as designated on the PSES. This gave a per pupil allocation of \$443. 95% of the 1% parent involvement from Title I and AARA were reallocated back to the schools. This gave a per pupil allocation of \$12.00. The remainder in AARA was kept as required set asides and district set asides. \$50,000 was designated as roll forward. It was divided by the total free lunch population to give an additional \$45 PPA. The total PPA came to \$500.

## District: Bradford

No	School Name	School Number	Grade Code	School Type	Neglected and Delinquent	New School	Reported Number of Children Attending Public Schools	Reported Number of Children from Low Income Families	Reported Percent of Children from Low Income Families	2008-2010 Number of Children Attending Public Schools	2008-2010 Number of Children from Low Income Families	2008-2010 Percent of Children from Low Income Families	Selection Code (codes)	Program Type	ARRA PPA Per Pupil Allocation	2009-2010 PPA Per Pupil Allocation	Total PPA Per Pupil Allocation	2008-2010 TSA Total School Allocation	2008-2009 TSA Total School Allocation	85% TSA Allocation	Provision 2	SINI Status	Del
1	RENAISSANCE CENTER	0191	K-12	Combo. Elem. and Second.	N		28	24	85.71%	28	24	85.71%	A	TA	4	496	500	12,000.00	6,750.00	5,737.50		0	

## Grade Span Grouping

For all schools below this line the Percent of Children from Low Income Families is less than 75% (grouped by school type)

Elementary																							
2	SOUTHSIDE ELEMENTARY SCHOOL	0081	K-5	Elem.	N		561	393	70.05%	561	393	70.05%	B	SW	4	496	500	196,500.00	167,850.00	142,672.50		3	
3	STARKE ELEMENTARY SCHOOL	0051	K-5	Elem.	N		461	320	69.41%	461	320	69.41%	B	SW	4	496	500	160,000.00	153,900.00	130,815.00		4	
4	HAMPTON ELEMENTARY SCHOOL	0181	PREK-Elem.	N			151	104	68.87%	151	104	68.87%	B	SW	4	496	500	52,000.00	45,000.00	38,250.00		1	
5	BROOKER ELEMENTARY SCHOOL	0161	PREK-Elem.	N			134	89	66.42%	134	89	66.42%	B	SW	4	496	500	44,500.00	37,350.00	31,747.50		0	
6	LAWLEY ELEMENTARY SCHOOL	0131	PREK-Elem.	N			297	161	54.21%	297	161	54.21%	D	SW	4	496	500	80,500.00	84,150.00	71,527.50		4	
Middle or Jr High																							
7	MIDDLE SCHOOL	0172	6-8 or Jr High	Middle or Jr High	N		650	380	58.46%	650	380	58.46%	J	NA	0	0	0	0.00				0	
Senior High																							
8	BRADFORD SCHOOL	0021	9-12	Senior	N		607	265	43.66%	607	265	43.66%	J	NA	0	0	0	0.00				0	


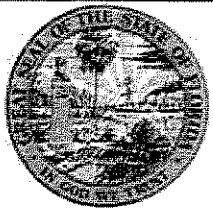
[illegible]





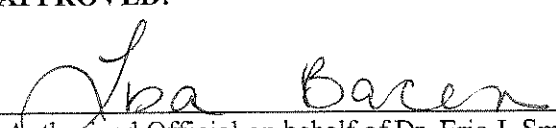

**Florida Department of Education  
Project Award Notification**

**CORRECTED COPY**

<b>1 PROJECT RECIPIENT</b> Bradford County School District	<b>2 PROJECT NUMBER</b> 040-2260A-0CS01
<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Initiative  <div align="right"><b>TAPS 10A006</b></div>	<b>4 AUTHORITY</b> 84.010A School Improvement - Title I, Part A
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 08/25/2009 - 09/30/2010 Program Period: 08/25/2009 - 09/30/2010
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 238,554.76 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 238,554.76	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>• Last date for incurring expenditures and issuing purchase orders: <span style="float: right;"><u>09/30/2010</u></span></li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: <span style="float: right;"><u>11/20/2010</u></span></li> <li>• Last date for receipt of proposed budget and program amendments: <span style="float: right;"><u>09/30/2010</u></span></li> <li>• Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>• Date(s) for program reports:</li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> Michael Kilts <b>Phone:</b> (850) 245 - 9946 <b>Email:</b> <a href="mailto:Michael.Kilts@fldoe.org">Michael.Kilts@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0496	<div align="center"><b>Comptroller's Office</b> (850) 245-0401</div> <b>11 DOE FISCAL DATA</b>  DBS: 40 90 20 EO: 9A Object: 720036
<b>12 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>• This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs.</li> <li>• For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</li> </ul>	
<b>13 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;">             _____            Authorized Official on behalf of Dr. Eric J. Smith            Commissioner of Education         </div> <div style="width: 45%; text-align: center;"> <u>12/4/09</u>            _____            Date of Signing         </div> </div> <div align="right" style="margin-top: 20px;">  </div>	

**Florida Department of Education  
Project Award Notification**

**CORRECTED COPY**

<b>1 PROJECT RECIPIENT</b> Bradford County School District	<b>2 PROJECT NUMBER</b> 040-2260S-0CZ01
<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Initiative-Targeted USDE #S389A090009A  <p align="center"><b>TAPS 10AR06</b></p>	<b>4 AUTHORITY</b> 84.010A School Improvement - Title I, Part A
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 08/25/2009 - 09/30/2010 Program Period: 08/25/2009 - 09/30/2010
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 172,614.44 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 172,614.44	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>• Last date for incurring expenditures and issuing purchase orders: 09/30/2010</li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: 11/20/2010</li> <li>• Last date for receipt of proposed budget and program amendments: 09/30/2010</li> <li>• Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>• Date(s) for program reports:</li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> Michael Kilts <b>Phone:</b> (850) 245 - 9946 <b>Email:</b> <a href="mailto:Michael.Kilts@fldoe.org">Michael.Kilts@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0496	<b>11 DOE FISCAL DATA</b>  DBS: 40 90 20 EO: TX Object: 720036
<b>12 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>• This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. In addition, the sub-recipient must comply with all expenditure, transparency, accountability, and reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA), ARRA regulations, and the ARRA specific assurances agreed to in the application for ARRA funds.</li> <li>• For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</li> <li>• 2 CFR 176.210(b) and (d), provides that recipients are to require their subrecipients to specifically identify Recovery Act funding on their Schedule of Expenditures of Federal Awards (SEFA) by identifying expenditures for Federal awards made under the Recovery Act separately on the SEFA and as separate rows on the Data Collection Form (SF-SAC) required by OMB Circular A-133. Further, in identifying Recovery Act expenditures, the prefix "ARRA" must be used in the name of the Federal program. The information allows the recipient to properly monitor subrecipient expenditure of ARRA funds as well as oversight by the Federal awarding agencies, Offices of Inspector General and the Government Accountability Office.</li> </ul>	
<b>13 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;">             Authorized Official on behalf of Dr. Eric J. Smith            Commissioner of Education         </div> <div style="width: 45%; text-align: center;">           12/4/09            Date of Signing         </div> <div style="width: 10%; text-align: center;">  </div> </div>	

# FLORIDA DEPARTMENT OF EDUCATION PROJECT AMENDMENT REQUEST

<b>Please return to:</b> Florida Department of Education <b>GRANTS MANAGEMENT</b> Room _____ Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 (850) _____	<b>DOE USE ONLY</b> Date Received: _____ <b>PROGRAM NAME</b> _____
<b>A) Agency Name</b> _____ _____ <u>Bradford County School Board</u> _____	<b>B) Amendment Number</b> _____ _____ <u>1</u> _____
<b>C) Amendment Type</b> <input type="checkbox"/> Program <input checked="" type="checkbox"/> Budget	<b>D) Project Number</b> <b>TAPS Number</b> _____ <u>040-2260A-0CS01</u> _____ <u>10A006</u> _____

E) Amendment Request Contact Information	
Name: Carol Clyatt	Address: 501 W. Washington ST. Starke, FL 32091
Telephone: 904-966-6816	SunCom: _____
Fax: 904-966-6818	E-mail: Clyatt_c@fim.edu

F) Required Signature
Superintendent/Agency Head _____ <i>Beth Moore</i> _____

G) Narrative
<p>The recent change in 1003a reduces the budget by \$4,914. Bradford County will reduce the money allocated for supplemental hours for teachers to tutor non SES students. At this point in the year, Starke Elem is the only school providing this tutoring. This change will not adversely affect these services.</p> <div style="position: relative; height: 200px;"> <div style="position: absolute; top: 0; left: 0; transform: rotate(-45deg); font-size: 2em; opacity: 0.5;">OK</div> <div style="position: absolute; bottom: 0; right: 0; text-align: right;"> <p><i>Amd. not needed decrease has been updated in GMS</i></p> <p><i>AShuckmtr</i> 12/2/09</p> </div> </div>



A) Bradford  
District/Agency Name

B) 040-2260A-0CS01 / 10A006  
Project Number TAPS Number

C) 1  
Amendment Number

**FLORIDA DEPARTMENT OF EDUCATION  
BUDGET AMENDMENT NARRATIVE FORM**

<b>D) Total Project Amount Currently Approved</b>  \$ 243,469	<b>E) Total Project Amount resulting from this Budget Amendment</b>  \$ 238,555
<b>F) Line Item Description</b>	

[illegible][illegible]

# FLORIDA DEPARTMENT OF EDUCATION PROJECT AMENDMENT REQUEST

<b>Please return to:</b>  Florida Department of Education <b>GRANTS MANAGEMENT</b> Room _____ Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 (850) _____	<b>DOE USE ONLY</b>  <b>Date Received:</b> _____  <b>PROGRAM NAME</b> _____
<b>A) Agency Name</b>  _____ _____ <b>Bradford County School Board</b> _____	<b>B) Amendment Number</b>  _____ <b>1</b> _____
<b>C) Amendment Type</b>  <input type="checkbox"/> Program <input checked="" type="checkbox"/> Budget	<b>D) Project Number</b> <b>TAPS Number</b> _____ <b>040-2260S-00781</b> _____                      _____ <b>10AR06</b> _____

## E) Amendment Request Contact Information

<b>Name:</b> Carol Clyatt	<b>Address:</b> 501 W. Washington ST. Starke, FL 32091
<b>Telephone:</b> 904-966-6816	<b>SunCom:</b> _____
<b>Fax:</b> 904-966-6818	<b>E-mail:</b> Clyatt,c@fln.edu

## F) Required Signature

Superintendent/Agency Head _____ <i>Beth Moore</i> _____	
--	--

## G) Narrative

The recent change in 1003a ARRA reduces the budget by \$4,042. This reduction will affect the supplemental hours for teachers to work on data analysis, curriculum maps, and response to intervention. This change will not adversely affect these activities. There will still be money to provide teachers some of supplemental hours.

OK

Amnd. that needed decrease has been updated in GMS.

*A. Shuckrayto*  
12/2/07



A) Bradford District/Agency Name      B) 040-2260S-0CZS1 Project Number      / 10AR06 TAPS Number  
 C) 1 Amendment Number

## FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ <u>176,656</u>	E) Total Project Amount resulting from this Budget Amendment \$ <u>176,614</u>
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**F) Line Item Description**

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5100	120	Classroom Teachers – Supplemental hours for extended day for teachers to work on data analysis, curriculum maps, and Response to Intervention			4,042
<b>Total</b>					4,042

