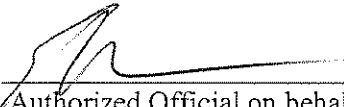




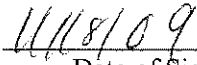

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Broward County School District	2 PROJECT NUMBER 060-2260A-0CS01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative <div style="text-align: right;">TAPS 10A006</div>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 08/31/2009 - 09/30/2010 Program Period: 08/31/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 1,193,161.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 1,193,161.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 09/30/2010 Date that all obligations are to be liquidated and final disbursement reports submitted: 11/20/2010 Last date for receipt of proposed budget and program amendments: 09/30/2010 Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="text-align: center;">Comptroller's Office (850) 245-0401</div> <div style="text-align: right;"> 11 DOE FISCAL DATA DBS: 40 90 20 EO: 9A Object: 720036 </div>
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> 13 APPROVED: <div style="text-align: center;">  Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> </div> <div style="width: 45%; text-align: center;"> <div style="font-size: 1.5em; font-family: cursive;">11/18/09</div> Date of Signing </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>	

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6 Project Periods: The periods for which the project budget and program are in effect.
- 7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8 Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement 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**

1 PROJECT RECIPIENT Broward County School District	2 PROJECT NUMBER 060-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted <div align="right">TAPS 10AR06</div>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 08/31/2009 - 09/30/2010 Program Period: 08/31/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 847,516.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 847,516.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u> • Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	<div align="center">Comptroller's Office (850) 245-0401</div> 11 DOE FISCAL DATA DBS: 40 90 20 EO: TX Object: 720036
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. 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. • For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end; margin-top: 20px;"> <div style="width: 45%;">  _____ Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="width: 45%; text-align: center;">  _____ Date of Signing </div> <div style="width: 10%; text-align: center;">  </div> </div>	

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

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- 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).
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 - 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 APPLICATION - School Improvement Initiative

TAPS NUMBERS: 1. 10A006 2. 10A005 3. 10AR06 4. 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: Broward 600 SE 3RD AVE FL 10 FORT LAUDERDALE, FL 33301		DOE USE ONLY Date Received	
B) Applicant Contact Information					
Contact Name: First Name: <u>Luwando</u> MI: <u>L</u> Last Name: <u>Wright-Hines</u>			Mailing Address: <u>701 Northwest 31 Avenue</u> City: <u>FORT LAUDERDALE</u> State: <u>FL</u> Zip: <u>33311</u>		
Telephone Number: <u>754-321-1420</u>			Ext: <u></u>		
Fax Number: <u>754-321-1441</u>			E-mail Address: <u>luwando.wright-hines@browardschools.com</u>		
Title I School Improvement Initiative [1003(a)]		Title I School Improvement Initiative [1003(a)] ARRA		Title I School Improvement Fund [1003(g)]	
Project Number: 060-2260A-0CS01		Project Number: 060-2260S-0CZS1-00201		Project Number: 060-1260A-0CS01	
Total Funds Requested: \$1157948.00 + 1,193,161.00		Total Funds Requested: \$822994.00 \$847,516.00		Total Funds Requested: \$0.00	
Total Funds Requested: \$0.00		Total Funds Requested: \$0.00		Total Funds Requested: \$0.00	
CERTIFICATION					
I (first name) <u>James</u> (last name) <u>Notter</u> 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>James F. Notter</u> Signature of Agency Head					

Save

DOE 100A



Dr. Eric J. Smith, Commissioner

Title I, Part A School Improvement Grants BROWARD

General Assurances

The Department of Education has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

- A. 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- B. applicable regulations of other Federal agencies; and
- C. State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://www.fldoe.org/comptroller/gbook.asp>

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

No Child Left Behind Assurances (Applicable to All Funded Programs)

By signature on this application, the LEA certifies it will comply with the following requirements of the No Child Left Behind Act of 2001:

- ✓ Coordinate and collaborate, to the extent feasible and necessary as the LEA determines, with the State Educational Agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116.
- ✓ Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the LEA and receiving Title I, Part A funds to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) by the 2013-2014 school year.
- ✓ Spends funds quickly, consistent with NLCB's reporting and accountability requirements, to help drive the nation's economic recovery.
- ✓ Improve student achievement through school improvement and reform and help close the achievement gap by: 1) making progress toward rigorous college- and career-ready standards and high-quality assessments; 2) establishing pre-K to college and career data systems that track progress and foster continuous improvement; 3) improving teacher effectiveness and the equitable distribution of qualified teachers; and 4) providing intensive support and effective interventions for the lowest-performing schools.
- ✓ Ensure transparency, reporting, and accountability to accurately measure and track funds and publicly report on how funds are used.
- ✓ Invest ARRA funds thoughtfully in ways that do not result in unsustainable continuing commitments after the funding expires.

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION - School Improvement Initiative**

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: Broward 600 SE 3RD AVE FL 10 FORT LAUDERDALE, FL 33301	DOE USE ONLY Date Received
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B) Applicant Contact Information	
Contact Name: First Name: Luwando MI: L Last Name: Wright-Hines	Mailing Address: 701 Northwest 31 Avenue City: FORT LAUDERDALE State: FL Zip: 33311
Telephone Number: 754-321-1420	Ext:
Fax Number: 754-321-1441	E-mail Address: luwando.wright-hines@browardschools.com

Title I School Improvement Initiative [1003(a)] Project Number: 060-2260A-0CS01 Total Funds Requested: \$1,193,161.00	Title I School Improvement Initiative [1003(a)] ARRA Project Number: 060-2260S-0CZS1 Total Funds Requested: \$847,516.00	Title I School Improvement Fund [1003(g)] Project Number: 060-1260A-0CS01 Total Funds Requested: \$0.00	Title I School Improvement Fund [1003(g)] ARRA Project Number: 060-1260S-0CZS1 Total Funds Requested: \$0.00
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CERTIFICATION

I **James Notter** 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) _____
 Signature of Agency Head

DOE 100A



Dr. Eric J. Smith, Commissioner

School Information

School #	School	% Poverty	Differentiated Accountability Category	SIN	Allocation 1003(a) Regular	Allocation 1003 (a) ARRA	Allocation 1003(g) Regular	Allocation 1003 (g) ARRA
0011	DEERFIELD BEACH ELEMENTARY SCHOOL	55.16	Correct I	4	18539.00	0.00	0.00	0.00
0021	POMPANO BEACH MIDDLE SCHOOL	64.72	Correct II	6	0.00	21029.00	0.00	0.00
0031	OAKLAND PARK ELEMENTARY SCHOOL	90.54	Prevent I	2	18539.00	0.00	0.00	0.00
0041	NORTH SIDE ELEMENTARY SCHOOL	100.00	Correct I	4	18539.00	0.00	0.00	0.00
0101	DANIA ELEMENTARY SCHOOL	79.92	Prevent I	3	18539.00	0.00	0.00	0.00
0161	WEST HOLLYWOOD ELEMENTARY SCHL	80.14	Prevent I	1	18539.00	0.00	0.00	0.00
0191	WILTON MANORS ELEMENTARY SCHL	75.30	Prevent I	1	18539.00	0.00	0.00	0.00
0221	CROISSANT PARK ELEMENTARY SCHL	74.53	Correct I	4	18539.00	0.00	0.00	0.00
0231	COLBERT ELEMENTARY SCHOOL	90.46	Prevent I	1	18939.00	0.00	0.00	0.00
0251	SUNRISE MIDDLE SCHOOL	67.20	Correct II	6	0.00	21029.00	0.00	0.00
0271	DILLARD ELEMENTARY SCHOOL	95.06	Correct I	4	18539.00	0.00	0.00	0.00
0321	WALKER ELEMENTARY (MAGNET)	91.83	Prevent I	2	18539.00	0.00	0.00	0.00
0331	COLLINS ELEMENTARY SCHOOL	94.14	Prevent I	2	18539.00	0.00	0.00	0.00
0341	BETHUNE MARY M ELEMENTARY SCHL	89.97	Correct I	5	18539.00	0.00	0.00	0.00
0343	ATTUCKS MIDDLE SCHOOL	73.67	Correct I	6	21229.00	0.00	0.00	0.00
0391	DEERFIELD PARK ELEMENTARY SCHL	94.31	Correct I	4	18539.00	0.00	0.00	0.00
0431	LAUDERDALE MANORS ELEMENTARY	98.51	Correct I	5	18539.00	0.00	0.00	0.00
0461	OAKRIDGE ELEMENTARY SCHOOL	78.13	Correct I	5	18539.00	0.00	0.00	0.00
0471	OLSEN MIDDLE SCHOOL	72.68	Correct II	6	0.00	21029.00	0.00	0.00
0481	MCNICOL MIDDLE SCHOOL	83.13	Correct I	6	21229.00	0.00	0.00	0.00
0571	TEDDER ELEMENTARY SCHOOL	95.23	Prevent I	2	18539.00	0.00	0.00	0.00
0581	MARGATE MIDDLE SCHOOL	68.68	Correct II	6	0.00	21029.00	0.00	0.00
0611	SUNLAND PARK ELEMENTARY SCHOOL	97.22	Correct II	6	0.00	74935.00	0.00	0.00
0621	LARKDALE ELEMENTARY SCHOOL	94.72	Intervene	6	0.00	74935.00	0.00	0.00
0631	WESTWOOD HEIGHTS ELEMENTARY	89.71	Correct II	5	0.00	74935.00	0.00	0.00
0701	PARKWAY MIDDLE SCHOOL	82.93	Correct II	5	0.00	54313.00	0.00	0.00
0711	ORANGE BROOK ELEMENTARY SCHOOL	73.36	Prevent I	1	18539.00	0.00	0.00	0.00
0751	POMPANO BEACH ELEMENTARY SCHL	85.56	Correct I	6	18539.00	0.00	0.00	0.00
0761	MEADOWBROOK ELEMENTARY SCHOOL	82.24	Correct I	5	18959.00	0.00	0.00	0.00
0861	DRIFTWOOD MIDDLE SCHOOL	63.32	Correct I	6	21229.00	0.00	0.00	0.00
0881	NEW RIVER MIDDLE SCHOOL	73.08	Correct II	6	0.00	21029.00	0.00	0.00
0891	SANDERS PARK ELEMENTARY SCHOOL	92.68	Correct I	5	18539.00	0.00	0.00	0.00
0911	DEERFIELD BEACH MIDDLE SCHOOL	69.31	Correct II	6	0.00	21029.00	0.00	0.00
0921	STEPHEN FOSTER ELEMENTARY SCHL	67.96	Correct I	4	18539.00	0.00	0.00	0.00
0941	PLANTATION ELEMENTARY SCHOOL	91.52	Correct I	4	18539.00	0.00	0.00	0.00
1011	HENRY D. PERRY MIDDLE SCHOOL	78.57	Correct I	6	21229.00	0.00	0.00	0.00
1091	LLOYD ESTATES ELEMENTARY SCHL	91.22	Correct II	6	18539.00	0.00	0.00	0.00
1171	SUNSHINE ELEMENTARY SCHOOL	74.29	Prevent I	3	18939.00	0.00	0.00	0.00
1191	NORTH FORK ELEMENTARY SCHOOL	97.62	Correct II	6	0.00	74935.00	0.00	0.00
1321	SHERIDAN PARK ELEMENTARY SCHL	62.31	Prevent I	1	18539.00	0.00	0.00	0.00
1381	LAUDERHILL PAUL TURNER ELEM.	94.93	Correct I	5	18539.00	0.00	0.00	0.00
1391	LAUDERHILL MIDDLE SCHOOL	92.89	Correct I	6	21229.00	0.00	0.00	0.00
1461	CASTLE HILL ELEMENTARY SCHOOL	93.44	Correct I	4	18539.00	0.00	0.00	0.00
1611	MARTIN LUTHER KING ELEMENTARY	95.19	Correct I	5	18539.00	0.00	0.00	0.00
1641	FAIRWAY ELEMENTARY SCHOOL	73.11	Prevent I	1	18539.00	0.00	0.00	0.00
1671	C. ROBERT MARKHAM ELEMENTARY	96.76	Correct I	4	18539.00	0.00	0.00	0.00
1701	LAUDERDALE LAKES MIDDLE SCHOOL	80.48	Correct II	6	0.00	21029.00	0.00	0.00
1761	HOLLYWOOD PARK ELEMENTARY SCHOOL	76.11	Prevent I	2	18539.00	0.00	0.00	0.00

1781	CYPRESS ELEMENTARY SCHOOL	76.56	Correct I	4	18539.00	0.00	0.00	0.00
1791	APOLLO MIDDLE SCHOOL	79.10	Correct I	6	21229.00	0.00	0.00	0.00
1831	ORIOLE ELEMENTARY SCHOOL	82.68	Correct I	5	18539.00	0.00	0.00	0.00
1841	MIRROR LAKE ELEMENTARY SCHOOL	61.69	Correct I	5	18539.00	0.00	0.00	0.00
1851	ROYAL PALM ELEMENTARY SCHOOL	95.80	Correct I	5	18539.00	0.00	0.00	0.00
1871	CRYSTAL LAKE COMMUNITY MIDDLE	72.02	Correct II	6	0.00	21029.00	0.00	0.00
1951	PARK RIDGE ELEMENTARY SCHOOL	92.95	Prevent II	3	0.00	74935.00	0.00	0.00
2121	JAMES S. RICKARDS MIDDLE SCHL	62.16	Correct I	6	21229.00	0.00	0.00	0.00
2231	NORTH LAUDERDALE ELEMENTARY	92.48	Correct I	6	18539.00	0.00	0.00	0.00
2611	BAIR MIDDLE SCHOOL	59.15	Correct II	4	0.00	21029.00	0.00	0.00
2691	MORROW ELEMENTARY SCHOOL	86.06	Correct I	5	18539.00	0.00	0.00	0.00
2801	DAVIE ELEMENTARY SCHOOL	70.27	Correct I	6	18539.00	0.00	0.00	0.00
2871	SEA CASTLE ELEMENTARY SCHOOL	61.72	Prevent I	1	18539.00	0.00	0.00	0.00
2971	SILVER LAKES MIDDLE SCHOOL	81.78	Correct I	6	21229.00	0.00	0.00	0.00
3221	CHARLES DREW ELEMENTARY SCHOOL	88.45	Correct I	5	18539.00	0.00	0.00	0.00
3291	THURGOOD MARSHALL ELEM. SCHOOL	98.57	Correct II	5	0.00	74935.00	0.00	0.00
3761	PARK LAKES ELEMENTARY SCHOOL	69.87	Correct I	4	18539.00	0.00	0.00	0.00
3821	LIBERTY ELEMENTARY SCHOOL	65.86	Prevent I	1	18539.00	0.00	0.00	0.00
3931	GULFSTREAM MIDDLE SCHOOL	67.44	Prevent I	3	21229.00	0.00	0.00	0.00
4702	ARTHUR ROBERT ASHE, JUNIOR MIDDLE SCHOOL	89.39	Correct I	5	21229.00	0.00	0.00	0.00
5071	SMART SCHOOL CHARTER MIDDLE	83.33	Correct I	4	21229.00	0.00	0.00	0.00
5171	IMAGINE CHARTER/N LAUDERDALE	86.45	Correct II	5	0.00	74935.00	0.00	0.00
5231	EAGLE ACADEMY CHARTER SCHOOL	77.50	Correct II	2	0.00	54313.00	0.00	0.00
5261	IMAGINE AT N LAUDERDALE MIDDLE SCHOOL	83.13	Correct I	3	21229.00	0.00	0.00	0.00
5355	EAGLES NEST ELEMENTARY CHARTER SCHOOL	67.24	Prevent I	3	18539.00	0.00	0.00	0.00
5356	EAGLES NEST MIDDLE CHARTER SCHOOL	66.67	Prevent I	2	21229.00	0.00	0.00	0.00
5375	PARAGON ELEMENTARY CHARTER SCHOOL	56.33	Prevent I	3	18539.00	0.00	0.00	0.00
5381	PARAGON ACADEMY OF TECHNOLOGY	69.40	Prevent I	2	21229.00	0.00	0.00	0.00
5395	POMPANO CHARTER MIDDLE SCHOOL	51.28	Prevent I	2	21229.00	0.00	0.00	0.00
5400	SUNSHINE ELEMENTARY CHARTER SCHOOL	61.00	Prevent I	2	18539.00	0.00	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: All Title I SINi schools (Principals and Leadership Teams) in addition to Differentiated Accountability (DA) schools have been trained on the Florida Continuous Improvement Model. A principal and assistant principal with a history of student achievement based on this model delivered the professional development. It encompasses the Plan>Do>Check>Act Cycle. FCIM training will be provided for teachers beginning in the fall and continuing through the spring. A major component of "Plan" is the data disaggregation. The schools have utilized the DART Model for the initial planning data for the 2009-2010 school year. The district will then move to utilize the same DART Model with the Benchmark Assessment Tests (BAT) data as well. Third through tenth grade students are administered reading and mathematics BATs in September and December. Results of this testing will be analyzed at the school level and district level and changes in intervention strategies will be implemented based on these results.

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: District Instructional Review Teams (IRT) consisting of one to three reading, mathematics, and science content area experts will provide the following support to Intervene, Correct II B, C, D and F, Prevent II C and D elementary and middle schools and

Instructional Review Teams consisting of two to five reading, algebra, geometry, biology, and/or chemistry content area experts will provide the following support to Correct II high schools.

1. To conduct instructional reviews at designated schools Monday through Thursday.
2. To provide oral report at school debriefing using designated format/template.
3. To complete written report in template provided.
4. To attend Friday debriefings with all members and confirm/determine support to be provided the following week.
5. To identify "look fors" for any staff visiting the schools.

District Instructional Facilitators who are experts in the content areas listed above responsibilities include review of schools SIP plans, corrective action plans and restructuring plans to ensure alignment of objectives and activities and revision, as needed, during the school year and as appropriate per state requirements and the following school based support:

1. To respond to Service Requests generated by the IRTs.
2. To document support provided and needed follow up.

Area directors and Instructional Facilitators will provide the following support to the Correct II A schools, Prevent II A schools, Correct I and Prevent I schools:

1. To provide instructional reviews and support at schools targeted by the area superintendents on a rotating basis, every 3 weeks, Monday-Thursday.
2. To provide oral report at school debriefing using designated format/template.
3. To complete written report in template provided.
4. To attend Friday debriefings with all members and confirm/determine support to be provided the following week.

Instructional reviews will begin in August for all targeted schools and continue through the year based on analysis of progress. Instructional Facilitator support will be provided to the schools year-round.

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 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: See 1i for the following subgroups did not make AYP.

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

- DEERFIELD BEACH ELEMENTARY SCHOOL
- POMPANO BEACH MIDDLE SCHOOL
- OAKLAND PARK ELEMENTARY SCHOOL
- NORTH SIDE ELEMENTARY SCHOOL
- DANIA ELEMENTARY SCHOOL
- WEST HOLLYWOOD ELEMENTARY SCHL
- WILTON MANORS ELEMENTARY SCHL
- CROISSANT PARK ELEMENTARY SCHL
- COLBERT ELEMENTARY SCHOOL
- SUNRISE MIDDLE SCHOOL
- DILLARD ELEMENTARY SCHOOL
- WALKER ELEMENTARY (MAGNET)
- COLLINS ELEMENTARY SCHOOL
- BETHUNE MARY M ELEMENTARY SCHL
- ATTUCKS MIDDLE SCHOOL
- DEERFIELD PARK ELEMENTARY SCHL
- LAUDERDALE MANORS ELEMENTARY
- OAKRIDGE ELEMENTARY SCHOOL
- OLSEN MIDDLE SCHOOL
- MCNICOL MIDDLE SCHOOL
- TEDDER ELEMENTARY SCHOOL
- MARGATE MIDDLE SCHOOL
- SUNLAND PARK ELEMENTARY SCHOOL
- LARKDALE ELEMENTARY SCHOOL
- WESTWOOD HEIGHTS ELEMENTARY
- PARKWAY MIDDLE SCHOOL
- ORANGE BROOK ELEMENTARY SCHOOL
- POMPANO BEACH ELEMENTARY SCHL
- MEADOWBROOK ELEMENTARY SCHOOL
- DRIFTWOOD MIDDLE SCHOOL
- NEW RIVER MIDDLE SCHOOL
- SANDERS PARK ELEMENTARY SCHOOL
- DEERFIELD BEACH MIDDLE SCHOOL
- STEPHEN FOSTER ELEMENTARY SCHL
- PLANTATION ELEMENTARY SCHOOL
- HENRY D. PERRY MIDDLE SCHOOL
- LLOYD ESTATES ELEMENTARY SCHL
- SUNSHINE ELEMENTARY SCHOOL
- NORTH FORK ELEMENTARY SCHOOL
- SHERIDAN PARK ELEMENTARY SCHL
- LAUDERHILL PAUL TURNER ELEM.
- LAUDERHILL MIDDLE SCHOOL
- CASTLE HILL ELEMENTARY SCHOOL
- MARTIN LUTHER KING ELEMENTARY
- FAIRWAY ELEMENTARY SCHOOL
- C. ROBERT MARKHAM ELEMENTARY
- LAUDERDALE LAKES MIDDLE SCHOOL
- HOLLYWOOD PARK ELEMENTARY SCHOOL
- CYPRESS ELEMENTARY SCHOOL

- APOLLO MIDDLE SCHOOL
- ORIOLE ELEMENTARY SCHOOL
- MIRROR LAKE ELEMENTARY SCHOOL
- ROYAL PALM ELEMENTARY SCHOOL
- CRYSTAL LAKE COMMUNITY MIDDLE
- PARK RIDGE ELEMENTARY SCHOOL
- JAMES S. RICKARDS MIDDLE SCHL
- NORTH LAUDERDALE ELEMENTARY
- BAIR MIDDLE SCHOOL
- MORROW ELEMENTARY SCHOOL
- DAVIE ELEMENTARY SCHOOL
- SEA CASTLE ELEMENTARY SCHOOL
- SILVER LAKES MIDDLE SCHOOL
- CHARLES DREW ELEMENTARY SCHOOL
- THURGOOD MARSHALL ELEM. SCHOOL
- PARK LAKES ELEMENTARY SCHOOL
- LIBERTY ELEMENTARY SCHOOL
- GULFSTREAM MIDDLE SCHOOL
- ARTHUR ROBERT ASHE, JUNIOR MIDDLE SCHOOL
- SMART SCHOOL CHARTER MIDDLE
- IMAGINE CHARTER/N LAUDERDALE
- EAGLE ACADEMY CHARTER SCHOOL
- IMAGINE AT N LAUDERDALE MIDDLE SCHOOL
- EAGLES NEST ELEMENTARY CHARTER SCHOOL
- EAGLES NEST MIDDLE CHARTER SCHOOL
- PARAGON ELEMENTARY CHARTER SCHOOL
- PARAGON ACADEMY OF TECHNOLOGY
- POMPANO CHARTER MIDDLE SCHOOL
- SUNSHINE ELEMENTARY CHARTER SCHOOL

1d. Name of strategy

Response: Extended Learning Opportunities provided by after-school, before school, Push-in and Pull-Out ELO

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

Response: The purpose is to provide extended learning activities, targeting students in subgroups not making AYP to increase student achievement in reading and mathematics. In his synthesis of research in 2002, McRel found that tutoring is an effective strategy for low performing students. Program logistics such as availability of materials, instructional space, and scheduling may have a significant effect on program results and quality tutors should be a primary concern. In addition to findings by McRel, according to Gest and Gest (2005) among tutored students, increased time-on-task were largest among children whose reading skill gains were largest. Provision of extended learning activities supports the implementation of Differentiated Accountability by providing additional interventions in the form of before school, after school and push-in, pull-out tutoring models in alignment with school's implementation of the Florida Continuous Improvement Model and Response to Intervention. Each school will choose the model best suited to their current situation with approximately 15% of the schools (primarily secondary) using a model that provides push-in, pull-out support during the day and 85% of the schools using an after hours mode.

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

Response: Historically, the district and individual schools have provided ELO for students struggling in reading and mathematics. Evaluations of these programs indicate that each model (the district driven model and the school-based model) indicate that each delivery method has its

own limitations. In the district initiative, lesson plans were developed based on a standard curriculum model and delivered to targeted students by district personnel through pullouts. In many instances, the curriculum content did not align to the performance gaps or identified needs of specific students. Evaluations of this tutoring program indicated insufficient gains to justify the continuation of this delivery method. In the models developed and implemented by schools, the duration of the program was often too brief and curriculum often duplicated.

The district leadership team has reviewed data for various extended learning models that include push-in, pull-out, before-school, after-school tutorials. Effective models demonstrated:

- Direct alignment between the content offered in the tutoring program with the instructed content in the classroom
- The duration of the program was a minimum of six weeks
- Teachers with a prior record of increasing student achievement provide tutoring.

In the model proposed by this initiative, the timeframe will be a minimum of seven weeks. Teachers will be selected based on past performance in increasing student achievement. The district will develop a protocol to ensure alignment of curriculum to the Sunshine State Standards. Schools will use the protocol to develop lesson plans that align to the students' classroom instruction. Implementation of the Broward model for ELO is expected to increase student achievement for the identified populations (see strategies) by an anticipated 3 to 4 percent for each subgroup.

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

Response: Students scoring Levels 1 and 2 on the FCAT-SSS Reading (grades 3-5); intensive students scoring levels 1 and 2 on the FCAT-SSS Reading (grades 6-8); Bubble students scoring Levels 2 and 3 on the FCAT-SSS Reading (grades 3-8; students scoring below 40th percentile on the SAT-10 (grades 1 and 2); Kindergarten students not meeting the specific PMP assessment criteria; students demonstrating low probability of success for future performance on the FCAT-SSS Reading (grades 3-10, as identified by scoring in the yellow and red zones on FAIR; retakers-students who have not passed the FCAT-SSS; third graders scoring Level 1 on FCAT-SSS Reading regardless of promotion and/or students retained in the third grade.

Mathematics:

Grades 3-8 students who are level 1, 2, or Bubble; performing below the proficient level on the Broward Mathematics Benchmark Assessment Test; scoring below proficiency in the Mathematics Mini Benchmark Assessments

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

Response: Professional development focusing on reading strategies and skills is offered throughout the year through a calendar of district and school-based workshops on CRISS, McRel, and other reading related workshops with topics such as guided reading, cooperative learning strategies, and story-text structure. BEEP online reading courses are available through Virtual University and BEEP resources to support learning are incorporated into face-to-face workshops scheduled throughout the year. Mathematics professional development activities offered by the district through district and school-based calendars include Content Big Ideas, Big Ideas –Fractions, Multiplication, Algebra, Measurement, Division, Fractions/Decimals/Percents, Singapore Math and Math Lessons for Promethean Board Users, Infusing the Tabula Digita, Next Generation Sunshine State Standards, Infusing Discrete Math into Algebra I, Circles in Geometry, Rational Functions in Algebra 2, GeoGebra for Algebra 1, Promethean for Geometry, Springboard Strategies, CRISS for Math, Algebra 1 End of Course Exam Readiness and Learning Communities.

Professional development also includes training on FCAT Item Specifications, data driven and

differentiated instruction, strategies for ESOL and ESE, the K-12 ESOL plan and data chats.

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: Intervene, C2 (C-F), P2 and (D-F) SINI elementary schools: 13 weeks, 3 days per week for 2 hours per day; SINI middle schools: 11 weeks, 2 days per week for 2 hours per day

C2 (A-B) SINI elementary schools: 9 weeks, 2 days per week, 2 hours per day; SINI middle schools: 7 weeks, 2 hours per week, 2 hours per day

C1 (A-C), P1 (A-C) elementary schools: 9 weeks, 2 days per week, 2 hours per day; middle schools: 7 weeks, 2 days per week, 2 hours per day

This response is for 1b(did not have enough space to type there)

Subgroups that did not make AYP in reading:

Blk 49%, Economically Disadvantaged 52%, English Learner 44%, Hispanic 64%, and Students with Disabilities 39%.

Subgroups that did not make AYP in math:

Blk 57%, Economically Disadvantaged 61%, English Learner 57%, and Students with Disabilities 46%.

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

Response: At the school level the principal and assistant administrators will monitor the weekly implementation of the tutoring programs. These administrators along with the area directors and area superintendents will monitor results of assessments impacted by tutoring on at least a monthly basis and recommend changes if needed.

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

Response: Progress monitoring will include use of Broward Reading and Mathematics Benchmark Assessments, Mini Reading and Mathematics Benchmark assessments that assess specific content items, the Diagnostic Assessment of Reading, the San Diego Word List, the IRI, AGS Publishing: Group Mathematics Assessments and Diagnostic Evaluation Grade 6-8, and Harcourt Publisher Chapter and Unit Tests,

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

Response: Broward Reading and Mathematics Benchmark Assessments will be administered to students in grades 3-8 quarterly and Mini Benchmark assessments that assess specific content items will be administered weekly to monitor progress. Additional assessments include: A beginning of the year pre and end of year post Diagnostic Assessment of Reading Test will be administered to struggling students in grades K-8. The San Diego Word List will be administered to middle school 2-3 times per year based on student levels. The IRI will be administered 2-3 times per year based on student level. The Group Mathematics Assessments and Diagnostic Evaluation Grade 6-8 will be given in the fall before tutoring. Harcourt Publisher and Chapter tests will be ongoing as skills are addressed.

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

Response: 1. Tutoring services will be targeted for students not eligible for receiving SES. Typically Broward expends all of the required funds allocated for SES. Any identified eligible

student unable to receive SES will be identified and served through this initiative.

2. Professional development activities to get teachers highly qualified include a Reading Endorsement sequence of courses offered online through Virtual University and face-to-face workshops CAR-PD Content Area Reading Professional Development Sequence.

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

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

Reading
Mathematics

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 Title I website will provide information from this application to staff, parents, the community and students who have access to the Internet. This information will be posted upon approval of the application and be accessible until the project period ends.

Schools that receive services will provide information to staff, parents, the community and students who have access to the Internet. The information regarding services will be posted upon approval of the grant and be accessible until the project period ends.

Information regarding services will be provided in the schools' newsletters after approval of the application. This notification will address parents, staff and students. This will be a one-time notification through this method.

Information will also be provided at School Advisory Council meetings addressing parents, staff and the community. School Advisory Councils will be notified upon approval of the application and receive monthly updates for the remainder of the school year on progress toward meeting student achievement goals.

There will be a note on each of these methods that the application will be available in hard copy format and interpretation is available for non-English speaking parents. The copy of the application will be available at the school their child attends or at the district office. The notation will be provided in English, Spanish, Haitian Creole and Portuguese.

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 use of School improvement funds allowed the district to cooperatively develop with Core K-12 Solutions the ability to progress monitor science benchmarks through on-line assessments with immediate data display for teachers for the upcoming 2009-10 school year. In addition the ability to create mini benchmark assessment for reading and math through an item bank from Core Solutions has significantly upgraded the ability for the SINI schools to use several different formats of progress monitoring with defined reporting formats that allow the teacher to change instruction based on non-mastery, partial mastery and mastery of benchmarks. The district was also able to complete and provide extensive Instructional Focus Calendars (IFCS) with hot links to significant resources for teachers to use just in time instructional practices to provide remediation as well as enrichment lessons based on the data available from the on-line benchmark assessment process for science, reading and math. Very specific dates and timelines were imbedded in the IFCS denoting the benchmark assessment protocol demanding the active use of data to determine mastery levels and next steps in each content area. At the secondary level, the IFCS were developed at the micro level for specific content courses such as Algebra and Geometry as the state heads towards end of course assessment in these areas. Leadership team Professional Learning Community time was successfully provided to the identified SINI schools for 8 days of summer planning for up to 10 leadership team members at each school. These teams successfully navigated their school calendars around the district IFC and were able to develop secondary IFCS for their remediation and focus lesson calendar for data identified weak benchmarks that need specific instructional focus lessons.

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

Response: The student achievement data associated with the implementation of these planning, assessment and staff development systems will not be realized until the first and subsequent (growth model) benchmark assessment process begins in mid September. Through the district DA monitoring process, the schools will be required to implement the IFCS with fidelity and the benchmark data will be an integral part of the bi-weekly monitoring visits with these school. Progress monitoring that will determine the effectiveness of this program will consist of weekly classroom walkthroughs and review of lesson plans, mini assessment data, two benchmark test administered prior to the FCAT and other student evaluations.

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

Response: The student achievement data associated with the implementation of these planning, assessment and staff development systems will not be realized until the first and subsequent (growth model) benchmark assessment process begins in mid September. Through the district DA monitoring process, the schools will be required to implement the IFCS with fidelity and the benchmark data will be an integral part of the bi-weekly monitoring visits with these school. Progress monitoring that will determine the effectiveness of this program will consist of weekly classroom walkthroughs and review of lesson plans, mini assessment data, two benchmark test administered prior to the FCAT and other student evaluations. Staff development also supported the implementation and use of these resources connecting the use of benchmark data in the FCIM model, High Yield Strategies, Class Room Walk-through 2.0 and 3.0 and in Differentiated Instruction pedagogy and lesson development.

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

Response: The student achievement data associated with the implementation of these planning, assessment and staff development systems will not be realized until the first and subsequent (growth model) benchmark assessment process begins in mid September. Through the district DA monitoring process, the schools will be required to implement the IFCs with fidelity and the benchmark data will be an integral part of the bi-weekly monitoring visits with these school. Progress monitoring that will determine the effectiveness of this program will consist of weekly classroom walkthroughs and review of lesson plans, mini assessment data, two benchmark test administered prior to the FCAT and other student evaluations. Staff development also supported the implementation and use of these resources connecting the use of benchmark data in the FCIM model, High Yield Strategies, Class Room Walk-through 2.0 and 3.0 and in Differentiated Instruction pedagogy and lesson development.

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

Response: The student achievement data associated with the implementation of these planning, assessment and staff development systems will not be realized until the first and subsequent (growth model) benchmark assessment process begins in mid September. Through the district DA monitoring process, the schools will be required to implement the IFCs with fidelity and the benchmark data will be an integral part of the bi-weekly monitoring visits with these school. Progress monitoring that will determine the effectiveness of this program will consist of weekly classroom walkthroughs and review of lesson plans, mini assessment data, two benchmark test administered prior to the FCAT and other student evaluations. Staff development also supported the implementation and use of these resources connecting the use of benchmark data in the FCIM model, High Yield Strategies, Class Room Walk-through 2.0 and 3.0 and in Differentiated Instruction pedagogy and lesson development.

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

A) NAME OF ELIGIBLE RECIPIENT: **Broward**C) TAPS Number
10A006B) Project Number (DOE USE ONLY): **060-2260A-0CS01**

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	120	Classroom Teachers Salaries for 660 teachers to provide Extended Learning for 2012 hours (15% - \$109, 255 will be used for push in and pull out model)	53.650	728364.00
5100	210	Retirement Employee benefits retirement	0.000	78466.00
5100	220	Social Security Employee benefits social security	0.000	61714.00
5100	240	Workers Compensation Employee benefits workers compensation	0.000	26752.00
5100	250	Unemployment Compensation Employee benefits unemployment compensation	0.000	5941.00
5100	390	Other Purchased Services To provide ELO and purchase instructional material for Charter Schools	0.000	161762.00
5100	510	Supplies Instructional material for ELO - Macmillan/McGraw - Hill Triumphs Interventions, Harcourt Trophies Intervention, Junior Great Books, Wilson Fluency, Vocabulary Improvement Program, Reading Advantage, Calendar Math, Hands-On Equations, The Decimal Factory, The Fraction Factory, FractionWorks, MeasureWorks, AlgebraWorks and/or other research-based supplemental intervention programs that address specific reading and math instructional components	0.000	130162.00

E) Total: **\$1,193,161**DOE 101-R
Created 3/09

Dr. Eric J. Smith, Commissioner

FLORIDA DEPARTMENT OF EDUCATION

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

A) NAME OF ELIGIBLE RECIPIENT: **Broward**B) Project Number (DOE USE ONLY): **060-2260S-0CZS1**C) TAPS Number
10AR06D) SPECIAL REVENUE FUND CODE
432

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
D	B4	21	S	Provide Extended Learning for students in 18 SINI schools	5100	120	Classroom Teachers Salary for 325 teachers to provide ELO for 886 hours (15% - \$80,553 will be used on the push in and pull out model)	51073	0.000	0.000	23.630	537018.00
D	B4	21	S	Provide Extended Learning for students in 18 SINI schools	5100	210	Retirement Employee benefits		0.000	0.000	0.000	57980.00
D	B4	21	S	Provide Extended Learning for students in 18 SINI schools	5100	220	Social Security Employee benefits		0.000	0.000	0.000	45628.00
D	B4	21	S	Provide Extended Learning for students in 18 SINI schools	5100	240	Workers Compensation Employee benefits		0.000	0.000	0.000	17351.00
D	B4	21	S	Provide Extended Learning for students in 18 SINI schools	5100	250	Unemployment Compensation Employee benefits		0.000	0.000	0.000	5059.00
D	B4	21	S	Provide ELO and purchase instructional material for Charter Schools	5100	390	Other Purchased Services Provide ELO and purchase instructional material for Charter School (Macmillan/McGraw -Hill Triumphs Interventions, Harcourt Trophies Intervention, Junior Great Books, Wilson Fluency, Vocabulary Improvement Program, Reading Advantage, Calendar Math, Hands-On Equations, The Decimal Factory, The Fraction Factory, FractionWorks, MeasureWorks, AlgebraWorks and/or other research-based supplemental intervention programs that address specific reading and math instructional component		0.000	0.000	0.000	129248.00
D	B4	21	S	Purchase instructional material for ELO	5100	510	Supplies Instructional material for ELO - components Macmillan/McGraw -Hill Triumphs Interventions, Harcourt Trophies Intervention, Junior Great Books, Wilson Fluency, Vocabulary Improvement Program, Reading Advantage, Calendar Math, Hands-On Equations, The Decimal Factory, The Fraction Factory, FractionWorks, MeasureWorks, AlgebraWorks and/or other research-based supplemental intervention programs that address specific reading and math instructional component		0.000	0.000	0.000	55232.00

E) Total: \$847,516DOE 101-R
Created 3/09

Dr. Eric J. Smith, Commissioner

