



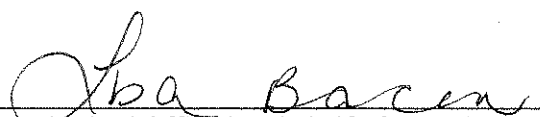
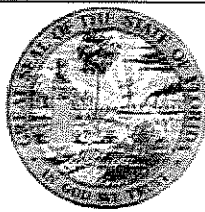
**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Clay County School District	<b>2 PROJECT NUMBER</b> 100-2260A-0CS01
<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Initiative  <div style="text-align: right;">TAPS 10A006</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: 09/02/2009 - 09/30/2010 Program Period: 09/02/2009 - 09/30/2010
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 277,489.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 277,489.00	<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: 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> Michael.Kilts@fldoe.org <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: 9A          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.</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>	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> <b>13 APPROVED:</b>   <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; margin-bottom: 5px;">10/6/09</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.
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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.
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  - 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.
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  - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
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- 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> Clay County School District	<b>2 PROJECT NUMBER</b> 100-2260S-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: 09/02/2009 - 09/30/2010 Program Period: 09/02/2009 - 09/30/2010
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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;">       10/6/09        Date of Signing     </div> <div style="text-align: right;">  </div> </div>	

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# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION - School Improvement Initiative

TAPS: 10AR05 10AR06 10AR06

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:  
**Clay**  
900  
WALNUT  
ST  
GREEN  
COVE  
SPRINGS,  
FL 32043

DOE USE ONLY

Date Received

RECEIVED  
SEP 2 2009  
KAC

## B) Applicant Contact Information

## Contact Name:

First Name: Sandra MI: K  
Last Name: Emery

Telephone Number: 904-529-4927

Fax Number: 904-529-4825

Mailing Address: 900 WALNUT ST City: GREEN COVE SPRINGS

State: FL

Zip: 32043

Ext:

E-mail Address:  
semery@mail.clay.k12.fl.us

Title I School Improvement  
Initiative [1003(a)]

Project Number:  
100-2260A-0CS01

Total Funds Requested:  
\$277,489.00 ~~\$277,489.00~~

Title I School Improvement  
Initiative [1003(a)] ARRA

Project Number:  
100-2260S-0CZS1

Total Funds Requested:  
\$201,838.00 ~~\$201,838.00~~

Title I School Improvement  
Fund [1003(g)]

Project Number:  
100-1260A-0CS01

Total Funds Requested: \$0.00

Title I School Improvement  
Fund [1003(g)] ARRA

Project Number:  
100-1260S-0CZS1

Total Funds Requested: \$0.00

## CERTIFICATION

I **Ben Wortham** 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



**Title I, Part A School Improvement Grants CLAY**

## 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: <p align="center"><b>Clay</b></p> 900 WALNUT ST GREEN COVE SPRINGS, FL 32043	DOE USE ONLY  Date Received
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B) Applicant Contact Information	
<b>Contact Name:</b> First Name: Sandra MI: K Last Name: Emery Telephone Number: 904-529-4927 Fax Number: 904-529-4825	<b>Mailing Address:</b> 900 WALNUT ST City: GREEN COVE SPRINGS State: FL Zip: 32043 Ext: E-mail Address: semery@mail.clay.k12.fl.us

Title I School Improvement Initiative [1003(a)]	Title I School Improvement Initiative [1003(a)] ARRA	Title I School Improvement Fund [1003(g)]	Title I School Improvement Fund [1003(g)] ARRA
Project Number: <b>100-2260A-0CS01</b>	Project Number: <b>100-2260S-0CZS1</b>	Project Number: <b>100-1260A-0CS01</b>	Project Number: <b>100-1260S-0CZS1</b>
Total Funds Requested: <b>\$277,489.00</b>	Total Funds Requested: <b>\$201,838.00</b>	Total Funds Requested: <b>\$0.00</b>	Total Funds Requested: <b>\$0.00</b>

**CERTIFICATION**

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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	SINI	Allocation 1003(a) Regular	Allocation 1003 (a) ARRA	Allocation 1003(g) Regular	Allocation 1003 (g) ARRA
0071	CHARLES E. BENNETT ELEMENTARY	67.25	Prevent I	1	38848.00	28257.00	0.00	0.00
0232	GROVE PARK ELEMENTARY SCHOOL	66.40	Correct I	6	38848.00	28257.00	0.00	0.00
0241	W E CHERRY ELEMENTARY SCHOOL	62.93	Prevent I	1	38848.00	28257.00	0.00	0.00
0331	S BRYAN JENNINGS ELEMENTARY SCHOOL	62.76	Prevent I	1	38848.00	28257.00	0.00	0.00
0411	CLAY HILL ELEMENTARY SCHOOL	56.08	Prevent I	1	38848.00	28257.00	0.00	0.00
0491	J.L. WILKINSON ELEMENTARY SCHL	68.12	Correct I	6	44401.00	32296.00	0.00	0.00
0511	MCRAE ELEMENTARY SCHOOL	56.53	Prevent I	2	38848.00	28257.00	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 provided professional development to school stakeholders in data analysis throughout the 08/09 school year and to the District Instructional Leadership Team during the summer of 09. The professional development will continue through regular scheduled School Improvement Training Sessions in the 09/10 school year (4 sessions). The professional development is implemented by the district's School Improvement Office. Data analysis will take place, at a minimum, monthly for the five schools in Prevent 1 through data chats and grade level meetings. The two Correct 1 schools, currently implementing a restructuring plan, will have data analysis on a weekly basis through school and grade level data chats and monthly through the District Instructional Leadership Team meetings. After each data analysis meeting, teachers will adjust their curriculum to meet the needs of their students.

## 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 LEA Support Team, known as the District Instructional Leadership Team, will meet bi-monthly (2 hours) to provide technical and program assistance to the five Prevent 1 schools and the two Correct 1 schools. In addition, monthly curriculum meetings (1-2 hours) occur with the district curriculum specialists to ensure all curriculum are aligned and progressing at the appropriate rate. These meetings along with quarterly visits to the school sites by members of the District Instructional Leadership will ensure that the:

- \* School leader is highly visible in classrooms
- \* Formative student assessment data is being used to drive instruction
- \* Summative student assessment data is being used to make curriculum decisions
- \* Priority areas have been identified for instructional focus
- \* Professional development is targeted to teacher need as reflected in Individual

### Professional Development Plans

- \* Professional development is targeted to subject areas identified for instructional improvement and teachers of subgroup populations
- \* Curriculum alignment with state standards is in progress
- \* Students are engaged in the learning process
- \* Project-based activities are taking place
- \* Instruction is being differentiated
- \* Reviews of attendance data are taking place
- \* Reviews of discipline data are taking place

## 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 proficiency in reading and math for W, B, ED, and SWD subgroups.**

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

**Response:** FCAT 2009: Failed to meet AYP goals

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

- CHARLES E. BENNETT ELEMENTARY
- GROVE PARK ELEMENTARY SCHOOL
- W E CHERRY ELEMENTARY SCHOOL
- S BRYAN JENNINGS ELEMENTARY SCHOOL
- CLAY HILL ELEMENTARY SCHOOL
- J.L. WILKINSON ELEMENTARY SCHL
- MCRAE ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Extended Instructional Time

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

**Response:** Purpose: Increase instructional time by extending the school year through before and after school tutoring, a "Saturday Scholars Program", and an open library time for parents and students

Research: A major study in 1994 by the National Education Commission on Time and

Learning, Prisoners of Time, found that: "...Time is the missing element in our great national debate about learning and the need for higher standards for all student. The report urged a major reform in the 6-hour day, 180-day school year not only to offer more time to students and teachers but also to use time in new and better ways. Coupled with high standards for students and improved curricula, additional time, if wisely used, was viewed as an important key to educational improvement and student learning.

Marzano, Robert J. What Works in Schools – Translating Research into Action,

Association for Supervision and Curriculum Development, 2003

Prisoners of Time – Report of the National Education Commission on Time and

Learning. April 2004. Reprinted October 2005

Support of DA: All seven current Title I eligible schools have been given a differentiated accountability designation in Florida's Differentiated Accountability Plan. Five of the schools have a Prevent 1 status and two of the schools are considered Correct 1. This strategy is expected to support the implementation of Differentiated Accountability by ensuring students are properly placed in rigorous coursework (DA plan – curriculum aligned and paced section) and providing a comprehensive strategy under Florida's Continuous Improvement Model (DA plan – FCIM section).

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

**Response:** The district has identified limited instructional time as a root cause for low performing subgroups. The increased instructional time outside the school day will assist students who have major learning gaps in meeting NCLB goals by using the additional time to focus on specific areas of weakness in order to increase achievement by 5% in reading, math and science.

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

**Response:** Low performing students in subgroups: White, Black, Economically Disadvantaged, and Students with Disabilities in reading, math and science.

2009 FCAT Proficiency

FCAT 2009: Failed to meet AYP goals with most counted subgroups

Based upon the 2009 FCAT, actual outcomes for the seven Title I eligible schools with established subgroups are as follows:

77% of White Students; 63% of Black Students; 69% of Economically Disadvantaged Students; and 51% of Students with Disabilities scored in the proficient range in reading.

74% of White Students; 57% of Black Students; 65% of Economically Disadvantaged Students; and 50% of Students with Disabilities scored in the proficient range in math.

90% of White Students; and 90% of Economically Disadvantaged students scored in the proficient range in writing.

42% of 5th grade students scored in the proficient range in science.

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

**Response:** Currently, an increase in instructional time is offered to students on free and reduced lunch through the Supplemental Educational Services (SES) program. Each participating students is offered a minimum of 20 hours in reading, math, or science. Through the school improvement grant in 08/09, low achieving students participated in five Saturdays of tutoring ("Saturday Scholars") and "Summer Camp" (72 hours). The currently awarded funds would repeat Saturday Scholars, offer additional before and after school tutoring and extend school library hours.

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:** Saturday Scholars will take place on Feb. 6, Feb. 9, Feb. 13, Feb. 20, Feb. 27 and from 9:00-12:00. The program will include a parent component.

Before and/or after school tutoring will be offered weekly (1-2 days) after the majority of SES tutoring is completed with an anticipated January start day as funding allows.

School Library hours will be extended periodically throughout the school year and the summer.

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

**Response:** The principal and assistant principal will be responsible for monitoring the implementation of this strategy, as well as the student progress. The District Leadership Team will conduct random visits during extended day opportunities to ensure implementation of this strategy.

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

**Response:** Schools will have access to the following progress monitoring tools to track effectiveness of this strategy:

Discovery Education Assessment (DEA), an on-line assessment and progress monitoring tool in math and science for grades 3-6.

District Math Benchmark Assessments for grades K-2.

The Florida Assessment in Reading (FAIR) for grades K-6

Successmaker progress reports in reading and math for grades K-6

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

**Response:** Discovery Education Assessment (DEA), an on-line assessment and progress monitoring tool in math and science for grades 3-6 will be administered three times a year.

District Math Benchmark Assessments for grades K-2 will be administered three times a year.

The Florida Assessment in Reading (FAIR) for grades K-6 will be administered three times a year.

Successmaker progress reports in reading and math for grades K-6 are provided on a daily basis.

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

**Response:** The extended day opportunities are scheduled after the majority of SES tutoring is completed. The opportunities are open to all low achieving students not just the students eligible for SES.

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

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- W E CHERRY ELEMENTARY SCHOOL
- S BRYAN JENNINGS ELEMENTARY SCHOOL
- CLAY HILL ELEMENTARY SCHOOL
- J.L. WILKINSON ELEMENTARY SCHL
- MCRAE ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Increased Professional Development

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

**Response:** Sustained and intensive professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional development activities (Garet et. al., 2001).

Professional development for teachers (i.e., staff development, in-service education, continuing education, teacher training) is the range of formal and informal processes and activities that teachers engage in both inside and outside of the school, in order to improve their teaching knowledge and skills (Jackson & Davis, 2000). It should be targeted, ongoing, and embedded into a teacher's workday (National Staff Development Council, n.d.). The ultimate goal of teacher professional development is improving student learning outcomes (Guskey, 2003).

All seven current Title I eligible schools have been given a differentiated accountability designation in Florida's Differentiated Accountability Plan. Five of the schools have a Prevent 1 status and two of the schools are considered Correct 1. This strategy is expected to support the implementation of Differentiated Accountability by "ensuring Individual Professional Development Plans (IPDPs) for teachers of targeted subgroups include professional development targeting the needs of subgroups not making AYP (DA plan – Professional Development section)

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

**Response:** The district has identified an increase need for professional development as a root cause for low performing subgroups. The increased professional development in the form of learning communities, workshops (Janet Andreason Ph. D.-UCF) and outside experts (Pearson Digital Learning) will increase the performance of low achieving students by 5% in reading, math and science.

A math coach for McRae Elementary will increase performance of low achieving students by 5% in math.

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

**Response:** Teachers of low performing students in subgroups: White, Black, Economically Disadvantaged, and Students with Disabilities in reading, math and science.

#### 2009 FCAT Proficiency

FCAT 2009: Failed to meet AYP goals with most counted subgroups

Based upon the 2009 FCAT, actual outcomes for the seven Title I eligible schools with established subgroups are as follows:

77% of White Students; 63% of Black Students; 69% of Economically Disadvantaged Students; and 51% of Students with Disabilities scored in the proficient range in reading.

74% of White Students; 57% of Black Students; 65% of Economically Disadvantaged Students; and 50% of Students with Disabilities scored in the proficient range in math.

90% of White Students; and 90% of Economically Disadvantaged students scored in the proficient range in writing.

42% of 5th grade students scored in the proficient range in science.

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

**Response:** In September 2008, the district initiated a district-wide professional learning community using the book entitled, *Strategies That Work* (2nd Edition) by Stephanie Harvey and Anne Goudvis. Elementary school administrators, all K-6 teachers, curriculum specialists, K-12 reading coaches, and members of the district staff participated in the year-long learning community. The goal of the learning community was to provide all learning leaders with the tools needed to bring about significant change in student achievement regardless of position or content area specialty. School and district staff were able to identify areas where students were not successful, and identify the knowledge and strategies that they need to address those deficiencies.

Throughout the year, professional development "Hot Topics" were conducted by the District Curriculum Specialists. These sessions focused on specific math reading concepts and or strategies. Additionally, Blackboard courses and discussion boards were implemented for ongoing discussions of teaching and learning topics.

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:** Learning Community in Math: 3 hours on Sept. 14, Oct. 15, Nov. 12, Dec. 8, Jan. 11, Feb. 2, March 23, April 13, and May 4

Learning Community in Science: 1.5 hours on September 15, October 27, and five future dates to be determined.

Math Institute 08/09 follow-up (Jan Andreason Ph.D. UCF): 6 hours on Sept 17, 18, 21, Oct. 22, 26, 27 and eight future dates to be determined

Outside Consultant(Pearson Digital Learning) providing professional development for Successmaker and Waterford computer assisted instruction: 35 five on-site training days throughout the school year

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

**Response:** The LEA is fortunate to have My Points.org, a PD management system developed in collaboration with counties supported by the North East Florida Educational consortium



(NEFEC). My Points maintains all teacher portfolios that includes courses registered, courses completed, points awarded and certification information.

The principal and assistant principal will be responsible for monitoring the implementation of this strategy, as well as the student progress. The District Leadership Team will conduct random visits during professional development opportunities to ensure implementation of this strategy.

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

**Response:** Discovery Education Assessment (DEA), an on-line assessment and progress monitoring tool in math and science for grades 3-6.

District Math Benchmark Assessments for grades K-2.

The Florida Assessment in Reading (FAIR) for grades K-6

Successmaker progress reports in reading and math for grades K-6

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

**Response:** Discovery Education Assessment (DEA), an on-line assessment and progress monitoring tool in math and science for grades 3-6 will be administered three times a year.

District Math Benchmark Assessments for grades K-2 will be administered three times a year.

The Florida Assessment in Reading (FAIR) for grades K-6 will be administered three times a year.

Successmaker progress reports in reading and math for grades K-6 are provided on a daily basis.

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

**Response:** All professional learning is managed through an on-line system, MyPoints in collaboration with NEFEC. MyPoints will include in the 09/10 school year, a student data collection component that incorporates the LEA's current on-line Individual Professional Development Plan and the teacher's professional learning portfolio into one interrelated system. Such a system will ensure that professional development is directly correlated with student achievement and supplemental to existing professional development opportunities.

Sini 1 and Sini 2 schools will be expending their 10% Title I Part A allocation on professional development. The professional development described in this strategy will be in addition to the 10% requirement in the Title I Part A allocation.

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 proficiency in reading and math for W, B, ED, and SWD subgroups.**

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

**Response:** FCAT 2009: Failed to meet AYP goals

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

- CHARLES E. BENNETT ELEMENTARY
- GROVE PARK ELEMENTARY SCHOOL
- W E CHERRY ELEMENTARY SCHOOL
- S BRYAN JENNINGS ELEMENTARY SCHOOL
- CLAY HILL ELEMENTARY SCHOOL
- J.L. WILKINSON ELEMENTARY SCHL
- MCRAE ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Technology Assisted Instruction

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

**Response:** Purpose: Increase student learning through computer and technology assisted instruction- See #4 response for types- limited space

### Research

Well-designed and implemented D&P [drill-and practice] or tutorial CAI, used as a supplement to traditional instruction, produces an educationally significant improvement in students' final examination achievement" Stennett's 1985 (p. 7).

Researchers note that CAI confers greater benefits on economically disadvantaged students than those from more privileged backgrounds. Lower SES students, too, benefit greatly from opportunities to interact privately with CAI drill-and-practice and tutorial programs.

(Bangert-Drowns, et al. 1985; Becker 1990; Mevarech and Rich 1985; Ragosta, Holland, and Jamison 1982; Stennett 1985.)

Students and instructors who have used Audience Response Systems (clickers) are generally positive and often enthusiastic about their effects on the classroom, and many researchers and educators assert their great potential for improving student learning (Beatty et al., 2006).

AR systems in elementary (Johnson and McLeod, 2004) and K-12 settings (Roschelle et al., 2004a) makes the students more responsive in general, so that questions posed to the class as a whole during lecture are much more likely to elicit responses and discussion." (Wood, 2004).

All seven current Title I eligible schools have been given a differentiated accountability designation in Florida's Differentiated Accountability Plan. Five of the schools have a Prevent 1 status and two of the schools are considered Correct 1. This strategy is expected to support the implementation of Differentiated Accountability by ensuring students are properly placed in rigorous coursework (DA plan – curriculum aligned and paced section) and providing a comprehensive strategy under Florida's Continuous Improvement Model (DA plan – FCIM section).

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

**Response:** The district has identified an increase need for technology instruction as a root cause for low performing subgroups. The technology in the form of computer assisted instruction and audience response systems (clickers) will increase the performance of low achieving students by 5% in reading, math, and science.

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

**Response:** Low performing students in subgroups: White, Black, Economically Disadvantaged, and Students with Disabilities in reading, math and science.

2009 FCAT Proficiency

FCAT 2009: Failed to meet AYP goals with most counted subgroups

Based upon the 2009 FCAT, actual outcomes for the seven Title I eligible schools with established subgroups are as follows:

77% of White Students; 63% of Black Students; 69% of Economically Disadvantaged Students; and 51% of Students with Disabilities scored in the proficient range in reading.

74% of White Students; 57% of Black Students; 65% of Economically Disadvantaged Students; and 50% of Students with Disabilities scored in the proficient range in math.

90% of White Students; and 90% of Economically Disadvantaged students scored in the proficient range in writing.

42% of 5th grade students scored in the proficient range in science.

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

**Response:** Technology is used to enhance the instructional program on a regular basis. Students have access to the following supplemental software programs that provide individualized skill development:

Orchard (grades K-3)

FCAT Explorer

NCS Pearson Successmaker

Waterford Early Reading Program

FASST Math

Some classrooms are equipped with projectors, white boards, and a minimal number of audio response systems.

This strategy will be used to expand technology assisted instruction.

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 at a minimum of 20 minutes a day/ 5 days a week.

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

**Response:** The principal and assistant principal will be responsible for monitoring the implementation of this strategy, as well as the student progress. The District Leadership Team will conduct random visits during technology assisted instruction to ensure implementation of this strategy.

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

**Response:** District Math Benchmark Assessments for grades K-2.

The Florida Assessment in Reading (FAIR) for grades K-6

Successmaker progress reports in reading and math for grades K-6

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

**Response:** Discovery Education Assessment (DEA), an on-line assessment and progress monitoring tool in math and science for grades 3-6, will be administered three times a year.

District Math Benchmark Assessments for grades K-2 will be administered three times a year.

The Florida Assessment in Reading (FAIR) for grades K-6 will be administered three times a year.

Successmaker progress reports in reading and math for grades K-6 are provided on a daily basis.

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

**Response:** A District Technology Plan outlines technology assisted instruction provided to all schools. This plan ensures that all schools are equipped with technology on an equitable basis. Funds from this grant will be utilized to provide technology assisted instruction above and beyond the technology provided for in the District's Technology Plan.

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:** This application and student outcomes will be available on the district and school websites upon approval until the end of the grant period. Web access is obtainable through many homes, at the school media centers, and public libraries. In addition student outcomes will be reported in each individual school newsletter. The target population being addressed is the community and parents of applicable schools.

Each school will summarize the grant and student outcomes in monthly school newsletters. Target population being addressed is the parents of Title I Schools.

The grant and student outcomes will be provided to School Advisory Councils for comments on school improvement initiatives. School improvement initiatives are part of the monthly agenda items. The target population is school personnel and parents of the Title I school.

The grant will be presented as well as student outcomes, at monthly meetings of the District Instructional Leadership Team. The target population is district staff.

Interpreters will be available on an as needed basis for any individual requiring assistance. The ELL population in Clay County is less than 1% but interpreters are readily available at all times in any applicable language.

## 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 LEA was able to evaluate implemented strategies from last year's application in a uniform way. In addition to an analysis of FCAT data, the district and each school collected student data from other formal diagnostic, summative and progress monitoring assessments to determine school, class and student strengths and weaknesses. These assessments included DIBELS, the Discovery Education Assessment (DEA), the Clay Writing Assessment, the Clay Math Benchmark Assessment and the Successmaker and Waterford curriculum progress reports. A majority of the data was managed through the use of DataStar, an on-line system which allows schools and teachers to evaluate by subgroup, benchmark, and performance level. Data meetings were held on a regular basis at the schools targeted with this grant to specifically review all student achievement data. Teachers made instructional decisions and needed adjustment to lesson plans and instructional delivery.

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

**Response:** Computer Assisted instruction showed the greatest success rate as documented by progress reports from Successmaker and Waterford. The extended day programs (Saturday Scholars and Summer Camp) showed documented increases in achievement as evidenced by a pre and post test for each program. More professional development was needed to fully utilize the additional instructional personnel. The addition of differentiation of instruction was not specific and iii support was not as consistent and focused as needed. Math instruction remained broad rather than developing deep conceptual understanding. Differentiation of instruction was not a consistent practice especially in mathematics where more whole group instruction took place. After school data analysis groups were helpful in targeting instruction on a regular basis but were not cost effective for the progress outcomes.

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

**Response:** Based upon the evaluations, computer assisted instruction and the extended day opportunities were successful for a majority of the students.

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

**Response:** Based upon the evaluations, additional personnel for small group instruction was not as successful as anticipated in all schools. Personnel required additional professional development to be successful in differentiating strategies. Since personnel could not be hired until grant approval, the experienced teacher talent pool was limited. Data groups although helpful in targeting instruction, did not lead to the achievement expected, for the funds expended.

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

**Response:** The successful strategies, computer assisted instruction and extended day program were well organized and implemented rigorously. The strategies that did not measure up to proposed outcomes, small group instruction and data groups required more careful planning and professional development in the implementation of the strategies. Personnel required additional professional development to be successful in differentiating strategies in a small group setting.

Since personnel could not be hired until grant approval, the experienced teacher talent pool was limited.

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

A) NAME OF ELIGIBLE RECIPIENT: **Clay**C) TAPS Number  
10A006B) Project Number (DOE USE ONLY): **100-2260A-0CS01**

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	120	<del>Classroom Teachers</del> Classroom Teacher: salaries for extended day tutoring (strategy 1)	0.300	12480.00
5100	210	<del>Retirement</del> Retirement: benefits for extended day tutoring (strategy 1)	0.000	1071.00
5100	220	<del>Social Security</del> Social Security: benefits for extended day tutoring (strategy 1)	0.000	1379.00
5100	510	<del>Supplies</del> Supplies: consumable items such as paper back books, paper, pencils manipulatives to support instruction (strategy 1)	0.000	200.00
5100	612	<del>Library Books for Existing Libraries</del> Library books for existing libraires: books for extended library time	0.000	1400.00
5100	643	<del>Computer Hardware Capitalized</del> Computer Hardware Capitalized: computers, server (strategy 3)	0.000	24820.00
5100	644	<del>Computer Hardware Non-Capitalized</del> Computer Hardware Non-Capitalized: audio response systems, computers, printers, wireless router (strategy 3)	0.000	68807.00
5100	691	<del>Computer Software Capitalized</del> Computer Software Capitalized: instructional software (strategy 3) SuccessMaker; Waterford, (instructional reading and math)	0.000	39326.00
5100	692	<del>Computer Software Non-Capitalized</del> Computer Software Non-Capitalized: instructional software (strategy 3) Understanding Math Series (instructional math)	0.000	12000.00
6400	120	<del>Classroom Teachers</del> Classroom Teachers: stipends for professional development (strategy 2)	0.000	6452.00
6400	130	<del>Other Certified Instructional Personnel</del> Other Certified Instructional Personnel: math coach (strategy 2)	0.500	17577.00
6400	140	<del>Substitute Teachers</del> Substitute Teachers: substitutes allowing teachers to participate in professional development (strategy 2)	0.000	6690.00
6400	210	<del>Retirement</del> Retirement: benefits for substitute teacher and math coach (strategy 2)	0.000	2950.00
6400	220	<del>Social Security</del> Social Security: benefits for substitute teachers and math coach (strategy 2)	0.000	2295.00
6400	230	<del>Group Insurance</del> Group Insurance: benefits for math coach (strategy 2)	0.000	2041.00
6400	310	<del>Professional and Technical Services</del> Professional and Technical Services: professional development to support reading and math instruction for low achieving students through outside consultants (Janet Andreason Ph. D. UCF; Pearson Digital Learning) (strategy 2)	0.000	77000.00
6400	510	<del>Supplies</del> Supplies: consumable materials to support professional development: notebooks, paper, charts, markers, pens, pencils, instructional materials for demonstrating strategies (strategy 2)	0.000	1001.00

E) Total: **\$277,489**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: **Clay**B) Project Number (DOE USE ONLY): **100-2260S-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
D	B4	21	S	Before and After School and Saturday Tutoring (strategy 1)	5100	120	<del>Classroom Teachers</del> Classroom Teachers; salary for before and after school and Saturday tutoring (strategy 1)	51073	0.000	1.000	0.000	56016.00
D	B4	21	S	Retirement Benefits for before and after school and Saturday tutoring (strategy 1)	5100	210	<del>Retirement</del> Retirement: benefits for tutoring (strategy 1)		0.000	0.000	0.000	6775.00
D	B4	21	S	Social Security Benefits for before and after school and Saturday tutoring (strategy 1)	5100	220	<del>Social Security</del> Social Security: benefits for tutoring (strategy 1)		0.000	0.000	0.000	5266.00
D	B4	21	S	Printing for tutoring activities (strategy 1)	5100	390	<del>Other Purchased Services</del> Other Purchased Services: printing for tutoring (strategy 1)		0.000	0.000	0.000	1200.00
D	B4	21	S	Supplies for before and after school and Saturday tutoring (strategy 1)	5100	510	<del>Supplies</del> Supplies: consumable items such as paperback books, workbooks, chart paper, graphic organizers, manipulative to support reading, math and science instruction (strategy 1)		0.000	0.000	0.000	18612.00
D	B4	21	S	Books for extended library hours for parents and students (strategy 1)	5100	612	<del>Library Books for Existing Libraries</del> Library Books for Existing Libraries: books for extended library hours for parents and students (strategy 1)		0.000	0.000	0.000	600.00
D	B4	13	S	Technology assisted instruction for increasing student achievement in reading and math (strategy 3)	5100	643	<del>Computer Hardware Capitalized</del> Computer Hardware Capitalized: computers (strategy 3)		0.000	0.000	0.000	18020.00
D	B4	13	S	Technology assisted instruction for increasing student achievement in reading and math (strategy 3)	5100	644	<del>Computer Hardware Non-Capitalized</del> Computer Hardware Non-Capitalized: audio response system, printer headsets (strategy 3)		0.000	0.000	0.000	17476.00
D	B4	13	S	Technology assisted instruction for increasing student achievement in reading and math (strategy 3)	5100	691	<del>Computer Software Capitalized</del> Computer Software Capitalized: instructional software (strategy 3) SuccessMaker, Waterford (instructional reading and math)		0.000	0.000	0.000	37059.00
D	B4	13	S	Technology assisted instruction for increasing student achievement in reading and math (strategy 3)	5100	692	<del>Computer Software Non-Capitalized</del> Computer Software Non-Capitalized: instructional software (strategy 3) Understand Math Series (instructional math)		0.000	0.000	0.000	7257.00
D	B4	21	S	Saturday Scholars tutoring parent component (strategy 1)	6150	510	<del>Supplies</del> Supplies: consumable materials for parent workshops, parent communications (paper, pencils, construction paper, paper back books, light snack) (strategy 1)		0.000	0.000	0.000	1200.00
D	B4	9	S	Increased professional development "Math Coach (strategy 2)	6400	130	<del>Other Certified Instructional Personnel</del> Other certified instructional personnel: math coach (.3)	64024	0.000	0.300	0.000	9711.00
D	B4	9	S	Substitute teachers allowing teachers to participate in professional development (strategy 2)	6400	140	<del>Substitute Teachers</del> Substitute teachers: allowing teachers to participate in professional development (strategy 2)		0.000	0.000	0.000	3780.00
D	B4	9	S	Retirement benefits for math coach (strategy 2)	6400	210	<del>Retirement</del> Retirement: benefits for math coach (strategy 2)		0.000	0.000	0.000	1306.00
D	B4	9	S	Social Security benefits for math coach (strategy 2)	6400	220	<del>Social Security</del> Social Security: benefits for math coach (strategy 2)		0.000	0.000	0.000	1015.00
D	B4	9	S	Insurance benefits for math coach (strategy 2)	6400	230	<del>Group Insurance</del> Group Insurance: benefits for math coach (strategy 2)		0.000	0.000	0.000	1225.00
D	B4	9	S	Supplies for Math leadership Learning Community (strategy 2)	6400	510	<del>Supplies</del> Supplies: consumable materials to support professional development (notebooks, paper, charts, markers, pens, pencils, instructional materials for demonstrating strategies)		0.000	0.000	0.000	3220.00
D	B4	21	S	Administrative supervision for Saturday Scholars tutoring (strategy 1)	7300	110	<del>Administrators</del> Administrators: Administrative supervision for Saturday Scholars tutoring (strategy 1)	73001	0.000	0.100	0.000	7914.00
D	B4	21	S	Retirement benefits for administrative supervision of Saturday Scholars (strategy 1)	7300	210	<del>Retirement</del> Retirement: benefits for administrative supervision of Saturday Scholars (Strategy 1)		0.000	0.000	0.000	948.00
D	B4	21	S	Social Security benefits for administrative supervision of Saturday Scholars (strategy 1)	7300	220	<del>Social Security</del> Social Security benefits for administrative supervision of Saturday Scholars (Strategy 1)		0.000	0.000	0.000	738.00
D	B4	21	S	Student transportation for Saturday Scholars tutoring (strategy 1)	7800	390	<del>Other Purchased Services</del> Other purchased services: Student transportation for Saturday Scholars tutoring (strategy 1)		0.000	0.000	0.000	2500.00

E) Total: **\$201,838**DOE 101-R  
Created 3/09

Dr. Eric J. Smith, Commissioner





