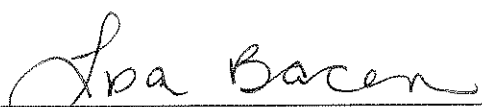





**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Collier County School District	2 PROJECT NUMBER 110-2260A-0CS01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative <p style="text-align: right;">TAPS 10A006</p>	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: \$ 338,915.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 338,915.00	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 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="margin-bottom: 10px;"><u>11/24/09</u></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 Collier County School District	2 PROJECT NUMBER 110-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted <p style="text-align: right;">TAPS 10AR06</p>	4 AUTHORITY 84.010A School Improvement - Title I, Part A USDE #S389A090009A
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: \$ 245,577.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 245,577.00	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	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. 2 CFR 176.210(b) and (d), provides that recipients are to require their sub recipients to specifically identify Recovery Act funding on their Schedule of Expenditures of Federal Awards (SEFA) by identifying expenditures for Federal awards made under the Recovery Act separately on the SEFA and as separate rows on the Data Collection Form (SF-SAC) required by OMB Circular A-133. Further, in identifying Recovery Act expenditures, the prefix "ARRA" must be used in the name of the Federal program. The information allows the recipient to properly monitor sub recipient expenditure of ARRA funds as well as oversight by the Federal awarding agencies, Offices of Inspector General and the Government Accountability Office. 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;">  Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="width: 45%; text-align: center;"> <u>11/24/09</u> 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 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: <div style="text-align: center;"> Collier 5775 OSCEOLA TRL NAPLES, FL 34109 </div>	DOE USE ONLY Date Received <div style="text-align: center;"> </div>
B) Applicant Contact Information		
Contact Name: First Name: Maria MI: J Last Name: Longa		Mailing Address: 5775 OSCEOLA TRL City: NAPLES State: FL Zip: 34109
Telephone Number: 239-377-0576		Ext:
Fax Number: 239-377-0321		E-mail Address: longama@collier.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: 110-2260A-0CS01	Project Number: 110-2260S-0CZS1 <div style="text-align: center;">OCZ01</div>	Project Number: 110-1260A-0CS01	Project Number: 110-1260S-0CZS1
Total Funds Requested: \$334,189.00 <i>338,915.00</i>	Total Funds Requested: \$243,808.00 <i>245,577.00</i>	Total Funds Requested: \$0.00	Total Funds Requested: \$0.00

CERTIFICATION

I **Dennis Thompson** 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

Go to data input

C) TAPS Number
10A006

B) Project Number (DOE USE ONLY): 110-2260A-0CS01

D) SPECIAL REVENUE FUND CODE

E) Total: \$338,915

Dr. Eric J. Smith, Commissioner

Workers
Compensation

2	9	+	3	=	12
3	3	+	3	=	9
4	3	+	3	=	10
5	3	+	3	=	11
6	3	+	3	=	12
7	3	+	3	=	13
8	3	+	3	=	14
9	3	+	3	=	15

Excess

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----

0
2
0

Max

[illegible]

3.32% Indirect Costs

۵۰

FLORIDA DEPARTMENT OF EDUCATION BUDGET DESCRIPTION FORM For TAPS 10AR06

Go to data input

FLORIDA DEPARTMENT OF EDUCATION BUDGET DESCRIPTION FORM - School Improvement Initiative

A) NAME OF ELIGIBLE RECIPIENT: Collier

B) Project Number (DOE USE ONLY): 110-2260S-0CZS1

C) TAPS Number
10AR06

D) SPECIAL REVENUE FUND CODE
432

AARA	AARA	AARA	School	Activity	Function	Object	Account Title and Description	FTE	FTE	FTE	FTE	Amount
Assur.	Prin.	Strat.	District					Pos.	Saved	Created	Cont.	
Code	Code	Code	Based					Code				
D	B4	13	S	Web-based license fee for BrainPop learning program	5100	360	Rentals Rentals (web-based license fee)		0.000	0.000	0.000	1500.00
D	B4	21	S	Instructionals Materials/Supplies for Reading in Content Area, science, math	5100	510	Supplies Consumable Supplies		0.000	0.000	0.000	10991.66
D	B4	13	S	Ti Navigator graphing calculators	5100	642	Furniture, Fixtures and Equipment Non-Capitalized Equipment		0.000	0.000	0.000	21006.00
D	B4	21	S	Teachers participating in after school tutorial programs	5900	130	Other Certified Instructional Personnel Salaries	59001	0.000	2.120	0.000	58172.00
D	B4	21	S	Retirement	5900	210	Retirement Fringe Benefits		0.000	0.000	0.000	5730.00
D	B4	21	S	Social Security/Medicare	5900	220	Social Security Fringe Benefits		0.000	0.000	0.000	4450.00
D	B4	21	S	Workers Compensation	5900	240	Workers Compensation Fringe Benefits		0.000	0.000	0.000	582.00
D	B4	21	S	Family Literacy	6150	130	Other Certified Instructional Personnel Salaries		0.000	0.000	0.000	9328.00
D	B4	21	S	Retirement	6150	210	Retirement Fringe Benefits		0.000	0.000	0.000	919.00
D	B4	21	S	Social Security/Medicare	6150	220	Social Security Fringe Benefits		0.000	0.000	0.000	714.00
D	B4	21	S	Workers Compensation	6150	240	Workers Compensation Fringe Benefits		0.000	0.000	0.000	93.00
D	B3	3	S	Resource Teacher	6400	130	Other Certified Instructional Personnel Salaries	64021	0.400	0.000	0.000	27281.00
D	B3	19	S	Teachers participating in professional development activities	6400	130	Other Certified Instructional Personnel Salaries		0.000	0.000	0.000	17553.00
D	B3	3	S	Math Coach	6400	130	Other Certified Instructional Personnel Salaries	64024	1.000	0.000	0.000	43241.00
D	B3	19	S	Retirement	6400	210	Retirement Fringe Benefits		0.000	0.000	0.000	1729.00
D	B3	3	S	Retirement	6400	210	Retirement Fringe Benefits		0.000	0.000	0.000	6945.00
D	B3	3	S	Social Security/Medicare	6400	220	Social Security Fringe Benefits		0.000	0.000	0.000	5395.00
D	B3	19	S	Social Security/Medicare	6400	220	Social Security Fringe Benefits		0.000	0.000	0.000	1343.00
D	B3	3	S	Group Insurance	6400	230	Group Insurance Fringe Benefits		0.000	0.000	0.000	9352.00
D	B3	19	S	Workers Compensation	6400	240	Workers Compensation Fringe Benefits		0.000	0.000	0.000	176.00
D	B3	3	S	Workers Compensation	6400	240	Workers Compensation Fringe Benefits		0.000	0.000	0.000	705.00
D	B3	10	S	Travel expenses for staff participating in professional workshops/conferences	6400	330	Travel Travel		0.000	0.000	0.000	1200.00
N/A	N/A	21	D	Indirect Cost 3.32%	7200	790	Miscellaneous Expenses Indirect Cost		0.000	0.000	0.000	7159.34
D	B4	21	S	Transportation for students attending after school programs	7800	790	Miscellaneous Expenses Transportation		0.000	0.000	0.000	10012.00

E) Total: \$245,577



Dr. Eric J. Smith, Commissioner

Supplies

Excess

Maximum

acc
object
code

3.32% Indirect Costs

0.00

731.50 +
10,000.16 +
10,000.16 +
10,000.16 +

731.50 +
10,000.16 +
10,000.16 +
10,000.16 +

731.50 +
10,000.16 +
10,000.16 +
10,000.16 +

1,033.2 +
10,000.16 +
10,000.16 +
10,000.16 +

1,033.2 +
10,000.16 +
10,000.16 +
10,000.16 +

Murphy, Kinisha

From: Wilkinson, Sue
Sent: Thursday, November 05, 2009 2:41 PM
To: Jackson, Gwendolyn; Throckmorton, Allison; Murphy, Kinisha
Subject: FW: REVISED Title I School Improvement Initiative [1003(a)] Allocation
Attachments: 2009-2010 Allocation Chart -GM School Improvement Initiative.xls; DOE 151.doc; DOE 150.doc

FYI

Sue Wilkinson, Director
Grants Management Services
Room 332, Turlington
850 245 0712
FAX 245 0719

From: Milton, Cynthia
Sent: Wednesday, November 04, 2009 3:51 PM
To: 'TI-Directors-L@lserv.fl DOE.org'
Cc: Bacen, Lisa; Baham-Harrell, Lia; Wilkinson, Sue
Subject: REVISED Title I School Improvement Initiative [1003(a)] Allocation

Dear Title I Coordinators:

Due to the finalization of the Adequate Yearly Progress (AYP) appeals process, the projected allocations for the Title I School Improvement Grant 1003(a) funds have been revised. Some LEAs will receive increased allocations and some LEAs will receive decreased allocations. The revised allocation chart is attached.

For those LEAs that are receiving decreased allocations:

Grants Management will develop a new DOE 200 (project award notification) for each LEA whose allocation has been reduced. There is no need for the LEA to do a project or budget amendment for FLDOE. Some LEA finance departments may require that a formal amendment be done for internal reporting processes but FLDOE will not require one to be sent in. Internal adjustments to the budget should come from reductions of the most appropriate function and object codes that do not require a formal budget amendment, per the Green Book (i.e., materials/supplies, travel, etc.).

For those LEAs that are receiving increased allocations:

Formal amendment paperwork must be sent in to FLDOE (DOE 150-151) which will include a new budget page reflecting the increase and showing the function and object codes that may have changed or are being added. The DOE 150-151 forms are attached to this e-mail.

If you should have any questions or concerns, please do not hesitate to contact us.

Sincerely,

Cynthia D. Milton

Staff Assistant, on behalf of
Rose Raynak, Director
Bureau of Student Assistance
325 West Gaines Street, Suite 352

11/9/2009

FLORIDA DEPARTMENT OF EDUCATION

PROJECT AMENDMENT REQUEST

Please return to: Florida Department of Education GRANTS MANAGEMENT Room <u>352</u> Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 (850) <u>245-9984</u>	<div style="text-align: center;">DOE USE ONLY</div> Date Received: <div style="text-align: center;"> PROGRAM NAME <i>Title I School Improvement Initiative</i> ARRA </div>				
A) Agency Name <u>District School Board of Collier County</u>	B) Amendment Number <u>1</u>				
C) Amendment Type <input type="checkbox"/> Program <input checked="" type="checkbox"/> Budget	<table style="width: 100%;"> <tr> <td style="width: 60%;">D) Project Number</td> <td style="width: 40%;">TAPS Number</td> </tr> <tr> <td><u>110-2260S-0CZS1</u></td> <td><u>10AR06</u></td> </tr> </table>	D) Project Number	TAPS Number	<u>110-2260S-0CZS1</u>	<u>10AR06</u>
D) Project Number	TAPS Number				
<u>110-2260S-0CZS1</u>	<u>10AR06</u>				

E) Amendment Request Contact Information

Name: Maria Longa, Director of Federal & State Grants	Address: 5775 Osceola Trail Naples, FL 34109
Telephone: 239-377-0576	SunCom:
Fax: 239-377-0321	E-mail: longama@collier.k12.fl.us

F) Required Signature

Superintendent/Agency Head	
----------------------------	--

G) Narrative

Additional funds will be used to cover salary increase (due to raise increment) for the coaches that were already funded from this grant.



A) Collier County
District/Agency Name

B) 110-2260A-0CS01 / 10A006
Project Number TAPS Number

C) 1
Amendment Number

FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved	E) Total Project Amount resulting from this Budget Amendment
\$ 334,189.00	\$ 338,915.00

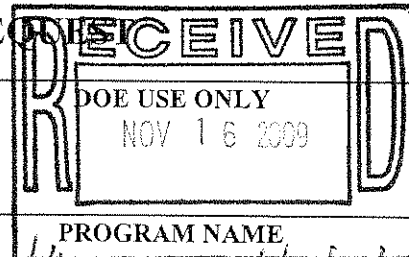
F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
6400	130	Salaries – Resource Teachers/Coaches	4.0	3,860.14	
6400	210	Retirement		380.00	
6400	220	Social Security/Medicare		295.00	
6400	240	Workers Compensation		39.00	
7200	790	Indirect Cost (3.32%)		151.86	
		0 = C			
		<i>Amount Increase</i>			
		3,860.14 +			
		380.00 +			
		295.00 +			
		39.00 +			
		151.86 +			
		4,726.00 *			
		0 = C			
		336,189.00 +			
		4,726.00 +			
		Total 336,215.00 *		4,726.00	Total



FLORIDA DEPARTMENT OF EDUCATION

PROJECT AMENDMENT REQUEST



Please return to: Florida Department of Education GRANTS MANAGEMENT Room <u>352</u> Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 (850) <u>245-9984</u>		Date Received:
		PROGRAM NAME <i>Title I School Improvement Initiative</i>
A) Agency Name <u>District School Board of Collier County</u>	B) Amendment Number <u>1</u>	
C) Amendment Type <input type="checkbox"/> Program <input checked="" type="checkbox"/> Budget	D) Project Number <u>110-2260A-0CS01</u>	TAPS Number <u>10A006</u>

E) Amendment Request Contact Information

Name: Maria Longa, Director of Federal & State Grants	Address: 5775 Osceola Trail Naples, FL 34109
Telephone: 239-377-0576	SunCom:
Fax: 239-377-0321	E-mail: longama@collier.k12.fl.us

F) Required Signature

Superintendent/Agency Head <i>Dennis L. Thompson</i>
--

G) Narrative

Additional funds received will be used to purchase supplemental science instructional materials (science lab notebooks) for students enrolled in science lab courses at Immokalee High School.
--



B) 110-2260S-0CZS1 / 10AR06
Project Number TAPS Number

C) 1
Amendment Number

FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved	E) Total Project Amount resulting from this Budget Amendment
\$ 243,808.00	\$ 245,577.00

F) Line Item Description

[illegible]

Total

Total



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:

1. 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;
2. applicable regulations of other Federal agencies; and
3. 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: <div style="text-align: center;"> Collier 5775 OSCEOLA TRL NAPLES, FL 34109 </div>	DOE USE ONLY Date Received
---	---	---------------------------------------

B) Applicant Contact Information

Contact Name: First Name: Maria MI: J Last Name: Longa Telephone Number: 239-377-0576 Fax Number: 239-377-0321	Mailing Address: 5775 OSCEOLA TRL City: NAPLES State: FL Zip: 34109 Ext: E-mail Address: longama@collier.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: 110-2260A-0CS01	Project Number: 110-2260S-0CZS1	Project Number: 110-1260A-0CS01	Project Number: 110-1260S-0CZS1
Total Funds Requested: \$338,915.00	Total Funds Requested: \$245,577.00	Total Funds Requested: \$0.00	Total Funds Requested: \$0.00

CERTIFICATION

I **Dennis Thompson** 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	SINI	Allocation 1003(a) Regular	Allocation 1003(a) ARRA	Allocation 1003(g) Regular	Allocation 1003(g) ARRA
0141	SHADOWLAWN ELEMENTARY SCHOOL	86.33	Correct I	6	4083.21	53800.66	0.00	0.00
0161	PINECREST ELEMENTARY SCHOOL	97.67	Correct I	7	1500.00	0.00	0.00	0.00
0181	HIGHLANDS ELEMENTARY SCHOOL	90.86	Correct II	4	51119.99	30799.16	0.00	0.00
0191	LAKE TRAFFORD ELEMENTARY SCHL	96.46	Correct I	4	22046.03	0.00	0.00	0.00
0201	AVALON ELEMENTARY SCHOOL	90.87	Correct II	6	7040.00	30799.16	0.00	0.00
0271	IMMOKALEE HIGH SCHOOL	86.24	Correct II	7	6000.00	61598.32	0.00	0.00
0341	VILLAGE OAKS ELEMENTARY SCHOOL	96.27	Correct II	6	21776.00	30799.16	0.00	0.00
0351	GOLDEN TERRACE ELEMENTARY SCHL	84.90	Correct I	5	0.00	23124.26	0.00	0.00
0361	IMMOKALEE MIDDLE SCHOOL	94.25	Correct II	6	29358.40	30799.16	0.00	0.00
0421	MANATEE ELEMENTARY SCHOOL	91.59	Correct I	6	16922.18	0.00	0.00	0.00

0422	MANATEE MIDDLE SCHOOL	86.93	Correct II	6	34000.00	30799.16	0.00	0.00
0551	PARKSIDE ELEMENTARY SCHOOL	92.69	Prevent I	1	0.00	22652.63	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: Collier County provided professional development to all teachers in data analysis during summer academies that were held prior to the start of the 2009-2010 school year. The Florida Continuous Improvement Model training was offered by DOE staff at Region IV technical assistance center. In addition District Curriculum and Instruction staff provided other development opportunities: Response to Intervention, ESOL strategies in Math, SIOP training for classroom teachers, Marzano's High Yield Strategy training, Math and Science Promise training, classroom walk through, and Florida Assessment for Instruction in Reading staff development took place during June, July and August for teachers.

Data analysis during the 2009-2010 school year will take place monthly in the form of progress monitoring and data analysis during district oversight team meetings and during professional learning community response to intervention meetings. Both mini assessments and quarterly assessment data will be used. All schools will use the Florida Continuous Improvement Model as the format for data analysis incorporating Response to Intervention structures and formats as appropriate and useful.

Teachers and administrators will use the data analysis of assessments and classroom walk through reports discussions to adjust instruction in the classroom to better meet the needs of the 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: Consolidated Planning: District creates a District-based leadership team that includes the Superintendent, Chief Instructional, Operational and Administrative Officers, General and Special Education Leaders, Curriculum Specialists, Behavior Specialists, Student Services Personnel, Human Resources and Professional Development Leaders, and Specialists of Various Areas Such as Assessment, English Language Learners, Gifted Learners, Etc. The Ongoing Purpose of this team is to develop, support, and facilitate the implementation of policies and procedures that guide school-based teams with direct support systems for each school principal, and to plan for systems of change toward problem solving and response to instruction/intervention (RtI) through District-Wide Consensus Building, Infrastructure Development, and Implementation. Superintendent Conducts Consolidated Planning Meetings With Each School to Review Academic Strengths and Challenges, Identify Human Resource Issues, Identify Facility Issues and Discuss Professional Development Needs. District-Based Personnel Involved in Consolidated Planning Include the Superintendent, Chief Instructional Officer, Chief Administrative Officer, Chief Operations Officer, and the Various Executive Directors and Directors that Report to Senior Leadership. Frequency is ongoing throughout the school year and duration depends on school and issues.

School Advisory Council Meetings: In Conjunction With District-Based Leadership Teams, the School Advisory Council Assists in the Development of the School Improvement Plan, and the Leadership Team Implements the School Improvement Plan. Meetings are monthly throughout the school year and last 1-2 hours.

School Improvement Plan review and monitoring: District-Based Leadership Team Monitors Implementation of the School Improvement Plan. Includes training on the use of online assessments and training on the use of Classroom Walkthroughs. District oversight team meetings are monthly and last 1-2 hours.

Staff Development: District and federal funds provides Reading Endorsed Reading Coach, Math, And/or Science Coaches to Model Lessons, to Lead Professional Learning Communities (PLCs) and Lesson Study Groups (LSGS), and to Analyze Data. this support is on-going at the school level and customized to unique needs of each school and instructional staff. Duration is entire school year. District also Provides Professional Development On Florida's Continuous Improvement Model, Problem Solving, Response to Instruction/Intervention, Professional Learning Communities, Including the Use of Lesson Study Groups, and School Grade and AYP Calculations. Summer academies initiated the professional development and it will be on-going throughout the school year during planning times, inservice days and monthly principal meetings with curriculum and instruction staff.

Data Chats are Conducted Between District Administration and School Administration; School Administration and Teachers; and Teachers and Students Following Baseline, Mini-, and Mid-Year Assessments. District run data warehouse and data sheets and student snap shot reports facilitate these data communications and allow them to occur continuously during the school year but are reviewed during monthly oversight team meetings.

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: **Science Proficiency is not meeting grade level expectations for any student subgroup.**

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

Response: FCAT 2009 Science and actual outcomes are: 12% - 33% science proficiency in these schools.

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

- IMMOKALEE HIGH SCHOOL
- IMMOKALEE MIDDLE SCHOOL

1d. Name of strategy

Response: Science Resource teachers (coaches) to provide staff dev, model lessons & differentiated instruction

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

Response: Purpose is to provide instructional guidance to teachers so that they can provide high quality science instruction that helps achieve learning gains in science proficiency for students. This strategy is aligned with the Differentiated Accountability requirement to provide reading, math and/or science coaches as school data requires.

To better understand the impact of coaching on student achievement, Showers (1984) conducted a follow-up study with 21 teachers and 138 students. Two important findings emerged. First, coached teachers were more likely than non-coached peers to transfer newly acquired teaching practices into classroom use. Second, coaching contributed significantly to higher student achievement scores as measured by a concept attainment measure.

Showers, B. (1984). Peer coaching: A strategy for facilitating transfer of training. Eugene, OR: Centre for Educational Policy and Management.

In a 2004 study by the University of Kansas Center for Research on Learning, instructional coaching was found to significantly increase the implementation rate of newly learned practices. This study indicated that without support and follow-up, teacher implementation of new instructional methods is about 10%, but with coaching the percentage increases to 85% (Knight, 2004). Coaching as a professional development activity involves a highly skilled professional (the coach) working with other professionals (the teachers) in a collegial manner to raise instructional practice to the highest level possible. Coaching promotes teacher growth and problem solving. It is on-going, classroom based, and personalized for each teacher.Â Coaching should provide consistent support to teachers as they work to improve practice based on collaboration, inquiry, and consultative feedback from the coach.

Coaching PA: Coaching as a Vital Component of an Aligned, Standards-Based System: <http://www.edportal.ed.state.pa.us/portal/server.pt/community/coaches/482> accessed 05.27.09.

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

Response: Root cause addressed by this strategy is inadequate science teaching quality for all subgroups of students as indicated by below grade level FCAT performance in 2008 across all subgroups. School level and school embedded science staff development was not offered in previous year to address teaching quality for all subgroups at the secondary level for non F schools.

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

Response: Teachers are the target population for this strategy, with focus on teachers of 5th, 8th and 11th grade science subject area and for all subgroups of students

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

Response: new strategy. While we have Reading coaches in all the schools and math coaches in some schools, neither the district nor previous federal funds have been available to provide science coaches (except for at F schools). School Improvement Grant funds will therefore pay the salaries for this initiative.

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: Every day per week for entire school year.

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

Response: School principal in collaboration with Secondary executive directors for instruction and district science coordinator.

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

Response: The Collier Teacher assessment System; data warehouse data sheets that provide information on teachers' student performance and classroom walkthrough reports.

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

Response: Progress monitoring will be quarterly in progress monitoring reports and monthly in district oversight team data analysis discussions.

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

Response: These services are supplemental because there are no other funding sources providing science coaches.

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

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

Science

Science

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: **Math proficiency is not meeting AYP annual targets in Blk, His, Am Ind, Eco Dis, ELL, SWD**

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

Response: FCAT 2009 Math results showed 46-61% proficiency in these schools with average of 54%

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

- SHADOWLAWN ELEMENTARY SCHOOL
- IMMOKALEE HIGH SCHOOL
- GOLDEN TERRACE ELEMENTARY SCHL

1d. Name of strategy

Response: Staff development, model lessons and differentiate instruction, increase technology.

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

Response: Purpose is to provide instructional guidance to teachers so that they can provide high quality math instruction that helps achieve learning gains in math proficiency for students. This strategy is aligned with the Differentiated Accountability requirement to provide reading, math and/or science coaches as school data requires. Additional technology resources as a result of students not having resources to obtain their own graphing calculator. This resource is key to comprehending secondary math skills.

To better understand the impact of coaching on student achievement, Showers (1984) conducted a follow-up study with 21 teachers and 138 students. Two findings emerged. First, coached teachers were more likely than non-coached peers to transfer newly acquired practices into classroom use. Second, coaching contributed to higher achievement scores as measured by a concept attainment measure.

In a 2004 study by the University of Kansas Center for Research on Learning, instructional coaching was found to significantly increase the implementation rate of newly learned practices. This study indicated that without support and follow-up, teacher implementation of new instructional methods is about 10%, but with coaching the percentage increases to 85% (Knight, 2004). Coaching as a professional development activity involves a highly skilled professional (the coach) working with other professionals (the teachers) in a collegial manner to raise instructional practice to the highest level possible. Coaching promotes teacher growth and problem solving. It is on-going, classroom based, and personalized for each teacher. Coaching should provide consistent support to teachers as they work to improve practice based on collaboration, inquiry, and consultative feedback from the coach.

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

Response: Root cause addressed by this strategy is inadequate math teaching quality for all subgroups of students as indicated

by below grade level FCAT performance in 2008 across all subgroups. School level and school embedded math staff development was not offered in previous year at the elementary level nor at the High school level for non-F schools to address teaching quality for all subgroups.

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

Response: Targeted population: teachers providing math instruction at the elementary and high school levels for all subgroups of students.

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

Response: School improvement funds will be coordinated with Title I Part A to provide a math resource teacher coach at schools with the greatest math proficiency needs.

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: Frequency is each school day for the entire school year from September 1st to last day of school.

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

Response: School principal in collaboration with either Elementary or Secondary executive directors for instruction and district science coordinator.

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

Response: The Collier Teacher assessment System; data warehouse data sheets that provide information on teachers' student performance and classroom walkthrough reports.

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

Response: Progress monitoring will be quarterly in progress monitoring reports and monthly in district oversight team data analysis discussions.

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

Response: These resource teacher allocations are above and beyond and supplement what the district through state or local funds is providing schools.

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

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

Mathematics

Mathematics

Mathematics

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: **Reading and Math Proficiency do not meet ayp targets in Blk, His, Am Ind, ELL, EcDis, SWD subgrps**

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

Response: FCAT 09 Reading and Math Scores range from 32 to 61% and fail to meet AYP targets

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

- MANATEE MIDDLE SCHOOL

1d. Name of strategy

Response: Extended learning opportunity of after school programs

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

Response: Purpose is to provide a structure and forum for students to receive intensive and customized intervention to prevent or correct proficiency problems related to mastering the sunshine state standards. All extended learning will be aligned with response to intervention tiers and with FCIM data analysis model.

Closing the Gap through Extended Learning Opportunities: An NEA policy brief. NEA Education Policy and Practice Department | Center for Great Public Schools http://www.nea.org/assets/docs/mf_PB04_ExtendedLearning.pdf

Research suggests that regular participation in programs that provide academic and social activities contribute positively to children's academic and social development. A meta-analysis of afterschool programs that focused on personal and social development found that the programs did, in fact, have a positive impact on students' grades, academic achievement, and self esteem.⁵ Programs that extend the school year can do more than reduce summer learning loss—they can increase academic achievement, especially for children in poverty.

Extended learning opportunities for middle and high school students have benefits beyond academic improvement. Programs that serve adolescents are valuable to the community because they have been linked to lower rates of substance abuse, teen pregnancy, vandalism, and juvenile crime. The programs for adolescents that are most effective focus on service learning and personal development; they have been found to boost academic achievement, build leadership, and strengthen ties to the community.⁶

⁵ Durlak, J.A., & Weissberg, R.P. (2007). The impact of afterschool programs that promote personal and social skills. Chicago, IL. Collaborative for Academic, Social and Emotional Learning. www.casel.org/downloads/ASP-Full.pdf.

⁶ Afterschool and Service Learning: Issue Brief. Afterschool Alliance. www.afterschoolalliance.org

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

Response: Some students need extra time and intervention to master the Sunshine State Standards and perform work on grade level.

Language proficiency issues for students who are not meeting grade level proficiency, are not English proficient and/or do not have English speaking home environments the students can benefit from having the extended learning time and extra support.

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

Response: targeted population are students identified through mini assessments and progress monitoring to be in need of intensive intervention in Reading and/or Math in order to master the grade level benchmarks. Many of these students will be ELL or ED but any student that has not mastered proficiency and is in need of intervention will be served with this strategy. MMS had the Miracle grant providing these services last year but that grant is no longer available for them.

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

Response: SEs programs are in place to offer extended learning opportunity but not all students at the school sign up for this option and those that do the services do not last very long. There is a need to fill the gap and be able to provide additional extended learning opportunities. MMS had the Miracle grant providing these services last year but that grant is no longer available for them.

Summer programs are offered by the district such as the summer reading academy but they are offered to only 2nd and 3rd graders who have not mastered Reading standards. Other grade levels are not served nor is Math proficiency.

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: Duration is mid Sept. to May four days per week for 1-1.5 hours per day for the after school programs.

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

Response: School principal in collaboration with either Elementary or Secondary executive directors for instruction and district science coordinator.

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

Response: Data warehouse data sheets that provide information on student performance and classroom walkthrough reports.

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

Response: Progress monitoring will occur twice during the summer to collect baseline and document progress made.

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

Response: SEs programs are in place to offer extended learning opportunity but not all students at the school sign up for this option and those that do the services do not last very long. There is a need to fill the gap and be able to provide additional

extended learning opportunities.

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

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

Reading

Mathematics

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: **Family literacy skills and capacity need to be increased for students to succeed academically**

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

Response: Parent feedback at meetings and workshops requesting information on how to help secondary child

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

- MANATEE MIDDLE SCHOOL

1d. Name of strategy

Response: Family Literacy

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

Response: Purpose is to build the capacity of parents to be able to help their children succeed academically. Parental involvement and support in the school improvement process of the school will support and provide this stakeholder critical perspective into the differentiated accountability implementation.

Davis, C. & Yang, A. (2005). Parents & Teachers Working Together. Turner Falls, MA: Northeast Foundation for Children.

Power, B. (1999). Parent power: Energizing home-school communication. Portsmouth, NH: Heinemann.

Vopat, J. (1998). More than bake sales: The resource guide for family involvement in education. York, ME: Stenhouse Publishers.

The Evidence Grows. 1981. Anne Henderson and Nancy Berla.

A New Wave of Evidence: The impact of school, family and community connections on student achievement. 2002 Karen Mapp and Anne Henderson.

School Family, and Community Partnerships: Your handbook for action. Joyce L. Eptein, Mavis G. Sanders, Beth S. Simon, Karen Clark Salinas, Natalie Rodriguez-Jansorn, Francis L. Van Voorhis. 2002, Corwin Press, Inc.

Diversity: School, Family & Community Connections. Martha Boethel. 2003, National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory. www.sedl.org/connections.

National PTA

<http://www.pta.org/>

PTA central, Florida Educational Resources

<http://www.ptacentral.org/florida.htm>

Florida Partnership for Family Involvement in Education

<http://www.floridapartnership.usf.edu/>

USDE Non-Regulatory Guidance on Parent Involvement

<http://www.ed.gov/programs/titleiparta/parentinvguid.doc>.

CCPS Accountability and Data Warehouse

<http://test.collier.k12.fl.us/welcome.asp>

Just Read! Families

<http://www.justreadfamilies.org/>

DOE Bureau of Family and Community Outreach

<http://www.firn.edu/doe/family/>

Middle School Parent Resources:

<http://www.middleweb.com/mw/resources/MWRpublic.html>

The

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

Response: Poor Literacy skills of parents, due to limited English educational opportunities, impede ability of parents to support their child's education.

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

Response: Targeted population is parents of secondary students enrolled at Manatee Middle School.

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

Response: The district has implemented NCLB section 1118 parental involvement requirements at all Title I schools including staff development on importance of parent involvement and parent workshops to build the capacity of parents. School Improvement Family Literacy strategy will coordinate with Title I Part A parental involvement initiatives to supplement and further partnership between school and home.

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: Duration will be mid-September to mid-May bimonthly for 2-3 hours per night.

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

Response: School principal in collaboration with with Federal and State Grants' Parent Involvement Teacher on Special Assignment.

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

Response: parent survey information. Data Warehouse program evaluation data analysis system.

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

Response: Progress monitoring will occur monthly through district oversight team meeting data and school improvement discussions.

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

Response: Family literacy activities provided through this grant will supplement and coordinate with other parental involvement activities offered. The district has implemented NCLB section 1118 parental involvement requirements at all Title I schools including staff development on importance of parent involvement and parent workshops to build the capacity of parents. School Improvement Family Literacy strategy will coordinate with Title I Part A parental involvement initiatives to supplement and further partnership between school and home.

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

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

Reading

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: **Science proficiency is not meeting grade level expectations and need to be increased for all student**

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

Response: FCAT 09 Science results showed 15% and 25% of students proficient in IHS and AVE respectively

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

- AVALON ELEMENTARY SCHOOL
- IMMOKALEE HIGH SCHOOL

1d. Name of strategy

Response: NSTA Regional Conference (National Science Teachers Association)

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

Response: Purpose is to improve the quality of science instruction and will support implementation of differentiated accountability professional development (individual professional development plan) requirements.

Leadership in Mathematics and Science Curriculum, Instruction, and Assessment Statewide Conference hosted by the Duval County School District and the Florida Center for Research in Science, Technology, Engineering, and Mathematics (FCR-STEM); Jacksonville

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

Response: Root cause addressed by this strategy is inadequate science teaching quality.

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

Response: Target population are select teachers chosen to be science curriculum leaders and role models at their school.

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

Response: With diminished funds overall in the district travel to conferences and professional development for this conference is not available from other funds. School Improvement Grant will pay for providing attendance to this conference.

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: Frequency is once per year, three days.

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

Response: School principal in collaboration with either Elementary or Secondary executive directors for instruction and district science coordinator.

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

Response: The Collier Teacher assessment System; data warehouse data sheets that provide information on teachers' student performance and classroom walkthrough reports.

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

Response: Progress monitoring will be quarterly in progress monitoring reports and monthly in district oversight team data analysis discussions.

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

Response: School Improvement funds are only used to supplement and support activities that are not able to be supported through state or local funds at any school. These services are supplemental because only staff development conference for the schools listed under 1c will be funded from this grant.

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

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

Science

Science

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: **Reading and Math proficiency needs to be increased to meet AYP targets for all students**

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

Response: FCAT 09 results only 52% (Math) 33% (Science) and 59% (Reading attained grade level proficiency)

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

- AVALON ELEMENTARY SCHOOL

1d. Name of strategy

Response: extended day for teachers: Professional Learning Communities on RTI and Diff. Instruction

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

Response: Purpose is to strengthen the delivery of core instruction in Reading, Math, Science.

The strategy is aligned with the Differentiated Accountability expectation to conduct data chats and frequent progress monitoring discussions.

Learning Communities, National Staff Development Council, accessed 05.27.09 and located at <http://www.nsdc.org/standards/learningcommunities.cfm>

Staff development that has as its goal high levels of learning for all students, teachers, and administrators requires a form of professional learning that is quite different from the workshop-driven approach. The most powerful forms of staff development occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving. These teams, often called learning communities or communities of practice, operate with a commitment to the norms of continuous improvement and experimentation and engage their members in improving their daily work to advance the achievement of school district and school goals for student learning.

Corcoran, T. (1995, June). Helping teachers teach well: Transforming professional development. CPRE Policy Briefs. Rutgers, NJ: Consortium for Policy Research in Education, 69-79. Download in PDF form at http://www.cpre.org/images/stories/cpre_pdfs/rb16.pdf

Corcoran reviews what is known about professional development--where it is now and where it needs to be. The brief discusses professional development's organization, costs, and effects on practice. The brief also suggests some principles to guide professional development in the future and offers a framework for designing and assessing policies and programs.

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

Response: Root cause is need to strengthen the core instruction so that more students learn the benchmarks through core classroom teaching.

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

Response: targeted faculty

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

Response: This school improvement staff development opportunity will be coordinated with and aligned with those offered through title I and/or district initiatives as described in Title I Part A grant application and District Improvement and Assistance Plan.

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: Four times per year 3-4 hours per day.

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

Response: School principal in collaboration with staff development office and either Elementary or Secondary executive directors for instruction and district science coordinator.

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

Response: The Collier Teacher assessment System; data warehouse data sheets that provide information on teachers' student performance and classroom walkthrough reports.

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

Response: Progress monitoring will be quarterly in progress monitoring reports and monthly in district oversight team data analysis discussions.

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

Response: This school improvement staff development opportunity will be coordinated with and aligned with those offered through title I and/or district initiatives as described in Title I Part A grant application and District Improvement and Assistance Plan. Any expenditures will be pre-approved by Director of Federal and State Grants.

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

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

Reading

Mathematics

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: **Reading proficiency is not meeting AYP targets and need to increase in all subgroups**

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

Response: FCAT 09 Reading results only 49% proficient in Reading

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

- PINECREST ELEMENTARY SCHOOL

1d. Name of strategy

Response: Provide necessary technology tools (BrainPop site license) to provide high quality instruction

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

Response: Purpose is to provide technology tool to strengthen and expand effective instructional practices available to teachers so that they can provide differentiated instruction to students. This strategy is aligned with Differentiated Accountability expectation to provide high-quality instruction.

<http://www.brainpop.com/about/research/>

A Study of the Effectiveness of BrainPOP

"Students in classes using BrainPOP made significant improvements compared to students in classes not using BrainPOP."

Approximately 1,100 students in 46 classrooms in Palm Beach County, Florida and New York City participated in a controlled study of BrainPOP effectiveness examining Vocabulary, Language, Reading Comprehension and Science. The study by SEG Research demonstrates that the elementary and middle school students using BrainPOP experienced substantial growth compared to students who didn't use BrainPOP. Students participating in the treatment group received approximately 16-20 weeks of instruction incorporating BrainPOP, yet the amount of growth achieved was equivalent to between one and two grade levels.

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

Response: Different learning styles of students cause many students to not succeed in traditional classroom environments.

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

Response: target population are all students enrolled in the school.

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

Response: Collier County Public Schools are well equipped with technology to support instruction. This site license for BrainPop will build on existing technology resources available and will be purchased with SI Grant funds.

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: Throughout the school year Brain Pop will be used at least weekly by all core subject area teachers in Reading/ Language Arts for all subgroups and grade levels of students as supplemental instruction.

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

Response: School principal in collaboration with Elementary executive directors for instruction.

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

Response: The Collier Teacher assessment System; data warehouse data sheets that provide information on teachers' student performance and classroom walkthrough reports.

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

Response: Progress monitoring will be quarterly in progress monitoring reports and monthly in district oversight team data analysis discussions.

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

Response: This strategy will supplement existing services because state or local funds are not being used to provide this technology resource at any other school and only Brain Pop site license for Pinecrest Elementary will be funded from this grant.

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

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

Reading

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 grant application will be available on the district web site for review. This will provide information to staff, parents, the community, and students who have access to the internet. This information will be posted upon approval of application and be accessible 24/7 until the project period ends September 30, 2010.

Student Advisory Council - Information on the application will be provided to SAC to gain input on how to expend funds to best assist each school. This notification will address parents, staff, students, and the community. The SAC 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 for the home language of the parent. The copy of the application will be available at the school their child attends or at the district office. This notation will be provided in English, Spanish, Haitian Creole.

Student outcomes are reported to parents via student quarterly report cards, quarterly interim reports, parent-teacher conferences and the District annual report card.

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: Data analysis of student academic achievement at each school was conducted and contribution of strategies implemented from various initiatives was reviewed and assessed for effectiveness. Consolidated planning process with superintendent, evaluation of school improvement plans and district oversight team meeting reviews provided explicit opportunities for this evaluation and reflection on previously implemented strategies.

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

Response: Success: Data Warehouse provided easy to navigate mechanism for progress monitoring and program evaluation.

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

Response: Explicit record keeping and data tracking along with district support teams to coordinate and consolidate initiatives across the district contributed the most to the success in program implementation. The more that resources and initiatives are aligned the more concentrated the impact.

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

Response: Change in administration did not facilitate smooth implementation of program.

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

Response: Explicit record keeping and data tracking along with district support teams to coordinate and consolidate initiatives across the district contributed the most to the success in program implementation. The more that resources and initiatives are aligned the more concentrated the impact.

FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM - School Improvement Initiative

A) NAME OF ELIGIBLE RECIPIENT: **Collier**B) Project Number (DOE USE ONLY): **110-2260A-0CS01**

C) TAPS Number

10A006

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	130	<u>Other Certified Instructional Personnel</u> Resource Teacher (Reading)	0.500	31274.00
5100	210	<u>Retirement</u> Fringe Benefits - Retirement	0.000	3081.00
5100	220	<u>Social Security</u> Fringe Benefits - Social Security/Medicare	0.000	2392.00
5100	230	<u>Group Insurance</u> Fringe Benefits - Group Insurance	0.000	3340.00
5100	240	<u>Workers Compensation</u> Fringe Benefits - Worker Compensation	0.000	313.00
6400	130	<u>Other Certified Instructional Personnel</u> Salaries - Resource Teachers/Coaches for math and science	4.000	220172.14
6400	210	<u>Retirement</u> Fringe Benefits - Retirement	0.000	21687.00
6400	220	<u>Social Security</u> Fringe Benefits - Social Security/Medicare	0.000	16843.00
6400	230	<u>Group Insurance</u> Fringe Benefits - Group Insurance	0.000	26720.00
6400	240	<u>Workers Compensation</u> Fringe Benefits - Workers Compensation	0.000	2202.44
7200	790	<u>Miscellaneous Expenses</u> Indirect Cost (3.32%)	0.000	10890.42

E) Total: \$338,915

DOE 101-R

Created 3/09



Dr. Eric J. Smith, Commissioner

FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM - School Improvement Initiative

A) NAME OF ELIGIBLE RECIPIENT: **Collier**B) Project Number (DOE USE ONLY): **110-2260S-0CZS1**

C) TAPS Number

10AR06

D) 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	13	S	Web-based license fee for BrainPop learning program	5100	360	<u>Rentals</u> Rentals (web- based license fee)		0.000	0.000	0.000	1500.00
D	B4	21	S	Instructionals Materials/Supplies for Reading in Content Area, science, math	5100	510	<u>Supplies</u> Consumable Supplies		0.000	0.000	0.000	10991.66
D	B4	13	S	TI Navigator graphing calculators	5100	642	<u>Furniture, Fixtures and Equipment Non- Capitalized Equipment</u>		0.000	0.000	0.000	21006.00
D	B4	21	S	Teachers participating in after school tutorial programs	5900	130	<u>Other Certified Instructional Personnel</u> Salaries	59001	0.000	2.120	0.000	58172.00
D	B4	21	S	Retirement	5900	210	<u>Retirement</u> Fringe Benefits		0.000	0.000	0.000	5730.00
D	B4	21	S	Social Security/ Medicare	5900	220	<u>Social Security</u> Fringe Benefits		0.000	0.000	0.000	4450.00
D	B4	21	S	Workers Compensation	5900	240	<u>Workers Compensation</u> Fringe Benefits		0.000	0.000	0.000	582.00
D	B4	21	S	Family Literacy	6150	130	<u>Other Certified Instructional Personnel</u> Salaries		0.000	0.000	0.000	9328.00

D	B4	21	S	Retirement	6150	210	Retirement Fringe Benefits		0.000	0.000	0.000	919.00
D	B4	21	S	Social Security/Medicare	6150	220	Social Security Fringe Benefits		0.000	0.000	0.000	714.00
D	B4	21	S	Workers Compensation	6150	240	Workers Compensation Fringe Benefits		0.000	0.000	0.000	93.00
D	B3	3	S	Resource Teacher	6400	130	Other Certified Instructional Personnel Salaries	64021	0.400	0.000	0.000	27281.00
D	B3	19	S	Teachers participating in professional development activities	6400	130	Other Certified Instructional Personnel Salaries		0.000	0.000	0.000	17553.00
D	B3	3	S	Math Coach	6400	130	Other Certified Instructional Personnel Salaries	64024	1.000	0.000	0.000	43241.00
D	B3	19	S	Retirement	6400	210	Retirement Fringe Benefits		0.000	0.000	0.000	1729.00
D	B3	3	S	Retirement	6400	210	Retirement Fringe Benefits		0.000	0.000	0.000	6945.00
D	B3	3	S	Social Security/Medicare	6400	220	Social Security Fringe Benefits		0.000	0.000	0.000	5395.00
D	B3	19	S	Social Security/Medicare	6400	220	Social Security Fringe Benefits		0.000	0.000	0.000	1343.00
D	B3	3	S	Group Insurance	6400	230	Group Insurance Fringe Benefits		0.000	0.000	0.000	9352.00
D	B3	19	S	Workers Compensation	6400	240	Workers Compensation Fringe Benefits		0.000	0.000	0.000	176.00
D	B3	3	S	Workers Compensation	6400	240	Workers Compensation Fringe Benefits		0.000	0.000	0.000	705.00

D	B3	10	S	Travel expenses for staff participating in professional workshops/ conferences	6400	330	<u>Travel</u> Travel		0.000	0.000	0.000	1200.00
N/A	N/A	21	D	Indirect Cost 3.32%	7200	790	<u>Miscellaneous Expenses</u> Indirect Cost		0.000	0.000	0.000	7159.34
D	B4	21	S	Transportation for students attending after school programs	7800	790	<u>Miscellaneous Expenses</u> Transportation		0.000	0.000	0.000	10012.00

E) Total: \$245,577

DOE 101-R

Created 3/09



Dr. Eric J. Smith, Commissioner

[DOE Home](#) | [Commissioner](#) | [Board of Education](#) | [Contact Us](#) | [DOE Paperless](#) | [Open Government](#) | [Site Index](#)

For questions & comments regarding education issues: Commissioner@fldoe.org | For questions & comments regarding this Web site: [E-mail Webmaster](#)

[Accessibility](#) | [Copyright Florida Department of Education ©2005](#) | [Privacy Statement](#) | [Public Records](#)

Free Downloads: [Acrobat Reader](#) | [Excel Viewer 2003](#) | [Word Viewer 97/2000](#) | [PowerPoint Viewer 2003](#)

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public-records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.