
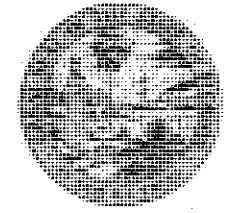


**Florida Department of Education  
Project Award Notification**

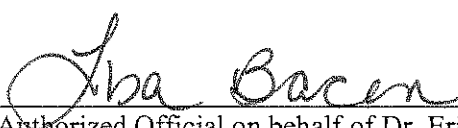
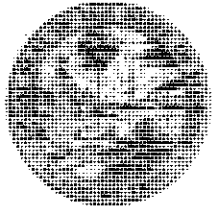
<b>1 PROJECT RECIPIENT</b> Columbia County School District	<b>2 PROJECT NUMBER</b> 120-2260A-0CS01
<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Initiative  <div align="right"><b>TAPS 10A006</b></div>	<b>4 AUTHORITY</b> 84.010A School Improvement - Title I, Part A
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 08/31/2009 - 09/30/2010 Program Period: 08/31/2009 - 09/30/2010
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 266,149.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 266,149.00	<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: <span style="float: right;"><u>09/30/2010</u></span></li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: <span style="float: right;"><u>11/20/2010</u></span></li> <li>• Last date for receipt of proposed budget and program amendments: <span style="float: right;"><u>09/30/2010</u></span></li> <li>• Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>• Date(s) for program reports:</li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> Michael Kilts <b>Phone:</b> (850) 245 - 9946 <b>Email:</b> <a href="mailto:Michael.Kilts@fldoe.org">Michael.Kilts@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0496	<div 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>	
<b>13 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;">             Authorized Official on behalf of Dr. Eric J. Smith            Commissioner of Education         </div> <div style="width: 40%; text-align: center;"> <u>9/29/09</u>            Date of Signing         </div> <div style="width: 10%; text-align: center;">  </div> </div>	

DOE-200  
Revised 02/05

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

- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
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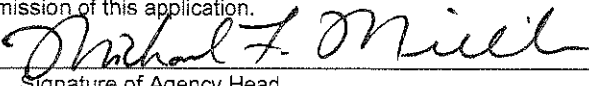
**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Columbia County School District	<b>2 PROJECT NUMBER</b> 120-2260S-0CZ01
<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Initiative-Targeted  TAPS 10AR06	<b>4 AUTHORITY</b> 84.010A School Improvement - Title I, Part A
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 08/31/2009 - 09/30/2010 Program Period: 08/31/2009 - 09/30/2010
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 193,444.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 193,444.00	<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> Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	<b>11 DOE FISCAL DATA</b>  DBS: 40 90 20 EO: TX Object: 720036
<b>12 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. In addition, the sub-recipient must comply with all expenditure, transparency, accountability, and reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA), ARRA regulations, and the ARRA specific assurances agreed to in the application for ARRA funds.</li> <li>For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</li> </ul>	
<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;">             9/29/09              _____              Date of Signing           </div> <div style="text-align: center;">  </div> </div>	

DOE-200  
Revised 02/05

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  - Reimbursement of Expenditures – Payment made upon submission of documented allowable expenditures.
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- 13 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

<b>FLORIDA DEPARTMENT OF EDUCATION</b> <b>PROJECT APPLICATION - School Improvement Initiative</b>			
TAPS NUMBERS: 1. 10A006    2. 10A005    3. 10AR06    4. 10AR05			
Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Name and Address of Eligible Applicant: <div style="text-align: center;"> <b>Columbia</b>              372 W DUVAL ST              LAKE CITY, FL 32055           </div>		DOE USE ONLY Date Received: 2009 AUG 31 11:10:56 <div style="writing-mode: vertical-rl; transform: rotate(180deg);">             BUREAU OF GRANTS MANAGEMENT           </div>
B) Applicant Contact Information			
<b>Contact Name:</b> First Name: Narragansett MI: _____ Last Name: Smith		<b>Mailing Address:</b> 372 W DUVAL ST City: LAKE CITY State: FL Zip: 32055	
Telephone Number: 386.755.8015		Ext: _____	
Fax Number: 986.755.8008		E-mail Address: smith_n13@firn.edu	
<b>Title I School Improvement Initiative [1003(a)]</b>  Project Number: 120-2260A-0CS01  Total Funds Requested: \$266,149.00	<b>Title I School Improvement Initiative [1003(a)] ARRA</b>  Project Number: 120-2260S-0CZ51-0CZ01  Total Funds Requested: \$193,444.00	<b>Title I School Improvement Fund [1003(g)]</b>  Project Number: 120-1260A-0CS01  Total Funds Requested: \$0.00	<b>Title I School Improvement Fund [1003(g)] ARRA</b>  Project Number: 120-1260S-0CZ51  Total Funds Requested: \$0.00
<b>CERTIFICATION</b>			
I (first name) Michael (last name) Millikin 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			
<input type="button" value="Save"/>			

DOE 100A



Dr. Eric J. Smith, Commissioner

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

A) NAME OF ELIGIBLE RECIPIENT: **Columbia**B) Project Number (DOE USE ONLY): **120-2260A-0CS01**

C) TAPS Number 10A006
--------------------------

D) SPECIAL REVENUE FUND CODE
------------------------------

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	159	<u>Non-Instructional Stipends</u> Paraprofessional: remedial tutors	0.000	46760.00
5100	220	<u>Social Security</u> Employee benefits	0.000	13590.00
5100	360	<u>Rentals</u> Annual Maintenance Fee: Web based Software, Classworks	0.000	7475.00
5100	510	<u>Supplies</u> materials and supplies for PD SUMS training and kits FCIM training Deep FRI training Failure Is Not An Option training	0.000	75478.00
5100	750	<u>Other Personal Services</u> other personnel services substitutes to release teachers to create writing rubrics, substitutes for Math-Next Generation SSS	0.000	11220.00
6400	120	<u>Classroom Teachers</u> stipends for teachers (Summer PD) SUMS Deep FRI	0.000	68880.00
6400	311	<u>Subagreements up to \$25,000</u> professional and tech services: Consultants for RtI and Failure Is Not An Option	0.000	17700.00
6400	510	<u>Supplies</u> materials and supplies Books for principals and teachers for Learning Communities, to support RtI workshops, Next Generation Workshops, Supports for Rubrics/prompts writing team	0.000	15500.00
7200	790	<u>Indirect costs</u> indirect costs - 3.72%	0.000	9546.00

**E) Total: \$266,149**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: **Columbia**B) Project Number (DOE USE ONLY): **120-2260S-0CZS1**

C) TAPS Number  
10AR06

D) SPECIAL REVENUE FUND CODE  
431

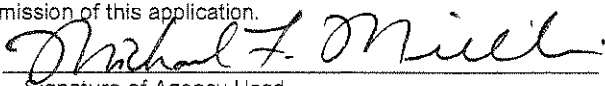
AARA Assur. Code	AARA Prin. Code	AARA Strat. Code	School District Based	Activity	Function	Object	Account Title and Description	FTE Pos. Code	FTE Saved	FTE Created	FTE Cont.	Amount
D	B4	9	D	Provide technology that is aligned with Florida's CIM model to create mini assessments for students of struggling schools.	5100	691	Computer Software Capitalized Create Mini Assessments for students or struggling schools.		0.000	0.000	0.000	176500.00
D	B4	8	D	Provide Professional Development to low-performing elementary schools to improve student performance	6400	311	Subagreements up to \$25,000 Professional Development: Consultants for teacher trainings.		0.000	0.000	0.000	4444.00
D	B4	8	D	Provide materials and supplies for PD activities	6400	510	Supplies Supplies for Professional Development activities		0.000	0.000	0.000	5561.00
N/A	N/A	N/A	D	indirect costs	7200	790	Miscellaneous Expenses indirect costs - 3.72%		0.000	0.000	0.000	6939.00

**E) Total: \$193,444**

DOE 101-R  
Created 3/09



Dr. Eric J. Smith, Commissioner

<b>FLORIDA DEPARTMENT OF EDUCATION</b> <b>PROJECT APPLICATION - School Improvement Initiative</b>			
TAPS NUMBERS: 1. 10A006    2. 10A005    3. 10AR06    4. 10AR05			
Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Name and Address of Eligible Applicant: <div style="text-align: center;"> <b>Columbia</b>              372 W DUVAL ST              LAKE CITY, FL 32055           </div>		DOE USE ONLY Date Received <div style="text-align: right; font-family: monospace;">             7/28/09 10:55 AM              OFFICE OF GRANTS MANAGEMENT           </div>
B) Applicant Contact Information			
<b>Contact Name:</b> First Name: Narragansett MI: Last Name: Smith		<b>Mailing Address:</b> 372 W DUVAL ST City: LAKE CITY State: FL Zip: 32055	
Telephone Number: 386.755.8015		Ext:	
Fax Number: 986.755.8008		E-mail Address: smith_n13@firm.edu	
<b>Title I School Improvement Initiative [1003(a)]</b>  Project Number: <b>120-2260A-0CS01</b>  Total Funds Requested: <b>\$266149.00</b>	<b>Title I School Improvement Initiative [1003(a)] ARRA</b>  Project Number: <b>120-2260S-0CZS1-00201</b>  Total Funds Requested: <b>\$193444.00</b>	<b>Title I School Improvement Fund [1003(g)]</b>  Project Number: <b>120-1260A-0CS01</b>  Total Funds Requested: <b>\$0.00</b>	<b>Title I School Improvement Fund [1003(g)] ARRA</b>  Project Number: <b>120-1260S-0CZS1</b>  Total Funds Requested: <b>\$0.00</b>
<b>CERTIFICATION</b>			
I (first name) <u>Michael</u> (last name) <u>Millikin</u> do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.			
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E) <u></u> Signature of Agency Head			

Save

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	MELROSE PARK ELEMENTARY SCHOOL	78.15	Correct I	5	36818.00	37249.00	0.00	0.00
0091	FIVE POINTS ELEMENTARY SCHOOL	76.27	Correct I	5	37297.00	37249.00	0.00	0.00
0141	SUMMERS ELEMENTARY SCHOOL	61.31	Correct I	4	72658.00	37251.00	0.00	0.00
0161	NIBLACK ELEMENTARY SCHOOL	95.73	Correct I	4	36818.00	37250.00	0.00	0.00
0261	COLUMBIA CITY ELEMENTARY SCHOOL	53.54	Correct I	4	72657.00	37249.00	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 provides professional development to all teachers during the first week of preplanning, prior to the start of the 2009-2010 school year. This professional activity is led by the site Principal, Curriculum Resource Teacher, and the Reading Coach. Principals, reading coaches, leadership team members, and grade level teachers received broad level data analysis training in earlier years from Dr. Laura Hassler of the Literacy Institute of Florida State University. In subsequent years, various forms of data notebooks were developed and utilized by classroom teachers throughout these elementary schools. The local Consortium, North East Florida Educational Consortium (NEFEC), has provided data analysis training for the district. Classroom teachers receive ongoing training to further analyze student performance data in terms of their own teaching performance and student needs. At the end of the 2008-2009 school year, student performance was analyzed, and areas of professional development need were identified. Teachers incorporated those areas of professional development need into their Individual Professional Development Plans. The principal/reading coach/leadership team at each elementary school will provide continuous professional development to teachers who need further data analysis training.

2. Each school meets (at a minimum) quarterly with their site principal/reading coach/leadership team to analyze data. ThinkLink is a progress monitoring tool for Reading and Math. The service offers online or paper assessments which schools will administer three times a year. Baseline data will be gathered in September 2009; mid-year data will be assembled in January 2010; end of the year assessments will be administered in May 2010. Additionally, teachers have the ability to assess students on a more frequent basis through ThinkLink benchmark-specific probes. The district-developed Columbia Writes! Assessment will be administered in the same time frames as a progress monitoring tool for Writing. All SINI schools for Columbia County are at the Correct I stage according to Florida's Differentiated Accountability Plan. The teachers are led through their data analysis by the site principal/reading coach/leadership team. They also work together in professional learning communities. Data analysis is being expanded from the 09-10 school year through PLCs to address a program weakness from the 08-09 school year. They use the data through Progress Monitoring, STAR tests, FCAT results, and individual screenings for struggling students.

3. The information will be used from progress monitoring data analyses to drive instruction and curriculum for intervention students. The frequency of intervention, the duration of the intervention, the group size, the instructor, or the instructional materials used will be changed as deemed necessary.

4. Differentiated instruction was identified as a weakness in our programs. The district will provide Computer Assisted Instruction that will provide mini-assessments in a uniform software program. The results from these mini-assessments will be in the quarterly on-site monitoring for Reading and Math.

## 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 support team meets monthly to provide technical and program support to schools in need of improvement. All of the schools that fall into this category are in the Correct I stage of the Differentiated Accountability Matrix. The support team provides technical and program assistance by assessing schools' progress on stated strategies of tutoring, acquisition of instructional materials and professional development. A support team member is assigned as a liaison to a school that is planning for restructuring. The liaison will meet with the school's team as it discusses progress and assesses revisions to meet AYP requirements. Informal contact is made on a regular basis with each of the schools on various issues.

The progress monitoring reports are reviewed by one or more of the LEA Support Team members. Reading fidelity checks are made to school sites on a quarterly basis to ascertain implementation of the District Reading Plan. Included in the checks are reviews of professional development in the area of reading and classroom observations, which provide data on the learning process, instructional methods and curriculum alignment with the state standards. One or more members of the LEA Support Team will participate in the professional development strategy addressed in the proposal.

## Strategies to Be Implemented

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

1a. Identify the Need: **Increase Student Achievement in Reading, Math, and Writing**

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

**Response:** 2009 FCAT Reading, Math, & Writing scores/Low performing groups See 1g

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

- MELROSE PARK ELEMENTARY SCHOOL
- FIVE POINTS ELEMENTARY SCHOOL
- SUMMERS ELEMENTARY SCHOOL
- NIBLACK ELEMENTARY SCHOOL
- COLUMBIA CITY ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Professional Development in differentiated instruction

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

**Response:** Purpose: To improve low-performing subgroups in Reading, Math and Writing.

Research of Effectiveness:

"Studies suggest that integrated professional development activities have a more positive impact on teacher skills and knowledge because they allow sustained, intensive and active learning, and teachers tend to integrate such learning into their daily professional lives" (Garet et al. 1999; Garet et al. 2001).

How strategy will support the implementation of Differentiated Accountability:

The District's State Board-approved 2009-2010 Plan of Strategies and Support for Differentiated Accountability includes this statement: The District provides professional development on Florida's Continuous Improvement Model, Problem Solving, Response to Instruction/Intervention, Professional Learning Communities, as well as the Use of Differentiated Instruction Based on Data Analysis.

Summers Elementary and Columbia City Elementary did not participate in the Consortium funded training for SUMS (Students Using Mathematics Successfully) while all other Title I schools did. Professional Development will be provided to those schools so that all Title I schools can participate in the same proven effective Mathematics program.

Failure Is Not An Option is a two day workshop citing six principles and how they can enhance the effectiveness of a collaborative culture. It helps administrators identify and support teacher leaders in order to build a greater focus on student achievement. Failure Is Not An Option won the Book of the Year Award from NSDC in 2005 and comes highly recommended as a professional development tool. The training will include all Title I school administrators for the summer of 2010 with the plans of incorporating professional development for teachers the following year.

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

**Response:** The district has identified Instruction Methods as a root cause for low academic achievement. The district examined Reading and Mathematics data for grades 3, 4, and 5 over the past three years and determined there was a lack of consistency in high quality Instruction Methods from classroom to classroom. The district compared schools where the subgroups (SWD, Black and ED) did make AYP in 2009. It has been noted that reading achievement has increased due to the initiative of the office of Just Read, Florida! through Reading First and the Florida Reading Initiative (FRI).

A similar proactive approach is necessary to increase student achievement in Mathematics. The district determined that providing substitutes and releasing teachers for professional development on the Next Generation Sunshine State Standards in Mathematics would empower teachers with a strong, consistent Instruction Method for curriculum delivery.

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

**Response:** Scores were analyzed at the five targeted schools to determine low-performing groups. They are:

Reading/Students With Disabilities: Columbia City/48 and Five Points/50

Math/Black: Melrose Park/54 Niblack/60 and Summers/60

Math/Economically Disadvantaged: Niblack/58 and Summers/67

Math/Students With Disabilities: Columbia City/46 and Five Points/51

Professional Development will be provided to principals, teachers and staff as appropriate to increase achievement in the above subgroups.

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

**Response:** Professional development has been provided in each area of need identified and includes the following:

- o Computer labs and modern computers to implement software programs and assessment programs funded through general school and Title I funds.

- o Reading professional development through Reading First and the Florida Reading Initiative funded through NEFEC, Reading First, and Title II funds.

- o Reading Coaches (supported by Title I, Title II, Reading First and Reading Allocation funds) at each school to deliver reading professional development.

- o Both last year's and this year's School Improvement grants provide additional reading tutors at school sites, thereby enlarging the scope of each school's reading intervention plan.

- o Funding the professional development and materials for Students Using Mathematics and Science (SUMS), a NEFEC project designed to increase student proficiency in Mathematics and Science (supported by NEFEC and Title II).

- o Professional development training to assist teachers in understanding and implementing the Next Generation SSS as it becomes available (funded by NEFEC, Title II, and Title I).

- o Appropriate content materials for Learning Communities at each school site, organizing those Learning Communities to provide teachers a meaningful, extensive mathematics experience relevant to the Learning Communities (supported by Title II, SAC allocation, and Title I 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:** To cover all necessary instructional topics, the length and duration of the professional development planned is set by each consultant.

Learning Community discussions at each school will be driven by the needs of that school and will be ongoing.

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

**Response:** The principal at the site will be responsible for monitoring attendance at the professional development activities. Participants will be required to sign in at the professional development session. Members of the LEA Support Team will also serve as monitors.

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

**Response:** The effectiveness of the professional development will be measured by student gains as demonstrated with the progress monitoring tools used in the project: ThinkLink and the district-developed writing assessment. Monitoring of professional development effectiveness will also be demonstrated in lesson plans and classroom walk-throughs.

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

**Response:** The administration windows for the student progress monitoring tools of Think Link and the writing assessment are September, 2009, January, 2010, and May, 2010. Monitoring of professional development effectiveness will also be demonstrated in lesson plans and classroom walk-throughs.

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

**Response:** The professional development offered through this funding will be in addition to any professional development funded through required set-asides. These services will be supplemental to existing services being provided to eligible students, which are monitored by district personnel who manage federal programs and programs supported with Supplemental Academic Instruction fund.

6. Strategic Imperative this strategy addresses: 1.1

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

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

## Strategies to Be Implemented

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

1a. Identify the Need: **Increase student achievement in Reading, Math, and Writing**

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

**Response:** 2009 FCAT Reading, Math, and Writing scores See 1g.

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

- MELROSE PARK ELEMENTARY SCHOOL
- FIVE POINTS ELEMENTARY SCHOOL
- SUMMERS ELEMENTARY SCHOOL
- NIBLACK ELEMENTARY SCHOOL
- COLUMBIA CITY ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Extended Learning Opportunities- Tutoring

*Is this allowable?*

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

**Response:** One powerful way to provide low achieving students with needed practice-with the opportunity to learn to read-is to tutor them (Morris, 2006). Citing use of an evidence-based model, Morris explores the possibility of utilizing paraprofessionals or teacher assistants as tutors to work with at-risk students. According to Morris (2006) over the past decade, several first-grade intervention programs, including Reading Recovery (Pinell, Lyons, DeFord, Byrk, & Seltzer, 1994) Success For All (Slavin et al, 1996) and Early Steps (Santa and Hoein, 1999) have demonstrated that one-to-one tutoring can significantly raise the achievement of at-risk beginning readers. (DOCTORAL FORUM NATIONAL JOURNAL FOR PUBLISHING AND MENTORING DOCTORAL STUDENT RESEARCH VOLUME 3 NUMBER 1, 2006)

Both degreed and nondegreed tutors will receive direction from the classroom teachers on students' progress. Each student's test and assessment results will be analyzed and new strategies will be implemented to ensure individual progress. Targeted subgroups will receive rigorous coursework to meet their academic needs.

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

**Response:** The district has identified lack of Mathematics and Reading/Writing experiences as a root cause for low academic achievement. The district examined Reading and Mathematics data for grades 3, 4, and 5 and Writing data for grade 4 over the past 4 years and determined that the subgroups not making AYP for 2009 (SWD, Black, and ED) need additional time focusing on their individual areas of deficit. The district compared the performance of these subgroups to high performing subgroups in other elementary schools in the district and concluded that more intensive intervention time focused on individuals' areas of need would benefit the subgroups who did not make AYP.

Alternative, research-based, high interest, skill-related instructional materials will be utilized. Writing will be incorporated throughout the reading process to strengthen the students' skills in transforming information subsequent to reading activities. Implementing the plan for additional tutoring for students in these subgroups will assist them in reaching proficiency levels of 72% in Reading, 74% in Mathematics, and 3.0 or higher in Writing.

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

**Response:** All five targeted schools are classified as Correct I. FCAT Reading, Math, and Writing scores were analyzed to determine low-performing groups.

Reading/Students With Disabilities: Columbia City/48 and Five Points/50

Math/Black: Melrose Park/54 Niblack/60 and Summers/60

Math/Economically Disadvantaged: Niblack/58 and Summers/67

Math/ Students With Disabilities: Columbia City/46 and Five Points/51

In Writing Columbia City/91, Five Points/89 and Summers Elementary/88 did not achieve their 2008-2009 target scores.

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

**Response:** Supplemental Core Mathematics materials from Houghton Mifflin Mathematics: Accelerated Math Software and Math Facts in a Flash from Renaissance Learning, Saxon Mathematics, FCAT explorer.

Supplemental Core Reading materials-Harcourt Story Town for grades K-5 approved by DOE Just Read Florida! The CCRP provides direction and ancillary materials that address differentiation of instruction in reading for advanced and struggling readers.

Read Naturally has story CD's and reading packets. A tutor allows the student to select a story, read along to the key words, write a prediction, time themselves, graph their scores, read along while listening to the story on a CD, and then practice reading the story to the tutor.

Multiple Skills-an SRA researched based reading program

Great Leaps, a program that generates successes, major gains, and skill by skill mastery.

Earobics was among a select few in the supplemental intervention or technology-based programs to score highest in all five reading areas.

Quick Reads-a researched based program that allows students to work on their own level and increase their ability to read more quickly.

Soar to Success-grounded in research and classroom tested helps struggling students in grades 3-5 achieve reading success.

SRA Reading Mastery-whole word basals with analytic phonics. Lessons are scripted, with every pupil response and immediate feedback

Orchard- A software program that provides targeted instruction in math, reading and writing. It allows a tutor to deliver individualized instruction and provides qualitative data reporting.

SUMS (Students Using Mathematics Successfully)- supplemental resources aligned with the National Council of Mathematics Curriculum and Evaluation Standards

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:** Tutoring will provided for students individually or in small groups during the school day for a total of 4 hours per day for a total of 70 days in a structured setting. Tutoring sessions for small groups of 3-5 students will meet for thirty (30) minutes, and individual tutoring will also meet for thirty (30) minutes. Tutoring will begin once funds are made available to the district.



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

**Response:** The principal will be responsible for placing tutors in the appropriate area with eligible students. The progress monitoring data will be evaluated by the classroom teacher, the principal of the school and other site designated personnel. Additionally, an LEA Support Team member is responsible for curriculum and for reviewing the data.

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

**Response:** The effectiveness of the tutoring will be measured by student gains as demonstrated with the progress monitoring tools used in the project: ThinkLink, FAIR, and the district-developed writing assessment.

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

**Response:** The progress monitoring assessment, ThinkLink and FAIR, will be administered three times during the school year to track student achievement in the areas of reading and math. In the area of writing, a district developed writing assessment will be administered four (4) times during the school year to determine student achievement in that content area. The writing instrument is similar to the format of Florida Writes! Essay and is graded using the Department of Education FCAT Writing Rubrics.

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

**Response:** The tutors will be in addition to any tutors or other instructional support provided by other federal programs. These services will be supplemental to existing services being provided to eligible students, which are monitored by district personnel who manage federal programs and programs supported with Supplemental Academic Instructional Funds.

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

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

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

## Strategies to Be Implemented

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

1a. Identify the Need: **Increase Student Achievement in Reading, Math, and Writing**

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

**Response:** 2009 FCAT Reading, Math, & Writing scores See 1g.

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

- MELROSE PARK ELEMENTARY SCHOOL
- FIVE POINTS ELEMENTARY SCHOOL
- SUMMERS ELEMENTARY SCHOOL
- NIBLACK ELEMENTARY SCHOOL
- COLUMBIA CITY ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Technology to aid in the production/implementation of mini-assessments

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

**Response:** Computer Assisted Instruction (CAI) learning prepares students for productive work, learning and responsible citizenship in the 21st century (Sherry, Billig, Jesse, & Watson-Acosta, 2001) CAI was developed for students to examine a class subject in more detail. CAI is designed to serve as an expansion of subjects discussed in class and allows students more time to use and validate the knowledge taught (Cooper, 1998). With the appropriate software, the computer has the ability to teach students interactively (Brown, 2000).

Classworks, or a comparable program, is needed to produce a uniform software program that aligns with the Florida Continuous Improvement Model. Based on Total Quality Management principles, effective schools, research, and the eight step instructional process, Classworks, or another program like it would be a tremendous asset to our Correction I schools as they strive to meet instructional goals in the Sunshine State Standards. There is a great need for a technology program that can help produce mini assessments that are valid, reliable, and that will provide remediation materials to help students accelerate through the benchmarks that are required to be successful on the FCAT.

Dr. Ash (2006) examined the impact of an additional hour of weekly computer instruction, using Practice Planet, and concluded "computer-assisted instruction boosts math skills."

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

**Response:** The district has identified the lack of differentiated instruction based on data analysis as a root cause for low academic achievement. The district examined Reading and Mathematics data for grades 3, 4, and 5 over the past 4 years and determined there was a lack of consistency in administering mini benchmark assessments tied to specific standards. In order for the classroom teacher to provide screening, diagnostics, and remediation, a program that generates data and allows for individual and rigorous instruction is needed for low performing subgroups (SWD, Black, and ED) as referenced in root cause 1.

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

**Response:** All five targeted schools are classified as Correct I. FCAT Reading, Math, and Writing scores were analyzed to determine low-performing groups.

Reading/Students With Disabilities: Columbia City/48 and Five Points/50

Math/Black: Melrose Park/54 Niblack/60 and Summers/60

Math/Economically Disadvantaged: Niblack/58 and Summers/67

Math/ Students With Disabilities: Columbia City/46 and Five Points/51

In writing Columbia City/91, Five Points/89 and Summers Elementary/88 did not achieve their 2008-2009 target scores.

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

**Response:** • Computer labs and modern computers to implement software programs and assessment programs funded through general school and Title I Funds.

• Professional development training to assist teachers in understanding and implementing Classworks or comparable software program that will generate mini-assessments for students.

• Assistance in locating and hiring additional tutors to assist Title I students in achieving proficiency in mathematics, reading, and writing.

• Implementation of a new curriculum grounded in scientifically based research with appropriate professional development provided to support its implementation

• Extended the length of the school day by 15 minutes in order to change and monitor student schedules.

\* SWD utilized on grade materials with accommodations to ensure rigorous instruction was provided.

• Professional Development provided in all subject areas

• Continued progress monitoring through THINKLINK, FAIR, STAR, AR, AM, SUMS

• Classrooms equipped with ELMO units to enhance instruction and model writing

• Monthly parent nights and literacy programs for parent involvement

• Collaboration with 21st CCLC after school and summer programs

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

**Response:** The instructional materials will be utilized as needed in the tutoring sessions that will be provided for students individually or in small groups during the school day for a total of 4 hours per day for a total of 70 days in a structured setting. Tutor session for small groups of 3-5 students will meet for thirty (30) minutes, and individual tutoring will also meet for thirty (30) minutes. The computer software will also be accessible at home for those students who have internet access.

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

**Response:** Classroom teachers will utilize the data reports provided by the program to customize practice levels and to produce remediation materials so that the tutors can work on specific levels and specific skills unique to the individual students. The growth reports are an additional progress monitoring tool for assessing a student's achievement in the areas of reading

and mathematics. The reports will be reviewed at a minimum of bi-weekly. An LEA Support Team member will monitor the acquisition of the instructional materials and review the progress monitoring data.

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

**Response:** The progress monitoring assessments, ThinkLink and FAIR, will be administered three times during the school year to track student achievement in the areas of reading and math. In the area of writing, a district developed writing assessment will be administered 4 times during the school year to determine student achievement in that content area. The writing instrument is similar to the format of Florida Writes! Essay and is graded using the Department of Education FCAT Writing Rubrics.

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

**Response:** The progress monitoring assessments, ThinkLink and FAIR, will be administered three times during the school year to track student achievement in the areas of reading and math. In the area of writing, a district developed writing assessment will be administered four (4) times during the school year to determine student achievement in that content area. The writing instrument is similar to the format of Florida Writes! Essay and is graded using the Department of Education FCAT Writing Rubrics.

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

**Response:** The materials purchased with this grant will be in addition to any instructional support provided by other federal programs. Additionally, all material expenditures will be supplemental. The county has many researched based materials that are utilized in each Correct I school. The software is needed to provide consistency in administering mini benchmark assessments tied to specific standards.

6. Strategic Imperative this strategy addresses: 1.1

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

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

## Dissemination/Marketing and Reporting Student Outcomes

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

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

**Response:** The District Website will provide information to students, parents, staff, and community who have access to the internet. Information will be posted upon approval of this application and will be accessible 24/7 until the project period ends September 30, 2010.

Websites of schools receiving services from this grant 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.

Hard copy and online newsletters of schools receiving funds: Information about the award will be provided in monthly newsletters after the approval of the application. This notification will address parents, staff, and students. This will be a onetime notification through this method.

Student Advisory Council- of schools receiving funds: Information on the application will be provided to SACs to gain input on how to expend funds to best assist each school. This notification will address parents, staff, students, and the community. This was discussed in the 2009 meeting for planning purposes. 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.

### Columbia County Newspapers

Online and hard copies of the Lake City Reporter: Information about the award will be provided to readers in a onetime notification after the approval of the application. This notification will address students, parents, staff, and community.

Online copies of the Lake City Journal ([www.lakecityjournal.com](http://www.lakecityjournal.com)): Information about the award will be provided to readers in a onetime notification after the approval of the application. This notification will address students, parents, staff, and community.

North East Florida Educational Consortium meetings: Upon approval of the application information about the award will be provided to other district members of the Consortium on a quarterly basis. This notification and updating will address the wider community of Northeast Florida.

Reporting Student Outcomes- FCAT results to parents via internet and hard copy are made available during the summer of each year. Hardcopy is a one time notice, internet is accessible 24/7 for the remainder of the year. Report cards are sent home every nine weeks during the school year. School Advisory Council meetings report student and program outcomes at their monthly meetings during the school year. District report card is made available to all stakeholders on the district and each school website available 24/7 until next year's report card, hard copy available for pick up at any school or district office.

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 when clearly feasible. 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, and Vietnamese when clearly feasible.

## 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:** A comparison of target and actual 2009 FCAT Writing scores, as well as Reading and Math subgroup scores, was made for each of the five Title 1 schools included in this application. Five Points' writing score and all of their subgroup scores were below their target scores. Summers and Niblack Elementary Schools each exceeded two target scores. Melrose Park exceeded four target scores, while Columbia City equaled or exceeded six target scores.

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

**Response:** Last year's School Improvement funds (\$179,189.28) were received almost four months after school began in August. After that date—Nov. 20, 2008--materials and supplies had to be ordered, received, and delivered to teachers; tutors hired; and professional development delivered. By the time all of this preparatory work was done and the Thanksgiving and winter breaks were concluded, January had arrived. For these reasons students had only about four months' exposure to the new strategies before the FCAT reading, math and writing tests were administered.

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

**Response:** o Professional development in New Generation Sunshine State Standards for Math o Additional tutors to work with students in small groups or one-on-one

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

**Response:** o Insufficient differentiated instruction o Lack of data analysis on progress monitoring data and application of the data analysis

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

**Response:** Failure: Insufficient data analysis to drive differentiated instruction Success: Availability of additional tutors to work with struggling students in small groups or one-on-one

## 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	MELROSE PARK ELEMENTARY SCHOOL	67.00	Correct I ✓ 78.15	5 ✓	36818.00	37249.00	0.00	0.00
0091	FIVE POINTS ELEMENTARY SCHOOL	67.00	Correct I ✓ 76.27	5 ✓	37297.00	37249.00	0.00	0.00
0141	SUMMERS ELEMENTARY SCHOOL	60.00	Correct I ✓ 61.31	5 4	72658.00	37251.00	0.00	0.00
0161	NIBLACK ELEMENTARY SCHOOL	92.00	Correct I ✓ 95.73	5 4	36818.00	37250.00	0.00	0.00
0261	COLUMBIA CITY ELEMENTARY SCHOOL	67.00	Correct I ✓ 53.54	4 ✓	72657.00	37249.00	0.00	0.00

1, 2, 3  
1, 2, 3  
1, 2, 3  
1, 2, 3  
1, 2, 3

## 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 provides professional development to all teachers during the first week of preplanning, prior to the start of the 2009-2010 school year. This professional activity is led by the site Principal, Curriculum Resource Teacher, and the Reading Coach. Principals, reading coaches, leadership team members, and grade level teachers received broad level data analysis training in earlier years from Dr. Laura Hassler of the Literacy Institute of Florida State University. In subsequent years, various forms of data notebooks were developed and utilized by classroom teachers throughout these elementary schools. The local Consortium, North East Florida Educational Consortium (NEFEC), has provided data analysis training for the district. Classroom teachers receive ongoing training to further analyze student performance data in terms of their own teaching performance and student needs. At the end of the 2008-2009 school year, student performance was analyzed, and areas of professional development need were identified. Teachers incorporated those areas of professional development need into their Individual Professional Development Plans. The principal/reading coach/leadership team at each elementary school will provide continuous professional development to teachers who need further data analysis training.

2. Each school meets (at a minimum) quarterly with their site principal/reading coach/leadership team to analyze data. ThinkLink is a progress monitoring tool for Reading and Math. The service offers online or paper assessments which schools will administer three times a year. Baseline data will be gathered in September 2009; mid-year data will be assembled in January 2010; end of the year assessments will be administered in May 2010. Additionally, teachers have the ability to assess students on a more frequent basis through ThinkLink benchmark-specific probes. The district-developed Columbia Writes! Assessment will be administered in the same time frames as a progress monitoring tool for Writing. All SINi schools for Columbia County are at the Correct I stage according to Florida's Differentiated Accountability Plan. The teachers are led through their data analysis by the site principal/reading coach/leadership team. They also work together in professional learning communities. They use the data through Progress Monitoring, STAR tests, FCAT results, and individual screenings for struggling students.

3. The information will be used from progress monitoring data analyses to drive instruction and curriculum for intervention students. The frequency of intervention, the duration of the intervention, the group size, the instructor, or the instructional materials used will be changed as deemed necessary.



## 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 support team meets monthly to provide technical and program support to schools in need of improvement. All of the schools that fall into this category are in the Correct I stage of the Differentiated Accountability Matrix. The support team provides technical and program assistance by assessing schools' progress on stated strategies of tutoring, acquisition of instructional materials and professional development. A support team member is assigned as a liaison to a school that is planning for restructuring. The liaison will meet with the school's team as it discusses progress and assesses revisions to meet AYP requirements. Informal contact is made on a regular basis with each of the schools on various issues.

The progress monitoring reports are reviewed by one or more of the LEA Support Team members. Reading fidelity checks are made to school sites on a quarterly basis to ascertain implementation of the District Reading Plan. Included in the checks are reviews of professional development in the area of reading and classroom observations, which provide data on the learning process, instructional methods and curriculum alignment with the state standards. One or more members of the LEA Support Team will participate in the professional development strategy addressed in the proposal.

## Strategies to Be Implemented

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

1a. Identify the Need: Inc Prof. in ...  
~~Low performing subgroups in Reading, Math, and Writing See 1g~~

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

**Response:** FCAT Reading, Math, & Writing scores/Low performing groups See 1g

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

- MELROSE PARK ELEMENTARY SCHOOL
- FIVE POINTS ELEMENTARY SCHOOL
- SUMMERS ELEMENTARY SCHOOL
- NIBLACK ELEMENTARY SCHOOL
- COLUMBIA CITY ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Professional Development in Instructional Methods.

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

**Response:** Purpose: To improve low-performing subgroups in Reading, Math and Writing.

Research of Effectiveness:

"Studies suggest that integrated professional development activities have a more positive impact on teacher skills and knowledge because they allow sustained, intensive and active learning, and teachers tend to integrate such learning into their daily professional lives" (Garet et al. 1999; Garet et al. 2001).

How strategy will support the implementation of Differentiated Accountability:

The District's State Board-approved 2009-2010 Plan of Strategies and Support for Differentiated Accountability includes this statement: The District provides professional development on Florida's Continuous Improvement Model, Problem Solving, Response to Instruction/Intervention, Professional Learning Communities, as well as the Use of Differentiated Instruction Based on Data Analysis.

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

**Response:** The district has identified Instruction Methods as a root cause for low academic achievement. The district examined Reading and Mathematics data for grades 3, 4, and 5 over the past three years and determined there was a lack of consistency in high quality Instruction Methods from classroom to classroom. The district compared schools where the subgroups (SWD, Black and ED) did make AYP in 2009. It has been noted that reading achievement has increased due to the initiative of the office of Just Read, Florida! through Reading First and the Florida Reading Initiative (FRI).

A similar proactive approach is necessary to increase student achievement in Mathematics. The district determined that providing substitutes and releasing teachers for professional development on the Next Generation Sunshine State Standards in Mathematics would empower teachers with a strong, consistent Instruction Method for curriculum delivery.

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

**Response:** Scores were analyzed at the five targeted schools to determine low-performing groups. They are:

Reading/Students With Disabilities: Columbia City/48 and Five Points/50

Math/Black: Melrose Park/54 Niblack/60 and Summers/60

Math/Economically Disadvantaged: Niblack/58 and Summers/67

Math/Students With Disabilities: Columbia City/46 and Five Points/51

Professional Development will be provided to principals, teachers and staff as appropriate to increase achievement in the above subgroups. ✓

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

**Response:** Professional development has been provided in each area of need identified and includes the following:

- o Computer labs and modern computers to implement software programs and assessment programs funded through general school and Title I funds.

- o Reading professional development through Reading First and the Florida Reading Initiative funded through NEFEC, Reading First, and Title II funds.

- o Reading Coaches (supported by Title I, Title II, Reading First and Reading Allocation funds) at each school to deliver reading professional development.

- o Both last year's and this year's School Improvement grants provide additional reading tutors at school sites, thereby enlarging the scope of each school's reading intervention plan.

- o Funding the professional development and materials for Students Using Mathematics and Science (SUMS), a NEFEC project designed to increase student proficiency in Mathematics and Science (supported by NEFEC and Title II).

- o Professional development training to assist teachers in understanding and implementing the Next Generation SSS as it becomes available (funded by NEFEC, Title II, and Title I).

- o Appropriate content materials for Learning Communities at each school site, organizing those Learning Communities to provide teachers a meaningful, extensive mathematics experience relevant to the Learning Communities (supported by Title II, SAC allocation, and Title I 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:** To cover all necessary instructional topics, the length and duration of the professional development planned is set by each consultant.

Learning Community discussions at each school will be driven by the needs of that school and will be ongoing.

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

**Response:** The principal at the site will be responsible for monitoring attendance at the professional development activities. Participants will be required to sign in at the professional development session. Members of the LEA Support Team will also serve as monitors.

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

**Response:** The effectiveness of the professional development will be measured by student gains as demonstrated with the progress monitoring tools used in the project: ThinkLink and the district-developed writing assessment. Monitoring of professional development effectiveness will also be demonstrated in lesson plans and classroom walk-throughs.

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

**Response:** The administration windows for the student progress monitoring tools of Think Link and the writing assessment are September, 2008, January, 2009, and May, 2009. Monitoring of professional development effectiveness will also be demonstrated in lesson plans and classroom walk-throughs.

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

**Response:** The professional development offered through this funding will be in addition to any professional development funded through required set-asides. These services will be supplemental to existing services being provided to eligible students, which are monitored by district personnel who manage federal programs and programs supported with Supplemental Academic Instruction fund.

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:

#2 1a. Identify the Need: *inc. Prof. in...* **Low performing subgroups in Reading, Math, and Writing See 1g.**

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

**Response:** FCAT Reading, Math, and Writing scores See 1g. ✓

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

- MELROSE PARK ELEMENTARY SCHOOL
- FIVE POINTS ELEMENTARY SCHOOL
- SUMMERS ELEMENTARY SCHOOL
- NIBLACK ELEMENTARY SCHOOL
- COLUMBIA CITY ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Tutoring ✓

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

**Response:** One powerful way to provide low achieving students with needed practice-with the opportunity to learn to read-is to tutor them (Morris, 2006). Citing use of an evidence-based model, Morris explores the possibility of utilizing paraprofessionals or teacher assistants as tutors to work with at-risk students. According to Morris (2006) over the past decade, several first-grade intervention programs, including Reading Recovery (Pinell, Lyons, DeFord, Byrk, & Seltzer, 1994) Success For All (Slavin et al, 1996) and Early Steps (Santa and Hoein, 1999) have demonstrated that one-to-one tutoring can significantly raise the achievement of at-risk beginning readers. (DOCTORAL FORUM NATIONAL JOURNAL FOR PUBLISHING AND MENTORING DOCTORAL STUDENT RESEARCH VOLUME 3 NUMBER 1, 2006)

Both degreed and nondegreed tutors will receive direction from the classroom teachers on students' progress. Each student's test and assessment results will be analyzed and new strategies will be implemented to ensure individual progress. Targeted subgroups will receive rigorous coursework to meet their academic needs.

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

**Response:** The district has identified lack of Mathematics and Reading/Writing experiences as a root cause for low academic achievement. The district examined Reading and Mathematics data for grades 3, 4, and 5 and Writing data for grade 4 over the past 4 years and determined that the subgroups not making AYP for 2009 (SWD, Black, and ED) need additional time focusing on their individual areas of deficit. The district compared the performance of these subgroups to high performing subgroups in other elementary schools in the district and concluded that more intensive intervention time focused on individuals' areas of need would benefit the subgroups who did not make AYP.

Alternative, research-based, high interest, skill-related instructional materials will be utilized. Writing will be incorporated throughout the reading process to strengthen the students' skills in transforming information subsequent to reading activities. Implementing the plan for additional tutoring for students in these subgroups will assist them in reaching proficiency levels of 72% in Reading, 74% in Mathematics, and 3.0 or higher in Writing.

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

**Response:** All five targeted schools are classified as Correct I. FCAT Reading, Math, and Writing scores were analyzed to determine low-performing groups.

Reading/Students With Disabilities: Columbia City/48 and Five Points/50

Math/Black: Melrose Park/54 Niblack/60 and Summers/60

Math/Economically Disadvantaged: Niblack/58 and Summers/67

Math/ Students With Disabilities: Columbia City/46 and Five Points/51

In Writing Columbia City/91, Five Points/89 and Summers Elementary/88 did not achieve their 2008-2009 target scores.

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

**Response:** Supplemental Core Mathematics materials from Houghton Mifflin Mathematics: Accelerated Math Software and Math Facts in a Flash from Renaissance Learning, Saxon Mathematics, FCAT explorer.

Supplemental Core Reading materials-Harcourt Story Town for grades K-5 approved by DOE Just Read Florida! The CCRP provides direction and ancillary materials that address differentiation of instruction in reading for advanced and struggling readers.

Read Naturally has story CD's and reading packets. A tutor allows the student to select a story, read along to the key words, write a prediction, time themselves, graph their scores, read along while listening to the story on a CD, and then practice reading the story to the tutor.

Multiple Skills-an SRA researched based reading program

Great Leaps, a program that generates successes, major gains, and skill by skill mastery.

Earobics was among a select few in the supplemental intervention or technology-based programs to score highest in all five reading areas.

Quick Reads-a researched based program that allows students to work on their own level and increase their ability to read more quickly.

Soar to Success-grounded in research and classroom tested helps struggling students in grades 3-5 achieve reading success.

SRA Reading Mastery-whole word basals with analytic phonics. Lessons are scripted, with every pupil response and immediate feedback

Orchard- A software program that provides targeted instruction in math, reading and writing. It allows a tutor to deliver individualized instruction and provides qualitative data reporting.

SUMS (Students Using Mathematics Successfully)- supplemental resources aligned with the National Council of Mathematics Curriculum and Evaluation Standards

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:** Tutoring will provided for students individually or in small groups during the school day for a total of 4 hours per day for a total of 70 days in a structured setting. Tutoring sessions for small groups of 3-5 students will meet for thirty (30) minutes, and individual tutoring will also meet for thirty (30) minutes. Tutoring will begin once funds are made available to the district.

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

**Response:** The principal will be responsible for placing tutors in the appropriate area with eligible students. The progress monitoring data will be evaluated by the classroom teacher, the principal of the school and other site designated personnel. Additionally, an LEA Support Team member is responsible for curriculum and for reviewing the data.

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

**Response:** The effectiveness of the tutoring will be measured by student gains as demonstrated with the progress monitoring tools used in the project: ThinkLink, FAIR, and the district-developed writing assessment.

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

**Response:** The progress monitoring assessment, ThinkLink and FAIR, will be administered three times during the school year to track student achievement in the areas of reading and math. In the area of writing, a district developed writing assessment will be administered four (4) times during the school year to determine student achievement in that content area. The writing instrument is similar to the format of Florida Writes! Essay and is graded using the Department of Education FCAT Writing Rubrics.

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

**Response:** The tutors will be in addition to any tutors or other instructional support provided by other federal programs. These services will be supplemental to existing services being provided to eligible students, which are monitored by district personnel who manage federal programs and programs supported with Supplemental Academic Instructional Funds.

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: *Inc Profin...* **Low performing subgroups in Reading, Math, and Writing See 1g**

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

**Response:** FCAT Reading, Math, & Writing scores See 1g.

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

- #3*
- MELROSE PARK ELEMENTARY SCHOOL
  - FIVE POINTS ELEMENTARY SCHOOL
  - SUMMERS ELEMENTARY SCHOOL
  - NIBLACK ELEMENTARY SCHOOL
  - COLUMBIA CITY ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Acquisition of technology to aid in the production/implementation of mini-assessments

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

**Response:** Computer Assisted Instruction (CAI) learning prepares students for productive work, learning and responsible citizenship in the 21st century (Sherry, Billig, Jesse, & Watson-Acosta, 2001) CAI was developed for students to examine a class subject in more detail. CAI is designed to serve as an expansion of subjects discussed in class and allows students more time to use and validate the knowledge taught (Cooper, 1998). With the appropriate software, the computer has the ability to teach students interactively (Brown, 2000).

Classworks, or a comparable program, is needed to produce a uniform software program that aligns with the Florida Continuous Improvement Model. Based on Total Quality Management principles, effective schools, research, and the eight step instructional process, Classworks, or another program like it would be a tremendous asset to our Correction I schools as they strive to meet instructional goals in the Sunshine State Standards. There is a great need for a technology program that can help produce mini assessments that are valid, reliable, and that will provide remediation materials to help students accelerate through the benchmarks that are required to be successful on the FCAT.

Dr. Ash (2006) examined the impact of an additional hour of weekly computer instruction, using Practice Planet, and concluded "computer-assisted instruction boosts math skills."

*to enhance  
or  
replace  
FCAT  
explorer  
FOCUS/  
ACHIEVES?*

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

**Response:** The district has identified the lack of differentiated instruction based on data analysis as a root cause for low academic achievement. The district examined Reading and Mathematics data for grades 3, 4, and 5 over the past 4 years and determined there was a lack of consistency in administering mini benchmark assessments tied to specific standards. In order for the classroom teacher to provide screening, diagnostics, and remediation, a program that generates data and allows for individual and rigorous instruction is needed for low performing subgroups (SWD, Black, and ED) as referenced in root cause 1.

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

**Response:** All five targeted schools are classified as Correct I. FCAT Reading, Math, and



Writing scores were analyzed to determine low-performing groups.

Reading/Students With Disabilities: Columbia City/48 and Five Points/50

Math/Black: Melrose Park/54 Niblack/60 and Summers/60

Math/Economically Disadvantaged: Niblack/58 and Summers/67

Math/ Students With Disabilities: Columbia City/46 and Five Points/51

In writing Columbia City/91, Five Points/89 and Summers Elementary/88 did not achieve their 2008-2009 target scores.

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

**Response:** • Computer labs and modern computers to implement software programs and assessment programs funded through general school and Title I Funds.

• Professional development training to assist teachers in understanding and implementing Classworks or comparable software program that will generate mini-assessments for students.

• Assistance in locating and hiring additional tutors to assist Title I students in achieving proficiency in mathematics, reading, and writing.

• Implementation of a new curriculum grounded in scientifically based research with appropriate professional development provided to support its implementation

• Extended the length of the school day by 15 minutes in order to change and monitor student schedules.

\* SWD utilized on grade materials with accommodations to ensure rigorous instruction was provided.

• Professional Development provided in all subject areas

• Continued progress monitoring through THINKLINK, FAIR, STAR, AR, AM, SUMS

• Classrooms equipped with ELMO units to enhance instruction and model writing

• Monthly parent nights and literacy programs for parent involvement

• Collaboration with 21st CCLC after school and summer programs

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

**Response:** The instructional materials will be utilized as needed in the tutoring sessions that will be provided for students individually or in small groups during the school day for a total of 4 hours per day for a total of 70 days in a structured setting. Tutor session for small groups of 3-5 students will meet for thirty (30) minutes, and individual tutoring will also meet for thirty (30) minutes. The computer software will also be accessible at home for those students who have internet access.

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

**Response:** Classroom teachers will utilize the data reports provided by the program to customize practice levels and to produce remediation materials so that the tutors can work on

specific levels and specific skills unique to the individual students. The growth reports are an additional progress monitoring tool for assessing a student's achievement in the areas of reading and mathematics. The reports will be reviewed at a minimum of bi-weekly. An LEA Support Team member will monitor the acquisition of the instructional materials and review the progress monitoring data.

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

**Response:** The progress monitoring assessments, ThinkLink and FAIR, will be administered three times during the school year to track student achievement in the areas of reading and math. In the area of writing, a district developed writing assessment will be administered 4 times during the school year to determine student achievement in that content area. The writing instrument is similar to the format of Florida Writes! Essay and is graded using the Department of Education FCAT Writing Rubrics.

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

**Response:** The progress monitoring assessments, ThinkLink and FAIR, will be administered three times during the school year to track student achievement in the areas of reading and math. In the area of writing, a district developed writing assessment will be administered four (4) times during the school year to determine student achievement in that content area. The writing instrument is similar to the format of Florida Writes! Essay and is graded using the Department of Education FCAT Writing Rubrics.

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

**Response:** The materials purchased with this grant will be in addition to any instructional support provided by other federal programs. Additionally, all material expenditures will be supplemental. The county has many researched based materials that are utilized in each Correct I school. The software is needed to provide consistency in administering mini benchmark assessments tied to specific standards.

6. Strategic Imperative this strategy addresses: 1.1

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

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

## Dissemination/Marketing and Reporting Student Outcomes

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

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

**Response:** The District Website will provide information to students, parents, staff, and community who have access to the internet. Information will be posted upon approval of this application and will be accessible 24/7 until the project period ends September 30, 2010.

Websites of schools receiving services from this grant 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.

Hard copy and online newsletters of schools receiving funds: Information about the award will be provided in monthly newsletters after the approval of the application. This notification will address parents, staff, and students. This will be a onetime notification through this method.

Student Advisory Council- of schools receiving funds: Information on the application will be provided to SACs to gain input on how to expend funds to best assist each school. This notification will address parents, staff, students, and the community. This was discussed in the 2009 meeting for planning purposes. 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.

### Columbia County Newspapers

Online and hard copies of the Lake City Reporter: Information about the award will be provided to readers in a onetime notification after the approval of the application. This notification will address students, parents, staff, and community.

Online copies of the Lake City Journal ([www.lakecityjournal.com](http://www.lakecityjournal.com)): Information about the award will be provided to readers in a onetime notification after the approval of the application. This notification will address students, parents, staff, and community.

North East Florida Educational Consortium meetings: Upon approval of the application information about the award will be provided to other district members of the Consortium on a quarterly basis. This notification and updating will address the wider community of Northeast Florida.

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 when clearly feasible. 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, and Vietnamese when clearly feasible.

## 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:** A comparison of target and actual 2009 FCAT Writing scores, as well as Reading and Math subgroup scores, was made for each of the five Title 1 schools included in this application. Five Points' writing score and all of their subgroup scores were below their target scores. Summers and Niblack Elementary Schools each exceeded two target scores. Melrose Park exceeded four target scores, while Columbia City equaled or exceeded six target scores.

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

**Response:** Last year's School Improvement funds (\$179,189.28) were received almost four months after school began in August. After that date—Nov. 20, 2008--materials and supplies had to be ordered, received, and delivered to teachers; tutors hired; and professional development delivered. By the time all of this preparatory work was done and the Thanksgiving and winter breaks were concluded, January had arrived. For these reasons students had only about four months' exposure to the new strategies before the FCAT reading, math and writing tests were administered.

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

**Response:** o Professional development in New Generation Sunshine State Standards for Math o Additional tutors to work with students in small groups or one-on-one

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

**Response:** o Insufficient differentiated instruction o Lack of data analysis on progress monitoring data and application of the data analysis

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

**Response:** Failure: Insufficient data analysis to drive differentiated instruction Success: Availability of additional tutors to work with struggling students in small groups or one-on-one

*none of their  
strategies address  
this?*

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

A) NAME OF ELIGIBLE RECIPIENT: **Columbia**B) Project Number (DOE USE ONLY): **120-2260A-DCS01**C) TAPS Number  
**10A006**

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	100 <b>#21</b>	Salaries remedial tutors	0.000	46760.00
5100	220	Social Security Employee benefits	0.000	13590.00
5100	390 <b>#3</b>	Other Purchased Services other purchased services Web based Software	0.000	7475.00
5100	510	Supplies materials and supplies <b>for what to support —</b>		75123.00
5100	750	Other Personal Services other personnel services <b>for what</b>		11220.00
6400	139 <b>#1?</b>	stipends stipends <b>for PD?</b>	0.000	68880.00
6400	311	Subagreements up to \$25,000 professional and tech services	0.000	17700.00
6400	510	Supplies materials and supplies <b>for what</b>	0.000	15500.00
7200	790	indirect costs indirect costs	0.000	9901.00

**E) Total: \$266,149**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: **Columbia**B) Project Number (DOE USE ONLY): **120-2260S-0CZS1**C) TAPS Number  
10AR06D) 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	9	#3	Provide technology that is aligned with Florida's CIM model to create mini assessments for students of struggling schools.	5100	390	<del>Other Purchased Services</del> other purchased services		0.000	0.000	0.000	176500.00
D	B4	8	#1	Provide Professional Development to low-performing elementary schools to improve student performance	6400	311	<del>Subagreements up to \$25,000</del> Professional Development		0.000	0.000	0.000	4444.00
D	B4	8	#1	Provide materials and supplies for PD activities	6400	510	<del>Supplies</del> Supplies for Professional Development activities		0.000	0.000	0.000	5305.00
N/A	N/A	N/A	D	indirect costs	7200	790	<del>Miscellaneous Expenses</del> indirect costs		0.000	0.000	0.000	7195.00

E) Total: **\$193,444**DOE 101-R  
Created 3/09

Dr. Eric J. Smith, Commissioner

# Columbia PUBLIC SCHOOL ELIGIBILITY SURVEY

Ranking Type: districtWide Date Certain: 03/02/2009

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

## Response:

The LEA has chosen to serve elementary schools only, in the effort to assist all students to be proficient in reading and basic math before entering the upper grades. Title I funds will be allocated in such a way as to maximize the services for schools with the highest poverty percentage. No schools with less than 50% of the students eligible for free and/or reduced lunch will be served.

## District: Columbia

No.	School Name	School Number	Grade Code	School Type	Neglected and Deficient	New School	Reported Number of Children Attending Public Schools	Reported Number of Children from Low Income Families	Reported Percent of Children from Low Income Families	2009-2010 Number of Children Attending Public Schools	2009-2010 Number of Children from Low Income Families	2009-2010 Percent of Children from Low Income Families	Selection Code (codes)	Program Type	ARRA PPA Per Pupil Allocation	2009-2010 PPA Per Pupil Allocation	Total PPA Per Pupil Allocation	2009-2010 TSA Total School Allocation	2008-2009 TSA Total School Allocation	85% TSA Allocation	Provision 2	SIN
1	NIBLACK ELEMENTARY SCHOOL	0161	PREK-5	Elem.	N		291	277	95.19%	328	314	95.73%	A	SW	443.5	656.5	1100	345,400.00	205,100.00	174,335.00		5
2	CHALLENGE LEARNING CENTER	0221	6-12	Senior High	N		91	81	89.01%	91	81	89.01%	E	NA	143.5	656.5	800	64,800.00 *	---	---		NA
Selection Code explain: The LEA assures this school meets Comparability. School is receiving supplemental funds from local and state sources, including SAI funds, equal to that received by Title I schools. Challenge Learning Cent receives the \$60,750.00 it would receive from Title I from General Funds, in order to implement a Title I-like program.																						
3	MELROSE PARK ELEMENTARY SCHOOL	0071	PREK-5	Elem.	N		510	387	75.88%	540	422	78.15%	A	SW	143.5	606.5	750	316,500.00	241,500.00	206,275.00		0
4	FIVE POINTS ELEMENTARY SCHOOL	0091	PREK-5	Elem.	N		565	422	74.69%	573	437	76.27%	A	SW	143.5	606.5	750	327,750.00	268,551.36	228,268.66		5
5	RICHARDSON MIDDLE SCHOOL	0031	6-8	Middle or Jr High	N		606	452	74.59%	606	452	74.59%	C	NA	0	0	0	0.00	---	---		NA
6	FORT WHITE ELEMENTARY SCHOOL	0121	PREK-5	Elem.	N		693	476	68.69%	737	502	68.11%	B	SW	143.5	506.5	650	326,300.00	266,516.86	226,539.35		0
7	EASTSIDE ELEMENTARY SCHOOL	0081	PREK-5	Elem.	N		606	398	65.68%	615	411	66.83%	B	SW	143.5	506.5	650	267,750.00	256,344.48	217,892.81		0
8	SUMMERS ELEMENTARY SCHOOL	0141	PREK-5	Elem.	N		840	506	60.24%	734	450	61.31%	B	SW	143.5	506.5	650	292,500.00	310,862.16	264,232.84		5
9	FORT WHITE HIGH SCHOOL	0123	6-12	Senior High	N		999	556	55.66%	999	556	55.66%	J	NA	0	0	0	0.00	---	---		NA
10	Pinehurst	0291	PreK-5	Elem.	N	Y	316	171	54.11%	316	171	54.11%	K	SW	143.5	456.5	600	102,600.00	---	---		0

9/18/2009



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

Reviewer: Michael Kilts	LEA: Columbia
Initial Review Date: 9/20/2009	Review of Revisions: 9/24/2009
	Forwarded for Approval:

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

Reviewer Comments

Two school SINI status were incorrect  
Poverty percentage will be changed to reflect the PSES.

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

Strategy #3 What CAI model is being implemented?

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

education funds?			
<b>6.</b> <b>Next Generation Strategic Imperative</b>			
Does the selected Next Generation Strategic Imperative correspond with the each identified need and strategy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>7.</b> <b>Academic Initiatives</b>			
Did the LEA select the appropriate initiative as it relates to each identified strategy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>DISSEMINATION/MARKETING</b>			
Is the method(s) of disseminating/marketing the information from this application provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Missing reporting student outcomes. Imported answer from Part A application.
Is the method(s) of reporting student outcomes the information from this application provided	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is the population(s) being addressed for each method of disseminating/marketing and reporting student outcomes provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is the frequency of dissemination/marketing and reporting students outcomes for each method identified provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is the duration of dissemination/marketing and reporting student outcomes for each method identified provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is the information for dissemination/marketing and reporting student outcomes supplied for speakers of other languages? Are those languages listed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>EVALUATION OF PREVIOUS YEAR'S TITLE I SCHOOL IMPROVEMENT</b>			
Was the description of the process for evaluating the outcomes of student academic achievement adequate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Did the process include:			
<ul style="list-style-type: none"> <li>• The data used to evaluate</li> <li>• Stakeholders involved in the evaluation</li> <li>• Reporting outcomes</li> <li>• Proposed program changes</li> <li>• Timeframes</li> <li>• Align with previous year's project</li> </ul>			
Does the description of success or failure in meeting proposed outcomes align with previous application's goals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

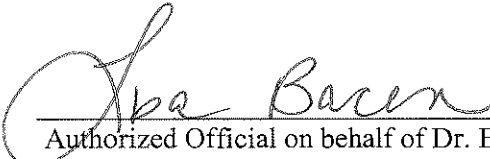
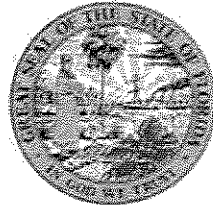
Does this year's application address any listed failures in meeting program outcomes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Does this year's application continue any listed successes in meeting program outcomes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Does the LEA continue to implement identified strategies that were shown to increase student achievement?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Did the LEA eliminate strategies identified as not increasing student achievement?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Did the LEA address the reason(s) for any strategies failure in this year's application to support continued implementation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Do the successes identified for program implementation correspond with the previous year's application?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Do the failures identified for program implementation correspond with the previous year's application?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Did the LEA continue using program implementation successes in this year's application?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Did the LEA eliminate any program implementation process that failed in the previous year?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Did the LEA address previous program implementation failures in this year's application to support continued implementation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Where is the expansion of data analysis services? Are they in this application or through another fund source?
<b>BUDGET</b>			
Does each line item correspond to at least one strategy listed in the application?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5100-510 and 750- and 6400-510 What are these for? How do they support project implementation?
Does the amount for administering the program exceed the 5% cap?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6400-139 Is this for a specific PD activity?
Do any of the function/object codes contain questionable expenditures?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



**Florida Department of Education**

**Project Award Notification**

**CORRECTED COPY**

<b>1 PROJECT RECIPIENT</b> Columbia County School District	<b>2 PROJECT NUMBER</b> 120-2260A-0CS01
<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Initiative  <p align="right"><b>TAPS 10A006</b></p>	<b>4 AUTHORITY</b> 84.010A School Improvement - Title I, Part A
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 08/31/2009 - 09/30/2010 Program Period: 08/31/2009 - 09/30/2010
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 251,099.85 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 251,099.85	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>• Last date for incurring expenditures and issuing purchase orders: <span style="float: right;"><u>09/30/2010</u></span></li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: <span style="float: right;"><u>11/20/2010</u></span></li> <li>• Last date for receipt of proposed budget and program amendments: <span style="float: right;"><u>09/30/2010</u></span></li> <li>• Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>• Date(s) for program reports:</li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> Michael Kilts <b>Phone:</b> (850) 245 - 9946 <b>Email:</b> <a href="mailto:Michael.Kilts@fldoe.org">Michael.Kilts@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0496	<div 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>	
<b>13 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;">   <hr/>                         Authorized Official on behalf of Dr. Eric J. Smith                          Commissioner of Education                     </div> <div style="width: 45%; text-align: center;"> <u>12/23/09</u>                          Date of Signing                     </div> <div style="width: 10%; text-align: right;">  </div> </div>	

DOE-200

Revised 02/05

# FLORIDA DEPARTMENT OF EDUCATION PROJECT AMENDMENT REQUEST

<b>Please return to:</b>  Florida Department of Education <b>GRANTS MANAGEMENT</b> Room _____ Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 (850) _____	<div style="text-align: center;"><b>DOE USE ONLY</b></div> <div style="float: right; transform: rotate(90deg); font-size: small;">         RECEIVED          2009 DEC 22 PM 1:47          GRANTS MANAGEMENT       </div> <b>Date Received:</b> _____  <div style="text-align: center;"><b>PROGRAM NAME</b></div> Title I A-School Improvement Initiative
<b>A) Agency Name</b> Columbia County School District _____	<b>B) Amendment Number</b> <div style="text-align: center;">1</div>
<b>C) Amendment Type</b>  <input type="checkbox"/> Program <input checked="" type="checkbox"/> Budget	<b>D) Project Number</b> <b>TAPS Number</b> <div style="text-align: center;"> <i>22608</i>          120-22608-0CS01                      10A006       </div>

## E) Amendment Request Contact Information

<b>Name:</b> Yvette Hooper  <b>Telephone:</b> 386.758.4897  <b>Fax:</b> 386.758.4946	<b>Address:</b> 372 West Duval Street Lake City, Florida 32055  <b>SunCom:</b>  <b>E-mail:</b> hooper_y@fln.edu
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## F) Required Signature

Superintendent/Agency Head	
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## G) Narrative

N/A	Purpose: To reflect decrease in funding (\$15,049.00)
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A) Columbia County School District B) 226017 120-2260S-0CA0/10AR06  
 District/Agency Name Project Number TAPS Number

C) I  
 Amendment Number

## FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ 266,149.00	E) Total Project Amount resulting from this Budget Amendment \$ 251,100.00
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F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5100	100	DOE Funding Reduction \$46,760.00 for Professional Development Will cancel PD with Kaplan			\$6000.00
6400	311	DOE Funding Reduction PD @ \$1900/day with Kaplan			\$9049.00
					\$15,049.00

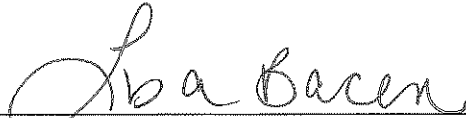
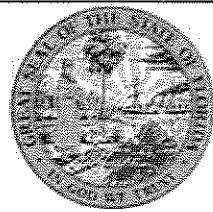
Total

Total



**Florida Department of Education  
Project Award Notification**

**CORRECTED COPY**

<b>1 PROJECT RECIPIENT</b> Columbia County School District	<b>2 PROJECT NUMBER</b> 120-2260S-0CZ01
<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Initiative-Targeted USDE #S389A090009A  <p align="right"><b>TAPS 10AR06</b></p>	<b>4 AUTHORITY</b> <b>84.389 Title I A American Recovery and Reinvestment Act</b>
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 08/31/2009 - 09/30/2010 Program Period: 08/31/2009 - 09/30/2010
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 181,734.73 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 181,734.73	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>• Last date for incurring expenditures and issuing purchase orders: <span style="float: right;"><u>09/30/2010</u></span></li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: <span style="float: right;"><u>11/20/2010</u></span></li> <li>• Last date for receipt of proposed budget and program amendments: <span style="float: right;"><u>09/30/2010</u></span></li> <li>• Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>• Date(s) for program reports:</li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> Michael Kilts <b>Phone:</b> (850) 245 - 9946 <b>Email:</b> <a href="mailto:Michael.Kilts@fldoe.org">Michael.Kilts@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0496	<div style="text-align: center;"><b>Comptroller's Office</b> (850) 245-0401</div> <div style="text-align: right;"> <b>11 DOE FISCAL DATA</b>           DBS: 40 90 20          EO: TX          Object: 720036       </div>
<b>12 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>• This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. In addition, the sub-recipient must comply with all expenditure, transparency, accountability, and reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA), ARRA regulations, and the ARRA specific assurances agreed to in the application for ARRA funds.</li> <li>• For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</li> <li>• 2 CFR 176.210(b) and (d), provides that recipients are to require their subrecipients to specifically identify Recovery Act funding on their Schedule of Expenditures of Federal Awards (SEFA) by identifying expenditures for Federal awards made under the Recovery Act separately on the SEFA and as separate rows on the Data Collection Form (SF-SAC) required by OMB Circular A-133. Further, in identifying Recovery Act expenditures, the prefix "ARRA" must be used in the name of the Federal program. The information allows the recipient to properly monitor subrecipient expenditure of ARRA funds as well as oversight by the Federal awarding agencies, Offices of Inspector General and the Government Accountability Office.</li> </ul>	
<b>13 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;">             Authorized Official on behalf of Dr. Eric J. Smith            Commissioner of Education         </div> <div style="width: 45%; text-align: center;"> <u>12/23/09</u>            Date of Signing         </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>	

# FLORIDA DEPARTMENT OF EDUCATION PROJECT AMENDMENT REQUEST

<b>Please return to:</b>  Florida Department of Education <b>GRANTS MANAGEMENT</b> Room _____ Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 (850) _____	<div style="text-align: center;"><b>DOE USE ONLY</b></div> <b>Date Received:</b>  <div style="text-align: center;"><b>PROGRAM NAME</b></div> Title I A-School Improvement Initiative				
<b>A) Agency Name</b> Columbia County School District _____	<b>B) Amendment Number</b>  <div style="text-align: center;">_____ <b>I</b> _____</div>				
<b>C) Amendment Type</b>  <input checked="" type="checkbox"/> Program <input checked="" type="checkbox"/> Budget	<table style="width: 100%;"> <tr> <th style="text-align: left;">D) Project Number</th> <th style="text-align: left;">TAPS Number</th> </tr> <tr> <td>120-2260S-0CZ01</td> <td>10AR06</td> </tr> </table>	D) Project Number	TAPS Number	120-2260S-0CZ01	10AR06
D) Project Number	TAPS Number				
120-2260S-0CZ01	10AR06				

## E) Amendment Request Contact Information

<b>Name:</b>  Yvette Hooper	<b>Address:</b> 372 West Duval Street Lake City, Florida 32055
<b>Telephone:</b> 386.758.4897	<b>SunCom:</b>
<b>Fax:</b> 386.758.4946	<b>E-mail:</b> hooper_y@fln.ed.gov

## F) Required Signature

Superintendent/Agency Head	
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## G) Narrative

See attached	
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A) Columbia County School District B) 120-2260S-0CA0/10AR06  
 District/Agency Name Project Number TAPS Number

C) I  
 Amendment Number

## FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ <u>193,444.00</u>	E) Total Project Amount resulting from this Budget Amendment \$ <u>181,735.00</u>
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**F) Line Item Description**

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
		Budget Reallocations			193444.00
5100	129	Wages for part time tutors (with four year degrees) to assist teachers in providing differentiated instruction during the school day. Five tutors will be paid their daily rate of \$278.00 for 100 days.		139,000.00	
5100	220	Social security benefits for tutors		10,633.50	
6400	311	Subagreements up to \$25,000.00 Professional Development: Consultants for teacher trainings.		15,157.50	
5100	691	Computer Software Capitalized Create Mini Assessments for students or struggling schools.			\$176,500.00
				\$164,791.00	176,500.00

**Total**

**Total**



Purpose is to reflect the decrease in funding of \$11,709.00 and the following program changes:

A Needs Assessment was conducted prior to the writing of the School Improvement Grant. There was a short timeline to complete this grant and Title I coordinator was new to the program. There was an urgency to get things done in a timely manner. This urgency created a miscommunication issue between the district and the Schools in Need of Improvement. The schools needed help with Differentiated Accountability and found this to be a weakness in their programs. The current generated available assessments only produced "two question tests" which were found to be inadequate. The District's solution was to purchase a Computer Assisted Model that would create these assessments for them. The computer assisted instruction was a good idea but the schools already had their computers on overload trying to use the programs that had already been purchased. The barriers were:

- There are only 5 computers per classroom which makes it difficult to allow computer access for the time needed to make the program successful.
- School Computer Labs are teaching labs so the students cannot sign up for lab time to use the program.
- Many software programs have promised many things in the past and have not delivered on promises.
- Too many software programs and not enough time to use them
- Websites are extremely slow due to overuse and district band width

The district considered several options to remedy the problem. There is still a need for Differentiated Instruction. The solution was to hire retired certified teachers to work individually with students at the Five schools in need of improvement. These teachers can assess and reassess these students and then remediate them as needed. The teachers will be hired in January and work intensely and rigorously with these students for the remainder of the school year. We would like to amend as follows:

**Strategy:** Each School In Need Of Improvement will employ a certified teacher to work with students on Differentiated Instruction.

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

**Response:** As mentioned in our Tutoring Strategy, One powerful way to provide low achieving students with needed practice-with the opportunity to learn to read is to tutor them .(Morris, 2006). Citing use of an evidence-based model, Morris explores the possibility of utilizing paraprofessionals or teacher assistance as tutors to work with at risk students. We plan to utilize teachers that have proven success.

Our target employees are retired teachers from the community that have undisputable track records and credentials.

Each student's test and assessment results will be analyzed and new strategies will be implemented to ensure individual progress. Targeted subgroups will receive rigorous coursework to meet their academic needs.

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

The district has identified the lack of differentiated instruction based on data analysis as a root cause for low academic achievement. The district examined Reading and Mathematics data for grades 3, 4, and 5 over the past 4 years and determined there was a lack of consistency in administering mini benchmark assessments tied to specific standards. In order for the classroom teacher to provide screening, diagnostics, and remediation, a program that generates data and allows for individual and rigorous instruction is needed for low performing subgroups (SWD, Black, and ED) as referenced in root cause 1.

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

The district examined Reading and Mathematics data for grades 3, 4, and 5 and Writing for grade 4 over the past 4 years and determined that the subgroups not making AYP for 2009 (SWD, Black, and ED) need additional time focusing on their individual areas of deficit.

1h. Describe the current capacity to implement the above strategy.

Supplemental Core Mathematics materials from Houghton Mifflin Mathematics: Accelerated Math Software and Math Facts in a Flash from Renaissance Learning, Saxon Mathematics, FCAT explorer.

Supplemental Core Reading materials-Harcourt Story Town for grades K-5 approved by DOE Just Read Florida! The CCRP provides direction and ancillary materials that address differentiation of instruction in reading for advanced and struggling readers.

Read Naturally, a researched based reading program that has story CD's and reading packets. A tutor allows the student to select a story, read along to the key words, write a prediction, time themselves, graph their scores, read along while listening to the story on a CD, and then practice reading the story to the tutor. The students gain an average of 2.15 words per words per week.

Multiple Skills-an SRA researched based reading program

Great Leaps, a program that generates successes, major gains, and skill by skill mastery. With just 10 minutes per day, a tutor can motivate students through an organized series of decoding and/or

phonological awareness activities. This researched based series helps bring children to an independent level of reading.

Eaobics was among a select few in the supplemental, intervention or technology-based programs to score highest in all five reading areas. It includes activities that a tutor can use to implement the core reading program. Data collection during software activities allows the tutor to view student and group progress.

Quick Reads-a researched based program that allows students to work on their own level and increase their ability to read more quickly. It also helps them with comprehension so they retain what they read.

Soar to Success-grounded in research and classroom tested helps struggling students in grades 3-5 achieve reading success.

SRA Reading Mastery-whole word basals with analytic phonics. Lessons are scripted, with every pupil response and immediate feedback

Orchard- A software program that provides targeted instruction in math, reading and writing. It allows a tutor to deliver individualized instruction and provides qualitative data reporting.

SUMS (Students Using Mathematics Successfully)- supplemental resources aligned with the National Council of Mathematics Curriculum and Evaluation Standards

#### 1i. Frequency and duration of this strategy.

The instructional materials will be utilized as needed in the instructional sessions that will be provided for students individually or in a small group setting during the school day for a total of 4 hours per day for the remainder of the school year in a structured setting. Instructional sessions for small groups 3-5 students will meet for thirty (30) minutes, and individual tutoring will also meet for thirty (30) minutes. The homeroom teacher, CRT, and DA teacher will collaborate and determine the best educational experience for their students to meet individual needs.

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

The principal will be responsible for placing teachers in the appropriate area with eligible students. The progress monitoring data will be evaluated by the classroom teacher, the principal of the school and other site designated personnel. Additionally, an LEA Support Team member is responsible for curriculum and for reviewing the data.

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

The progress monitoring assessment, ThinkLink and FAIR, will be administered three times during the school year to track student achievement in the areas of reading and math. In the area of writing, a district developed writing assessment will be administered four (4) times during the school year to determine student achievement in that content area. The writing instrument is similar to the format of Florida Writes! Essay and is graded using the Department of Education FCAT Writing Rubrics

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

The progress monitoring assessment, ThinkLink and FAIR, will be administered three times during the school year to track student achievement in the areas of reading and math. In the area of writing, a district developed writing assessment will be administered four (4) times during the school year to determine student achievement in that content area. The writing instrument is similar to the format of Florida Writes! Essay and is graded using the Department of Education FCAT Writing Rubrics.

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

The teachers will be in addition to any other teachers or instructional support provide by other federal programs. These services will be supplemental to existing services being provided to eligible students, which are monitored by district personnel who manage federal programs and programs supported with Supplemental Academic Instructional Funds.

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**