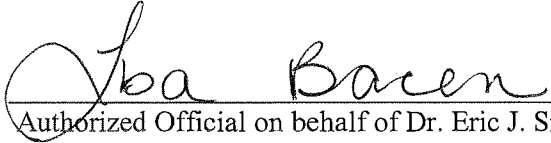
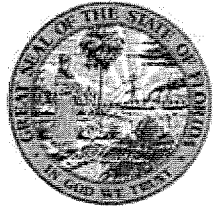


**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Miami-Dade County School District	2 PROJECT NUMBER 130-2260A-0CS01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative <p style="text-align: center;">TAPS 10A006</p>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 08/31/2009 - 09/30/2010 Program Period: 08/31/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 2,553,926.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 2,553,926.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 09/30/2010 Date that all obligations are to be liquidated and final disbursement reports submitted: 11/20/2010 Last date for receipt of proposed budget and program amendments: 09/30/2010 Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="text-align: center;">Comptroller's Office (850) 245-0401</div> <div style="text-align: right;"> 11 DOE FISCAL DATA DBS: 40 90 20 EO: 9A Object: 720036 </div>
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="text-align: center;"> <u>12/4/09</u> Date of Signing </div> <div style="text-align: right;">  </div> </div>	

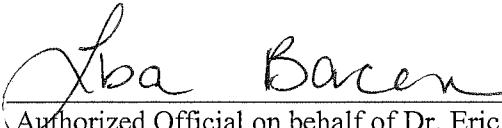
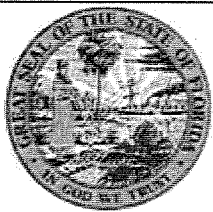
DOE-200

Revised 02/05

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

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

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Miami-Dade County School District	2 PROJECT NUMBER 130-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted <p style="text-align: right;">TAPS 10AR06</p>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 08/31/2009 - 09/30/2010 Program Period: 08/31/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 1,741,303.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 1,741,303.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 09/30/2010 Date that all obligations are to be liquidated and final disbursement reports submitted: 11/20/2010 Last date for receipt of proposed budget and program amendments: 09/30/2010 Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="text-align: center;">Comptroller's Office (850) 245-0401</div> <div style="text-align: right;"> 11 DOE FISCAL DATA DBS: 40 90 20 EO: TX Object: 720036 </div>
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. In addition, the sub-recipient must comply with all expenditure, transparency, accountability, and reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA), ARRA regulations, and the ARRA specific assurances agreed to in the application for ARRA funds. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="text-align: center;"> 12/4/09 Date of Signing </div> <div style="text-align: right;">  </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.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6 Project Periods: The periods for which the project budget and program are in effect.
- 7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8 Reimbursement Options:
 - Federal Cash Advance – On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement of Expenditures – Payment made upon submission of documented allowable expenditures.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11 DOE Fiscal Data: A unique payment number assigned by the Department of Education.
- 12 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 13 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION - School Improvement Initiative

TAPS: 10AR05

Please return to:
Florida Department of Education
Office of Grants Management
Room 332 Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400
Telephone: (850) 245-0496

A) Name and Address of Eligible Applicant:
Dade
1450 NE 2ND AVE # 912
MIAMI, FL 33132

DOE USE ONLY
Date Received

RECEIVED
AUG 31 AM 10:55
OFFICE OF
GRANTS MANAGEMENT

B) Applicant Contact Information

Contact Name:

First Name: Dr. Magaly MI: C
Last Name: Abrahante

Mailing Address: 1450 NE 2ND AVE # 500 City:

MIAMI State: FL

Zip: 33132

Telephone Number: 305-995-1253

Ext:

Fax Number: 305-995-1597

E-mail Address:

Abrahante@dadeschools.net

Title I School Improvement Initiative [1003(a)]

Project Number:
130-2260A-0CS01

Total Funds Requested:
\$2,441,748.00

\$2,553,926.00**Title I School Improvement Initiative [1003(a)] ARRA**

Project Number:
130-2260S-0CZS01

Total Funds Requested:
\$1,620,439.00

\$1,741,303.00**Title I School Improvement Fund [1003 (g)]**

Project Number:
130-1260A-0CS01

Total Funds Requested:
\$0.00

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

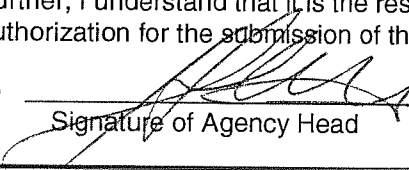
Project Number:
130-1260S-0CZS01

Total Funds Requested: **\$0.00****CERTIFICATION**

I **Alberto M. Carvalho** do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E)


Signature of Agency Head

DOE 100A



Dr. Eric J. Smith, Commissioner

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

TAPS: 10AR05

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Name and Address of Eligible Applicant: <p align="center">Dade</p> 1450 NE 2ND AVE # 912 MIAMI, FL 33132	DOE USE ONLY Date Received
---	--	-----------------------------------

B) Applicant Contact Information

Contact Name: First Name: Dr. Magaly MI: C Last Name: Abrahante	Mailing Address: 1450 NE 2ND AVE # 500 City: MIAMI State: FL Zip: 33132
Telephone Number: 305-995-1253	Ext:
Fax Number: 305-995-1597	E-mail Address: Abrahante@dadeschools.net

Title I School Improvement Initiative [1003(a)]	Title I School Improvement Initiative [1003(a)] ARRA	Title I School Improvement Fund [1003(g)]	Title I School Improvement Fund [1003(g)] ARRA
Project Number: 130-2260A-0CS01	Project Number: 130-2260S-0CZS1	Project Number: 130-1260A-0CS01	Project Number: 130-1260S-0CZS1
Total Funds Requested: \$2,553,926.00	Total Funds Requested: \$1,741,303.00	Total Funds Requested: \$0.00	Total Funds Requested: \$0.00

CERTIFICATION

I **Alberto M. Carvalho** 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



Dr. Eric J. Smith, Commissioner

DOE 100A

Title I, Part A School Improvement Grants DADE

General Assurances

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

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

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

School Districts, Community Colleges, Universities and State Agencies

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

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

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

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

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
0081	LENORA BRAYNON SMITH ELEMENTARY	98.62	Correct II	5	13873.00	9207.00	0.00	0.00
0101	ARCOLA LAKE ELEMENTARY SCHOOL	92.27	Correct II	6	13873.00	9207.00	0.00	0.00
0102	MIAMI COMMUNITY CHARTER SCHOOL	84.57	Prevent I	2	13873.00	9207.00	0.00	0.00
0111	MAYA ANGELOU ELEMENTARY SCHOOL	95.99	Correct I	5	13873.00	9207.00	0.00	0.00
0121	AUBURNDALE ELEMENTARY SCHOOL	86.73	Correct I	4	13873.00	9207.00	0.00	0.00
0161	AVOCADO ELEMENTARY SCHOOL	79.84	Prevent II	3	13873.00	9207.00	0.00	0.00
0261	BEL-AIRE ELEMENTARY SCHOOL	92.14	Correct I	5	13873.00	9207.00	0.00	0.00
0361	BISCAYNE GARDENS ELEMENTARY	85.48	Correct II	4	13873.00	9207.00	0.00	0.00
0401	VAN E. BLANTON ELEMENTARY SCHL	97.00	Correct II	4	13873.00	9207.00	0.00	0.00
0451	DR. BOWMAN FOSTER ASHE ELEMENTARY	70.21	Prevent I	1	13873.00	9207.00	0.00	0.00
0521	BROADMOOR ELEMENTARY SCHOOL	95.03	Correct II	6	13873.00	9207.00	0.00	0.00
0561	W. J. BRYAN ELEMENTARY	91.59	Correct I	6	13873.00	9207.00	0.00	0.00
0641	BUNCHE PARK ELEMENTARY SCHOOL	91.90	Correct II	5	13873.00	9207.00	0.00	0.00
0651	CAMPBELL DRIVE ELEMENTARY SCHL	94.00	Correct II	6	13873.00	9207.00	0.00	0.00
0661	CARIBBEAN ELEMENTARY SCHOOL	92.45	Correct I	6	13873.00	9207.00	0.00	0.00
0761	FIENBERG/FISHER K-8 CENTER	77.40	Correct I	6	13873.00	9207.00	0.00	0.00
0771	WILLIAM A. CHAPMAN ELEM. SCHL	95.41	Correct I	5	13873.00	9207.00	0.00	0.00
0801	CITRUS GROVE ELEMENTARY SCHOOL	91.67	Correct II	4	13873.00	9207.00	0.00	0.00
0861	COLONIAL DRIVE ELEMENTARY SCHL	86.33	Prevent I	3	13873.00	9207.00	0.00	0.00
0881	COMSTOCK ELEMENTARY SCHOOL	96.91	Correct II	7	13873.00	9207.00	0.00	0.00
0921	NEVA KING COOPER EDUCATIONAL CENTER	74.29	Prevent I	1	13873.00	9207.00	0.00	0.00
1081	CORAL TERRACE ELEMENTARY SCHL	85.28	Correct I	5	13873.00	9207.00	0.00	0.00
1121	CORAL WAY K-8 CENTER	67.79	Prevent I	1	13873.00	9207.00	0.00	0.00
1361	FREDERICK R. DOUGLASS ELEM.	97.23	Correct II	7	13873.00	9207.00	0.00	0.00
1401	CHARLES R DREW ELEMENTARY SCHL	92.41	Correct I	5	13873.00	9207.00	0.00	0.00
1441	PAUL LAURENCE DUNBAR ELEM.SCHL	95.49	Correct I	6	13873.00	9207.00	0.00	0.00
1481	JOHN G. DUPUIS ELEMENTARY SCHL	80.03	Correct I	5	13873.00	9207.00	0.00	0.00
1521	AMELIA EARHART ELEMENTARY SCHL	86.64	Prevent I	2	13873.00	9207.00	0.00	0.00
1561	EARLINGTON HEIGHTS ELEM. SCHL	98.73	Prevent II	2	13873.00	9207.00	0.00	0.00
1601	EDISON PARK ELEMENTARY SCHOOL	93.10	Correct I	7	13873.00	9207.00	0.00	0.00
1881	HENRY M. FLAGLER ELEM. SCHOOL	87.26	Correct I	4	13873.00	9207.00	0.00	0.00
2001	FLORIDA CITY ELEMENTARY SCHOOL	96.91	Correct II	6	13873.00	9207.00	0.00	0.00
2041	BENJAMIN FRANKLIN ELEM. SCHOOL	92.44	Correct I	5	13873.00	9207.00	0.00	0.00
2081	FULFORD ELEMENTARY SCHOOL	90.58	Prevent I	1	13873.00	9207.00	0.00	0.00
2161	GOLDEN GLADES ELEMENTARY SCHL	94.43	Correct I	4	13873.00	9207.00	0.00	0.00
2241	GRATIGNY ELEMENTARY SCHOOL	91.35	Correct II	5	1387357.00	9207.00	0.00	0.00
2321	GULFSTREAM ELEMENTARY SCHOOL	77.24	Prevent II	2	13873.00	9207.00	0.00	0.00
2351	ENEIDA M. HARTNER ELEM. SCHOOL	97.20	Correct II	6	13873.00	9207.00	0.00	0.00
2361	HIALEAH ELEMENTARY SCHOOL	87.05	Prevent I	3	13873.00	9207.00	0.00	0.00
2501	HOLMES ELEMENTARY SCHOOL	98.92	Intervene	6	13873.00	9207.00	0.00	0.00
2511	ZORA NEALE HURSTON ELEMENTARY	70.29	Prevent I	2	13873.00	9207.00	0.00	0.00
2531	THENA CROWDER ELEMENTARY SCHL	97.48	Correct I	4	13873.00	9207.00	0.00	0.00
2661	KENSINGTON PARK ELEM. SCHOOL	83.57	Correct II	4	13873.00	9207.00	0.00	0.00
2761	MARTIN LUTHER KING ELEMENTARY SCHOOL	95.79	Intervene	5	13873.00	9207.00	0.00	0.00
2781	KINLOCH PARK ELEMENTARY SCHOOL	88.58	Prevent I	2	13873.00	9207.00	0.00	0.00
2801	LAKE STEVENS ELEMENTARY SCHOOL	87.34	Correct II	5	13873.00	9207.00	0.00	0.00
2821	LAKEVIEW ELEMENTARY SCHOOL	97.05	Prevent II	1	13873.00	9207.00	0.00	0.00
2861	YWAACD@JRE LEE OPPORTUNITY SCHOOL	89.42	Correct II	2	13873.00	9207.00	0.00	0.00
2901	LEISURE CITY K-8 CENTER	94.70	Correct II	6	13873.00	9207.00	0.00	0.00
2911	LINDA LENTIN K-8 CENTER	89.40	Correct I	5	13873.00	9207.00	0.00	0.00
2941	LAURA C. SAUNDERS ELEM. SCHOOL	97.44	Correct II	6	13873.00	9207.00	0.00	0.00
2981	LIBERTY CITY ELEMENTARY SCHOOL	96.97	Correct I	4	13873.00	9207.00	0.00	0.00

3021	LITTLE RIVER ELEMENTARY SCHOOL	97.55	Correct II	6	13873.00	9207.00	0.00	0.00
3041	LORAH PARK ELEMENTARY SCHOOL	94.03	Prevent I	3	13873.00	9207.00	0.00	0.00
3051	TOUSSAINT L'OUVERTURE ELEM.	96.56	Correct I	4	13873.00	9207.00	0.00	0.00
3141	MEADOWLANE ELEMENTARY SCHOOL	86.49	Correct I	5	13873.00	9207.00	0.00	0.00
3181	MELROSE ELEMENTARY SCHOOL	95.42	Correct I	5	13873.00	9207.00	0.00	0.00
3241	MIAMI GARDENS ELEMENTARY SCHL	92.24	Correct I	5	13873.00	9207.00	0.00	0.00
3261	MIAMI HEIGHTS ELEMENTARY SCHL	81.39	Prevent I	2	13873.00	9207.00	0.00	0.00
3301	MIAMI PARK ELEMENTARY SCHOOL	92.83	Correct II	4	13873.00	9207.00	0.00	0.00
3421	MARCUS A. MILAM K-8 CENTER	82.66	Correct I	5	13873.00	9207.00	0.00	0.00
3431	PHYLLIS R. MILLER ELEM. SCHOOL	84.70	Correct I	5	13873.00	9207.00	0.00	0.00
3501	MORNINGSIDE ELEMENTARY SCHOOL	91.79	Correct I	6	13873.00	9207.00	0.00	0.00
3541	ROBERT RUSSA MOTON ELEMENTARY SCHOOL	92.53	Prevent I	3	13873.00	9207.00	0.00	0.00
3581	MYRTLE GROVE ELEMENTARY SCHOOL	91.99	Correct II	6	13873.00	9207.00	0.00	0.00
3600	DOWNTOWN MIAMI CHARTER SCHOOL	81.64	Correct I	3	13873.00	9207.00	0.00	0.00
3621	COCONUT PALM K-8 ACADEMY	93.11	Correct II	6	13873.00	9207.00	0.00	0.00
3661	NATURAL BRIDGE ELEMENTARY SCHL	91.25	Correct II	6	13873.00	9207.00	0.00	0.00
3701	NORLAND ELEMENTARY SCHOOL	84.02	Correct I	3	13873.00	9207.00	0.00	0.00
3781	BARBARA HAWKINS ELEM. SCHOOL	89.89	Prevent I	3	13873.00	9207.00	0.00	0.00
3821	NORTH COUNTY ELEMENTARY SCHOOL	90.02	Correct II	6	13873.00	9207.00	0.00	0.00
3861	NORTH GLADE ELEMENTARY SCHOOL	91.78	Correct I	6	13873.00	9207.00	0.00	0.00
3901	NORTH HIALEAH ELEMENTARY SCHL	83.96	Correct I	4	13873.00	9207.00	0.00	0.00
3941	NORTH MIAMI ELEMENTARY SCHOOL	87.83	Correct I	6	13873.00	9207.00	0.00	0.00
4001	NORWOOD ELEMENTARY SCHOOL	81.52	Prevent I	2	13873.00	9207.00	0.00	0.00
4071	OLINDA ELEMENTARY SCHOOL	95.47	Correct II	4	13873.00	9207.00	0.00	0.00
4091	OLYMPIA HEIGHTS ELEM. SCHOOL	83.46	Correct I	4	13873.00	9207.00	0.00	0.00
4121	DR. ROBERT B. INGRAM/OPA-LOCKA ELEMENTARY	97.70	Correct I	6	13873.00	9207.00	0.00	0.00
4171	ORCHARD VILLA ELEMENTARY SCHL	96.84	Correct II	6	13873.00	9207.00	0.00	0.00
4261	PALM SPRINGS ELEMENTARY SCHOOL	83.06	Correct I	4	13873.00	9207.00	0.00	0.00
4341	PARKWAY ELEMENTARY SCHOOL	92.21	Prevent I	3	13873.00	9207.00	0.00	0.00
4391	IRVING & BEATRICE PESKOE ELEM.	91.20	Correct I	5	13873.00	9207.00	0.00	0.00
4401	KELSEY L. PHARR ELEMENTARY SCHOOL	93.68	Correct I	6	13873.00	9207.00	0.00	0.00
4441	PINE LAKE ELEMENTARY SCHOOL	88.97	Correct I	6	13873.00	9207.00	0.00	0.00
4461	PINE VILLA ELEMENTARY SCHOOL	93.78	Intervene	5	13873.00	9207.00	0.00	0.00
4491	HENRY E.S. REEVES ELEM. SCHOOL	91.89	Correct II	4	13873.00	9207.00	0.00	0.00
4501	POINCIANA PARK ELEMENTARY SCHL	95.57	Prevent I	2	13873.00	9207.00	0.00	0.00
4541	RAINBOW PARK ELEMENTARY SCHOOL	88.03	Prevent I	2	13873.00	9207.00	0.00	0.00
4581	REDLAND ELEMENTARY SCHOOL	71.84	Correct I	1	13873.00	9207.00	0.00	0.00
4651	ETHEL F. BECKFORD/RICHMOND ELE	93.36	Correct I	5	13873.00	9207.00	0.00	0.00
4741	ROYAL GREEN ELEMENTARY SCHOOL	77.06	Correct I	2	13873.00	9207.00	0.00	0.00
4841	SANTA CLARA ELEMENTARY SCHOOL	97.43	Correct II	6	13873.00	9207.00	0.00	0.00
4881	SCOTT LAKE ELEMENTARY SCHOOL	81.10	Prevent I	2	13873.00	9207.00	0.00	0.00
4961	SHADOWLAWN ELEMENTARY SCHOOL	97.26	Prevent I	1	13873.00	9207.00	0.00	0.00
5001	SHENANDOAH ELEMENTARY SCHOOL	94.85	Correct I	5	13873.00	9207.00	0.00	0.00
5005	DAVID LAWRENCE JR. K-8 CENTER	84.18	Prevent I	1	13873.00	9207.00	0.00	0.00
5021	BEN SHEPPARD ELEMENTARY SCHOOL	89.14	Correct I	4	13873.00	9207.00	0.00	0.00
5041	SILVER BLUFF ELEMENTARY SCHOOL	78.41	Correct I	5	13873.00	9207.00	0.00	0.00
5141	HUBERT O. SIBLEY ELEMENTARY SCHOOL	91.27	Prevent I	3	13873.00	9207.00	0.00	0.00
5281	SOUTH MIAMI HEIGHTS ELEMENTARY	88.33	Correct I	6	13873.00	9207.00	0.00	0.00
5521	TROPICAL ELEMENTARY SCHOOL	71.84	Correct I	2	13873.00	9207.00	0.00	0.00
5561	FRANCES S. TUCKER ELEM. SCHOOL	92.65	Correct II	6	13873.00	9207.00	0.00	0.00
5710	SANDOR WIENER SCHOOL OF OPPORTUNITY	68.00	Prevent I	1	13873.00	9207.00	0.00	0.00
5711	MAE M. WALTERS ELEMENTARY SCHL	89.35	Correct I	5	13873.00	9207.00	0.00	0.00
5791	WEST HOMESTEAD ELEMENTARY SCHL	98.68	Correct II	6	13873.00	9207.00	0.00	0.00
5861	DR. HENRY W. MACK/WEST LITTLE RIVER ELEM	95.60	Correct II	7	13873.00	9207.00	0.00	0.00
5901	CARRIE P. MEEK/WESTVIEW ELEMENTARY SCHOOL	94.68	Correct I	4	13873.00	9207.00	0.00	0.00
5931	PHYLLIS WHEATLEY ELEM. SCHOOL	98.11	Correct I	6	13873.00	9207.00	0.00	0.00
5971	NATHAN B. YOUNG ELEM. SCHOOL	95.36	Prevent I	2	13873.00	9207.00	0.00	0.00

5981	DR. EDWARD L. WHIGHAM ELEM.	71.86	Correct I	4	13873.00	9207.00	0.00	0.00
6008	LAWRENCE ACADEMY	87.61	Prevent I	2	13873.00	9207.00	0.00	0.00
6010	FLORIDA INT'L ACADEMY CHARTER	89.01	Correct I	6	13873.00	9207.00	0.00	0.00
6011	ALLAPATTAH MIDDLE SCHOOL	88.99	Correct II	6	13873.00	9207.00	0.00	0.00
6020	ASPIRA YOUTH LEADERSHIP SCHOOL	92.90	Correct I	5	13873.00	9207.00	0.00	0.00
6031	BROWNSVILLE MIDDLE SCHOOL	94.73	Correct I	6	13873.00	9207.00	0.00	0.00
6041	PAUL W. BELL MIDDLE SCHOOL	77.17	Correct II	6	13873.00	9207.00	0.00	0.00
6051	CAROL CITY MIDDLE SCHOOL	87.59	Correct II	6	13873.00	9207.00	0.00	0.00
6061	CAMPBELL DRIVE MIDDLE SCHOOL	94.31	Correct II	6	13873.00	9207.00	0.00	0.00
6070	ASPIRA EUGENIO MARIA DE HOSTOS CHARTER SCHOOL	98.53	Correct I	6	13873.00	9207.00	0.00	0.00
6081	CENTENNIAL MIDDLE SCHOOL	81.80	Correct II	6	13873.00	9207.00	0.00	0.00
6091	CITRUS GROVE MIDDLE SCHOOL	88.71	Correct II	6	13873.00	9207.00	0.00	0.00
6111	CUTLER RIDGE MIDDLE SCHOOL	76.11	Correct II	6	13873.00	9207.00	0.00	0.00
6121	RUBEN DARIO MIDDLE SCHOOL	79.60	Correct I	5	13873.00	9207.00	0.00	0.00
6131	HOWARD A. DOOLIN MIDDLE SCHOOL	79.70	Correct I	5	13873.00	9207.00	0.00	0.00
6141	CHARLES R. DREW MIDDLE SCHOOL	89.86	Correct II	6	13873.00	9207.00	0.00	0.00
6171	HENRY H. FILER MIDDLE SCHOOL	89.03	Correct I	6	13873.00	9207.00	0.00	0.00
6231	HIALEAH MIDDLE SCHOOL	84.00	Correct II	6	13873.00	9207.00	0.00	0.00
6251	HOMESTEAD MIDDLE SCHOOL	88.85	Correct II	6	13873.00	9207.00	0.00	0.00
6281	THOMAS JEFFERSON MIDDLE SCHOOL	77.81	Correct II	6	13873.00	9207.00	0.00	0.00
6301	JOHN F. KENNEDY MIDDLE SCHOOL	77.57	Correct II	6	13873.00	9207.00	0.00	0.00
6331	KINLOCH PARK MIDDLE SCHOOL	84.86	Correct I	6	13873.00	9207.00	0.00	0.00
6351	LAKE STEVENS MIDDLE SCHOOL	84.38	Correct II	6	13873.00	9207.00	0.00	0.00
6361	JOSE DE DIEGO MIDDLE SCHOOL	95.45	Correct II	6	13873.00	9207.00	0.00	0.00
6391	MADISON MIDDLE SCHOOL	83.07	Correct II	6	13873.00	9207.00	0.00	0.00
6411	HORACE MANN MIDDLE SCHOOL	86.97	Correct I	6	13873.00	9207.00	0.00	0.00
6421	JOSE MARTI MIDDLE SCHOOL	86.68	Correct II	6	13873.00	9207.00	0.00	0.00
6431	MAYS COMMUNITY MIDDLE SCHOOL	87.17	Correct II	6	13873.00	9207.00	0.00	0.00
6441	HOWARD D. MCMILLAN MIDDLE SCHOOL	71.67	Correct I	2	13873.00	9207.00	0.00	0.00
6481	MIAMI EDISON MIDDLE SCHOOL	89.67	Correct II	6	13873.00	9207.00	0.00	0.00
6501	MIAMI LAKES MIDDLE SCHOOL	74.18	Correct I	2	13873.00	9207.00	0.00	0.00
6521	MIAMI SPRINGS MIDDLE SCHOOL	75.23	Correct I	6	13873.00	9207.00	0.00	0.00
6541	NAUTILUS MIDDLE SCHOOL	65.30	Correct I	5	13873.00	9207.00	0.00	0.00
6571	NORLAND MIDDLE SCHOOL	74.63	Correct I	5	13873.00	9207.00	0.00	0.00
6591	NORTH DADE MIDDLE SCHOOL	79.71	Correct I	6	13873.00	9207.00	0.00	0.00
6611	COUNTRY CLUB MIDDLE SCHOOL	72.18	Prevent I	1	13873.00	9207.00	0.00	0.00
6631	NORTH MIAMI MIDDLE SCHOOL	87.18	Correct II	6	13873.00	9207.00	0.00	0.00
6681	PALM SPRINGS MIDDLE SCHOOL	85.05	Correct I	6	13873.00	9207.00	0.00	0.00
6721	PARKWAY MIDDLE COMMUNITY SCHL	83.30	Correct II	5	13873.00	9207.00	0.00	0.00
6741	PONCE DE LEON MIDDLE SCHOOL	68.84	Correct II	3	13873.00	9207.00	0.00	0.00
6761	REDLAND MIDDLE SCHOOL	81.95	Correct II	6	13873.00	9207.00	0.00	0.00
6781	RICHMOND HEIGHTS MIDDLE SCHOOL	73.33	Correct II	5	13873.00	9207.00	0.00	0.00
6801	RIVIERA MIDDLE SCHOOL	74.37	Correct II	3	13873.00	9207.00	0.00	0.00
6841	SHENANDOAH MIDDLE SCHOOL	84.07	Correct I	6	13873.00	9207.00	0.00	0.00
6901	W. R. THOMAS MIDDLE SCHOOL	72.76	Correct II	1	13873.00	9207.00	0.00	0.00
6961	WEST MIAMI MIDDLE SCHOOL	78.03	Correct II	6	13873.00	9207.00	0.00	0.00
6981	WESTVIEW MIDDLE SCHOOL	87.80	Correct II	5	13873.00	9207.00	0.00	0.00
7111	HIALEAH SENIOR HIGH SCHOOL	73.26	Correct II	1	13873.00	9207.00	0.00	0.00
7151	HOMESTEAD SENIOR HIGH SCHOOL	78.14	Correct II	6	13873.00	9207.00	0.00	0.00
7160	MATER ACADEMY CHARTER HIGH	74.48	Correct I	3	13873.00	9207.00	0.00	0.00
7231	MIAMI CAROL CITY SENIOR HIGH	69.02	Correct II	1	13873.00	9207.00	0.00	0.00
7251	MIAMI CENTRAL SENIOR HIGH SCHL	66.92	Intervene	2	13873.00	9207.00	0.00	0.00
7301	MIAMI EDISON SENIOR HIGH SCHL	77.42	Intervene	6	13873.00	9214.00	0.00	0.00
7341	MIAMI JACKSON SENIOR HIGH SCHL	78.91	Correct II	5	13873.00	9207.00	0.00	0.00
7411	MIAMI NORTHWESTERN SENIOR HIGH	73.92	Correct II	3	13873.00	9207.00	0.00	0.00
7461	MIAMI SENIOR HIGH SCHOOL	83.50	Correct II	6	13873.00	9207.00	0.00	0.00
7601	WILLIAM H. TURNER TECHNICAL ARTS HIGH SCHOOL	70.33	Correct I	3	13873.00	9207.00	0.00	0.00
7631	YMAACD @ MACARTHUR SOUTH	84.35	Correct II	2	13873.00	9207.00	0.00	0.00
7701	SOUTH DADE SENIOR HIGH SCHOOL	63.96	Correct II	1	13873.00	9207.00	0.00	0.00
7791	BOOKER T. WASHINGTON SR HIGH	82.66	Correct II	7	13873.00	9207.00	0.00	0.00
8101	YMAACD@JAN MANN OPPORTUNITY SCHOOL	86.96	Correct I	2	13873.00	9207.00	0.00	0.00
8119	THE 500 ROLE MODEL ACADEMY	85.83	Intervene	1	13873.00	9207.00	0.00	0.00
8121	COPE CENTER NORTH	96.30	Correct I	2	13873.00	9207.00	0.00	0.00
8131	DOROTHY M. WALLACE COPE CENTER	87.78	Correct II	2	13873.00	9207.00	0.00	0.00
8151	ROBERT RENICK EDUCATION CENTER	94.25	Correct II	2	13873.00	9207.00	0.00	0.00
8161	CORPORATE ACADEMY NORTH	79.01	Correct II	2	13873.00	9207.00	0.00	0.00
8181	RUTH OWENS KRUSE EDUCATION CTR	77.92	Correct II	2	13873.00	9207.00	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: As part of M-DCPS 2009-2010 Academic Support Plan, the District will review and analyze school and student achievement and program outcome data by the District Coordination of Services Team and District Community Assessment Team. This data will be utilized to guide instructional decisions, align curriculum and instruction, allocate resources, drive professional development decisions, and create student growth measures to target and develop interventions. School-wide data are collected along with State FCAT data and Differentiated Accountability Categories in order to identify needs and determine required actions and activities. Meetings are held at the District, Regional Center, and individual school site level to review assessment data results, and to solicit input from staff, parents, and community partners. This will be utilized to identify gaps between student performance and grade-level skills requirements.

Professional development activities will focus on the analytical process required to identify strengths and weaknesses in student performance. The activities will follow the process for using the Florida Comprehensive Assessment Test (FCAT) to disaggregate student achievement data toward improving teaching and learning. These activities will follow the components of the Florida Department of Education DART 2009. Professional development activities will address how to disaggregate data, break data apart, and how to display the results of this analysis. Instructional staff will be trained on how to properly assess student strengths and weaknesses. Instructional staff will be trained on how to review and examine available data reports, (including FCAT demographic reports, School Report Cards, and Adequate Yearly Progress (AYP data) New Sunshine State Standards and FCAT testing resources to pinpoint deficiencies. Additionally, staff will be trained on how to target, align and pace curriculum, provide classroom instruction, and assessment by addressing the needs and deficiencies with new or adapted learning activities and available resources. Training will not only focus on State assessments, but local (interim assessments) as well. These trainings will be coordinated and provided by four administrative directors, ten vice-principals at the senior high school level, and fifty-two curriculum support specialists at the region level who will serve as curriculum leaders by directing the work of the reading coaches at these schools, serving as mentors to new teachers, and providing direct support in the implementation of learning communities, the Response to Intervention (RtI) model, Florida Continuous Improvement Model (FCIM), and the District's Academic Support Plan.

The District Coordination of Services Team will meet the fourth Monday of every month in order to coordinate the implementation of intervention plans developed during the instructional review process for Intervene and Correct II "F" schools. The Team will review school performance on progress monitoring tools, determine root cause for non-performance, make adjustments to action plans, coordinate deployment of services to schools, ensure fidelity of implementation of these interventions, provide a monthly report of actions taken to the District Instructional Leadership Team. Additionally, the Team will review findings from the instructional reviews conducted by the State, District, and Regional Center staff; will review and approve action plans to address low performance of schools; will ensure fidelity of implementation of the action plans across the District; and will monitor implementation of the School Improvement Plans. This project will fund an Assistant Superintendent for School Improvement and six curriculum support specialists to monitor compliance with this project proposal, oversee staff development, and ensure project and professional development activities are implemented with fidelity.

As part of M-DCPS 2009-2010 Educational Plan, professional development will be targeted and focused on student data, teacher needs, and Differentiated Accountability levels. These activities will also provide requisite qualifications and experiences to support district wide coordination and implementation of reform practices. Additionally, the information garnered as a result of these analysis will directly impact human capacity building and teacher quality in order to improve classroom instruction. The results of this analysis will also serve to align curriculum to Next Generation Sunshine State Standards, and ensure uniformity of District actions required under DA and the FLDOE Statewide Response to Instruction/Intervention (RtI)

Implementation Plan. Reviews and updates will occur monthly during Regional Center principal meetings. DA reviews 1 X per year for A,B, and C schools and 2 times per year for D and F schools.

LEA Support Teams

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

Response: The District will provide technical and program assistance to Prevent I, Prevent II, Correct I, Correct II, and Intervene schools through the establishment of the District Instructional Leadership Team, District Coordination of Services Team, and the District Community Assistance Team (DCAT). The following is a description of the composition of each team, the activities that each team will be responsible for, and the frequency and duration for each activity:

The District Instructional Leadership Team will be composed of the Superintendent of Schools, the Deputy Superintendent for District/School Operations, the Associate Superintendent for Curriculum and Instruction (Chair), the Regional Center Superintendents, the Assistant Superintendent for K-12 Core Curriculum, the Assistant Superintendent for Curriculum Support, the Assistant Superintendent for Professional Development and Educational Services, the Assistant Superintendent for Title I Administration, the Assistant Superintendent for Differentiated Accountability, the Chief Financial Officer, the Assistant Superintendent for the Office of Human Resources, a representative from the Office of School Facilities, and the State Regional Executive Director. The District Instructional Leadership Team will meet the second Monday of every month throughout the school year in order to develop, support, and facilitate the implementation of policies and procedures that guide school-based teams in leadership with a direct support system for each school principal, and planning for systems change.

The District Coordination of Services Team will be composed of the Regional Center Superintendents, the Assistant Superintendent for K-12 Core Curriculum (Chair), the Assistant Superintendent for Curriculum Support, the Assistant Superintendent for Professional Development and Educational Services, the Assistant Superintendent for Title I Administration, and the Administrative Director for Assessment, Research and Data Analysis. Additional staff will be invited by the appropriate department as needed. The District Coordination of Services Team will meet the fourth Monday of every month throughout the school year in order to coordinate the implementation of intervention plans developed during the instructional review process for Intervene and Correct II "F" schools. The Team will review school performance on progress monitoring tools, determine root cause for non-performance, make adjustments to action plans, coordinate deployment of services to schools, ensure fidelity of implementation of these interventions, provide a monthly report of actions taken to the District Instructional Leadership Team. Additionally, the Team will review findings from the instructional reviews conducted by the state, district, and regional center staff, will review and approve action plans to address low performance of schools, will ensure fidelity of implementation of the action plans across the District, and will monitor implementation of the School Improvement Plans.

The District Community Assistance Team (DCAT) will be composed of the Superintendent of Schools, the Deputy Superintendent for District/School Operations, the Associate Superintendent for Curriculum and Instruction, the Regional Center Superintendents, the Assistance Superintendent for Differentiated Accountability (Chair), a team of three representatives for every Intervene and Correct II F school (principal, EESAC chair, community representative), and the State Regional Executive Director. The DCAT will meet the third Thursday of every month throughout the school year in order to review school performance data, determine cause for low performance for each school and advise the District on its District Improvement Assistance and Intervention Plan (DIAP).

Additionally, The District and Regional Centers will review and monitor individual school improvement plans at schools implementing the Title I program designated as Prevent I, Prevent II, Correct I, Correct II, and Intervene schools. The District ensures that professional development activities at these schools are high-quality by developing a cadre of school-site reading coaches who provide a critical link in implementing district, state and national initiatives. Also, Reading Coaches funded by the Title I, Part A, Project Grant will provide high quality professional development for teachers through coaching and modeling in the classroom, lead grade-level planning and assist in the interpretation of data.

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: **Need to improve student academic achievement in reading and mathematics.**

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

Response: District AYP Report; 5 subgroups did not make AYP in reading and mathematics.

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

- LENORA BRAYNON SMITH ELEMENTARY
- ARCOLA LAKE ELEMENTARY SCHOOL
- MIAMI COMMUNITY CHARTER SCHOOL
- MAYA ANGELOU ELEMENTARY SCHOOL
- AUBURNDALE ELEMENTARY SCHOOL
- AVOCADO ELEMENTARY SCHOOL
- BEL-AIRE ELEMENTARY SCHOOL
- BISCAYNE GARDENS ELEMENTARY
- VAN E. BLANTON ELEMENTARY SCHL
- DR. BOWMAN FOSTER ASHE ELEMENTARY
- BROADMOOR ELEMENTARY SCHOOL
- W. J. BRYAN ELEMENTARY
- BUNCHE PARK ELEMENTARY SCHOOL
- CAMPBELL DRIVE ELEMENTARY SCHL
- CARIBBEAN ELEMENTARY SCHOOL
- FIENBERG/FISHER K-8 CENTER
- WILLIAM A. CHAPMAN ELEM. SCHL
- CITRUS GROVE ELEMENTARY SCHOOL
- COLONIAL DRIVE ELEMENTARY SCHL
- COMSTOCK ELEMENTARY SCHOOL
- NEVA KING COOPER EDUCATIONAL CENTER
- CORAL TERRACE ELEMENTARY SCHL
- CORAL WAY K-8 CENTER
- FREDERICK R. DOUGLASS ELEM.
- CHARLES R DREW ELEMENTARY SCHL
- PAUL LAURENCE DUNBAR ELEM.SCHL
- JOHN G. DUPUIS ELEMENTARY SCHL
- AMELIA EARHART ELEMENTARY SCHL
- EARLINGTON HEIGHTS ELEM. SCHL
- EDISON PARK ELEMENTARY SCHOOL
- HENRY M. FLAGLER ELEM. SCHOOL
- FLORIDA CITY ELEMENTARY SCHOOL
- BENJAMIN FRANKLIN ELEM. SCHOOL
- FULFORD ELEMENTARY SCHOOL
- GOLDEN GLADES ELEMENTARY SCHL
- GRATIGNY ELEMENTARY SCHOOL
- GULFSTREAM ELEMENTARY SCHOOL
- ENEIDA M. HARTNER ELEM. SCHOOL
- HIALEAH ELEMENTARY SCHOOL
- HOLMES ELEMENTARY SCHOOL
- ZORA NEALE HURSTON ELEMENTARY
- THENA CROWDER ELEMENTARY SCHL
- KENSINGTON PARK ELEM. SCHOOL
- MARTIN LUTHER KING ELEMENTARY SCHOOL
- KINLOCH PARK ELEMENTARY SCHOOL
- LAKE STEVENS ELEMENTARY SCHOOL
- LAKEVIEW ELEMENTARY SCHOOL
- YWAACD@JRE LEE OPPORTUNITY SCHOOL
- LEISURE CITY K-8 CENTER

- LINDA LENTIN K-8 CENTER
- LAURA C. SAUNDERS ELEM. SCHOOL
- LIBERTY CITY ELEMENTARY SCHOOL
- LITTLE RIVER ELEMENTARY SCHOOL
- LORAH PARK ELEMENTARY SCHOOL
- TOUSSAINT L'OUVERTURE ELEM.
- MEADOWLANE ELEMENTARY SCHOOL
- MELROSE ELEMENTARY SCHOOL
- MIAMI GARDENS ELEMENTARY SCHL
- MIAMI HEIGHTS ELEMENTARY SCHL
- MIAMI PARK ELEMENTARY SCHOOL
- MARCUS A. MILAM K-8 CENTER
- PHYLLIS R. MILLER ELEM. SCHOOL
- MORNINGSIDE ELEMENTARY SCHOOL
- ROBERT RUSSA MOTON ELEMENTARY SCHOOL
- MYRTLE GROVE ELEMENTARY SCHOOL
- DOWNTOWN MIAMI CHARTER SCHOOL
- COCONUT PALM K-8 ACADEMY
- NATURAL BRIDGE ELEMENTARY SCHL
- NORLAND ELEMENTARY SCHOOL
- BARBARA HAWKINS ELEM. SCHOOL
- NORTH COUNTY ELEMENTARY SCHOOL
- NORTH GLADE ELEMENTARY SCHOOL
- NORTH HIALEAH ELEMENTARY SCHL
- NORTH MIAMI ELEMENTARY SCHOOL
- NORWOOD ELEMENTARY SCHOOL
- OLINDA ELEMENTARY SCHOOL
- OLYMPIA HEIGHTS ELEM. SCHOOL
- DR. ROBERT B. INGRAM/OPA-LOCKA ELEMENTARY
- ORCHARD VILLA ELEMENTARY SCHL
- PALM SPRINGS ELEMENTARY SCHOOL
- PARKWAY ELEMENTARY SCHOOL
- IRVING & BEATRICE PESKOE ELEM.
- KELSEY L. PHARR ELEMENTARY SCHOOL
- PINE LAKE ELEMENTARY SCHOOL
- PINE VILLA ELEMENTARY SCHOOL
- HENRY E.S. REEVES ELEM. SCHOOL
- POINCIANA PARK ELEMENTARY SCHL
- RAINBOW PARK ELEMENTARY SCHOOL
- REDLAND ELEMENTARY SCHOOL
- ETHEL F. BECKFORD/RICHMOND ELE
- ROYAL GREEN ELEMENTARY SCHOOL
- SANTA CLARA ELEMENTARY SCHOOL
- SCOTT LAKE ELEMENTARY SCHOOL
- SHADOWLAWN ELEMENTARY SCHOOL
- SHENANDOAH ELEMENTARY SCHOOL
- DAVID LAWRENCE JR. K-8 CENTER
- BEN SHEPPARD ELEMENTARY SCHOOL
- SILVER BLUFF ELEMENTARY SCHOOL
- HUBERT O. SIBLEY ELEMENTARY SCHOOL
- SOUTH MIAMI HEIGHTS ELEMENTARY
- TROPICAL ELEMENTARY SCHOOL
- FRANCES S. TUCKER ELEM. SCHOOL
- SANDOR WIENER SCHOOL OF OPPORTUNITY
- MAE M. WALTERS ELEMENTARY SCHL
- WEST HOMESTEAD ELEMENTARY SCHL
- DR. HENRY W. MACK/WEST LITTLE RIVER ELEM
- CARRIE P. MEEK/WESTVIEW ELEMENTARY SCHOOL
- PHYLLIS WHEATLEY ELEM. SCHOOL
- NATHAN B. YOUNG ELEM. SCHOOL
- DR. EDWARD L. WHIGHAM ELEM.

- LAWRENCE ACADEMY
- FLORIDA INT'L ACADEMY CHARTER
- ALLAPATTAH MIDDLE SCHOOL
- ASPIRA YOUTH LEADERSHIP SCHOOL
- BROWNSVILLE MIDDLE SCHOOL
- PAUL W. BELL MIDDLE SCHOOL
- CAROL CITY MIDDLE SCHOOL
- CAMPBELL DRIVE MIDDLE SCHOOL
- ASPIRA EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
- CENTENNIAL MIDDLE SCHOOL
- CITRUS GROVE MIDDLE SCHOOL
- CUTLER RIDGE MIDDLE SCHOOL
- RUBEN DARIO MIDDLE SCHOOL
- HOWARD A. DOOLIN MIDDLE SCHOOL
- CHARLES R. DREW MIDDLE SCHOOL
- HENRY H. FILER MIDDLE SCHOOL
- HIALEAH MIDDLE SCHOOL
- HOMESTEAD MIDDLE SCHOOL
- THOMAS JEFFERSON MIDDLE SCHOOL
- JOHN F. KENNEDY MIDDLE SCHOOL
- KINLOCH PARK MIDDLE SCHOOL
- LAKE STEVENS MIDDLE SCHOOL
- JOSE DE DIEGO MIDDLE SCHOOL
- MADISON MIDDLE SCHOOL
- HORACE MANN MIDDLE SCHOOL
- JOSE MARTI MIDDLE SCHOOL
- MAYS COMMUNITY MIDDLE SCHOOL
- HOWARD D. MCMILLAN MIDDLE SCHOOL
- MIAMI EDISON MIDDLE SCHOOL
- MIAMI LAKES MIDDLE SCHOOL
- MIAMI SPRINGS MIDDLE SCHOOL
- NAUTILUS MIDDLE SCHOOL
- NORLAND MIDDLE SCHOOL
- NORTH DADE MIDDLE SCHOOL
- COUNTRY CLUB MIDDLE SCHOOL
- NORTH MIAMI MIDDLE SCHOOL
- PALM SPRINGS MIDDLE SCHOOL
- PARKWAY MIDDLE COMMUNITY SCHL
- PONCE DE LEON MIDDLE SCHOOL
- REDLAND MIDDLE SCHOOL
- RICHMOND HEIGHTS MIDDLE SCHOOL
- RIVIERA MIDDLE SCHOOL
- SHENANDOAH MIDDLE SCHOOL
- W. R. THOMAS MIDDLE SCHOOL
- WEST MIAMI MIDDLE SCHOOL
- WESTVIEW MIDDLE SCHOOL
- HIALEAH SENIOR HIGH SCHOOL
- HOMESTEAD SENIOR HIGH SCHOOL
- MATER ACADEMY CHARTER HIGH
- MIAMI CAROL CITY SENIOR HIGH
- MIAMI CENTRAL SENIOR HIGH SCHL
- MIAMI EDISON SENIOR HIGH SCHL
- MIAMI JACKSON SENIOR HIGH SCHL
- MIAMI NORTHWESTERN SENIOR HIGH
- MIAMI SENIOR HIGH SCHOOL
- WILLIAM H. TURNER TECHNICAL ARTS HIGH SCHOOL
- YMAACD @ MACARTHUR SOUTH
- SOUTH DADE SENIOR HIGH SCHOOL
- BOOKER T. WASHINGTON SR HIGH
- YWAACD@JAN MANN OPPORTUNITY SCHOOL
- THE 500 ROLE MODEL ACADEMY

- COPE CENTER NORTH
- DOROTHY M. WALLACE COPE CENTER
- ROBERT RENICK EDUCATION CENTER
- CORPORATE ACADEMY NORTH
- RUTH OWENS KRUSE EDUCATION CTR

1d. Name of strategy

Response: Implementation and Coordination of Various Proven Effective Strategies (please see listing below)

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

Response: The purpose of these strategies is to increase student academic achievement by providing for more time on task and increase instructional contact hours; strengthen school and leadership capacity; improve educator quality and overall school culture.

The following strategies will be implemented: 1) Implement smaller learning communities; 2) Professional development in the content areas where the school missed AYP; 3) Administrator professional development in organizational culture, school turnaround principles, instructional leadership, and monitoring; 4) Extended learning; 5) Curriculum Coach training and networking (mentoring) activities; 6) Professional development on differentiated instruction and data analysis; 7) Response to Instruction/Intervention; Reading, math, and/or science coaches; and 8) implementation of Florida's Continuous Improvement Model.

These strategies support DA by assisting the District-based leadership team and school-based leadership teams by providing direct support systems for school principals, and plans for systems of change toward Problem Solving and Response to Instruction/Intervention (RtI) through district-wide consensus building, infrastructure development, and implementation. These strategies will also support Community Assessment Team (CAT) in the review of school performance data and determination of root causes. Leadership development on monitoring classroom instruction and evaluating professional development will also be provided in support of DA.

These strategies also help build school capacity and improve educator quality by providing for 52 curriculum specialists to mentor and support reading, math, and science coaches; model lessons, assist with data analysis to determine the effectiveness of all instructional programs and class offerings, as well as ensure real-time access to student achievement data; lead Professional Learning Communities (PLCs) and Lesson Study Groups (LSGs).

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

Response: These strategies will address the following root causes: 1) Attendance rate; 2) school culture; 3) weak school and leadership capacity; 4) Lack of community engagement; 5) Lack of rigorous data analysis; 6) Organizational factors (i.e. mentoring for struggling old and new teachers); and 7) educator quality.

Data regarding attendance rates, school culture, and community engagement were obtained from individual School Climate Surveys, completed by administrators, teachers, parents, and students, and individual School Public Accountability Reports (SPAR). Additional data on community engagement was obtained from the Office of Community Engagement regarding the Dade Partners program.

Data on leadership effectiveness was obtained from individual school SPAR and Adequate Yearly Progress (AYP) Reports, as well as Managerial Exempt Personnel (MEP) evaluations coordinated by Human Resources.

Data on educator quality was collected from FDOE report regarding the number of courses taught by Non-Highly Qualified Teachers, Individual Professional Development Plans (PDP).

Data on the need for more rigorous data analysis was obtained during the review of individual School Improvement Plans (SIP).

The strategies implemented will focus instruction on learning and learners. They target both individual and organizational change. They make small changes guided by an overarching vision, and procedurally embedded to reinforce and promote learning.

By offering targeted follow-up support activities, these strategies and professional development reinforce learning. District Support Teams will ensure activities are aligned with District goals, student instructional needs, and individual teacher needs.

District Support Teams will ensure professional learning with daily practice through coaching, mentoring, and the establishment of Professional Learning Communities.

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

Response: The targeted populations for these strategies are principals, assistant principals, teachers, and parents. Additionally, student subpopulations not meeting state proficiency targets in reading and mathematics will be targeted for remedial tutorial extended learning services.

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

Response: The district will utilize a comprehensive approach for all project schools on the implementation of school improvement strategies. The use of a single core reading program will further facilitate the implementation of instructional strategies for all students. Common intervention programs will also provide a consistent set of instructional strategies that can be applied across grade levels. Common instruction strategies in all intensive reading classes for FCAT Levels 1 and 2 secondary students will allow for the application of these strategies across the content areas.

The District will determine academic needs by a thorough review of school performance assessment data by the District Coordination of Services Team and District Community Assessment Team. This data will guide instructional decisions, align curriculum and instruction, allocate resources, drive professional development decisions, and create student growth measures to target and develop interventions.

Positions funded through the Florida Education Finance Program (FEFP) provide for qualified personnel and management capacity at the individual school level in order to support project strategies and activities.

Extended learning services will be enhanced by Title I, Part A, Supplemental Educational Services (SES). Title II and Title III resources will support this project by ensuring that staff development activities are provided in areas identified as deficient through the School Improvement Needs Assessment process.

Miami-Dade County Health Department, Head Start, local municipalities, community colleges/universities, homeless agencies, and Homestead Housing Authority help integrate services supported by this project to all students and their families.

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 intensive tutorial sessions will include various delivery models consisting of whole-class instruction, small group instruction, peer tutoring and computer-assisted instruction, that supports the core subject instruction occurring during the regular school day, during before school, regular school as a pull-out model, after school, Saturday Academy, and summer

program. The number and duration of sessions will vary from school to school; however, a minimum of 6 additional hours of intensive instruction will be delivered per week for the targeted population in the combination of delivery models previously mentioned above from September, 2009 through May, 2010.

Professional development activities will occur quarterly throughout the 180 day school year.

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

Response: The district level support team will monitor and review student performance data and conduct fidelity checks on a quarterly basis through classroom walk-throughs and analysis of local measures of assessment such as DIBELS, School Reading Uniform Screening System (SRUSS) for students in grades 1-11 and the Stanford Achievement Test, Tenth Edition (SAT10) for students in grade 2, and Developmental Reading Assessment (DRA) which will be utilized as the benchmarks for performance.

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

Response: Department heads and grade –level teams contract hours are extended in support of the extended regular school day. FCAT Cluster Analysis will be conducted to identify specific reading and mathematics skills the various subpopulations of students scoring at deficient levels on the FCAT in order to devote more time to the teaching and re-teaching of these skills. Instruction on these skills will occur on a daily basis throughout the 180 day school year.

An analysis of student performance data utilizing local measures such as DIBELS and School Reading Uniform Screening System (SRUSS) for students in grades 1-11 and the Stanford Achievement Test, Tenth Edition (SAT10) for students in grade 2, and Developmental Reading Assessment (DRA), will guide program planning in developing daily lesson plans, identify areas of need and instructional strategies. This project will operate during the 180 day school year with quarterly reviews of local indicators.

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

Response: The progress monitoring of outcomes will occur on a quarterly basis throughout the 180 day school year.

Additionally, the following benchmark assessments will also be utilized to monitor and measure the progress of these strategies:

Interim Assessment, November 2009;

Interim Assessment, End of January 2010; and

Florida Comprehensive Assessment Test, March 2010

Interim Assessment, Mid April 2010

Florida Assessment for Instruction in Reading, April – May 2010

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

Response: The District will maintain expenditure reports regarding district and school-level activities funded under this grant. The District Support Team and Curriculum Support Team will maintain documentation regarding data analysis, professional development, and intervention activities delineated in this project grant application. The District Title I Administration office conducts monthly reviews of expenditures by program as part of its fiscal controls.

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

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

Reading

Mathematics

Dissemination/Marketing and Reporting Student Outcomes

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

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

Response: Information regarding this application and program services and activities will be provided throughout the school year by way of multi-lingual monthly written announcements for parents, monthly meetings of parent and family advisory groups such as the District Advisory Council and Parent Advisory Councils. Updates and consultation will also occur during monthly Regional Center principals meetings and school level Educational Excellence School Advisory Councils, monthly Parent-Teacher Association meetings, and during the annual Title I Orientation conducted at each school implementing the Title I program. Miami-Dade County Public Schools (M-DCPS) will disseminate information about this application and advocate to appropriate populations, including State, District, and school staff, parents, students and the community, through the following: Dissemination of project application to school and District offices, School Board and school faculty meetings, Educational Excellence School Advisory council meetings, and Parent-Teacher Association meetings. Participation in local and statewide meetings. Oral and written reports on the Title I program. Program brochures. M-DCPS will ensure that parents whose heritage language is other than English are informed about the Title I School Improvement Fund and School Improvement Initiative program services by: (a) parent newsletter in the family's home language, (b) the use of Community Involvement Specialists who speak the family's home language and will contact parents by telephone or through home visitations, (c) the use of contracted translators and purchase of translating equipment for Parent Advisory Council and District Advisory Council meetings, (d) the use of the M-DCPS Bilingual Department and Public Information Department for translations of written communications from English to home language, (e) dissemination of oral and written reports on the Title I program in the home language, and (f) parents "Right to Know" letters in the home language. During the Fall of 2009, information regarding student and program outcomes are disseminated by the District's office of Assessment, Research and Data Analysis, which generates and distributes to schools hard copies of the Individual Student Report for FCAT Writing+, FCAT SSS, FCAT NRT, and CELLA (for ELLs). These reports are sent home to parents by the schools. The format and content of the report is generated by the FLDOE. In addition, FCAT SSS results are available to parents via the Parent Network. A Publication entitled, KEYS to FCAT, provides parents with helpful hints, sample test questions, in multiple formats and general information about the FCAT in English, Spanish and Haitian-Creole. This publication is made available to parents at the school and is also available online in the District's website.

Evaluation of Previous Year's Title I School Improvement

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

Response: The process for evaluating outcomes of student academic achievement occurred at two levels. The school level was an ongoing process involving the use of online class level FCAT assessment data accessible by teachers and school, region, and district administrators. In addition to this data M-DCPS interim assessments were conducted and the results were used to inform instruction. This level provided ongoing evaluation of student and class level progress. The second level of outcome assessment consisted of ongoing formal evaluation activities of district programs focused on at-risk, low performing schools. These evaluations include annual evaluations of an extended day, extended year model for project schools. These three sources of information provide a basis for understanding the outcomes of the efforts to increase student achievement during the 2008-2009 school year. This discussion will focus on the second level of evaluations which provide comparative analyses of the academic outcomes at these schools using accepted evaluation methodologies and statistical procedures. The first data sets that are pertinent are sections of the 2006-2007 Title I Evaluation report and the Title I 2007-2008 Outcomes report. The second data set that has informed the outcome assessment and planning for this years' program has been the evaluation of academic data regarding project schools. This evaluation of the three year program uses hierarchical linear modeling to examine the achievement effects of this extended day/extended year program at the project schools. It also examined the infrastructure of the program operation by examining program fidelity, leadership impact, and professional development using a cutting edge self report methodology. Finally the most recent data comes from an examination of the Adequate Yearly Progress longitudinal status, School Grades, and district profile data data for the schools targeted for this years' School Improvement initiative.

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

Response: Preliminary outcomes combined with data from the sources described above point to areas of success and failure in reading and math achievement in 08-09. The achievement gap persists differentiating Title I from non-Title I students however improvement trends are evident in the overall improvement in school grades as a result in higher achievement in the 2009 FCAT scores which continues the upward trend seen in the previous two years. Although the intensive extended day/extended year at the project did not appear to have produced dramatic results, there were improvements that led to the continuation and extension of school based tutoring last year. The limitations caused by the end of the support structure put in place for the project schools and the severe budget crises may be manifested in the reduction of district/regional support to high-risk schools which the current proposal is attempting to address. An examination of the Success Academy, which was an extended week delivery model funded in part by this project grant, an intensive effort at 9 schools at high risk of failure may point to structures necessary to increase academic achievement. This program provided 4 hours of tutoring in 14 sessions, mostly on Saturdays prior to the Spring FCAT administration. Data from the evaluation shows positive effects on mathematics achievement when compared to matched students who did not participate. Reading achievement also increased when we examined the performance of students tutored by exemplary teachers. Although effects sizes for these achievements were small they contributed to the strenuous efforts exhibited these schools to increase student performance. One feature of the Success Academy that may have been a key to whatever increases were seen was the amount of district and regional support provided to these schools.

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

Response: In examining all the above data sources what seems to work is tutoring that occurs when participants, both teachers and students are somewhat refreshed as in the Saturday

Academy sessions. In a negative sense the data from the project schools indicated that extending the school year, especially for a selected set of schools was not successful and extending the school day was tiring for both students and teachers. However teachers indicated that there was some academic benefit to the extended day, especially with adequate support from the district and curriculum specialists and shared responsibility and accountability for students and teachers. So it seems that the efforts made to provide support to both for after school and Saturday tutoring would be valuable. The quality of teaching/tutoring seen in variations among teachers performance in the Success Academy indicate the need for supervision and support.

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

Response: As alluded to above the difficulty in after school tutoring seems to be related to the limits of a long day that lead to teacher and student burnout. Where tutoring has been more successful there seems to be a change in venue either by having new teachers, different locations, or weekend days. Motivational factors for students and staff seem to have not been addressed. The district will provide professional development to teachers and administrators in the affective domain to address motivational and behavioral factors that impeded student participation and success of this project.

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

Response: In the examples provided by the school based tutoring vs. SES study, the extended year and day in the project schools, and the results of the Success Academy, all seem to indicate that the availability of appropriate and plentiful support for teachers and school administrators in the implementation of the extended learning models is a key factor in the success or failure of these efforts. It is not clear the extent of external influences on the students may have on their willingness to participate but again district support in terms of parent involvement in these programs may also be a significant factor. Further teacher quality and quality instructional materials are certainly a mitigating factor which require supervisory oversight.

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

A) NAME OF ELIGIBLE RECIPIENT: **Dade**B) Project Number (DOE USE ONLY): **130-2260A-0CS01**

C) TAPS Number 10A006

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
6300	130	Curriculum Support Specialists Salaries District-based Leadership Team in order to coordinate, monitor, and implement professional development to leadership teams at project schools including: monitoring instruction, lesson study, RtI, and scheduling of PD (from September 1, 2009 through October 11, 2009)	5.000	76157.00
6300	130	Curriculum Support Specialists Salaries - School-based Leadership Team in order to coordinate, monitor, and implement professional development to leadership teams at project secondary schools including: monitoring instruction, lesson study, RtI, and scheduling of PD (from September 1, 2009 through October 11, 2009)	10.000	111320.00
6300	130	Other Certified Instructional Personnel Curriculum Support Specialists - provide mentoring and induction for new and struggling teachers; assist school site coaches with the coordination and implementation of PD regarding data analysis, RtI, Learning Communities.	54.000	1794169.00
6300	210	Retirement Retirement	0.000	198561.00
6300	220	Social Security Social Security	0.000	151596.00
6300	232	Life Insurance Life Insurance	0.000	58868.00
6300	240	Workers Compensation Workers' Compensation	0.000	51721.00
6300	510	Supplies Supplies - teacher trainings	0.000	113534.00

E) Total: \$2,553,926DOE 101-R
Created 3/09

Dr. Eric J. Smith, Commissioner

FLORIDA DEPARTMENT OF EDUCATION

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

A) NAME OF ELIGIBLE RECIPIENT: **Dade**B) Project Number (DOE USE ONLY): **130-2260S-0CZS1**

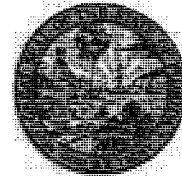
C) TAPS Number
10AR06

D) SPECIAL REVENUE FUND CODE
432

AARA Assur. Code	AARA Prin. Code	AARA Strat. Code	School District Based	Activity	Function	Object	Account Title and Description	FTE Pos. Code	FTE Saved	FTE Created	FTE Cont.	Amount
D	B4	19	D	Coordinate, monitor, and implement professional development to leadership teams that includes: monitoring instruction, lesson study, RtI, and scheduling of PD.	6300	110	Administrators Assistant Superintendent - School Improvement	63003	0.000	1.000	0.000	117861.00
D	B4	19	D	Curriculum Support Specialists - provide professional development to leadership teams that includes: monitoring instruction, lesson study, RtI, and scheduling of PD.	6300	130	Other Certified Instructional Personnel Curriculum Support Specialists	63012	4.000	2.000	0.000	411724.00
D	C	15	D	Ensure collection and reporting of data to provide accessibility and transparency for use of funds.	6300	160	Other Support Personnel Secretary - documentation for monitoring compliance and data reporting.	63090	1.000	0.000	0.000	35831.00
D	B4	19	D	Retirement	6300	210	Retirement Retirement		0.000	0.000	0.000	57117.00
D	B4	19	D	Social Security	6300	220	Social Security Social Security		0.000	0.000	0.000	43607.00
D	B4	19	D	Life Insurance	6300	232	Life Insurance Life Insurance		0.000	0.000	0.000	60000.00
D	B4	19	D	Workers' Compensation	6300	240	Workers' Compensation Workers' Compensation		0.000	0.000	0.000	14878.00
D	B4	21	D	Supplies for teacher trainings.	6300	510	Supplies Supplies		0.000	0.000	0.000	1000285.00

E) Total: \$1,741,303

DOE 101-R
Created 3/09



Dr. Eric J. Smith, Commissioner

