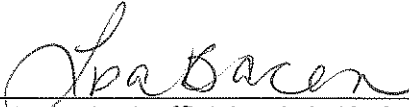
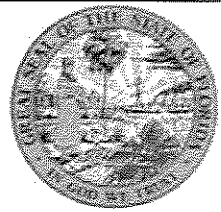


**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT DeSoto County School District	2 PROJECT NUMBER 140-2260A-0CS01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative TAPS 10A006	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: 1 Type of Amendment: Program/Budget Effective Date: 01/28/2010	6 PROJECT PERIODS Budget Period: 09/01/2009 - 09/30/2010 Program Period: 09/01/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 238,465.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 238,465.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u> Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	11 DOE FISCAL DATA Comptroller's Office (850) 245-0401 DBS: 40 90 20 EO: 9A Object: 720036
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. 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>3/30/10</u> Date of Signing </div> <div style="text-align: right;">  </div> </div>	

RECEIVED

DO NOT USE ONLY AM 11:37
2010 JAN 28

BUREAU OF
GRANTS MANAGEMENT
PROGRAM NAME

Initiative (1003(a))

Superintendent/Agency Head

Adrian H. Cline

Edmund H. Weiss

The LEA is also requesting a budget change to correct function and object codes in the original application.

Please see revised narrative.

Amount	0.00
Increase	
75,000.00	÷
500.00	÷
500.00	÷
500.00	÷
5,000.00	÷
5,000.00	÷
100.00	÷
17,000.00	÷
15,000.00	÷
51,200.00	÷
17,980.00	*
Amount	0.00
Decrease	
32,000.00	÷
2,680.00	÷
1,000.00	÷
95,000.00	÷
9,700.00	÷
15,800.00	÷
74,980.00	*



FLORIDA DEPARTMENT OF EDUCATION

PROJECT AMENDMENT REQUEST

Please return to: Florida Department of Education GRANTS MANAGEMENT Room _____ Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 (850) _____	DOE USE ONLY Date Received: <i>Revised</i> PROGRAM NAME School Improvement Initiative (1003(a))
A) Agency Name DeSoto County School System _____	B) Amendment Number 2 _____
C) Amendment Type <input checked="" type="checkbox"/> Program <input checked="" type="checkbox"/> Budget	D) Project Number TAPS Number _140-2260A-0CS01_ _10A006_

E) Amendment Request Contact Information

Name: Betsy Sorrells	Address: 494 North Manatee Avenue Arcadia, FL 34266
Telephone: 863.494.0261 extension	SunCom: N/A
Fax: 863.494.2254	E-mail: Betsy.sorrells@desoto.k12.fl.us

F) Required Signature

Superintendent/Agency Head _____ <div style="text-align: center;">Adrian H. Cline</div>
--

G) Narrative

The purpose of this amendment is to make a change in the program and the budget. In the original application the LEA planned to hire an additional curriculum coach at the two SINI schools to concentrate on mathematics and science. This project was not approved until late December. The possibility of finding a qualified candidate in a timely manner is very slim. The district is small and rural which adds to the complications. The LEA intends to move the money allocated for the additional coaches to fund the other program areas of providing high quality professional development in the areas the school needs improvement and additional materials and supplies to support the teaching of mathematics and science as well as the implementing high yield strategies through instructional technology.

The LEA is also requesting a budget change to correct function and object codes in the original application.

The purpose of line item 5100/644 is to support the strategy to implement the use of High Yield Strategies through Instructional Technology. We purchased interactive whiteboards with the SII ARRA funds for each teacher in the two schools. These additional funds will be used to upgrade other technology which will enrich the use of the interactive boards for students in the classroom thereby increasing student engagement.

There is no increase or decrease to the budget.



A) _____ School District of DeSoto County____ B) 140-2260A-0CS01
 District/Agency Name Project Number

10A006
 TAPS Number

C) _____ 2 _____
 Amendment Number

FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ 238,465 _	E) Total Project Amount resulting from this Budget Amendment \$ 238,465 ____
--	---

F) Line Item Description

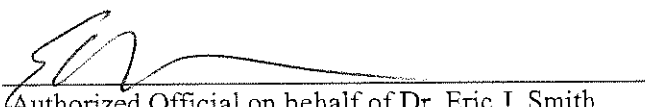
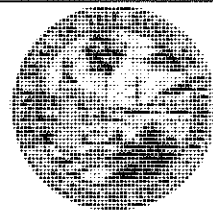
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5100	120	Classroom teachers- stipends for teachers attending professional development outside the duty day			32,000
6400	128	Classroom teachers- stipends for teachers attending professional development outside the duty day		37,000	
5100	220	Social Security 7.65%			2680
5100	330	Travel for teachers to attend professional development			1000
6400	123	Travel for teachers during the day to attend professional development		500	
7730	113	Travel for administrators during the day to attend professional development		500	
7730	133	Travel for academic coaches during the day to attend professional development		500	
7730	330	Travel for administrators and coaches		5000	
7730	220	Social Security 7.65%		100	
5100	510	Supplies- materials and supplies to support classroom instruction in mathematics, reading and science.		17,080	
6400	130	Other Certified Instructional Personnel-salaries for curriculum coaches			96,000
6400	210	Retirement (9.85%)			9400
6400	230	Group Insurance			15,800
6400	310	Professional and Technical Services-Professional development in math and science for teachers and administrators		15,000	
5100	644	Computer Hardware- hardware/instructional technology such as, but not limited to laptops, projectors, document cameras, etc. to increase student engagement.		81,200	
				156,880	156,880

Total

Total



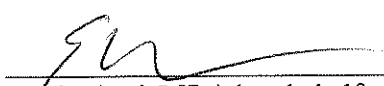

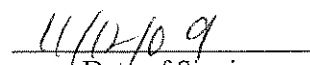
**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT DeSoto County School District	2 PROJECT NUMBER 140-2260A-OCS01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative <div align="right">TAPS 10A006</div>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 09/01/2009 - 09/30/2010 Program Period: 09/01/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 238,465.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 238,465.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u> Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	<div align="center">Comptroller's Office (850) 245-0401</div> <div 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="width: 45%;">  Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="width: 45%; text-align: center;">  <u>11/12/09</u> Date of Signing </div> </div>	

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

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

**Florida Department of Education
Project Award Notification**

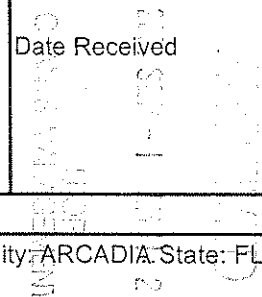
1 PROJECT RECIPIENT DeSoto County School District	2 PROJECT NUMBER 140-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted <p style="text-align: right;">TAPS 10AR06</p>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 09/01/2009 - 09/30/2010 Program Period: 09/01/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 179,374.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 179,374.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u> Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="text-align: center;">Comptroller's Office (850) 245-0401</div> <div style="text-align: right;"> 11 DOE FISCAL DATA DBS: 40 90 20 EO: 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. 	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> 13 APPROVED: <div style="text-align: center;">  Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> </div> <div style="width: 45%; text-align: center;"> <div style="text-align: right;">  <div style="text-align: left;">  Date of Signing </div> </div> </div> </div>	

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- 3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
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- 7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
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 - Reimbursement of Expenditures – Payment made upon submission of documented allowable expenditures.
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- 12 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 13 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION - School Improvement Initiative

TAPS: 10AR05

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Name and Address of Eligible Applicant: <div style="text-align: center;">DeSoto</div> PO BOX 2000 ARCADIA, FL 34265	DOE USE ONLY Date Received <div style="text-align: center;">  </div>
---	---	---


B) Applicant Contact Information	
Contact Name: First Name: Betsy MI: W Last Name: Sorrells	Mailing Address: PO BOX 2000 City: ARCADIA State: FL Zip: 34265
Telephone Number: 863-494-0261	Ext:
Fax Number: 863-494-2254	E-mail Address: betsy.sorrells@desoto.k12.fl.us

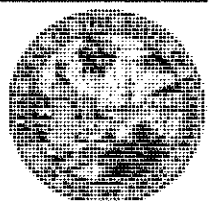
Title I School Improvement Initiative [1003(a)]	Title I School Improvement Initiative [1003(a)] ARRA	Title I School Improvement Fund [1003(g)]	Title I School Improvement Fund [1003(g)] ARRA
Project Number: 140-2260A-0CS01	Project Number: 140-2260S-0CZS1 <div style="text-align: center;">0CZ01</div>	Project Number: 140-1260A-0CS01	Project Number: 140-1260S-0CZS1
Total Funds Requested: \$245,788.00	Total Funds Requested: \$184,868.00	Total Funds Requested: \$0.00	Total Funds Requested: \$0.00

CERTIFICATION

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

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

E) 
 Signature of Agency Head



Title I, Part A School Improvement Grants DESOTO

General Assurances

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

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

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

School Districts, Community Colleges, Universities and State Agencies

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

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

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

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

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

TAPS: 10AR05

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Name and Address of Eligible Applicant: <p align="center">DeSoto PO BOX 2000 ARCADIA, FL 34265</p>	DOE USE ONLY Date Received	
B) Applicant Contact Information			
Contact Name: First Name: Betsy MI: W Last Name: Sorrells		Mailing Address: PO BOX 2000 City: ARCADIA State: FL Zip: 34265	
Telephone Number: 863-494-0261		Ext:	
Fax Number: 863-494-2254		E-mail Address: betsy.sorrells@desoto.k12.fl.us	
Title I School Improvement Initiative [1003(a)] Project Number: 140-2260A-0CS01 Total Funds Requested: \$245,788.00	Title I School Improvement Initiative [1003(a)] ARRA Project Number: 140-2260S-0CZS1 Total Funds Requested: \$184,868.00	Title I School Improvement Fund [1003(g)] Project Number: 140-1260A-0CS01 Total Funds Requested: \$0.00	Title I School Improvement Fund [1003(g)] ARRA Project Number: 140-1260S-0CZS1 Total Funds Requested: \$0.00
<p align="center">CERTIFICATION</p> <p>I Adrian Cline 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.</p> <p>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.</p> <p>E) _____ Signature of Agency Head</p>			

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
0081	MEMORIAL ELEMENTARY SCHOOL	65.29	Correct I	5	136821.00	102708.00	0.00	0.00
0181	NOCATEE ELEMENTARY SCHOOL	87.48	Correct I	6	111945.00	84034.00	0.00	0.00

Data Analysis during Project Period

Describe the process the district will have in place during the project period to analyze student achievement and program outcome data. Your response must include the following:

1. What professional development will be offered to staff to analyze student achievement and program outcome data? Who will deliver the data analysis professional development?
2. How many times during the 2009-2010 school year will data analysis take place at SINI schools identified as Prevent I, Prevent II, Correct I, Correct II, and/or Intervene schools? Provide the format for the data analysis (professional learning communities, data chats, etc).
3. How will the information based on data analysis be used?

Response: The district provided professional development to teachers in data analysis throughout 0809 after each district wide ThinkLink assessment; training will also available during the 2009-10 school year; data analysis training is also included in some of the follow-up [coaching, modeling and training] sessions & are incorporated in grade level/vertical team meetings throughout the year. This professional development activity is headed by the Divisions of Instructional Services and Instructional Technology; who provide additional training as requested. The Assistant Directors of Instructional Services work with SINI administration to ensure that data analysis occurs at least quarterly at these schools; the main assessments used for data analysis are ThinkLink (3 X s year); Florida Assessment for Instruction in Reading (FAIR) (3 X s year); assessment rprovided with the harcourt Math series and the MacMillian reading series. Our district uses the following for final assessments fourth grade FCAT FL Writes (1 X year); FCAT (1 X year); third through fifth grades. Each Correct 1 school has a highly qualified Reading coach that meets weekly with teachers during grade level meetings to provide assistance in the analysis of their progress monitoring and classroom data. After each data analysis meeting, teachers will adjust their curriculums to meet the needs of their students.

LEA Support Teams

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

Response: The district has a support team in place that consists of the Superintendent, the director of Human Resources, the Finance director, the Accountability coordinator, the Director of Student Services, and the Associate Directors of Instructional Services. The support team will meet quarterly during the 2009-2010 school year to discuss program assistance and support to the two schools in need of improvement. Schools will be visited monthly by team members and will meet with teachers and/or the school administration to determine needs and to determine the fidelity of implementation of strategies. These visits will continue for the duration of the 2009-2010 school year.

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: **Improve proficiency of math and science**

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

Response: FCAT 2009

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

- MEMORIAL ELEMENTARY SCHOOL
- NOCATEE ELEMENTARY SCHOOL

1d. Name of strategy

Response: Employ a Curriculum Coach

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

Response: Mathematics is one area that the District Differentiated Accountability team has identified as an area of need based on our 2009 FCAT results. There were three subgroups at Memorial Elementary that did not make AYP in Mathematics; white, economically disadvantaged and students with disabilities. At Nocatee Elementary the white subgroup did not make AYP, however the Hispanic, economically disadvantaged and English language learners made AYP through safe harbor. FCAT Science 2009; NES-26% proficient in science. MES- 30% proficient in science

The Curriculum coach would be available to work with teachers, provide professional development and assist in data analysis. The Curriculum coach would work in conjunction with the Reading coach at the school. Data analysis is a critical focus this year at these two sites. The Curriculum coach would be available to assist the teachers in analyzing their data and planning for instruction. Building the ability for every teacher to independently, and as a member of a department or grade level, analyze data from multiple sources, determine needs, and take appropriate instructional steps will make it possible for the schools to continue improving student performance into the future. As the data is reviewed and decisions are made, teachers will be able to make more accurate and informed decisions regarding professional development needs. Teacher professional development, classroom texts and supplies, and other manipulatives will be added to the classrooms/curriculum.

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

Response: Mathematics has been an area of weakness. There were three subgroups at Memorial Elementary that did not make AYP in Mathematics; white, economically disadvantaged and students with disabilities. At Nocatee Elementary the white subgroup did not make AYP, however the Hispanic, economically disadvantaged and English language learners made AYP through safe harbor. FCAT Science 2009; NES-26% proficient in science. MES- 30% proficient in science.

Our district has had great success with the Reading First coaches, the addition of a coach for other curriculum areas would be an advantage, particularly in math and science. Our district is moving to the Next Generation Standards, professional development is needed in both content and instructional strategies so that teachers will provide instruction that meets the depth requirements of the new standards and benchmarks in math and science at every grade for every student. The Curriculum coach on site will assist the teachers by facilitating professional development and providing support for work done in the classroom once professional

development has been provided.

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

Response: SINI 5 and SINI 6, K-5 teachers, all subgroup with the emphasis on those who did not make AYP. Other sub groups/grade levels may be identified through standards-based assessments.

Math- State target for math 68% scoring proficient in math.

NES-White-66% scoring proficient in math. MES- White-66% scoring proficient in math, ED- 67% scoring proficient in math, SWD-56% scoring proficient in math.

FCAT Science 2009; NES-26% proficient in science. MES- 30% proficient in science.

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

Response: This is a new strategy. We have had Reading Coaches in each school for six years with the implementation Reading First. These coaches have been funded in part with the FEEP reading dollars and in part with Title I funds. We have not had the capacity to have content area coaches.

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 Curriculum coach would be available to meet with grade levels once a week for the duration of the 2009-2010 year. The coach would also provide coaching and modeling to teachers as needed.

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

Response: The Associate Directors of Instructional Services as well as the school administrators will monitor the implementation of this strategy.

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

Response: The district will use the Florida Assessments for Instruction in Reading three times per year to monitor reading. The standards-based ThinkLink math and science assessment and classroom assessments [Macmillan reading; Harcourt math, and Instructional Focus Units in mathematics and science] will be used to track effectiveness of this strategy according to the student progress demonstrated between each assessment.

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

Response: The standards -based ThinkLink assessment in mathematics and science completed in September 2009 results will be the baseline data points for progress monitoring; the November 2009 assessment will be compared, specifically grades 3 - 5 for identified academic area(s), and subgroup(s); the final monitoring for success will be the May 2010 ThinkLink assessment. Classroom series assessments are given according to each series, generally at the end of the week/unit [Macmillan reading; Harcourt math]. Instructional Focus Units are given according to the curriculum calendars depending on the academic area one or two week units. The Florida Assessments for Instruction in Reading will be given three times per year with ongoing progress monitoring no more than every twenty days.

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

Response: This is a new position and could not be funded with other federal or local fund sources. The district federal budget's team meets monthly and will ensure that this SII funding is supplemental to the identified expenditures on our district program' budgets.

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

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

Mathematics

Science

Mathematics

Science

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 professional Development in math, reading and science**

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

Response: FCAT 2009-Reading- State target for reading 65% proficient: NES- Hispanic 60% proficient in reading

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

- MEMORIAL ELEMENTARY SCHOOL
- NOCATEE ELEMENTARY SCHOOL

1d. Name of strategy

Response: Professional Development in the areas where the school missed AYP

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

Response: All professional development activities will be based on scientific research. Programs implemented will be in accordance with Florida's Professional Development Protocol System and the National Staff Development Council standards (NSDC). High quality, on-going professional development, which will address the specific needs of each at risk sub group are research based programs which will implement continuous improvement and support. Evidence has shown that data driven professional development instruction produces positive academic growth in students. Beside professional development for the teachers the district would also use the train the trainer model to create sustainability for the professional development. Some examples may include: PROMISE Math and Science, Thinking Maps, Thinking Maps-Math, Virtual Math, AIMS math and science etc. One person, the Curriculum coach or lead teachers, from each of the SINI sites would be trained to deliver the professional development. There would be a trainer on site to provide ongoing and continuous professional development throughout the year. An external evaluator would assist leadership in evaluating the effectiveness of professional development and its resultant school achievement.

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

Response: Teachers determined the need for additional strategies to use when teaching science, math and reading to help with their intensive intervention instruction.

With the implementation of the NG Standards, teachers need to have content professional development to enhance their instruction by providing additional strategies to use in the classroom. These activities enhance the instruction and learning by providing teachers with a more thorough understanding of content and pedagogy, and expectations for student performance. Strategies and planning for in-depth instruction mean that students will develop a solid knowledge of concepts, how and when to apply the information learned and be able to relate that information to new learning situations.

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

Response: This strategy will target SINI 5 and SINI 6 K-5 teachers and all subgroup with the emphasis on those subgroups that did not make AYP; Reading- State target for reading 65% proficient: NES- Hispanic 60% proficient in reading , ELL- 52% proficient in reading. MES-SWD- 44% proficient in reading

Math- State target for math 68% scoring proficient in math. NES-White-66% scoring proficient in math. MES- White-66% scoring proficient in math, ED- 67% scoring proficient in math, SWD-56% scoring proficient in math.

FCAT 2009; NES-26% proficient in science. MES- 30% proficient in science

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

Response: The district provided several professional development opportunities during the past summer. These include; AIMS math, PROMISE Science and Melissa Forney Writing. The district would like to offer follow-up for those teachers who attended the summer professional development and/or provide another opportunity to those teachers who were not able to attend.

At SINI 5 and SINI 6 Vertical Team professional development, according to Restructuring Plan, has been put in place, PD identified in these meetings will be funded through this initiative.

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

Response: We would provide the professional development during the school day to provide modeling and coaching two to three times during the year. We would offer professional development on Saturdays as needed during the year with follow-up meetings to allow for coaching and modeling.

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

Response: The Associate Director of Instructional Services as well as the school administrators will monitor this activity. This will be done through walk-throughs to determine if the strategies were in place in the classroom.

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

Response: The district will use the Florida Assessments for Instruction in Reading three times per year to monitor reading. The standards -based ThinkLink assessment and classroom assessments [Macmillan reading; Harcourt math, and Instructional Focus Units in mathematics and science] will be used to track effectiveness of this strategy according to the student progress demonstrated between each assessment.

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

Response: The standards -based ThinkLink assessment in mathematics and science completed in September 2009 results will be the baseline data points for progress monitoring; the November 2009 assessment will be compared, specifically grades 3 - 5 for identified academic area(s), and subgroup(s); the final monitoring for success will be the 2010 FCAT assessment. Classroom series assessments are given according to each series, generally at the end of the week/unit [Macmillan reading; Harcourt math]. Instructional Focus Units are given according to the curriculum calendars depending on the academic area one or two week units. The Florida Assessments for Instruction in Reading will be given three times per year with ongoing progress monitoring no more than every twenty days.

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

Response: The area(s) of training to be put in place with the School Improvement Initiative Grant will be identified during the current Vertical Team sessions, according to identified academic need [from standards-based/classroom assessments]. The district federal budgets' team meets monthly and will ensure that this funding is supplemental to identified programs on the district programs' budgets.

The 5% set aside has been earmarked for professional development to assist teachers in remaining HQT by providing stipends for attending other professional development activities and for paying professional development providers related to vertical team training.

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 proficiency**

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

Response: FCAT/ AYP

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

- MEMORIAL ELEMENTARY SCHOOL
- NOCATEE ELEMENTARY SCHOOL

1d. Name of strategy

Response: Increase proficiency via research-based supplemental instructional materials

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

Response: Teachers at the two SINI/Correct 1 schools have limited access to research-based supplemental materials for reading and mathematics. Teachers rely on the core curriculum to provide instruction and intervention. New, proven, research based materials are available, however funds are limited. These materials will allow the teachers to have alternative materials and strategies to use with those subgroups not making AYP. In addition to supplemental materials there is a need for mathematics manipulatives, hands on learning is crucial to students understanding of abstract mathematics content. With the implementation of the Next Generation Standards in Science there is also a need for materials and equipment to aid in the instruction of the science standards. The intent is to teach the standards in depth and some of the concept will require the use of hands on activities and experiments. As our district implements our Response to Intervention plan our teachers will need additional instructional materials to use for intervention. The district will implement Response to intervention model (the federally-recommended model for assessing students and providing early intervention services to struggling students) in all content areas and behavioral support. These intervention services are for students who need additional academic support to succeed in the classroom. This will address the needs of all subgroups not making AYP and will be used in reading, mathematics, science.

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

Response: The district has identified the need for additional instructional materials to aid in the intensive intervention instruction for our struggling students. There is also a need for additional math and science manipulatives and equipment to aid in the instruction of the Next Generation Standards.

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

Response: This strategy will target SINI 5 and SINI 6 K-5 teachers, ESE and ESOL teachers and all subgroups with the emphasis on those subgroups that did not make AYP;

Reading- State target for reading 65% proficient:

NES- Hispanic 60% proficient in reading , ELL- 52% proficient in reading.

MES-SWD- 44% proficient in reading

Math- State target for math 68% scoring proficient in math. NES-White-66% scoring proficient in math. MES- White-66% scoring proficient in math, ED- 67% scoring proficient in math, SWD-56% scoring proficient in math.

FCAT 2009; NES-26% proficient in science. MES- 30% proficient in science.

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

Response: Each SINI site has a reading coach to provide professional development in reading for teachers in grades kindergarten through fifth. The coaches work with the district to assure the instructional materials purchased are researched based and proven to be effective. The district will work closely with the school leadership team, administrators to purchase materials that are researched based and proven effective to improve student achievement. The addition of a Curriculum Coach will support use of new manipulatives and hands on science equipment by providing professional development, coaching and modeling of the use of these to effectively improve student achievement.

The district has changed the organizational structure of SINI sites, to address identified recurring student achievement problems: at all SINI sites the LEA Associate Director of Instructional Services worked closely with each in up-dating their School Improvement Plans to ensure identification of specific areas of need.

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: These materials will be used at different times throughout the year as teachers need additional materials to use with their students.

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

Response: The Associate Director of Instructional Services will monitor the implementation of this strategy, with the help of the Coaches and the administrators at the school.

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

Response: The district will use the Florida Assessments for Instruction in Reading three times per year to monitor reading. The standards -based ThinkLink assessment in math and science and classroom assessments [Macmillan reading; Harcourt math, and Instructional Focus Units in mathematics and science] will be used to track effectiveness of this strategy according to the student progress demonstrated between each assessment.

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

Response: The standards -based ThinkLink assessment in mathematics and science completed in September 2009 results will be the baseline data points for progress monitoring; the November 2009 assessment will be compared, specifically grades 3 - 5 for identified academic area(s), and subgroup(s); the final monitoring for success will be the 2010 FCAT assessment. Classroom series assessments are given according to each series, generally at the end of the week/unit [Macmillan reading; Harcourt math]. Instructional Focus Units are given according to the curriculum calendars depending on the academic area one or two week units. The Florida Assessments for Instruction in Reading will be given three times per year with ongoing progress monitoring no more than every twenty days.

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

Response: Due to the limited funding these additional materials have been put on the back burner until funding was available. Purchase of materials, manipulatives and equipment to be

used in the classroom included in the School Improvement Initiative Grant are not included in any current budgets or available in any district budgets. The district federal budget's team meets monthly and will ensure that this SII funding is supplemental to the identified expenditures on our district program' budgets.

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: **Improve teacher use of instructional technology**

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

Response: FCAT 2009/AYP data

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

- MEMORIAL ELEMENTARY SCHOOL
- NOCATEE ELEMENTARY SCHOOL

1d. Name of strategy

Response: Implementation of "High Yield" Strategies through Instructional Technology

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

Response: Both SINI schools will install state of the art technology including interactive learning tools and response systems to support, enhance and expand existing technologies available to teachers. This fully interactive learning environment integrates assessment capabilities, reading software and wireless technology, providing greater flexibility for the teachers and a higher level of interest for the students. The resulting classrooms create an environment where teachers love to teach and students love to learn. Student in this environment become active agents in their educations. Verses simply being a consumer of education they not have the opportunity to also become a producer. Effective schools research has defined nine "high-yield strategies" that significantly impact student learning. Those identified strategies include questioning and cueing. In his study documented in Classroom Instruction That Works, Robert Marzano mentions that questioning and cueing are at the heart of classroom practice. He further cites Davis, O.L., & Tinsley, 1967 and Fillippone, 1998 whose study indicates that "...cueing and questioning might account for as much as 80 percent of what occurs in a given classroom on a given day."

With this technology in place, the teachers would be able to ask higher-order questions, give effective cues to students and, most importantly, obtain immediate feedback on the percentage of students who have understood the concept being taught. This technology would help keep students authentically engaged in the learning, rather than just being ritualistically engaged or (worse) retreating or rebelling.

The implementation of these "high yield" strategies in conjunction with proven instructional technology will support Differentiated Accountability by providing teachers with powerful tools to increase the caliber of instruction.

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

Response: The root cause for low academic achievement at the SINI schools is largely due to the absence of "high yield" strategies in the instructional process. We believe the implementation of this highly effective instructional technology will increase the frequency and intensity of these "high yield" strategies within the instructional day and throughout all academic subject areas.

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

Response: This strategy will target SINI 5 and SINI 6 K-5 teachers, and all subgroups with the emphasis on those subgroups that did not make AYP;

Reading- State target for reading 65% proficient:

NES- Hispanic 60% proficient in reading , ELL- 52% proficient in reading.

MES-SWD- 44% proficient in reading

Math- State target for math 68% scoring proficient in math. NES-White-66% scoring proficient in math. MES- White-66% scoring proficient in math, ED- 67% scoring proficient in math, SWD-56% scoring proficient in math.

FCAT 2009; NES-26% proficient in science. MES- 30% proficient in science.

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

Response: This is a new strategy. Currently, the district is not implementing any other major instructional technology initiatives. The implementation of this phase of the program will lay the ground work for future expansion of instructional technology. Teachers who receive the technology will be instructed in the higher-order thinking module, which addresses the Blooms' Taxonomy: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation. They will be required to develop questions and/or tasks that span the six levels. The content for lessons in each subject area will be determined by the Next Generation Standards at the appropriate grade level. We also have monthly grade level content maps that determine when each benchmarks will be introduced, practiced and mastered in Reading, Math and Science. The technology will be a tool for delivering interactive lesson content at the appropriate time within the school calendars.

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 frequency and duration of the strategy would be mostly all day every day. The implementation of this technology will impact how almost all instruction is delivered in the classroom. It is highly interactive and engaging for students and it provides limitless instructional resources to the teacher and the students.

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

Response: The administration and the reading coaches at each school will be monitoring the implementation of this strategy. They will be supported by the district technology staff and school based personnel as well as other technical and instructional advisors trained in the use and implementation of this form of instructional technology.

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

Response: The progress monitoring tools used to track the effectiveness of the strategy will be a combination of: minutes from Professional Learning Community meetings, Grade Level Data meetings, classroom observation data, and an evaluation from an outside consultant trained in Active Technology.

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

Response: At monthly intervals, the school will progress monitor these classrooms. The schools will be looking for an increase in the frequency of "high yield" strategies, greater student engagement, and a greater use of technological resources. Classroom Walkthrough data will be used as well.

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

Response: The implementation of these services or technology will be supervised by the administrators, the Data Coach, the district technology support staff, and the Associate Director of Instructional Services to ensure that this strategy supplements the existing services of eligible students

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 staff, parents and the community, and students who have access to the internet. This information will be posted upon the approval of this application and will be accessible until the project ends, September 30, 2010.

Newletters from the schools who receive funds will contain information about the grant after the approval of the application. This notification will address students, parents and staff. This will be a one time notification.

School Advisory Council will receive information about this application will be provided to the SAC to gain input on possible ways to expend these funds. This was done during the final meeting of the 2008-2009 school year as part of the final approval of the School Improvement Plan. The SAC will be notified upon approval of the application and will receive monthly updates throughout the year. This notification will address parents, staff, students and the community.

There will be a note on each of these methods that the application will be available in hard copy format for the home language of the parent. The copy of the application will be available at the school their child attends or at the district office. This notation will be provided in English and Spanish.

Student outcomes will be reported at the end of the project.

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 district employed an outside evaluator to evaluate the student academic achievement. Data from FCAT 2008, Think Link data from the three benchmark assessments and ORF from DIBELS were used for grades 3-5. For grades 1-2 DIBELS data, Think Link data and SAT-10 data was used. For Kindergarten DIBELS data was used in the evaluation. Interviews were conducted with school administrators and staff as part of the evaluation.

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

Response: The embedded professional development using the vertical teams was very beneficial to the success of our students. Students made gains in all the areas. While they may not have made the state target and AYP there were gains made in most of the AYP subgroups. The dialogue and work done across the grade levels and within the grade levels helped focus on gaps in the curriculum or instruction. This allowed the teachers to make changes as the year progressed. The training with the consultant six times during the year added support to the teachers.

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

Response: Vertical teams curriculum planning across grade levels was well received at the two SINI schools where it was implemented. The teachers worked to increase the communication across grade levels and vertically across several grade levels.

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

Response: While the vertical teaming was the major focus of our program there were educational technology programs that students were encouraged to use during the school day by the district (SME, FCAT Explorer, Waterford, etc). Some of which were supported financially by the 2008-2009 School Improvement Initiative grant. This requirement took valuable time from teacher instruction. These requirements are no longer in place. The new technology we are planning to add with this School Improvement Grant will be an additional tool for the teacher to use in classroom instruction. The schools did not implement the FCIM model with fidelity. The district has addressed this by developing a task force to review the new Next Generation standards in math and science and create curriculum calendars and FCIM calendars to use in 2009-2010. The district provided training through the Heartland Educational Consortium in the use of the FCIM model to the administrators and lead teachers at each school site. Follow-up training is planned during the 2009-2010 school year.

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

Response: The embedded professional development using the vertical teams was very beneficial to the success of our students. Students made gains in all the areas. While they may not have made the state target and AYP there were gains made. The dialogue and work done across the grade levels and within the grade levels helped focus on gaps in the curriculum or instruction. This allowed the teachers to make changes as the year progressed. The training with the consultant six times during the year added support to the teachers.

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

A) NAME OF ELIGIBLE RECIPIENT: **DeSoto**B) Project Number (DOE USE ONLY): **140-2260A-0CS01**C) TAPS Number
10A006

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	120	Classroom Teachers Teacher stipends for attending professional development outside the duty day	0.420	32000.00
5100	220	Social Security Social security (7.65%)	0.000	2680.00
5100	330	Travel Travel for teachers to attend professional development	0.000	2500.00
5100	510	Supplies Materials and supplies to support math and science curriculum; manipulatives and science equipment	0.000	10000.00
5100	520	Textbooks instructional materials to support instruction in math and science	0.000	27608.00
6400	130	Other Certified Instructional Personnel salaries for curriculum coaches	2.000	96000.00
6400	210	Retirement retirement (9.85%)	0.000	9400.00
6400	220	Social Security Social security (7.65%)	0.000	7300.00
6400	230	Group Insurance Insurance	0.000	15800.00
6400	311	Subagreements up to \$25,000 Professional development activities in the content areas of math,(Thinking Maps \$12,000) science (AIMS math/science (\$23,000) and reading, external evaluator (\$5000)	0.000	40000.00
6400	330	Travel Travel for coaches to attend Train the trainer workshops	0.000	2500.00

E) Total: \$245,788DOE 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: **DeSoto**B) Project Number (DOE USE ONLY): **140-2260S-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	13	S	Stipends for teachers to attend professional development outside of the duty day	5100	120	<u>Classroom Teachers</u> Stipends for teachers to attend professional development outside of the duty day		0.000	0.000	0.000	5611.00
D	B4	13	S	Social security @ 7.65%	5100	220	<u>Social Security</u> Social security for Substitutes @ 7.65%		0.000	0.000	0.000	1151.00
D	B4	13	S	28(classroom sets of 32) Activexpression interactive student handsets , Grades 3-5; 28 (classroom sets of 32) Activvotes interactive student handsets , Grades K-2, ESE; 14 LCT AB2V2 Auxiliary Kits V2 for ActivBoards ; AA Batteries for Handsets; Technology supplies; blubs, parts and replacement parts, ink, etc.	5100	510	<u>Supplies</u> 28(classroom sets of 32) Activexpression interactive student handsets , Grades 3-5; 28 (classroom sets of 32) Activvotes interactive student handsets , Grades K-2, ESE; 14 LCT AB2V2 Auxiliary Kits V2 for ActivBoards ; AA Batteries for Handsets; Technology supplies; blubs, parts and replacement parts, ink, etc.		0.000	0.000	0.000	55772.00
D	B4	13	S	28 ActivBoard Interactive Whietboards with LCD projectors (Fixed 378PRO with LCD projectors) includes installation	5100	641	<u>Furniture, Fixtures and Equipment Capitalized</u> Whietboards with LCD projectors (Fixed 378PRO with LCD projectors) includes installation		0.000	0.000	0.000	107632.00
D	B4	13	S	28Substitute Teachers for Teachers' Professional Development Workshop x 3 days (7.5 hours each day = 315 hours @ \$15.16)	5100	750	<u>Other Personal Services</u> 28 Substitute Teachers for Teachers' Professional Development Workshop x 3 days (7.5 hours each day = 315 hours @ \$15.16)		0.000	0.000	0.000	9552.00
D	B4	13	S	Professional Development Trainer for ActivBoards in the Classroom x 3 days (7.5 hours each day =22.5 hours plus 9 hours of training preparation @ \$50 per hour)	6400	310	<u>Professional and Technical Services</u> Professional Development Trainer for ActivBoards in the Classroom x 3 days (7.5 hours each day =22.5 hours plus 9 hours of training preparation @ \$50 per hour) for each school 2 schools		0.000	0.000	0.000	5150.00

E) Total: \$184,868DOE 101-R
Created 3/09

Dr. Eric J. Smith, Commissioner

