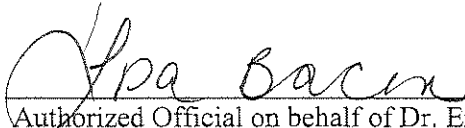
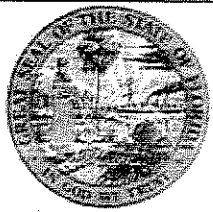


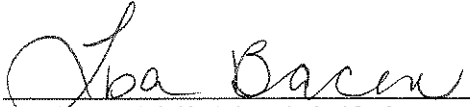

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Duval County School District	2 PROJECT NUMBER 160-2260A-0CS01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative <div style="text-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: 09/02/2009 - 09/30/2010 Program Period: 09/02/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 808,728.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 808,728.00	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. 	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> 13 APPROVED: <div style="text-align: center;">  Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> </div> <div style="width: 45%; text-align: center;"> <div style="margin-bottom: 10px;">10/6/09</div> <div style="border-top: 1px solid black; width: 100%;"></div> Date of Signing </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>	

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

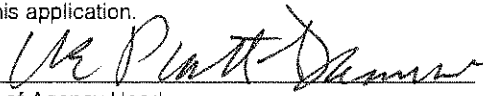
- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project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

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Duval County School District	2 PROJECT NUMBER 160-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted <div style="text-align: right;">TAPS 10AR06</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: 09/02/2009 - 09/30/2010 Program Period: 09/02/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 570,992.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 570,992.00	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;"> 10/6/09 _____ Date of Signing </div> <div style="text-align: right;">  </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.
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 - Reimbursement of Expenditures – Payment made upon submission of documented allowable expenditures.
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- 9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
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- 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 10A006 10AR06			
Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Name and Address of Eligible Applicant: <div style="text-align: center;"> Duval 1701 PRUDENTIAL DR JACKSONVILLE, FL 32207 </div>		DOE USE ONLY Date Received
B) Applicant Contact Information			
Contact Name: First Name: Franklin M: L Last Name: Herrington		Mailing Address: 1701 PRUDENTIAL DR City: JACKSONVILLE State: FL Zip: 32207	
Telephone Number: 904-390-2123		Ext:	
Fax Number: 904-390-2634		E-mail Address: herringtonf@duvalschools.org	
Title I School Improvement Initiative [1003(a)] Project Number: 160-2260A-0CS01 Total Funds Requested: \$808,728.00 # 808,728	Title I School Improvement Initiative [1003(a)] ARRA Project Number: 160-2260S-0CZS1 # 570,992.00 Total Funds Requested: \$570,992.00	Title I School Improvement Fund [1003(g)] Project Number: 160-1260A-0CS01 Total Funds Requested: \$0.00	Title I School Improvement Fund [1003(g)] ARRA Project Number: 160-1260S-0CZS1 Total Funds Requested: \$0.00
CERTIFICATION			
<p>I W.E. Pratt-Dannals 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>			
E)  Signature of Agency Head			

DOE 100A



Dr. Eric J. Smith, Commissioner

Title I, Part A School Improvement Grants DUVAL

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: Duval 1701 PRUDENTIAL DR JACKSONVILLE, FL 32207	DOE USE ONLY Date Received
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B) Applicant Contact Information

Contact Name: First Name: Franklin MI: L Last Name: Herrington Telephone Number: 904-390-2123 Fax Number: 904-390-2634	Mailing Address: 1701 PRUDENTIAL DR City: JACKSONVILLE State: FL Zip: 32207 Ext: E-mail Address: herringtonf@duvalschools.org
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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: 160-2260A-0CS01	Project Number: 160-2260S-0CZS1	Project Number: 160-1260A-0CS01	Project Number: 160-1260S-0CZS1
Total Funds Requested: \$808,728.00	Total Funds Requested: \$570,992.00	Total Funds Requested: \$0.00	Total Funds Requested: \$0.00

CERTIFICATION

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

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

E) _____
 Signature of Agency Head

DOE 100A



Dr. Eric J. Smith, Commissioner

School Information

School #	School	% Poverty	Differentiated Accountability Category	SINI	Allocation 1003(a) Regular	Allocation 1003 (a) ARRA	Allocation 1003(g) Regular	Allocation 1003 (g) ARRA
0121	WEST RIVERSIDE ELEMENTARY SCHOOL	68.04	Correct I	6	0.00	17417.94	0.00	0.00
0151	BRENTWOOD ELEMENTARY SCHOOL	73.07	Prevent II	3	17417.94	0.00	0.00	0.00
0181	CENTRAL RIVERSIDE ELEM. SCHOOL	70.34	Correct I	5	17417.94	0.00	0.00	0.00
0191	RUTH N. UPSON ELEMENTARY SCHL	75.81	Correct I	5	17417.94	0.00	0.00	0.00
0211	ANNIE R. MORGAN ELEMENTARY SCHOOL	91.71	Correct II	4	17417.94	0.00	0.00	0.00
0701	NORTH SHORE K-8	89.07	Intervene	6	17417.94	47525.00	0.00	0.00
0721	SPRING PARK ELEMENTARY SCHOOL	89.27	Prevent I	3	17417.94	0.00	0.00	0.00
0731	JOHN LOVE ELEMENTARY SCHOOL	98.11	Correct I	4	17417.94	0.00	0.00	0.00
0741	LAKE FOREST ELEMENTARY SCHOOL	83.42	Correct II	6	0.00	17417.94	0.00	0.00
0771	HYDE PARK ELEMENTARY SCHOOL	81.58	Correct I	5	17417.94	0.00	0.00	0.00
0781	BILTMORE ELEMENTARY SCHOOL	94.06	Correct I	6	17417.94	47525.00	0.00	0.00
0791	RAMONA BOULEVARD ELEMENTARY SCHOOL	83.71	Prevent I	3	17417.94	0.00	0.00	0.00
0831	SAN JOSE ELEMENTARY SCHOOL	75.07	Correct I	6	0.00	17417.94	0.00	0.00
0841	BAYVIEW ELEMENTARY SCHOOL	68.77	Correct II	6	2303.75	15224.08	0.00	0.00
0871	ENGLEWOOD ELEMENTARY SCHOOL	70.06	Prevent I	1	17417.94	0.00	0.00	0.00
0891	WOODLAND ACRES ELEMENTARY SCHL	85.60	Correct II	6	17417.94	0.00	0.00	0.00
0911	SALLYE B. MATHIS ELEMENTARY SCHOOL	78.91	Correct I	5	17417.94	0.00	0.00	0.00
0921	PAXON MIDDLE SCHOOL	79.45	Correct II	5	17417.94	0.00	0.00	0.00
0931	PINEDALE ELEMENTARY SCHOOL	86.69	Correct II	6	17417.94	0.00	0.00	0.00
0971	CEDAR HILLS ELEMENTARY SCHOOL	70.10	Correct I	5	17417.94	0.00	0.00	0.00
0981	TIMUCUAN ELEMENTARY SCHOOL	73.88	Prevent I	2	17417.94	0.00	0.00	0.00
0991	HIGHLANDS ELEMENTARY SCHOOL	80.88	Correct I	3	17417.94	0.00	0.00	0.00
1061	LONG BRANCH ELEMENTARY SCHOOL	96.17	Correct II	6	17417.94	47525.00	0.00	0.00
1131	WAYMAN ACADEMY OF THE ARTS	91.05	Correct I	6	17417.94	0.00	0.00	0.00
1161	SADIE T. TILLIS ELEMENTARY SCHOOL	75.64	Correct I	4	17417.94	0.00	0.00	0.00
1241	SAINT CLAIR EVANS ACADEMY	96.77	Correct II	6	17417.94	0.00	0.00	0.00
1431	WEST JACKSONVILLE ELEM. SCHOOL	94.71	Correct I	6	17417.94	0.00	0.00	0.00
1461	MATTHEW W. GILBERT MIDDLE SCHOOL	88.30	Correct II	7	17417.94	47525.00	0.00	0.00
1481	RICHARD L. BROWN ELEMENTARY SCHOOL	68.81	Correct I	5	17417.94	0.00	0.00	0.00
1491	SMART POPE LIVINGSTON ELEM.	91.59	Correct II	6	17417.94	47525.00	0.00	0.00
1542	JOHN E. FORD ELEMENTARY SCHOOL	72.19	Prevent I	3	17417.94	0.00	0.00	0.00
1551	NORTHWESTERN MIDDLE SCHOOL	83.97	Correct II	6	17417.94	47525.00	0.00	0.00
1581	GEORGE WASHINGTON CARVER ELEM.	94.13	Correct I	6	17417.94	47525.00	0.00	0.00
1631	RUFUS E. PAYNE ELEMENTARY SCHOOL	89.32	Correct I	6	17417.94	0.00	0.00	0.00
1661	CARTER G. WOODSON ELEM. SCHOOL	93.10	Correct I	6	17417.94	47525.00	0.00	0.00
1681	EUGENE J. BUTLER MIDDLE SCHOOL	90.15	Correct II	7	17417.94	47525.00	0.00	0.00
2021	REYNOLDS LANE ELEMENTARY SCHL	83.62	Correct I	5	17417.94	0.00	0.00	0.00
2031	KINGS TRAIL ELEMENTARY SCHOOL	71.02	Correct I	6	17417.94	0.00	0.00	0.00
2051	PICKETT ELEMENTARY SCHOOL	87.23	Prevent I	3	17417.94	0.00	0.00	0.00
2101	OAK HILL ELEMENTARY SCHOOL	75.34	Prevent I	3	17417.94	0.00	0.00	0.00
2121	JEAN RIBAUT MIDDLE SCHOOL	82.53	Correct II	3	17417.94	0.00	0.00	0.00
2141	HYDE GROVE ELEMENTARY SCHOOL	83.30	Correct II	4	17417.94	0.00	0.00	0.00
2151	JUSTINA ROAD ELEMENTARY SCHOOL	88.18	Correct II	5	17417.94	0.00	0.00	0.00
2201	MARTIN LUTHER KING, JR. ELEMENTARY SCHOOL	83.81	Correct II	6	17417.94	47525.00	0.00	0.00
2401	ARLINGTON HEIGHTS ELEMENTARY SCHOOL	83.86	Correct II	6	17417.94	0.00	0.00	0.00

2431	GREGORY DRIVE ELEMENTARY SCHOOL	70.40	Prevent I	1	17417.94	0.00	0.00	0.00
2501	PINE ESTATES ELEMENTARY SCHOOL	82.09	Correct I	5	17417.94	0.00	0.00	0.00
2621	ANDREW A. ROBINSON ELEMENTARY SCHOOL	88.34	Correct I	5	17420.94	0.00	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 three extra planning days for Turnaround schools for the 2008-2009 school year. During this period, each school's faculty was trained to use data related to their unique student populations by district staff and professional partners (i.e., DeSensi). Teachers were trained to analyze individual student and class data to refocus instruction. They also trained to plan a focus calendar to target needed re-teaching of identified benchmarks and skills. The training was designed to assist schools in developing data analysis "rituals and routines" to impact student achievement. During the three extra planning days for 2009-2010 school year, additional training on data analysis was provided. District coaches and professional partners provide ongoing support and training on the analysis of student achievement and program outcome data.

Data analysis is an embedded continual process. Teachers meet by grade level, content area, and professional learning communities in order to review data and discuss needed instructional strategies bi-weekly on early release days. The Florida Continuous Improvement Model (FCIM) is being implemented in all schools. FCIM requires disaggregation of assessment data to target low performing skills and benchmarks. Teachers use the data analysis information to plan differentiated instruction to meet the specific academic needs of 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: Title I Restructuring Teams consisting of an Executive Director, Reporting Specialist, and Data Analyst will provide ongoing support to schools. In addition, district coaches in mathematics, literacy, and science will provide school-based training and technical assistance.

Executive Director, Title I Restructuring

The three Executive Directors will operate as the Title I administrators (highly qualified principal mentors) in the Clusters, shifting school governance from principals. They will be accountable to the Florida Department of Education (Bureau of Student Assistance – Title I) through the district Title I office to ensure that all Title I schools in Restructuring comply with all requirements and laws; develop and implement restructuring as defined by law; and maintain provision of assistance and monitoring of these schools as required by law. Duties for the Executive Director will include staffing of schools, program implementation and evaluation, and budget decisions. There will be ongoing collaboration with the district Title I Office and the Director of School Programs to assess and monitor the progress of Title I schools. To support school compliance with reporting, the Executive Director of Title I Restructuring will supervise the Cluster Restructuring Team in all aspects of Restructuring.

Specialist, Title I Restructuring Reporting

The Title Restructuring Specialist will provide technical assistance to Title Restructuring schools within the Cluster. They will support district-level review and on-going monitoring of school improvement plans and compliance with state and federal statutes. They will also collect and maintain data from the Data Analyst for inclusion in Schools in Need of Improvement SINI (federal) and Differentiated Accountability (state) reports for Title I schools in restructuring. Other duties include communicating resource needs for Title I Restructuring schools to the district and tracking efficient execution of requested services and support. Additional duties and responsibilities will support federal requirements of Title I and Differentiated Accountability.

Specialist, Turnaround Data Analysis

The specialists of Turnaround Data Analysis are responsible for the collection, analysis, and interpretation of data; thereby increasing the use, efficiency and application of data to improve instruction for Turnaround and Restructuring schools. They will also provide data necessary for the monthly, quarterly, and annual reports required for state and federal compliance to the Specialists of Title I Restructuring Reporting. Appropriate data will be provided to approved contracted service providers as requested, in accordance with the Family Educational Rights and Privacy Act (FERPA).

The Title I Restructuring Team works in conjunction with The Region 2 Executive Director to develop, support and facilitate the implementation of policies and procedures that guide school-based teams with direct support systems for each school principal, and to plan for systems of change toward Problem Solving and Response to Instruction/intervention through district-wide consensus building, infrastructure development and implementation.

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 in reading and math at ten lowest performing Title I schools.**

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

Response: 2009 FCAT shows all subgroups in identified schools need to increase proficiency.

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

- NORTH SHORE K-8
- BILTMORE ELEMENTARY SCHOOL
- LONG BRANCH ELEMENTARY SCHOOL
- MATTHEW W. GILBERT MIDDLE SCHOOL
- SMART POPE LIVINGSTON ELEM.
- NORTHWESTERN MIDDLE SCHOOL
- GEORGE WASHINGTON CARVER ELEM.
- CARTER G. WOODSON ELEM. SCHOOL
- EUGENE J. BUTLER MIDDLE SCHOOL
- MARTIN LUTHER KING, JR ELEMENTARY SCHOOL

1d. Name of strategy

Response: Implement Outside Contractor for school reform; Lastinger for Learning at the University of Florida

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

Response: The University of Florida's Lastinger Center for Learning works with the ten highest need Title I schools in Duval to improve academic achievement. Lastinger's Teacher Leadership for School Improvement program was specifically designed to address core competencies of effective teaching. Among these competencies are use of effective assessment strategies, designing engaging instruction, understanding of learner development, and planning/implementing/evaluating instruction.

This collaborative initiative seeks to bring together various school district departments and external partners to accomplish the following objectives:

- Develop master teachers for 10 elementary and middle schools identified by the district as low-performing, high need: Gilbert Middle, North Shore K-8, Biltmore Elementary, Long Branch Elementary, SP Livingston Elementary, George Carver Elementary, Carter G. Woodson Elementary, MLKing Elementary, Northwestern Middle, Butler Middle.
- Build learning organizations that improve student achievement and teacher practice
- Target individual teachers, entire faculties and principals in the systematic and comprehensive examination and improvement of student learning
- Provide a coordinated, seamless, high impact approach to supporting school improvement that is aligned with school, district and state policies, programs and plans
- Accelerate, boost and maximize the impact of existing school improvement services, resources and initiatives

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

Response: These schools lack consistent implementation of instructional strategies and programs to support improved student achievement. Programs and initiatives that are not effective contribute to lower academic performance as does implementation without fidelity of effective programs.

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

Response: This strategy targets Title I Schoolwide Projects in SINI 6 and Title I Schoolwide Projects in SINI 7 that have achieved less than 80% of their AYP objectives. The targeted population will be teachers at Title I Schoolwide Projects designated as Correct I (three), Correct II (six), and one as an Intervene (North Shore K-8). The schools vary in state assigned grades (i.e., two Bs, four Cs, two Ds, two Fs). Regardless, these schools all share the need to improve student achievement and meet AYP goals. These are urban schools that consist of similar subgroups that are not making AYP (i.e., students with disabilities, economically disadvantaged, and black).

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

Response: The District has implemented a standards-based reform model for instruction and student achievement. Research-based instructional programs and materials are provided (i.e., Houghton Mifflin in Reading and Investigations in Number, Data, and Space for mathematics). The Response to Intervention Model is used to address the needs of students not achieving proficiency. School instructional coaches assist teachers in the implementation of curricular programs. In addition, the district has provided schools with district coach assistance and staff professional development (e.g., Schultz Center for Teaching and Leadership).

This Lastinger Center strategy has been in place for one year at each of the identified schools. This includes assigned on-site facilitators at each school who have developed relationships with school faculty, leadership, and other staff. School staffs have participated in Professional Development Institutes, Teacher Fellows Program, and Content Practice Clinics. There are also thirty teachers who have signed-up to participate in the Lastinger University of Florida's masters program.

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 partnership between DCPS and the Lastinger Cen. is designed for 4 yrs:

- Master Teacher Program - 12 grad courses (5 per year) delivered by UF faculty (online and onsite) for a total of 36 grad credits over 2 1/2 years to approximately 60 grad students.
- Teacher Fellows Program and Content Practice Clinics - 400 teachers will engage in monthly Teacher Fellows PD meetings of approximately 3 hrs each. Meetings will be held on-site after school but during reg school operating hours, in locations pre-approved by partner school principals.
- UF Professors-in-residence and UF Instructional Coaches - The professor-in-residence, 5 UF instructional coaches, and other support from reading, math, and science staff will be working onsite within the 10 schools. Each school will have one instructional coach onsite at least 12 hours a week.

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

Response: The Title I Restructuring Team will monitor the on-going progress of the Lastinger model at each school; the Lastinger Center will conduct its own evaluation and the office of Instructional Research and Assessment will provide data for individual student benchmark scores and FCAT scores.

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

Response: The main instrument will be FCAT, data will be analyzed using latent growth models (Hancock & Lawrence, 2006; Meredith & Tisak, 1990; Willett & Keiley, 2000; Willett & Sayer, 1994) to estimate the effect of participating in the Lastinger Center program on student growth in mathematics and reading FCAT scores.

In addition to formal evaluation procedures, the Title I Restructuring Team will continually monitor Benchmark assessments and conduct informal interviews and surveys.

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

Response: There will be a yearly formal evaluation, quarterly Benchmark evaluation, and on-going informal evaluations, at a minimum of quarterly.

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

Response: These services will be in addition to any other district or Title I services provided to these schools and will not in any way supplant district or state funds.

1. All professional development activities from Lastinger are in addition to the 5% HQT Setaside of title I, Part A Basic funds.

6. Strategic Imperative this strategy addresses: 1.1

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

Reading
Mathematics
Science

Strategies to Be Implemented

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

1a. Identify the Need: **Improve student achievement and teacher quality**

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

Response: 2009 FCAT show low proficiency in all areas

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

- WEST RIVERSIDE ELEMENTARY SCHOOL
- BRENTWOOD ELEMENTARY SCHOOL
- CENTRAL RIVERSIDE ELEM. SCHOOL
- RUTH N. UPSON ELEMENTARY SCHL
- ANNIE R. MORGAN ELEMENTARY SCHOOL
- NORTH SHORE K-8
- SPRING PARK ELEMENTARY SCHOOL
- JOHN LOVE ELEMENTARY SCHOOL
- LAKE FOREST ELEMENTARY SCHOOL
- HYDE PARK ELEMENTARY SCHOOL
- BILTMORE ELEMENTARY SCHOOL
- RAMONA BOULEVARD ELEMENTARY SCHOOL
- SAN JOSE ELEMENTARY SCHOOL
- BAYVIEW ELEMENTARY SCHOOL
- ENGLEWOOD ELEMENTARY SCHOOL
- WOODLAND ACRES ELEMENTARY SCHL
- SALLYE B. MATHIS ELEMENTARY SCHOOL
- PAXON MIDDLE SCHOOL
- PINEDALE ELEMENTARY SCHOOL
- CEDAR HILLS ELEMENTARY SCHOOL
- TIMUCUAN ELEMENTARY SCHOOL
- HIGHLANDS ELEMENTARY SCHOOL
- LONG BRANCH ELEMENTARY SCHOOL
- WAYMAN ACADEMY OF THE ARTS
- SADIE T. TILLIS ELEMENTARY SCHOOL
- SAINT CLAIR EVANS ACADEMY
- WEST JACKSONVILLE ELEM. SCHOOL
- MATTHEW W. GILBERT MIDDLE SCHOOL
- RICHARD L. BROWN ELEMENTARY SCHOOL
- SMART POPE LIVINGSTON ELEM.
- JOHN E. FORD ELEMENTARY SCHOOL
- NORTHWESTERN MIDDLE SCHOOL
- GEORGE WASHINGTON CARVER ELEM.
- RUFUS E. PAYNE ELEMENTARY SCHOOL
- CARTER G. WOODSON ELEM. SCHOOL
- EUGENE J. BUTLER MIDDLE SCHOOL
- REYNOLDS LANE ELEMENTARY SCHL
- KINGS TRAIL ELEMENTARY SCHOOL
- PICKETT ELEMENTARY SCHOOL
- OAK HILL ELEMENTARY SCHOOL
- JEAN RIBAUT MIDDLE SCHOOL
- HYDE GROVE ELEMENTARY SCHOOL
- JUSTINA ROAD ELEMENTARY SCHOOL
- MARTIN LUTHER KING, JR ELEMENTARY SCHOOL
- ARLINGTON HEIGHTS ELEMENTARY SCHOOL
- GREGORY DRIVE ELEMENTARY SCHOOL
- PINE ESTATES ELEMENTARY SCHOOL
- ANDREW A. ROBINSON ELEMENTARY SCHOOL

1d. Name of strategy

Response: Implement coaching model as supported by Differentiated Accountability

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

Response: The A literacy, mathematics, and science coach will join each Turnaround Title I Restructuring Team to provide comprehensive instructional support for Title I SINI schools. The Literacy Coaches will provide intensive intervention in research-based reading programs and strategies to literacy teachers. The Mathematics and Science Coaches will provide intensive intervention in research-based mathematics and science programs and strategies for mathematics and science teachers. These coaches will be highly qualified in their content area and selected for their experience and expertise in research-based strategies. The coaches will provide teachers with academic resources, training in proven instructional methods, and modeling of strategies to improve student achievement.

The coaching model is supported by research that states that "professional development must be ongoing, deeply embedded in teachers' classroom work with children, specific to grade levels or academic content, and focused on research-based approaches" (Russo, A. 2004; Neufeld, B. & Roper, D. 2003).

The 48 Turnaround schools are classified by the Differentiated Accountability (DA) Model. Eight of the schools are categorized by DA as Prevent I, one as Prevent II, 21 as Correct I, 17 as Correct II, and one as an Intervene (North Shore K-8). Differentiated Accountability (DA) focuses on providing needed technical assistance and interventions to the schools with the greatest need to increase student achievement. General information concerning DA at the Florida Bureau of School Improvement web site states that "The support and assistance provided to each school is individualized depending on the needs of that school. The lowest performing schools receive the most support, and under DA, these schools are required to implement the most robust interventions that will help lead to successful school improvement."

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

Response: There is a higher percentage of new/inexperienced/non-college of education teachers that lack the experience and skills to improve student achievement of some students in low performing urban schools.

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

Response: The targeted population will be teachers at Title I Schoolwide Projects designated as Prevent I (eight), Prevent II (one), Correct I (21), Correct II (17), and one as an Intervene (North Shore K-8). These schools share a variety of SINI Levels (1 to 7). They also vary in school grades (from A to F). Regardless, these schools all share the need to improve student achievement and meet AYP goals. These are urban schools that consist of similar subgroups that are not making AYP (i.e., students with disabilities, economically disadvantaged, and black).

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

Response:

The District has implemented a standards-based reform model for instruction and student achievement. Research-based instructional programs and materials are provided (i.e., Houghton Mifflin in Reading and Investigations in Number, Data, and Space for mathematics). The Response to Intervention Model is used to address the needs of students not achieving proficiency. School instructional coaches assist teachers in the implementation of curricular programs. In addition, the district has provided schools with district coach assistance and staff

professional development (e.g., Schultz Center for Teaching and Leadership).

Duval County Public Schools consists of more than 160 schools throughout Jacksonville, Florida. The school district is divided into four educational clusters, which are managed by four chief officers who report directly to the Deputy Superintendent. Clusters 1 and 2 divide the elementary schools, Cluster 3 includes high schools, and Cluster 4 includes middle schools.

The two elementary and one middle school cluster has an assigned support Title I Restructuring team consisting of an Executive Director, Reporting Specialist, and Data Analyst who work directly with Title I Turnaround schools. These teams provide ongoing support and resources to schools. This grant will add instructional mathematics, literacy, and science Coaches to each of these teams.

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 literacy, mathematics, and science coaches will work in at least one of the targeted schools on a daily basis for the duration of the school year. Coaches will rotate among schools to assure support to those with the greatest instructional needs. The coaches will work with Executive Directors to identify and coordinate support to those schools.

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

Response: Each Title I Executive Director of Restructuring, in conjunction with the school principal, will directly monitor and evaluate the performance of the District Reading, Mathematics and Science coaches in their cluster.

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

Response: The Title I Restructuring Team will continually monitor Benchmark and other assessment data. In addition, informal interviews and surveys concerning the modeling, co-teaching, and other assistance provided by Coaches will be conducted throughout the school year.

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

Response: District-created benchmark assessments are administered three times each year – fall, winter, and spring. These data are reported by the Testing Department by strand and can be further aggregated. These data are reviewed and achievement monitored by school administration by the Title I Restructuring Team.

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

Response: These services will be in addition to any other district or Title I services provided to these schools and will not in any way supplant district or state funds. All professional development activities generated with these funds is in addition to the 5% HQT setaside under Title I, Part A basic

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: A copy of this application will be made available at all SINI Title I schools and will be posted on the district website by November 1, 2009. Copies of this application will be disseminated to the community through the district website and distributed to the District Parent Advisory Council.

Student outcomes are sent home to all parents via backpack and are available in the schools as well as various departments of the district office.

The student outcomes will be provided to the 20,700 students in all subgroups at the Title I SINI schools.

The student outcomes will be sent home every 9 weeks along with the district report card.

Assistance in translating either the document or the district restructuring plan is available through the district ELL Office and the district Cultural Center. Through ELL meeting parents will be provided with information.

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 two strategies (i.e., Partnership with the Lastinger Center for Learning, placement of mathematic coaches) were selected to increase the achievement of students scoring below proficiency in reading, mathematics, and/or writing on the Florida Comprehensive Achievement Test (FCAT) in Title I schools identified for restructuring (SINI 5 and 6). In order to evaluate the outcomes of student academic achievement based on the implementation of the 2008-2009 strategies, school student data (i.e., Benchmark, formatives, FCAT) was monitored throughout the year by principals, Executive Directors, Cluster Chiefs, Data Analysts and other district staff. This data assisted in directing the activities of the mathematic coaches and of the Lastinger on-site facilitators. In addition, 2009 FCAT data was analyzed and compared with 2008 FCAT data to scrutinize the changes in mathematics and reading. In addition, the Developmental scale score, change in level 3 and change in Level 1 students in mathematics were reviewed.

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

Response: Although there was a late start in the implementation of the strategies (Lastinger Partnership and assignment of mathematics coaches) due to the approval of funds after school had started, the program proved to contribute to the improvement in student achievement at the targeted schools. The success of the strategies was based on the assignment of on-site facilitators and coaches who could directly support instructional efforts to raise student academic performance. Proposed outcomes were met with the increase of student achievement.

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

Response: Overall, there was student achievement improvement at most schools implementing the strategies in 2008-2009 school year. Review of 2009 FCAT data results indicate academic improvement in the Developmental Scale Scores at the targeted schools with the Exception of North Shore K-8. Specifically, for those schools assigned mathematics coaches, there was an increase in the Developmental Scale Score in grades 3, 4, and 5. For those schools working with the Lastinger Partnership, the mean Developmental Scale Score went up for all grades in mathematics and reading with the exception of North Shore 6th grade mathematics. FCAT Mathematics data for 2008 and 2009 were examined in schools with Mathematic Coaches to indicate the impact of the program on student achievement. For the schools that had the Mathematic Coaches, all grades showed improvement over the previous year, with one exception of percent of level 3+ students. Specifically, there was an increase in the Developmental Scale Score and reduction in Level 1 students in grades Third, Fourth, and Fifth. In third and fourth grades there was an increase in the percentage points for Level 3 and above. There was a one percentage point decline in the change of Level 3 and up for fifth grade.

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

Response: The improvement in Developmental Scale Scores was not consistent at all schools. The biggest academic discrepancies were identified in 5th and 6th grades. Specifically, Developmental Scale Scores in fifth and sixth grade reading and 6th grade mathematics in three schools (North Shore K-8, Northwestern, and Gilbert) did not meet or exceed the state criteria. North Shore did not meet the state criteria in mathematics or reading. These results indicate that the fifth grade reading, sixth grade reading and math, and North Shore may have needed additional resources and support. This data will be used to develop resources for 5th, 6th, and North Shore in the 2009-2010 school year. In addition, Lastinger had planned for 50 teachers to

be involved in the University of Florida masters offerings. It was difficult to identify 50 teachers (five at each of the ten school) who would commit to the three years of the program. There were only 30 teachers that committed to the program. In the summer of 2009, Lastinger presented to a group of interested teachers and hope that 20 additional participants for the masters programs will be added this fall.

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

Response: The success of the program was due to the school-based support of the Mathematics Coaches (daily) and the on-site Lastinger facilitators (twice or more a week). Having people based at the schools who were able to build relationships with teachers, gain an understanding of curricular issues, become familiar with student academic needs, and advise on consistent program implementation were invaluable. Specifically, the Mathematic Coaches were able to model instructional strategies to assist individual teachers and provide resources to improve student achievement including subgroups. The Lastinger facilitators offered academic research and guidance in effective program implementation.

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

A) NAME OF ELIGIBLE RECIPIENT: **Duval**C) TAPS Number
10A006B) Project Number (DOE USE ONLY): **160-2260A-0CS01**

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
6400	130	Other Certified Instructional Personnel Salaries for 13 Content Experts (Coaches) at Elem/MS for the Differentiated Accountability Model	13.000	575884.46
6400	210	Retirement Retirement at DCPS rate of 9.85%	0.000	56538.64
6400	220	Social Security Social Security at DCPS rate of 7.65%	0.000	43910.72
6400	231	Health and Hospitalization Health Insurance at DCPS rate of 13.19%	0.000	75710.12
6400	232	Life Insurance Life Insurance at DCPS rate of 0.04%	0.000	229.60
6400	240	Workers Compensation Workers Compensation at DCPS rate of 1.00%	0.000	5739.96
6400	250	Unemployment Compensation Unemployment Compensation at DCPS rate of 0.25%	0.000	1434.99
6400	290	Other Employee Benefits Other Employee Benefits-Flix medical benefits at DCPS rate of 1.94%	0.000	11135.53
7200	790	Miscellaneous Expenses Miscellaneous Expenses-Indirect Costs at 4.95%	0.000	38144.00

E) Total: **\$808,728**DOE 101-R
Created 3/09

Dr. Eric J. Smith, Commissioner

FLORIDA DEPARTMENT OF EDUCATION

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

A) NAME OF ELIGIBLE RECIPIENT: **Duval**B) Project Number (DOE USE ONLY): **160-2260S-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	10	S	Salary for one Content Expert for Differentiated Accountability Model	6400	130	Other Certified Instructional Personnel Salary for Other Certified Personnel-a Content Expert (Coach) working with staff at one of the Differentiated Accountability Title I schools	64020	0.000	1.000	0.000	59754.07
D	B4	10	S	Benefits for one Content Expert for Differentiated Accountability Model	6400	210	Retirement Retirement at DCPS rate of 9.85%		0.000	0.000	0.000	5885.78
D	B4	10	S	Benefits for one Content Expert for Differentiated Accountability Model	6400	220	Social Security Social Security at DCPS rate of 7.65%		0.000	0.000	0.000	4571.19
D	B4	10	S	Benefits for one Content Expert for Differentiated Accountability Model	6400	231	Health and Hospitalization Health Insurance at DCPS rate of 13.19%		0.000	0.000	0.000	7881.56
D	B4	10	S	Benefits for one Content Expert for Differentiated Accountability Model	6400	232	Life Insurance Life Insurance at DCPS rate of 0.04%		0.000	0.000	0.000	23.90
D	B4	10	S	Benefits for one Content Expert for Differentiated Accountability Model	6400	240	Workers Compensation Workers Compensation at DCPS rate of 1.00%		0.000	0.000	0.000	597.54
D	B4	10	S	Benefits for one Content Expert for Differentiated Accountability Model	6400	250	Unemployment Compensation Unemployment Compensation at DCPS rate of 0.25%		0.000	0.000	0.000	149.39
D	B4	10	S	Benefits for one Content Expert for Differentiated Accountability Model	6400	290	Other Employee Benefits Other Employee Benefits-flexible medical benefits at DCPS rate of 1.94%		0.000	0.000	0.000	1159.23
A	B4	1	S	Professional & Technical Services-Univ of FL-Lastinger Center for Learning	6400	311	Subagreements up to \$25,000 Professional & Technical Services Subagreement-up to \$25,000- Contract with Lastinger Center for Learning for work with staff & students at 10 high-needs Title I schools		0.000	0.000	0.000	25000.00
A	B4	1	S	Professional & Technical Services-Univ of FL-Lastinger Center for Learning	6400	312	Subagreements greater than \$25,000 Professional & Technical Services Subagreement-greater than \$25,000-Contract with Lastinger Center for Learning for work with staff & students at 10 high-needs Title I schools		0.000	0.000	0.000	460500.00
N/A	N/A	N/A	D	Indirect Costs at 4.95%	7200	790	Miscellaneous Expenses Miscellaneous Expenses-Indirect Costs at 4.95%		0.000	0.000	0.000	5469.34

E) Total: \$570,992DOE 101-R
Created 3/09

Dr. Eric J. Smith, Commissioner

