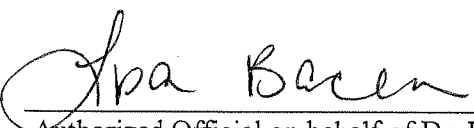
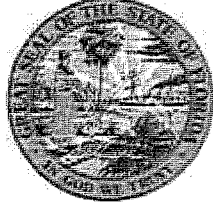


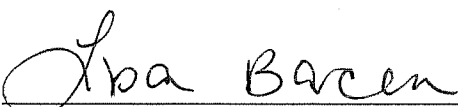

Project Award Notification

1 PROJECT RECIPIENT Escambia County School District	2 PROJECT NUMBER 170-2260A-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: 09/01/2009 - 09/30/2010 Program Period: 09/01/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 478,090.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 478,090.00	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	11 DOE FISCAL DATA 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;">  <hr/> Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="text-align: center;"> 12/10/09 <hr/> 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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- 8 Reimbursement Options:
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 - 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 Escambia County School District	2 PROJECT NUMBER 170-2260S-OCZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted USDE #S389A090009A <div 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: 09/01/2009 - 09/30/2010 Program Period: 09/01/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 327,659.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 327,659.00	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 align="center">Comptroller's Office (850) 245-0401</div> <div style="display: flex; justify-content: space-between; padding: 0 10px;"> <div>11 DOE FISCAL DATA</div> <div> DBS: 40 90 20 EO: TX Object: 720036 </div> </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. 2 CFR 176.210(b) and (d), provides that recipients are to require their subrecipients to specifically identify Recovery Act funding on their Schedule of Expenditures of Federal Awards (SEFA) by identifying expenditures for Federal awards made under the Recovery Act separately on the SEFA and as separate rows on the Data Collection Form (SF-SAC) required by OMB Circular A-133. Further, in identifying Recovery Act expenditures, the prefix "ARRA" must be used in the name of the Federal program. The information allows the recipient to properly monitor subrecipient expenditure of ARRA funds as well as oversight by the Federal awarding agencies, Offices of Inspector General and the Government Accountability Office. 	
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;"> 12/10/09 _____ Date of Signing </div> </div> <div align="right" style="margin-top: 20px;">  </div>	

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- 13 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

RECEIVED

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

2009 SEP -1 PM 2:09

BUREAU OF
GRANTS MANAGEMENT

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: Escambia 215 W GARDEN ST PENSACOLA, FL 32502	DOE USE ONLY Date Received

B) Applicant Contact Information

Contact Name: First Name: Marcia MI: A Last Name: Nowlin	Mailing Address: 215 W GARDEN ST City: PENSACOLA State: FL Zip: 32502
Telephone Number: 850-595-6915	Ext: 225
Fax Number: 850-595-6933	E-mail Address: mnowlin@escambia.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: 170-2260A-0CS01	Project Number: 170-2260S-0CZS1 0CZ01	Project Number: 170-1260A-0CS01	Project Number: 170-1260S-0CZS1
Total Funds Requested: \$511,568.00 478,090.00	Total Funds Requested: \$344,536.00 327,659.00	Total Funds Requested: \$0.00	Total Funds Requested: \$0.00

CERTIFICATION

I **Marcia Nowlin** 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) *Malcolm Thomas*
Signature of Agency Head

DOE 100A



Dr. Eric J. Smith, Commissioner

Title I, Part A School Improvement Grants ESCAMBIA

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: Escambia 215 W GARDEN ST PENSACOLA, FL 32502	DOE USE ONLY Date Received
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	-----------------------------------

B) Applicant Contact Information

Contact Name: First Name: Marcia MI: A Last Name: Nowlin	Mailing Address: 215 W GARDEN ST City: PENSACOLA State: FL Zip: 32502
Telephone Number: 850-595-6915	Ext: 225
Fax Number: 850-595-6933	E-mail Address: mnowlin@escambia.k12.fl.us

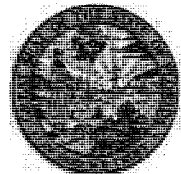
Title I School Improvement Initiative [1003(a)]	Title I School Improvement Initiative [1003(a)] ARRA	Title I School Improvement Fund [1003(g)]	Title I School Improvement Fund [1003(g)] ARRA
Project Number: 170-2260A-0CS01	Project Number: 170-2260S-0CZS1	Project Number: 170-1260A-0CS01	Project Number: 170-1260S-0CZS1
Total Funds Requested: \$478,090.00	Total Funds Requested: \$327,659.00	Total Funds Requested: \$0.00	Total Funds Requested: \$0.00

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

E) _____
 Signature of Agency Head



Dr. Eric J. Smith, Commissioner

DOE 100A

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
0031	JIM ALLEN ELEMENTARY SCHOOL	75.21	Prevent I	1	18174.17	8618.50	0.00	0.00
0051	BELLVIEW ELEMENTARY SCHOOL	75.03	Correct I	1	18174.17	8618.50	0.00	0.00
0111	BRENTWOOD ELEMENTARY SCHOOL	79.27	Correct I	5	18174.17	8618.50	0.00	0.00
0211	A. V. CLUBBS ALTERNATIVE MIDDLE SCHOOL	91.46	Correct II	6	18174.17	8618.50	0.00	0.00
0271	ENSLEY ELEMENTARY SCHOOL	89.77	Correct I	5	18174.17	60000.00	0.00	0.00
0311	GEORGE S. HALLMARK ELEMENTARY	96.17	Prevent I	3	30000.00	8618.50	0.00	0.00
0361	MONTCLAIR ELEMENTARY SCHOOL	97.92	Correct II	5	60000.00	8618.50	0.00	0.00
0381	NAVY POINT ELEMENTARY SCHOOL	88.62	Correct I	5	30000.00	8618.50	0.00	0.00
0391	OAKCREST ELEMENTARY SCHOOL	97.52	Correct II	6	30000.00	8618.50	0.00	0.00
0471	O. J. SEMMES ELEMENTARY SCHOOL	97.08	Correct I	6	30000.00	8618.50	0.00	0.00
0491	SHERWOOD ELEMENTARY SCHOOL	80.82	Correct I	6	18174.17	8618.50	0.00	0.00
0551	WARRINGTON ELEMENTARY SCHOOL	93.97	Correct II	6	18174.17	8618.50	0.00	0.00
0561	WARRINGTON MIDDLE SCHOOL	88.62	Intervene	6	50000.00	75000.00	0.00	0.00
0572	C. A. WEIS ELEMENTARY SCHOOL	99.23	Correct II	6	18174.17	22000.00	0.00	0.00
0581	WEST PENSACOLA ELEMENTARY SCHL	90.07	Correct I	6	30000.00	30000.00	0.00	0.00
0602	REINHARDT HOLM ELEMENTARY SCHL	85.65	Correct II	5	18174.17	8618.50	0.00	0.00
0661	SPENCER BIBBS ELEMENTARY SCHL	97.28	Correct I	5	18174.17	20000.00	0.00	0.00
0771	LINCOLN PARK ELEMENTARY SCHOOL	93.88	Correct II	6	18174.17	8618.50	0.00	0.00
0852	WOODHAM MIDDLE SCHOOL	78.01	Prevent II	1	18174.17	8618.50	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: District leadership, principals and data power teams from each school site have participated in professional development for data analysis provided by Julie Hansen. Progress monitoring with FCAT Simulations will be conducted quarterly for Prevent II, Correct II and Intervene schools. Data Power Teams will review the results of each simulation by grade level to determine what adjustments must be made to move student learning toward goals for annual learning gains. For Prevent I and Correct I schools, monitoring will focus on subgroups not meeting AYP standards. All teachers and school leaders have been trained to implement the Continuous Improvement Model. Focus calendars and lessons have been developed, adjusted and standardized. As weekly mini-assessments are conducted, the focus calendars will be adjusted in order to assure mastery of Sunshine State Standards. Teachers will share strategies that have led to mastery with colleagues in order that each team may benefit from best practices that yield positive outcomes for students. Struggling students will have opportunities for tutorial time as those students demonstrating mastery are engaged in enrichment activities.

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: A rubric has been developed for use by district Curriculum Review Teams as they conduct Classroom Walk Throughs. At the conclusion of each visit, the Review Team will provide feedback for the school staff including recommendations for improvement. Each team has been selected by the Principal and the Differentiated Accountability Team Leader with priority given to those members of the Curriculum and Instruction Team who have the most expertise in areas where improvement must occur. Regional Support Teams will provide additional curriculum reviews and guidance for the schools. Focus for classroom visits will be common board configurations throughout the school, use of higher order questioning in all subject areas, schedules, focus calendars, student engagement, lesson plans, grade level planning, teacher energy, bell to bell instruction, effective use of instructional coaches, the use of rubrics and word walls. For Intervene and Correct II schools, curriculum reviews will occur at least monthly. For Prevent I and Correct I schools a minimum of three reviews will occur, one within the first nine weeks of school, one mid-year and one at the end of first semester. As deficiencies are identified, the district curriculum team will schedule follow-up activities to include additional professional development as well as coaching of the instructional staff to improve instruction. Intensity of coaching will be related to the percentage of students not mastering target skills.

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 in math and science.**

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

Response: School Report Cards learning gains for subgroups below 60% see 1g.

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

- JIM ALLEN ELEMENTARY SCHOOL
- BELLVIEW ELEMENTARY SCHOOL
- BRENTWOOD ELEMENTARY SCHOOL
- A. V. CLUBBS ALTERNATIVE MIDDLE SCHOOL
- ENSLEY ELEMENTARY SCHOOL
- GEORGE S. HALLMARK ELEMENTARY
- MONTCLAIR ELEMENTARY SCHOOL
- NAVY POINT ELEMENTARY SCHOOL
- OAKCREST ELEMENTARY SCHOOL
- O. J. SEMMES ELEMENTARY SCHOOL
- SHERWOOD ELEMENTARY SCHOOL
- WARRINGTON ELEMENTARY SCHOOL
- WARRINGTON MIDDLE SCHOOL
- C. A. WEIS ELEMENTARY SCHOOL
- WEST PENSACOLA ELEMENTARY SCHL
- REINHERDT HOLM ELEMENTARY SCHL
- SPENCER BIBBS ELEMENTARY SCHL
- LINCOLN PARK ELEMENTARY SCHOOL
- WOODHAM MIDDLE SCHOOL

1d. Name of strategy

Response: Implement professional development and curriculum coaching model.

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

Response: Instructional Coaches will be hired to provide professional development, model instructional strategies, observe in classrooms and conference with teachers regarding both pedagogy and content. Escambia County Reading First Schools have shown learning gains for students in Reading using this model. Research on Adult learning patterns (Tate, 2005) and others, indicate that learning must be supported over time with opportunities to read, discuss in learning groups, observe experts implementing strategies, be observed and receive constructive, corrective feedback in order to support change. Funding will be set aside to pay for in-county travel for the coaches.

Those Correct II and Intervene schools with the lowest percentage of students meeting proficiency levels in Mathematics, Science and/or Writing will be assigned full-time instructional coaches. Two Instructional Coaches will be assigned to the Mathematics/Science Subject Area Specialists and will be available to Correct II schools whose students require less intense remediation. Each team will conduct classroom walk throughs to monitor implementation of recommended strategies and will provide exit reviews with the teachers and administrators at these sites.

Consultants, supplies needed for the training and for activities supported in the classrooms will be provided. Stipends will be paid for classroom teachers participating in after hour professional

development.

Ron Clark worked with the targeted schools, sharing ideas for engaging high poverty students in the learning process.

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

Response: Students in identified schools entered school without all of the requisite skills for learning. Although the district expectation is for a year's growth for a year's instruction, for many Escambia students this annual growth is not sufficient; students must also have the ability to achieve "Catch Up Growth" (Fielding, Kerr and Rosier. Escambia Intervene and Correct II schools will have an opportunity to provide both remediation and enrichment time blocks for students as well as, in some instances, extended day/year programs. Extended time for focused instruction led by the academic coaches will provide the scaffolding for increases in student achievement.

It is the District's intent to put the academic coaches in place immediately and to use Student Improvement funds coming under 1003g to pay for the extended time.

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

Response: Students falling into the subgroups of Black, Economically Disadvantaged and Students with Disabilities will be the target group for increased attention. Target schools average proficiency for Mathematics on 2009 FCAT is 33.8%. Science scores district wide show only 22% of Black students meeting proficiency, 28% of students eligible for free meals and 39% of those eligible for reduced price meals met proficiency levels in Science.

Teachers who work with low socio-economic students as well as students with disabilities at the identified schools will receive focused professional development as well as mentoring and coaching support.

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

Response: Targeted schools are scheduled for Supplemental Education Services.

The District is funding half of the coaching positions.

Two schools (Edgewater Elementary and Carver-Century K-8 have been closed.

Warrington Middle School has been reconstituted as a District Turn-Around School. All employees were required to apply for positions. Pay incentives, added support staff, parent involvement liaison, computer labs with SuccessMaker, EdOptions, and Gaming Software are available for Mathematics and Science support. Intensive staff development began on July 13th for this staff. ARRA funds are contributing to the activities for 2009-2010.

Staff development activities were scheduled throughout the summer to enhance teacher skills in Mathematics and Science.

ARRA funds as well as Title I Part A funds provided professional development activities for Classroom Walkthrough, High Yield Strategies, Continuous Improvement Model during the 2008-2009 school year. Sessions were dispersed throughout the school year with Learning Communities meeting and discussing strategies that were working and those that required additional work between sessions. On-line tools document classroom Walkthroughs as well as implementation of the teaching strategies, using TeachScape on-line services.

District Mathematics and Science Specialists provided training throughout the year and are continuing with that process. Following each professional development session, participants must complete follow-up reports as well as the outcomes.

Lincoln Park Elementary has partnered with the University of West Florida and will be the University Lab school. Seven year-long student interns are employed to support individualized instruction in the classrooms at this site. ARRA funds are providing funding for this activity.

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: Instructional coaches for Mathematics/Science will be assigned full-time to Hallmark, Navy Point, Montclair, Oakcrest, Semmes, Weis, West Pensacola and Warrington Middle for the 2009-2010 school year.

Montclair will be assigned a Writing Coach full-time for the 2009-2010 school year.

Holm, Lincoln Park, Warrington Elementary, Woodham, and Clubbs will have on-campus support of the instructional coaches on an eight day rotation for the 2009-2010 school year.

Instructional coaches are being provided at non-Title I schools using ARRA funds from IDEA and/or Title II Part D.

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

Response: Each participating school has been assigned a District Support Team which includes Directors from the Curriculum and Instruction Team, Subject Area Specialists, Level Directors (Elementary, Middle and High School, Exceptional Student Education, and community representatives who will meet at least quarterly to review FCAT simulations as well as focus calendars and mini-assessment data.

Principals will be responsible for the implementation of the strategies on the school campus with the Differentiated Accountability District Support Team monitoring by both review of data and classroom walk through.

Level Directors and the Assistant Superintendent for Curriculum and Instruction will provide continued support and review of data related to progress toward established goals.

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

Response: FCAT Simulations will be administered quarterly in Correct II and Intervene schools to monitor student progress. Additionally, SuccessMaker reports will be reviewed weekly to determine whether or not students are approaching targets at the required pace to meet mastery standards in March.

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

Response: Monthly and bimonthly site visits will be conducted for Classroom Walk Through.

Coaches will provide weekly logs of activity to the Principal.

Simulation reviews will be conducted quarterly.

SuccessMaker and other on-line program activity will be monitored by teachers weekly.

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

Response: 1. The LEA will ensure that after school tutoring being provided for students in target schools be scheduled on those days when SES services are not available. SES Providers have been requested to schedule services to Escambia students on Tuesday and Thursday afternoons as much as possible. To encourage this practice, Title I Part A is arranging transportation for

those days. Schools have been requested to offer site based tutoring on Mondays, Wednesdays, Fridays and/or Saturdays in order that the school services will not adversely impact access to SES.

2. The Title I set aside for Highly Qualified Teachers is focusing on Reading and Mathematics endorsements through the University of West Florida while professional development through this funding source will be site specific, delivered on the school campus and will be varied to meet individual teacher and classroom needs.

Instructional coaches are being provided at non-Title I schools using ARRA funds from IDEA and/or Title II Part D.

6. Strategic Imperative this strategy addresses: **1.3**

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 Student Achievement in reading and math.**

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

Response: 2009 FCAT scores for schools in this strategy, see 1g.

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

- GEORGE S. HALLMARK ELEMENTARY
- OAKCREST ELEMENTARY SCHOOL
- WARRINGTON MIDDLE SCHOOL
- WOODHAM MIDDLE SCHOOL

1d. Name of strategy

Response: Extended Learning Opportunities

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

Response: Learning opportunities will be increased through extended day and/or extended year for students who are performing below proficiency levels. The impact of sufficient time for mastery of skills is well documented by Good and Brophy and more recently, in *The Skillful Teacher* by Saphier, Haley-Speca and Gower. 2008. Each school will have the opportunity to provide after school instruction or an extended year, summer session, for the children not on track to meet grade level proficiency by 2012. Instructional strategies will be selected based on RtI and IST Team recommendations. The extended sessions will include materials and strategies that engage students in applying skills.

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

Response: Students attending these schools do not have regular access to extended learning opportunities outside the school setting. These funds and this specific strategy will provide targeted students in 1g with additional learning opportunities to increase student academic achievement. It is believed that students in the target schools entered school with both language and vocabulary that lagged behind the peer group. Experiences with mathematics and exploration of their environment has been limited primarily due to the high poverty in which the families reside. With ELL students, it is often uncertain whether deficits are related solely to language acquisition or if the student is delayed in mastery of both the family's native language and language acquisition or simply the barrier to learning in English. These students must experience the opportunity not only for annual growth, but also for "catch-up" growth. A year's progress in a single school year will not be sufficient for these boys and girls. They must also narrow the gap between their learning gains and that of their peers. (Lynn Fielding, Nancy Kerr, Paul Rosier).

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

Response: These funds and this specific strategy will provide targeted students in 1g with additional learning opportunities to increase student academic achievement. Students in the identified sub-groups, low socio-economic, ELL and Students with Disabilities have entered school with language and vocabulary skills well below the norm for their age group. It is difficult to determine the impact of ethnicity versus socio-economic factors. In Escambia County, high levels of poverty are more evident in the Black population. Although, as is the case nationwide, the number of white students living in poverty are higher, the percentage of minority students facing

this barrier are higher.

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

Response: Although Hallmark met 100% of AYP requirements, Safe Harbor allowed them to do so. They are closing the gap, however black students and students with disabilities continue to lag behind. Oakcrest Elementary, Woodham Middle and Warrington Middle students with disabilities and black students also posted learning gains below grade level expectation.

Faculty at all four target schools have received training in learning patterns of economically disadvantaged children, including the importance of teaching students to use graphic organizers and mental models. This training is available annually and follows Ruby Payne's research. Professional development for differentiating instruction, dis-aggregating data and using the data to direct instructional decisions is also provided each year. Beginning in the 2008-2009 school year, a study of Annual Growth for All and Catch-up Growth for Some has been studied in Professional Learning Communities for the last two years. This study has guided school leaders to understand that one year's growth for each school year is not sufficient to allow those who started school behind to catch up with the achievement rate of their peers. Title II, IDEA and Title I funds have been used to provide the training described.

ARRA funds have been set aside for extended year activities. SES is being provided at all target sites this year. Funds from this grant will increase the capacity of the district to provide specific, targeted strategies to extend those opportunities.

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: Extended day activities will be provided beginning in the spring of 2010 for students who either have not made progress under SES or have not participated in that program.

Extended year activities will begin in June of 2010 with an early prek session in July.

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

Response: School Principals, Curriculum and Instruction subject area Specialists and Level Directors will closely monitor the extended learning. Title I and Comprehensive Planning Directors will join the curriculum specialists in conducting curriculum reviews and working with school staff to assure that meaningful instruction is making a difference with boys and girls. Progress monitoring tools will be criterion based.

The effectiveness of the strategy will be monitored using criterion referenced assessment directly related to the selected curricula. Reading, mathematics and science will be the focus, depending on the individual school data indications. FCAT simulations may also be employed to monitor student progress. Mini assessments developed by the school team to monitor Continuous Improvement Model skills mastery will direct weekly adjustments in the instruction.

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

Response: Progress monitoring will include weekly reviews by each grade level or subject area team to make adjustments in the instruction to be delivered the following week. Teachers will meet regularly to discuss those strategies and skills that have led to mastery; successful strategies will be replicated in classes where student success was not achieved.

These funds will be used to supplement the SES program and allow for students that do not qualify for SES extended learning opportunities. These resources are not provided to non-Title I schools and they do not participate in extended learning opportunities

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

Response: Progress monitoring will occur weekly.

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

Response: These funds will be used to supplement the SES program and allow for students that do not qualify for SES extended learning opportunities. These resources are not provided to non-Title I schools and they do not participate in extended learning opportunities.

6. Strategic Imperative this strategy addresses: **1:1**

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

Reading
Mathematics

Strategies to Be Implemented

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

1a. Identify the Need: **Increase Parental Involvement to increase student academic achievement.**

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

Response: 2009 FCAT scores for schools to be served, see 1g.

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

- JIM ALLEN ELEMENTARY SCHOOL
- BELLVIEW ELEMENTARY SCHOOL
- BRENTWOOD ELEMENTARY SCHOOL
- A. V. CLUBBS ALTERNATIVE MIDDLE SCHOOL
- ENSLEY ELEMENTARY SCHOOL
- GEORGE S. HALLMARK ELEMENTARY
- MONTCLAIR ELEMENTARY SCHOOL
- NAVY POINT ELEMENTARY SCHOOL
- OAKCREST ELEMENTARY SCHOOL
- LINCOLN PARK ELEMENTARY SCHOOL
- WOODHAM MIDDLE SCHOOL

1d. Name of strategy

Response: Literacy Building skills

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

Response: Teachers will assist parents in developing strategies that will allow them to work with their children to master Sunshine State Standards. Included will be informational sessions where the expectations for student achievement and the methods of assessing mastery are presented. Florida's Differentiated Accountability System will be explained. Tools for reviewing subject matter will be provided. Practice FCAT will be administered to parents in order that they may experience the assessment as their children do. Make and take workshops will guide parents and their children in developing a study kit for use at home. Conference time will be provided so that teachers can meet to discuss very specific needs and strategies with the parents.

Epstein, 1991, Henderson 1987 and EPE Research Connection, September 21, 2004 all point to the importance of involving parents in their child's school. When parents are engaged in sharing with the children the importance of an education, in understanding the school environment and goals the school is working toward with each student, learning gains are increased.

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

Response: Parent involvement in high poverty schools is often low due to the social and economic pressures involved in caring for the family. work schedules and availability of reliable transportation are also barriers. By providing a variety of times and forums for parent participation, including home visits as well as school based functions, barriers may be overcome. Transportation and child care may be provided when necessary.

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

Response: Parents of students scoring below proficiency as indicated by 2009 FCAT results

Classroom Teachers

School Administrators

Curriculum Specialists for Reading, Mathematics, Science and Language Arts

Title I district staff

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

Response: Currently, each school allocates 1% of their annual Title I allocation for parent involvement activities. Additionally, the district Title I office supports two Family Resource Centers.

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: Activities for parent involvement will be held at least quarterly at each school site.

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

Response: The school principal and district staff will monitor these activities. Each site will include a parent involvement plan in their School Improvement Plan and report on the progress toward goal annually.

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

Response: End of Year Report on School Improvement Plan

Agendas and sign-in sheets from activities

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

Response: Progress monitoring will be done once each semester.

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

Response: The LEA will supplement those activities provided by the LEA and through Title I, Part A. This will not replace the funding requirement under Title I, Part A. Budget reviews for Title I, Part A will be conducted to ensure the required 1 percent for parental involvement is expended.

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 plan will be posted on district and school websites for staff, parent and community information following full approval of the plan. The information will be available for review throughout the school year. The plan will be shared within the first nine weeks of the school year via the school newsletter. The School Advisory Council will have an opportunity to contribute to the development of the Differentiated Accountability Plan for the school, assuring alignment with the School Improvement Plan. This will occur during the first annual SAC meeting. The Community Action Team will also participate in the development of the school plan.

The application for School Improvement Grant Funds will be available in hard copy for English Language Learners in their native language of the parents including English, Spanish and Vietnamese.

Student progress will be disseminated through the School Report Card sent to every home every nine weeks four times per academic calendar year. FCAT results will be posted on the school and District websites upon receipt from FDOE and will be accessible 24/7 until a new report is released. Local print media will release student scores for the general public to review one time per academic calendar year.

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: Principals and Directors for Curriculum and Instruction reviewed FCAT Simulation results quarterly by school, by classroom and by student. School Data Power Teams and Leadership teams met to review the data as well. Continuous Improvement Model mini-assessments were reviewed weekly by teachers and school leaders. Focus lessons were adjusted when indicated; tutorials were provided for students not mastering the objectives while enrichment opportunities were provided for students who mastered the week's objectives. Principals and district staff conducted classroom walk throughs to monitor and provide guidance in instructional practices. Reading and Mathematics Coaches tailored professional development to address the specific needs of each grade level in order to enhance instructional skills.

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

Response: Schools providing targeted professional development for teachers, addressing student needs, enhanced the pedagogical skills of teachers as they learned to differentiated instruction effectively. Integration of technology in daily instruction along with project-based learning increased student engagement. Practice materials that supplemented basal texts allowed children to gain confidence and assisted teachers in further diagnosis of instructional needs. The use of Successmaker, FastForward and My Access software further engaged students in added time on task, in an engaging manner.

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

Response: Fifteen schools and centers participated in the School Improvement Grant for 2008-2009. Of those, two were closed with students rezoned to other attendance areas for 2009-2010. Eight increased their school grades, with three achieving grades of "A" on FCAT, and three meeting 100% of AYP requirements. Two schools declined, one of those dropping from an "A" to "B", the other from "C" to "D". One school maintained their grade from the previous year. Two participating sites were alternative programs not graded. Consistent, implementation of strategies, with fidelity, led to increased achievement. The analysis of data guided the purposeful adjustment of instruction for individual students, when the instructional staff analyzed errors and directed instruction to those areas where students did not understand the concepts taught. Use of computer based instruction as well as integration of technology heightened engagement of students and increased achievement.

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

Response: In schools where professional development did not accompany purchased equipment and/or materials, strategies did not result in increased student achievement. Where grade level teams were less consistent in meeting to discuss those strategies that worked best with students, results were less reliable. Subgroups did not make gains commensurate with school scores in all instances. Escambia County continues to investigate strategies that will allow black students and students with disabilities to make learning gains that will not only equal a full year's growth but will provide catch up growth as well. Those students must catch up for the lag in learning that they have experienced thus far as well as a full year of growth.

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

Response: Extended instructional opportunities and time for practice provided opportunity for increased learning gains. Those strategies that increased student engagement also made a positive impact on student learning. As we as a district gain skills in identifying and addressing consistent use of best practices, we anticipate more appropriate techniques for addressing the needs of boys and girls and coming closer to having all children meet academic goals: all children mastering state standards.

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

A) NAME OF ELIGIBLE RECIPIENT: **Escambia**B) Project Number (DOE USE ONLY): **170-2260A-0CS01**

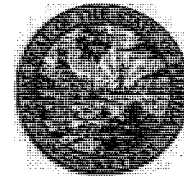
C) TAPS Number 10A006

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
6400	129	Classroom Teacher other Classroom Teacher Other (Staff Development)	0.000	1142.00
6400	131	Other Certified Instructional Other Certified Instructional (7.5) Math Coaches (1) Reading Coaches (1) Writing Coach	7.500	347994.00
6400	210	Retirement Retirement	0.000	37579.00
6400	220	Social Security Social Security	0.000	29181.00
6400	231	Health and Hospitalization Health and Hospitalization	0.000	42942.00
6400	232	Life Insurance Life Insurance	0.000	969.00
6400	235	Dental Dental	0.000	2125.00
6400	240	Workers' Compensation Workers' Compensation	0.000	13158.00
6400	310	Professional and Technical Services Professional and Technical Services (Ron Clark Staff Development)	0.000	1000.00
6400	331	In County Travel In County Travel	0.000	1000.00
6400	510	Supplies Supplies (Training)	0.000	1000.00

E) Total: \$478,090

DOE 101-R
Created 3/09

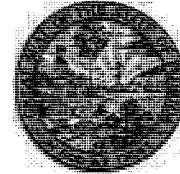


Dr. Eric J. Smith, Commissioner

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

A) NAME OF ELIGIBLE RECIPIENT: **Escambia**B) Project Number (DOE USE ONLY): **170-2260S-0CZS1**C) TAPS Number
10AR06D) SPECIAL REVENUE FUND CODE
432

AARA Assur. Code	AARA Prin. Code	AARA Strat. Code	School District Based	Activity	Function	Object	Account Title and Description	FTE Pos. Code	FTE Saved	FTE Created	FTE Cont.	Amount
D	B1	3	D	Classroom Teacher	5100	121	Classroom Teacher Classroom Teacher (.40)	51073	0.400	0.000	0.000	16264.00
A	B1	3	D	Classroom Teacher - Extra Pay	5100	129	Classroom Teacher - Other Extra pay for classroom teachers for tutoring students in targeted schools		0.000	0.000	0.000	100000.00
D	B3	3	D	Math Coach	5100	131	Other Certified Instructional (Interns) Other Certified Instructional (3) Interns	51071	0.000	3.000	0.000	36750.00
D	B1	3	D	Retirement	5100	210	Retirement Retirement	51073	0.400	0.000	0.000	11602.00
D	B3	3	D	Social Security	5100	220	Social Security Social Security	51073	0.000	3.000	0.000	15775.00
D	B3	3	D	Health	5100	231	Health Health	51073	0.000	3.000	0.000	17177.00
D	B2	3	D	Life	5100	232	Life Life	51073	0.000	3.000	0.000	285.00
D	B1	3	D	Dental	5100	235	Dental Dental	51073	0.000	3.000	0.000	2531.00
D	B1	3	D	Workers' Compensation	5100	240	Workers' Compensation Workers' Compensation	51073	0.000	3.000	0.000	5500.00
A	B1	3	D	Supplies - After school/Saturday day tutoring	5100	510	Supplies Supplies needed for after school/Saturday day tutoring		0.000	0.000	0.000	88652.00
A	B1	3	D	Supplies - Parent Involvement Activities at Correct I Elem Schools & Intervene School	6150	510	Supplies Supplies - Parent involvement activities at Intervene Middle School and Correct I Elem Schools		0.000	0.000	0.000	33123.00

E) Total: **\$327,659**DOE 101-R
Created 3/09

Dr. Eric J. Smith, Commissioner

