



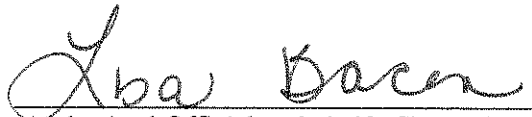

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Gilchrist County School District	2 PROJECT NUMBER 210-2260A-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: 08/21/2009 - 09/30/2010 Program Period: 08/21/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 159,449.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 159,449.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u> Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="text-align: center;">Comptroller's Office (850) 245-0401</div> <div style="text-align: right;"> 11 DOE FISCAL DATA DBS: 40 90 20 EO: 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="font-size: 1.5em; margin-bottom: 5px;">10/9/09</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 Gilchrist County School District	2 PROJECT NUMBER 210-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted <p style="text-align: center;">TAPS 10AR06</p>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 08/21/2009 - 09/30/2010 Program Period: 08/21/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 101,474.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 101,474.00	8 REIMBURSEMENT OPTION Federal Cash Advance
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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: TX Object: 720036
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**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION - School Improvement Initiative**

TAPS: 40AR05- **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: Gilchrist 310 NW 11TH AVE TRENTON, FL 32693	DOE USE ONLY
		Date Received: 09 AUG 21 AM 11:05

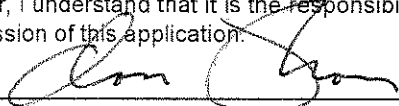
B) Applicant Contact Information	
Contact Name: First Name: Patricia M: J Last Name: Powers Telephone Number: 352-463-4408 Fax Number: 352-463-3276	Mailing Address: 310 NW 11TH AVE CITY: TRENTON State: FL Zip: 32693 Ext: E-mail Address: powersp@mygcsd.org

Title I School Improvement Initiative [1003(a)] 10A006 Project Number: 210-2260A-0CS01 Total Funds Requested: \$159,449.00 \$159,449.00	Title I School Improvement Initiative [1003(a)] ARRA 10AR06 Project Number: 210-2260S-0CZS1 0CZS1 Total Funds Requested: \$101,474.00 \$101,474.00	Title I School Improvement Fund [1003(g)] Project Number: 210-1260A-0CS01 Total Funds Requested: \$0.00	Title I School Improvement Fund [1003(g)] ARRA Project Number: 210-1260S-0CZS1 Total Funds Requested: \$0.00
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CERTIFICATION

I **DON THOMAS** 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



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

TAPS: 10AR05-10A006 10AR06

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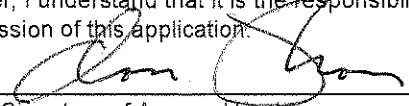
B) Applicant Contact Information	
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DOE 100A



Dr. Eric J. Smith, Commissioner

Title I, Part A School Improvement Grants GILCHRIST

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: Gilchrist 310 NW 11TH AVE TRENTON, FL 32693	DOE USE ONLY Date Received
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 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
0032	BELL ELEMENTARY SCHOOL	58.65	Prevent I	2	159449.00	101474.00	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: All teachers take part in professional development delivered by the district regarding how to analyze their specific student data at least six times per year. After each ThinkLink progress monitoring takes place (August, December, April), teachers receive PD in how to access the assessment data, disaggregate the data to the teacher level and drill down to the individual student, graph data, look for trends, revise strategies based on needs identified through data analysis, and design new strategies if needed. In addition, this same process takes place during each FAIR assessment window upon completion of FAIR testing (September, November, and March).

The Remediation Specialists that will be in place as a result of this project will receive this same training. In anticipation of this program's commencement on September 1, the school has already hired and trained one Remediation Specialist for READING and one for MATH. These two teachers received training during pre-planning delivered by the school's Principal, Assistant Principal, and Reading Coach.

One PREVENT I school will be included in this project. At this school, data analysis will continue to be a focus. Professional Development will occur through professional learning communities, Close the Gap workshops, Data Chart / Data Wall process, and other PD formats as needed. The project will be used to fully implement Florida's Continuous Improvement Model (FCIM), so training in FCIM will also take place for these teachers and for all teachers at Bell Elementary School.

As data is analyzed and trends are identified, instructional methods, strategies, and curricula will be revised to better meet the needs of students at this school and specifically in the subgroup that failed to meet Adequate Yearly Progress and the lowest quartile.

LEA Support Teams

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

Response: The PREVENT I school targeted by this project will continue to be supported by the LEA. Technical and program assistance will be provided by the LEA through monthly Administrative Team Meetings between district-level and school-level administrative staff throughout the year, continuous communication between the program director, the school's principal, the elementary education director, and the program staff. The communication will take place via meetings, site visits to the school, electronic methods such as email, and phone conferences.

Strategies to Be Implemented

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

1a. Identify the Need: **Need to increase rate of gains for SWD and Lowest Quartile students.**

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

Response: 2008/2009 School AYP Report: 51% of SWD scored proficient in Reading and Math.

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

- BELL ELEMENTARY SCHOOL

1d. Name of strategy

Response: Remediation Specialists

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

Response: BES will hire two Remediation Specialists - one for Reading and one for Math. The purpose of these two Remediation Specialists will be to work with lowest quartile students on specific skill deficits. Students with Disabilities will be targeted for this intervention. Achieving 100% student proficiency can only be accomplished by meeting the needs of all students, especially the lowest quartile. Research has demonstrated that intensive intervention is the best way to remediate nonproficient students. The primary method of providing intensive intervention is to increase the instructional time or reduce the size of the instructional group. Many teachers have classrooms where 50-60% of the students need intervention. Differentiated Instruction has been utilized by teachers to vary intensity according to student need, but that is still limited by time and the size of the class.

The Florida Center for Reading Research says that interventions should be offered as soon as it is clear that the student is behind, must significantly increase the intensity of instruction, provide the opportunity for direct instruction and practice, must provide immediate positive feedback and reward, must be motivating/engaging/supportive, and must be guided by data on student progress. Teachers are currently provided with professional development on utilizing data and differentiating instruction, but the availability of Remediation Specialists to work with these students on a pull-out model would create intensity by reducing the group size and allowing for rigorous remediation time.

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

Response: Student demographics contributes largely to Bell Elementary's failure to make Adequate Yearly Progress. District-wide, Gilchrist County has the highest percentage of Students with Disabilities in the state (25%), far higher than the state average of 14%. Classroom teachers have been provided with professional development in teaching SWD in the content areas of reading, math, science, and writing. However, this group is still not reaching proficiency targets. During 2008/2009, 51% of SWD scored proficient in Reading and in Math on the FCAT state assessment, missing the NCLB targets of 65% for Reading and 68% for Math. This is a decline from the 2007/2008 proficiency rates of 55% in Reading and 55% in Math. In years that this subgroup has shown gains, the gains are not significant enough to get them on a track to meeting the NCLB targets. The number of students with special needs at this school is simply too large to provide the intensity of individualized instruction that is required to make significant gains. In addition to having an extremely high population of Students with Disabilities, FRPL data also indicates that almost 63% of the student population comes from economically disadvantaged families. This combination has created a situation where students need additional support in order to make gains at the rate expected. Targeting resources to this school to fund

Remediation Specialists to work with this group in a pull out model will increase student achievement by an anticipated 5-10% in the content areas of reading and math.

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

Response: Students that will be targeted through this strategy will include students in the lowest quartile and students at risk of failing, with priority given to Students with Disabilities. The students will be targeted for intensive intervention provided through the Remediation Specialists based on need. Students scoring Level 1 or Level 2 on the FCAT Reading or Math will be targeted for inclusion, as well as students in the lowest quartile and students scoring below the 40th percentile on the SAT-10. If the number of students in these categories exceeds the number of students that can be successfully provided with this service, student will be prioritized based on grade level in the following order: 3rd, 4th, 5th, 2nd, 1st, Kindergarten.

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

Response: Professional development has been provided to all teachers of the subgroup not meeting AYP in Reading and Math, and will continue in alignment with the District Professional Development Plan. Students receive rigorous and relevant instruction in the classroom. Students receive 90 minutes of Reading instruction, with an additional 30 minutes of intensive remediation in reading for students not meeting proficiency. In order to expand on current practices, these funds will be utilized to hire Remediation Specialists for Reading and for Math to work with targeted students through a pull out model. The Remediation Specialists will be in charge of monitoring progress for this group of students, as well as reporting progress to the administrative team. Instructional strategies will be refined as needed. The Remediation Specialists will be able to identify gaps and collaborate with the classroom teacher on closing those gaps.

In addition, 100% of courses are taught by highly qualified teachers and 100% of paraprofessionals are highly qualified as well. These teachers and paraprofessionals staff the regular school day, as well as a 21st Century Community Learning Center after-school program. This has been a valuable resource to the school system. Supplementary Educational Services (SES) as required under NCLB will begin for students by October 15, 2009. These services will supplement what the regular school day teachers, after-school teachers, and Remediation Specialists do to increase student achievement. For students that are not eligible for SES because of free/reduced price lunch status, after-school tutoring will be offered through Corrective Action funds.

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

Response: Both Remediation Specialists will work full-time (five days per week) with groups of students targeted for intensive intervention based on FCAT, SAT-10, and Think Link data. These students will participate in this remediation class in groups of no more than five for 90 minutes per day twice a week on a rotational basis starting upon project approval and ending the week of May 31, 2009.

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

Response: The Remediation Specialists will monitor student progress for this group of students, and will report data and other information to the Administrative Team of the school. This team will meet monthly to review any data from this group as well as from all students' Think Link information. The Principal will ensure implementation of this strategy and will monitor throughout the year through monthly classroom walk-through's.

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

Response: Think Link will be the primary progress monitoring tool used to track effectiveness of this strategy. Think Link will be administered three times per year, and the results will be

disaggregated and analyzed through Close the Gap forms that will be completed for each child. In addition, Success Maker and Compass may be used to monitor progress of students, and data will be tracked for FCAT and SAT-10 as well. Other progress monitoring tools may include DAR, Fox-in-the-Box, DIBELS, CELLA, FCAT Test Maker, Write Score, DIAL-3, pre/post tests, or Benchmark testing.

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

Response: Think Link: 3 times per year (September, January, April)

Compass: Ongoing

DAR: K-5 as needed

Fox-in-the-Box: K-2 as needed

DIBELS: 3 times per year (September, November, January)

FCAT: 1 time per year for grades 3, 4, & 5 (March)

SAT-10: 1 time per year for grades K-5 (April)

CELLA: 2 times per year for LEP students only (September, March)

Success Maker: Ongoing for K-5

FCAT Test Maker: As needed for grades 2-5

Write Score: 4 times per year (September, November, December, January)

Benchmark Testing: Ongoing

DIAL-3: 2 times per year for PK only

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

Response: Tutoring provided through NCLB (Supplementary Educational Services or SES) will be implemented with fidelity at this school. Contracts have been signed by the state-approved providers, and parents have indicated their interest or disinterest in this service. Parents are currently in the process of choosing their provider and developing a Student Learning Plan, and services will begin on or before October 15. That program will in no way be supplanted by what the school is planning for these funds. The tutoring/remediation that will take place through this project will occur during the school day, and will not interfere with the students' opportunity to take part in after-school SES.

In addition, students who score at Level 1 or 2 on FCAT are currently provided with an additional 30 minutes of intensive remediation daily. This service will be supplemented by this project. The services planned will not supplant existing services in any way.

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: **Need to decrease percentage of students scoring below grade level in Math**

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

Response: 2009 FCAT-AYP Report: %age of students scoring below grade level in Math increased from 21% to 26%.

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

- BELL ELEMENTARY SCHOOL

1d. Name of strategy

Response: Math Coach

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

Response: BES will hire one Math Coach to provide services to teachers and student at this school. The purpose of the Math Coach will be to coordinate diagnostic testing in Math, assist with data disaggregation, help teachers with differentiating lessons, provide professional development to teachers, progress monitor, and provide model lessons. Teachers with the greatest needed as demonstrated by data will be prioritized for these services.

The school's goals can only be successful if we utilize high quality teachers, good school administrators (Coles & Southworth, 2005), involved parents and community members (Marzano, Water, & McNulty, 2005), and students that are motivated through the rigor and relevancy of their instruction. Teachers can move toward a higher standard of instructional quality through intensive and appropriate professional development provided by the Math Coach. The school leaders will provide support for teachers in implementing strategies that support the school's vision through the use of the Math Coach as an effective method of ensuring professional development opportunities. Professional development does not work when it is poorly designed, not followed up on, and is not supported by the school's resources. Teachers hate to take part in activities that they come to see as a waste of their time. However, "when teachers receive appropriate support for professional learning, more than 90% embrace and implement programs that improve students' experiences in the classroom" (Knight, 2007, p. 4). Mentoring programs are one way to provide this support, and teacher modeling is another appropriate method of sustaining teacher learning. A Math Coach to model lessons, provide collaborative opportunities to learn, and mentor those who are struggling will help teachers, especially new teachers, feel supported in their efforts.

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

Response: Student demographics contributes largely to Bell Elementary's failure to make Adequate Yearly Progress. District-wide, Gilchrist County has the highest percentage of Students with Disabilities in the state (25%), far higher than the state average of 14%. Classroom teachers have been provided with professional development in teaching SWD in the content areas of reading, math, science, and writing. However, this group is still not reaching proficiency targets. During 2008/2009, 51% of SWD scored proficient in Reading and in Math on the FCAT state assessment, missing the NCLB targets of 65% for Reading and 68% for Math. This is a decline from the 2007/2008 proficiency rates of 55% in Reading and 55% in Math. In years that this subgroup has shown gains, the gains are not significant enough to get them on a track to meeting the NCLB targets. The number of students with special needs at this school is simply too large to provide the intensity of individualized instruction that is required to make significant

gains. In addition to having an extremely high population of Students with Disabilities, FRPL data also indicates that almost 63% of the student population comes from economically disadvantaged families. This combination has created a situation where students need additional support in order to make gains at the rate expected. Targeting resources to this school to fund a Math Coach will allow a greater focus on Math. The school currently has a Reading Coach, but the great strategies geared toward increasing achievement in Reading has left the school without the same focus on Math. During 2008-2009, the percentage of students below grade level in math increased from 21% to 26%.

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

Response: Teachers and subsequently students at Bell Elementary School will be targeted to receive services from this Math Coach. Prioritization will be given to teachers with the greatest need, as demonstrated by their classroom data.

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

Response: Currently, the school has a Reading Coach that has enabled a greater intensity of Reading strategies. The percentage of students reading below grade level was reduced at BES because of this valuable resource. The Reading Coach coordinates diagnostic testing, assists with data disaggregation, models lessons, works with teachers on differentiating lessons, provides professional development to teachers, and assists with progress monitoring. As a new strategy, having a Math Coach to provide these same services for teachers in the math content area would have a significant impact on student achievement.

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: A Math Coach will be hired upon project approval and will work 7.5 hours per day every regularly scheduled school day during FY10.

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

Response: The school's principal and director of elementary education will monitor the implementation of this strategy throughout the year through data analysis, fidelity checks, monthly classroom walk-throughs, teacher evaluation, and other methods as necessary to ensure the continued growth of students.

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

Response: Think Link will be the primary progress monitoring tool used to track effectiveness of this strategy. Think Link will be administered three times per year, and the results will be disaggregated and analyzed through Close the Gap forms that will be completed for each child. In addition, Success Maker and Compass may be used to monitor progress of students, and data will be tracked for FCAT and SAT-10 as well. Other progress monitoring tools may include FCAT Test Maker, pre/post tests, or Benchmark testing.

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

Response: Think Link: 3 times per year (September, January, April)

Compass: Ongoing

FCAT: 1 time per year for grades 3, 4, & 5 (March)

SAT-10: 1 time per year for grades K-5 (April)

Success Maker: Ongoing for K-5

FCAT Test Maker: As needed for grades 2-5

Benchmark Testing: Ongoing

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

Response: Providing a Math Coach will not supplant any current services or projects. At this time, there is a Reading Coach at this school, but no Math Coach. Since Math has been determined as an area of need through data analysis, supplementing current strategies with the addition of a Math Coach is prudent and advisable. This will be a new position, and therefore is not currently funded through any federal or other source. This service will be provided in addition to the services already provided to students and teachers at Bell Elementary School.

6. Strategic Imperative this strategy addresses: 1.1

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

Mathematics
Mathematics
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: **Need to provide PD to implement FCIM, PLC's, America's Choice, and FCR STEM Strategies.**

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

Response: 08-09 AYP Report: Students below gr level in math increased (21-26%), failed to meet targets for SWD

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

- BELL ELEMENTARY SCHOOL

1d. Name of strategy

Response: Professional Development for New Strategies

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

Response: Additional professional development opportunities will be provided through this project. The purpose of this PD will be to enable BES to fully implement Florida's Continuous Improvement Model, enhance the math instructional skills of teachers through FCR STEM training, and promote the use of Professional Learning Communities (PLC's) through PLC professional development for all staff. In addition, professional development in utilizing America's Choice as a literacy and math intervention tool will be supported through these funds.

The school's goals can only be successful if we utilize high quality teachers, good school administrators (Coles & Southworth, 2005), involved parents and community members (Marzano, Water, & McNulty, 2005), and students that are motivated through the rigor and relevancy of their instruction. Teachers can move toward a higher standard of instructional quality through intensive and appropriate professional development. The school leaders will provide support for teachers in implementing strategies that support the school's vision through ensuring effective professional development opportunities exist for teachers. Professional development does not work when it is poorly designed, not followed up on, and is not supported by the school's resources. Teachers hate to take part in activities that they come to see as a waste of their time. However, "when teachers receive appropriate support for professional learning, more than 90% embrace and implement programs that improve students' experiences in the classroom" (Knight, 2007, p. 4).

Professional development will support the goals of Differentiated Accountability through ensuring that teachers have the skills and knowledge that they need in order to remain highly qualified.

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

Response: Student demographics contributes largely to BES's failure to make AYP. District-wide, Gilchrist County has the highest %age of SWD in the state (25%), far higher than the state average of 14%. Classroom teachers have been provided with PD in teaching SWD in the content areas of reading, math, science, & writing. However, this group is still not reaching proficiency targets. During 08/09, 51% of SWD scored proficient in Reading & in Math on the FCAT state assessment, missing the NCLB targets of 65% for Reading and 68% for Math. This is a decline from the 07/08 proficiency rates of 55% in Reading and 55% in Math. In years that this subgroup has shown gains, the gains are not significant enough to get them on a track to meeting the NCLB targets. The number of students with special needs at this school is simply too large to provide the intensity of individualized instruction that is required to make significant gains. In addition to having an extremely high population of SWD, FRPL data also indicates that

almost 63% of the student population comes from economically disadvantaged families. This combination has created a situation where students need additional support in order to make gains at the rate expected. 100% of the teachers at BES are highly qualified as defined by NCLB. However, PD will allow teachers to continuously develop the knowledge and skills needed to remain highly qualified and provide that intensity of instruction that is needed.

In reviewing the data, it is apparent that the school needs to implement FCIM and be trained in how to do that. The %age of students below grade level in math actually increased between SY09 and SY10, raising from 21% to 26%. The %age of students with disabilities scoring below grade level increased in reading and in math. This indicates a need to implement FCIM, PLC's, and have a stronger focus on math interventions and strategies. The PD provided through this project will allow that implementation to take place.

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

Response: Teachers at Bell Elementary School will be targeted to take part in this professional development, with prioritization given to teachers of the subgroups and content areas that have historically failed to make Adequate Yearly Progress.

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

Response: Currently, professional development activities are supported through district funds, Title II, Part A, Title I, Part A, and other professional development resources. However, these funds will be supporting the new implementation of FCIM, PLC's, America's Choice, and FCR STEM strategies.

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

Response: These Professional Development activities will take place throughout SY10, beginning upon project approval and ending on or before June 4, 2010. Primarily, PD will take place one Wednesday per month on scheduled early release days. Activities that are hosted out of the district will take place as scheduled.

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

Response: The school's principal and director of elementary education will monitor the implementation of this strategy throughout the year through data analysis, fidelity checks, monthly (minimum) classroom walk-throughs, teacher evaluation, and other methods as necessary to ensure the continued growth of students.

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

Response: Think Link will be the primary progress monitoring tool used to track effectiveness of this strategy. Think Link will be administered three times per year, and the results will be disaggregated and analyzed through Close the Gap forms that will be completed for each child. In addition, Success Maker and Compass may be used to monitor progress of students, and data will be tracked for FCAT and SAT-10 as well. Other progress monitoring tools may include FCAT Test Maker, pre/post tests, or Benchmark testing.

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

Response: Think Link: 3 times per year (September, January, April)

Compass: Ongoing

FCAT: 1 time per year for grades 3, 4, & 5 (March)

SAT-10: 1 time per year for grades K-5 (April)

Success Maker: Ongoing for K-5

FCAT Test Maker: As needed for grades 2-5

Benchmark Testing: Ongoing

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

Response: The Professional Development planned through these funds will be in addition to the PD activities that are currently planned under the District's Professional Development Plan. PD currently occurs through Title I set-aside funds, Title II funds, and other state and local projects. However, the PD planned for this project will be in addition to the activities that would occur without these funds. The PD identified is necessary to implement the new strategies that are being implemented in order to encourage student growth at Bell Elementary School.

These funds will not be used to get teachers Highly Qualified. Bell Elementary School data indicates that 100% of courses are taught by Highly Qualified teachers and paraprofessionals. The Remediation Specialist will work with teachers to meet the needs of individual students, but these funds will not be used for specific PD activities.

6. Strategic Imperative this strategy addresses: 1.1

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

Reading
Mathematics
Science

Strategies to Be Implemented

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

1a. Identify the Need: **Increase student achievement in reading and math.**

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

Response: 08-09 AYP Report: BES failed to make AYP

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

- BELL ELEMENTARY SCHOOL

1d. Name of strategy

Response: Extended Learning Opportunities- Breakfast Club tutoring.

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

Response: The purpose of this strategy will be to provide some extended learning opportunities for students in the lowest quartile. A "Breakfast Club" program will be implemented at BES. During this program, students that have been identified as lowest quartile will be provided with intensive remediation provided by highly qualified teachers during the 45 minutes prior to school starting each morning. The students that take part in this program will take ownership of the strategy because they will feel the acceptance that comes from being part of a club. This group will be made to feel very special. Students will get what seems like special privileges – they will be allowed to eat their lunch in a special area, they will wear special uniforms on Fridays, they will get to eat breakfast each morning during their tutoring block, and they will be rewarded for gains that they make. This strategy has been implemented at other schools with success. Instead of feeling like they are being stigmatized as the "low" group, they feel like they are special and students will actually ask to be a part of this group.

Research has demonstrated that intensive intervention is the best way to remediate nonproficient students. The primary method of providing intensive intervention is to increase the instructional time or reduce the size of the instructional group.

FCRR says that interventions should be offered as soon as it is clear that the student is behind, must significantly increase the intensity of instruction, provide the opportunity for direct instruction and practice, must provide immediate positive feedback and reward, must be motivating/engaging/supportive, and must be guided by data on student progress. Teachers are currently provided with professional development on utilizing data and differentiating instruction, but the implementation of a Breakfast Club would create intensity by reducing the group size and allowing for additional rigorous remediation time.

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

Response: Student demographics contribute largely to Bell Elementary's failure to make Adequate Yearly Progress. District-wide, Gilchrist County has the highest percentage of Students with Disabilities in the state (25%), far higher than the state average of 14%. Classroom teachers have been provided with professional development in teaching SWD in the content areas of reading, math, science, and writing. However, this group is still not reaching proficiency targets. During 2008/2009, 51% of SWD scored proficient in Reading and in Math on the FCAT state assessment, missing the NCLB targets of 65% for Reading and 68% for Math. This is a decline from the 2007/2008 proficiency rates of 55% in Reading and 55% in Math. In years that this subgroup has shown gains, the gains are not significant enough to get them on a track to meeting the NCLB targets. The number of students with special needs at this school is simply too

large to provide the intensity of individualized instruction that is required to make significant gains. In addition to having an extremely high population of Students with Disabilities, FRPL data also indicates that almost 63% of the student population comes from economically disadvantaged families. This combination has created a situation where students need additional support in order to make gains at the rate expected. Targeting resources to this school to fund a Breakfast Club for additional learning opportunities for students in the lowest quartile will increase student achievement by an anticipated 5-10% in the content areas of reading and math.

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

Response: The strategy will be targeted toward students in the lowest quartile at Bell Elementary School, with prioritization given to students scoring Level 1 or 2 on the FCAT Reading or Math.

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

Response: The school currently has teachers that are highly qualified and are available to provide this service with support for their extended hours. In addition, the school has the space necessary to provide this service in a quite, safe environment. All of the materials, curricula, and programs needed to implement this program are already in place at this school. This project will support extended time during the morning for teachers to provide this service.

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: Students targeted for this extended learning opportunity will receive tutoring from 7:45am to 8:30am each morning prior to school starting. Three teachers will provide this service 180 school days during the 09-10 school year.

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

Response: The teachers will monitor student progress for this group of students, and will report data and other information to the Administrative Team of the school. This team will meet monthly to review any data from this group as well as from all students' Think Link information. The Principal will ensure implementation of this strategy and will monitor throughout the year.

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

Response: Think Link will be the primary progress monitoring tool used to track effectiveness of this strategy. Think Link will be administered three times per year, and the results will be disaggregated and analyzed through Close the Gap forms that will be completed for each child. In addition, Success Maker and Compass may be used to monitor progress of students, and data will be tracked for FCAT and SAT-10 as well. Other progress monitoring tools may include DAR, CELLA, FCAT Test Maker, Write Score, pre/post tests, or Benchmark testing.

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

Response: Think Link: 3 times per year (September, January, April)

Compass: Ongoing

DAR: K-5 as needed

FCAT: 1 time per year for grades 3, 4, & 5 (March)

SAT-10: 1 time per year for grades K-5 (April)

CELLA: 2 times per year for LEP students only (September, March)

Success Maker: Ongoing for K-5

FCAT Test Maker: As needed for grades 2-5

Write Score: 4 times per year (September, November, December, January)

Benchmark Testing: Ongoing

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

Response: Tutoring provided through NCLB (Supplementary Educational Services or SES) will be implemented with fidelity at this school. Contracts have been signed by the state-approved providers, and parents have indicated their interest or disinterest in this service. Parents are currently in the process of choosing their provider and developing a Student Learning Plan, and services will begin on or before October 15. That program will in no way be supplanted by what the school is planning for these funds. The Breakfast Club tutoring that will take place through this project will occur before school each day, and will not interfere with the students' opportunity to take part in after-school SES.

In addition, students who score at Level 1 or 2 on FCAT are currently provided with an additional 30 minutes of intensive remediation daily. This service will be supplemented by this project. The services planned will not supplant existing services in any way.

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: **Need to build the capacity of parents to continue learning efforts at home.**

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

Response: 08-09 AYP Report: BES failed to make AYP and %age of students scoring below grade level increased.

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

- BELL ELEMENTARY SCHOOL

1d. Name of strategy

Response: Parent Nights

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

Response: BES will host Parent Nights each month for parents interested in learning strategies to help remediate their child at home. As a part of these Parent Nights, students and parents will learn strategies and methods of practicing skills at home. In addition, Make-n-Take activities will be utilized in order to demonstrate how learning can be hands-on and fun. Parents will be updated on their child's progress, and will be provided with valuable parent information. The purpose of this strategy is to build the capacity of parents to help their children learn and support the instruction that takes place during the school day. Research indicates that parental involvement is associated with higher student achievement outcomes (Jeynes, 2005). Schools with significant parental involvement outperform schools with little parental involvement (Epstein, 1987; Henderson, 1988). Parent involvement lessens as children get older, so it is important to establish a good foundation and good habits early in a student's schooling. Programs that include a parent involvement component have been reported as having a positive influence on academic performance (Paratore, Melzi, & Krol-Sinclair, 1999). Programs that incorporate parental involvement not only affect current learning, but they also build foundations for future academic success (Epstein, 1991; Keith et al., 1998). Epstein (1991) documented increases in reading skills for students whose parents were involved in their education. Hong and Ho (2005) evidenced the impact of programs that utilize parental involvement as an educational tool across ethnic groups.

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

Response: Student demographics contribute largely to Bell Elementary's failure to make Adequate Yearly Progress. District-wide, Gilchrist County has the highest percentage of Students with Disabilities in the state (25%), far higher than the state average of 14%. Classroom teachers have been provided with professional development in teaching SWD in the content areas of reading, math, science, and writing. However, this group is still not reaching proficiency targets. During 2008/2009, 51% of SWD scored proficient in Reading and in Math on the FCAT state assessment, missing the NCLB targets of 65% for Reading and 68% for Math. This is a decline from the 2007/2008 proficiency rates of 55% in Reading and 55% in Math. In years that this subgroup has shown gains, the gains are not significant enough to get them on a track to meeting the NCLB targets. The number of students with special needs at this school is simply too large to provide the intensity of individualized instruction that is required to make significant gains. In addition to having an extremely high population of Students with Disabilities, FRPL data also indicates that almost 63% of the student population comes from economically disadvantaged families. This combination has created a situation where students need additional support in order to make gains at the rate expected. Targeting resources to this school to support

Parent Nights will increase student achievement in the content areas of reading and math.

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

Response: The strategy will be targeted toward parents of students in the lowest quartile at Bell Elementary School, with prioritization given to students scoring Level 1 or 2 on the FCAT Reading or Math.

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

Response: BES currently has the space, infrastructure, and personnel necessary to implement Parent Nights. All that is needed is the funding for extended hours for teachers to provide this service after school once per month for targeted families. Parental involvement activities take place under Title I, Part A and through school funds, but this new activity will target specific families and will enable an expansion of services to those families.

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

Response: Parent Nights will occur one night per month for two hours per night beginning upon project approval and ending in May 2010.

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

Response: The Remediation Specialists will monitor student progress for this group of students, and will report data and other information to the Administrative Team of the school. This team will meet monthly to review any data from this group as well as from all students' Think Link information. The Principal will ensure implementation of this strategy and will monitor throughout the year. The teachers providing Parent Nights services will monitor parent/student attendance and report to the school's Principal.

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

Response: Think Link will be the primary progress monitoring tool used to track effectiveness of this strategy. Think Link will be administered three times per year, and the results will be disaggregated and analyzed through Close the Gap forms that will be completed for each child. In addition, Success Maker and Compass may be used to monitor progress of students, and data will be tracked for FCAT and SAT-10 as well. Other progress monitoring tools may include DAR, CELLA, FCAT Test Maker, Write Score, pre/post tests, or Benchmark testing.

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

Response: Think Link: 3 times per year (September, January, April)

Compass: Ongoing

DAR: K-5 as needed

FCAT: 1 time per year for grades 3, 4, & 5 (March)

SAT-10: 1 time per year for grades K-5 (April)

CELLA: 2 times per year for LEP students only (September, March)

Success Maker: Ongoing for K-5

FCAT Test Maker: As needed for grades 2-5

Write Score: 4 times per year (September, November, December, January)

Benchmark Testing: Ongoing

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

Response: Family Nights for Accelerated Reader are currently provided through Title I, Part A parental involvement set-aside funds. In addition, parental involvement activities such as Families Building Better Learners are provided through other funds. These activities will continue, and services will not be supplanted by the services planned for this project. The Parent Nights described above will be completely different from what we are providing now, and will take place in addition to the services currently being offered.

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: **Need to focus on data to drill-down to individual student needs and identify trends.**

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

Response: 08-09 AYP Report: BES failed to make AYP & the %age of students below grade level increased.

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

- BELL ELEMENTARY SCHOOL

1d. Name of strategy

Response: Data Analysis

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

Response: End of year AYP outcomes indicate a need to develop targeted data analysis strategies and provide time for data teams and the lead Data Coach to gather, disaggregate, and analyze student and teacher data in order to drill down to individual student needs AND identify "big-picture" trends and historical trends that should be addressed during the school year through revising instructional strategies, methods, or curricula. The purpose of this strategy will be to provide that extended time for those teams to look at the data throughout the school year and make adjustments if necessary.

School and district administrators must utilize student assessment data to compare student performance to state standards and plan for improvement strategies. "Unless a principal faces the brutal facts [of data], how can an important vision be created?" (Gray & Streshly, 2008, p. 74). According to Schmoker (2001), comprehensive, data-driven, performance-based assessment systems within schools are "almost impossible to find."

In order to target strategies and utilize the most effective methods, it is important to continuously analyze data and weed out strategies that are not effective. As Johnson (2005) pointed out, "random acts of effectiveness" will simply not cut it in today's school systems. There is a very real need to connect these random acts of effectiveness by determining patterns of success and failure within groups of students. Comprehensive progress monitoring data is the only way to identify these patterns and make these connections. Gaps in student achievement must continuously be identified, and school leaders must use this information to make decisions. This process is on-going; this is not simply a snapshot of data. It needs to be continuously updated, revised, and used to drill down to the individual student level. This supports the goals of Differentiated Accountability and are in alignment with the school's needs.

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

Response: Data is used throughout the district to make educational decisions. Teachers have been trained in how to use data to identify student needs and identify trends in student performance. Unfortunately, one of the primary causes of the school's failure to make AYP is the fact that data teams have not had hours available to monitor the data as frequently as is necessary to ensure continuous growth in all areas. This project will remedy that situation by supporting extended hours for data teams to meet monthly to review the school's data and report to instructional and administrative teams.

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

Response: Grade level chairs (K-5), Reading Coach, Math Coach, AP, and Lead Data Coach make up the data team at BES. This group will review data for the entire school in order to identify trends. In addition, data for groups receiving specific interventions (those in the Breakfast Club, those receiving services through Remediation Specialists, etc) will be analyzed and reported in order to monitor the progress of those strategies.

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

Response: BES currently has staff that are trained in how to gather, disaggregate, and analyze data and use it to make educational decisions. This capacity will be utilized to implement this strategy, with the support of these funds for extended hours for team members.

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 Data Team will meet three hours per night, one night per month, for ten months. The Lead Data Coach will work two hours per week for a total of eight hours per month for ten months.

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

Response: The school's principal and director of elementary education will monitor the implementation of this strategy throughout the year through frequent updates from the Data Team, attendance at data meetings, review of student achievement data, and other methods as necessary to ensure the continued growth of students.

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

Response: Think Link will be the primary progress monitoring tool used to track effectiveness of this strategy. Think Link will be administered three times per year, and the results will be disaggregated and analyzed through Close the Gap forms that will be completed for each child. In addition, Success Maker and Compass may be used to monitor progress of students, and data will be tracked for FCAT and SAT-10 as well. Other progress monitoring tools may include FCAT Test Maker, pre/post tests, or Benchmark testing.

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

Response: Think Link: 3 times per year (September, January, April)

Compass: Ongoing

FCAT: 1 time per year for grades 3, 4, & 5 (March)

SAT-10: 1 time per year for grades K-5 (April)

Success Maker: Ongoing for K-5

FCAT Test Maker: As needed for grades 2-5

Benchmark Testing: Ongoing

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

Response: Data analysis currently occurs through meetings of the School Level Instructional Team and District Administrative Team. Everyone from teachers to the principal has taken part in training in data analysis. However, the time for deep analysis has not been available in the past.

Through this project, extended time for a Data Coach and data analysis teams will be supported in order to improve efforts in this area. Also, although teachers have taken part in data analysis training, they are in need of a person to work with them on specific sets of data, and guide them in how to manipulate data to identify trends and better meet the needs of students. This service will be in addition to the activities that currently take place, and will not supplant in any way.

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: **Need to build capacity to utilize technology and expand availability of technology tools.**

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

Response: 08-09 AYP Report: BES failed to make AYP and %age of students below grade level increased.

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

- BELL ELEMENTARY SCHOOL

1d. Name of strategy

Response: Technology Capacity Building

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

Response: Creating and maintaining effective instructional practices is affected everyday by the resources available to teachers. There is a need to expand the availability of technology tools and increase the infrastructure at Bell Elementary School in order to build the school's capacity to use technology as a teaching and learning tool. Research has demonstrated that 21st Century skills such as technology literacy are very important and will continue to be very important to tomorrow's employers. Utilizing technology on a daily basis is extremely important if teachers are going to turn out students that are comfortable with the use of technology to solve problems.

The technology tools supported through this project will be used by classroom teachers and will positively impact student learning on an ongoing basis.

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

Response: Bell Elementary has implemented various evidence-based programs in order to increase the proficiency levels of all students. Programs such as Waterford Early Reading Program, Success Maker, Compass, and Think Gate have all contributed to student success at this school. However, the use of these programs has been limited by the number of operating computer systems available to teachers and students. In addition, there is a need to increase the infrastructure and build this school's capacity to use technology items as teaching and learning tools. Increasing the availability of technology items and building infrastructure will allow increased program access both during the school day and before/after school. In addition, building capacity in this manner will affect long-term growth and availability of resources.

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

Response: Teachers and students at Bell Elementary School will be targeted for the use of these technology tools.

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

Response: The school currently utilizes Think Link for progress monitoring, but also has resources such as Think Gate, Success Maker, Great Leaps, Tune in to Reading, Quick Reads, Waterford, Orton-Gillingham, and other web-based programs. The use of these programs would be more effective if they were more available. There are currently two labs at the school, and updated systems were purchased last year through school improvement funds. However, there is

an ongoing need to update old computers with new ones. The older computers require constant upkeep and maintenance. The three technology specialists in the district are hard-pressed to keep these systems running because the load is simply too much. Purchasing new computer systems through these funds would alleviate some of this problem, and would build the school's capacity. Also, building infrastructure through supporting the purchase of a new server will have a long-term impact on the availability of technology at this school and will thus impact student achievement.

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

Response: These technology tools will be utilized as soon as possible after project approval and will continue through the end of SY10 and beyond.

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

Response: The school's principal and director of elementary education will monitor the implementation of this strategy throughout the year through frequent updates from the Data Team, attendance at data meetings, classroom walk-throughs, monitoring of technology use, review of student achievement data, and other methods as necessary to ensure the continued growth of students.

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

Response: Think Link will be the primary progress monitoring tool used to track effectiveness of this strategy. Think Link will be administered three times per year, and the results will be disaggregated and analyzed through Close the Gap forms that will be completed for each child. In addition, Success Maker and Compass may be used to monitor progress of students, and data will be tracked for FCAT and SAT-10 as well. Other progress monitoring tools may include FCAT Test Maker, pre/post tests, or Benchmark testing.

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

Response: Think Link: 3 times per year (September, January, April)

Compass: Ongoing

FCAT: 1 time per year for grades 3, 4, & 5 (March)

SAT-10: 1 time per year for grades K-5 (April)

Success Maker: Ongoing for K-5

FCAT Test Maker: As needed for grades 2-5

Benchmark Testing: Ongoing

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

Response: Technology purchases are currently supported by various federal, state, and local sources. However, the need has outweighed the resources available. The Title II, Part D Entitlement allocation has been extremely minimal in this small and rural county, so students and teachers at BES are still in need of additional resources. This county has not received II-D Competitive funds in several years and technology purchases have suffered due to the economic crisis that we are still facing. The support of this project in purchasing technology to build capacity at this school would greatly benefit teachers and students, and will supplement any purchases that are currently planned.

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: District Website: Information regarding this project will be posted on the district's website for all staff, teachers, parents, students, business leaders, and community members who have access to the internet. This information will be posted upon receipt of the Project Award Notification, and will remain available in this format until the project period ends on September 30, 2011.

Bell Elementary School Website: Information regarding this project will be posted on the school's website for all staff, teachers, parents, students, business leaders, and community members who have access to the internet. This information will be posted upon receipt of the Project Award Notification, and will remain available in this format until the project period ends on September 30, 2011.

BES Newsletter: Information regarding this project will be disseminated to parents through the school's newsletter twice per year - once upon receipt of the Project Award notification, with an update at the end of the school year (May).

Progress Reporting: Parents will receive information via a written progress report on student progress three times per year in September, December, and April.

School Advisory Council: Information on this project will be presented to the SAC to gain input on how to plan expenditures to best meet the needs of students. Parents, staff, students, and community members are included in the SAC and will get information and provide input via this mechanism. Information was disseminated to the SAC in August 2009 for planning purposes. This group will be notified upon project award, and will be kept up to date on program information through principal updates at monthly SAC meetings.

Home Language: The school's interpreter/translator will be available to translate or interpret any program information that is needed in an alternate language, such as Spanish. This will be made clear through each of the methods described above.

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: Student achievement data was progress monitored through the use of Think Link assessments three time per year. The Remediation Specialist that worked with targeted students as a part of last year's project monitored the data of students that participated in that intervention. Through last year's project, 24 groups totaling 81 students were provided with intensive remediation. Many of those targeted students started in the pre-primer level and after this intervention, 48% scored a level 2 on FCAT in 2009 and 31% scored proficient (level 3). The tutoring process began with a Diagnostic Assessment of Reading (DAR) for each student. This allowed the Remediation Specialist to evaluate outcomes and determine the success of this strategy.

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

Response: Some gains were made by this group of students, but the emphasis on Reading left room for an achievement decrease in Math for this group of students. For the subgroup "ALL STUDENTS" the percentage scoring below grade level actually increased during SY09 from 21% to 26%. This shows a need to utilize two Remediation Specialists, one for reading and one for math. This will ensure that the focus on reading doesn't equate to a lack of focus on math for targeted students.

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

Response: Availability of a Remediation Specialist and expanded access to technology promoted student gains, but continued use of these strategies is needed to make the SIGNIFICANT gains that are needed to get these groups of students on track toward meeting NCLB targets.

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

Response: The availability of just one Remediation Specialist limited the success of this project the most. The gains in reading were achieved to some extent, but a greater emphasis on math was needed. During the 08-09 school year, the percentage of students that scored below grade level in math INCREASED for all students, white students, economically disadvantaged students, and students with disabilities. This indicates a need to expand this strategy to include a greater focus on math.

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

Response: Program implementation took place as planned, and the effectiveness of that implementation is apparent from looking at the data for the students involved. However, expansion of these strategies is desperately needed in order to have the kind of impact that is needed to turn these groups of low-performing students around.

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

A) NAME OF ELIGIBLE RECIPIENT: **Gilchrist**B) Project Number (DOE USE ONLY): **210-2260A-0CS01**C) TAPS Number
10A006

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	120	<u>Classroom Teachers</u> (2.0) Remediation Specialists (one for Reading and one for Math) and Extended Hours for Breakfast Club Remediation Teachers (3 teachers x 45 minutes per day x 22.50 per session x 180 days)	2.280	77538.00
5100	210	<u>Retirement Benefits</u> - Retirement @ 9.85%	0.000	7634.00
5100	220	<u>Social Security Benefits</u> - Social Security @ 7.65%	0.000	5930.00
5100	230	<u>Group Insurance Benefits</u> - Group Insurance (\$4542 x 2 positions)	0.000	9084.00
5100	240	<u>Workers Compensation Benefits</u> - Workers Compensation	0.000	1000.00
5100	641	<u>Furniture, Fixtures and Equipment Capitalized</u> 10 Classroom Projectors @ \$649 = \$6490 + \$2230 for Installation Hardware for all ten units = \$8720	0.000	8720.00
5100	642	<u>Furniture, Fixtures and Equipment Non-Capitalized</u> 9 Elmo's @ \$424 = \$3816	0.000	3816.00
5100	643	<u>Computer Hardware Capitalized</u> 16 Computers @ \$710/ea + \$1000 for shipping = \$12,360 + United Streaming Server @ \$10,509	0.000	22869.00
6150	120	<u>Classroom Teachers</u> Extended Hours for Teachers to provide monthly Parent Nights (3 teachers x 2 hours per night x 1 night per month x 9 months x \$30/hr)	0.040	1620.00
6150	210	<u>Retirement Benefits</u> - Retirement @ 9.85%	0.000	160.00
6150	220	<u>Social Security Benefits</u> - Social Security @ 7.65%	0.000	125.00
6300	130	<u>Other Certified Instructional Personnel</u> Extended Hours for Lead Data Coach to provide data analysis services for two hours each week (1 Data Coach x 8 hours per month x 10 months x \$30/hr)	0.050	2400.00
6300	210	<u>Retirement Benefits</u> - Retirement @ 9.85%	0.000	240.00
6300	220	<u>Social Security Benefits</u> - Social Security @ 7.65%	0.000	185.00
6400	210	<u>Retirement Benefits</u> - Retirement @ 9.85%	0.000	440.00
6400	220	<u>Social Security Benefits</u> - Social Security @ 7.65%	0.000	341.00
6400	330	<u>Travel</u> Travel for PLC Training (hotel @ \$130/night x 2 nights x 4 rooms = \$1040; Registration @ 575 x 8 participants = \$4600; Mileage @ \$82 for round trip x 2 vehicles = \$164; Meals @ \$136 per person for full trip x 8 participants = \$1088)	0.000	6892.00
6400	730	<u>Dues and Fees</u> Fees for FCR/STEM Training (\$2000) and America's Choice Training (\$4000)	0.000	6000.00
6400	750	<u>Other Personal Services</u> Substitutes to allow teachers to attend FCIM, FCR/STEM, and PLC Training (FCIM: 8 subs x 5 days x \$55/day; FCR/STEM: 25 subs x 1 day x \$55/day; PLC's: 8 subs x 2 days x \$55/day)	0.000	4455.00

E) Total: \$159,449DOE 101-R
Created 3/09

Dr. Eric J. Smith, Commissioner

FLORIDA DEPARTMENT OF EDUCATION

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

A) NAME OF ELIGIBLE RECIPIENT: **Gilchrist**B) Project Number (DOE USE ONLY): **210-2260S-0CZS1**

C) TAPS Number
10AR06

D) SPECIAL REVENUE FUND CODE
431

AARA Assur. Code	AARA Prin. Code	AARA Strat. Code	School District Based	Activity	Function	Object	Account Title and Description	FTE Pos. Code	FTE Saved	FTE Created	FTE Cont.	Amount
D	A	3	S	Remediation Specialist, Math Coach, Extended Hours for Data Teams	5100	120	<u>Classroom Teachers</u> (1.0) Remediation Specialist, (1.0) Math Coach, Extended Hours for Data Teams (10 members x 3 hours per month x 10 months x \$30/hr)	51043	0.000	2.200	0.000	78311.00
D	A	3	S	Remediation Specialist, Math Coach, Extended Hours for Data Teams	5100	210	<u>Retirement</u> Benefits - Retirement @ 9.85%		0.000	0.000	0.000	7717.00
D	A	3	S	Remediation Specialist, Math Coach, Extended Hours for Data Teams	5100	220	<u>Social Security</u> Benefits - Social Security @ 7.65%		0.000	0.000	0.000	5992.00
D	A	3	S	Remediation Specialist, Math Coach, Extended Hours for Data Teams	5100	230	<u>Group Insurance</u> Benefits - Group Insurance \$4542 x 2		0.000	0.000	0.000	9084.00
D	A	3	S	Remediation Specialist, Math Coach, Extended Hours for Data Teams	5100	240	<u>Workers Compensation</u> Benefits - Workers' Compensation		0.000	0.000	0.000	370.00

E) Total: \$101,474

DOE 101-R
Created 3/09



Dr. Eric J. Smith, Commissioner

