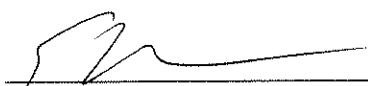



**Florida Department of Education
Project Award Notification**

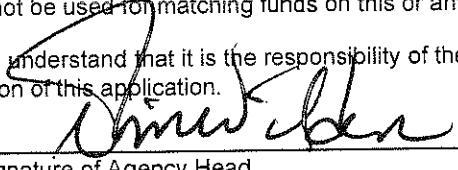
1 PROJECT RECIPIENT Gulf County School District	2 PROJECT NUMBER 230-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted <p style="text-align: right;">TAPS 10AR06</p>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 09/03/2009 - 09/30/2010 Program Period: 09/03/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 129,374.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 129,374.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u> Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="text-align: center;">Comptroller's Office (850) 245-0401</div> <div style="text-align: right;"> 11 DOE FISCAL DATA DBS: 40 90 20 EO: TX Object: 720036 </div>
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. In addition, the sub-recipient must comply with all expenditure, transparency, accountability, and reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA), ARRA regulations, and the ARRA specific assurances agreed to in the application for ARRA funds. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> 13 APPROVED:  _____ Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="width: 45%; text-align: center;"> <u>11/13/09</u> _____ Date of Signing </div> <div style="width: 10%; text-align: center;">  </div> </div>	

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

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

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION - School Improvement Initiative

TAPS NUMBERS: 1. 10A006 2. 10A005 3. 10AR06 4. 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: Gulf 150 MIDDLE SCHOOL RD PORT ST JOE, FL 32456		DOE USE ONLY Date Received: SEP-3 PM 1:16 RECEIVED OFFICE OF GRANTS MANAGEMENT
B) Applicant Contact Information				
Contact Name: First Name: Sara MI: J Last Name: Wooten		Mailing Address: 150 MIDDLE SCHOOL R City: PORT ST JOE State: FL Zip: 32456		
Telephone Number: 850-229-6940		Ext: 120		
Fax Number: 850-227-1999		E-mail Address: swooten@gulf.k12.fl.us		
Title I School Improvement Initiative [1003(a)] Project Number: 230-2260A-0CS01 Total Funds Requested: \$195788.00 188,465.00	Title I School Improvement Initiative [1003(a)] ARRA Project Number: 230-2260S-0CZS1 00201 Total Funds Requested: \$134868.00 129,374.00	Title I School Improvement Fund [1003(g)] Project Number: 230-1260A-0CS01 Total Funds Requested: \$0.00	Title I School Improvement Fund [1003(g)] ARRA Project Number: 230-1260S-0CZS1 Total Funds Requested: \$0.00	
<p align="center">CERTIFICATION</p> <p>I (first name) Tim (last name) Wilder do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <p>E)  Signature of Agency Head</p>				

Save

DOE 100A



Dr. Eric J. Smith, Commissioner

Title I, Part A School Improvement Grants GULF

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: Gulf 150 MIDDLE SCHOOL RD PORT ST JOE, FL 32456		DOE USE ONLY Date Received	
B) Applicant Contact Information					
Contact Name: First Name: Sara MI: J Last Name: Wooten			Mailing Address: 150 MIDDLE SCHOOL RD City: PORT ST JOE State: FL Zip: 32456		
Telephone Number: 850-229-6940			Ext: 120		
Fax Number: 850-227-1999			E-mail Address: swooten@gulf.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)]	
Project Number: 230-2260A-0CS01		Project Number: 230-2260S-0CZS1		Project Number: 230-1260A-0CS01	
Total Funds Requested: \$188,465.00		Total Funds Requested: \$129,374.00		Total Funds Requested: \$0.00	
Total Funds Requested: \$0.00		Total Funds Requested: \$0.00		Total Funds Requested: \$0.00	
<p align="center">CERTIFICATION</p> <p>I Tim Wilder do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <p>E) _____ Signature of Agency Head</p>					

DOE 100A



Dr. Eric J. Smith, Commissioner

School Information

School #	School	% Poverty	Differentiated Accountability Category	SINI	Allocation 1003(a) Regular	Allocation 1003(a) ARRA	Allocation 1003(g) Regular	Allocation 1003(g) ARRA
0022	WEWAHITCHKA ELEMENTARY SCHOOL	55.44	Correct I	4	97894.00	80000.00	0.00	0.00
0051	FORT ST. JOE ELEMENTARY SCHOOL	55.20	Prevent I	3	97894.00	54868.00	0.00	0.00

Data Analysis during Project Period

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

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

Response: The district provided professional development to each school's technical support teachers prior to pre-planning. This training was provided by Greg Alford the developer of the Dashboard Data Analysis program. The teachers (2 from each school) in turn trained all their peers on designated days during pre-school. Teachers then used the training to analyze data relative to their 2009-10 students and began establishing learning plans. Data analysis and progress monitoring of reading, math and science will be an on-going process via formal and informal assessments. The formal assessments in reading will take place three times per year utilizing the FAIR assessment and reporting student progress on the PMRN. Math and science will be formally assessed utilizing DOE's Differentiated Accountability assessments three times per year. The first assessments in reading, math and science will establish the baseline and the other two assessments will be used for progress monitoring. This process is in place for the Prevent I school and the Correct I school. In addition, Wewahitchka Elementary and Port St. Joe Elementary progress monitor writing with Warrior Writes/Gulf Writes two times prior to the Florida Writes Assessment. As teachers track student progress, it will be documented in a student portfolio/folder so that it is readily available for real-time use to adjust curriculum and/or instructional strategies. The Florida Continuous Improvement model is the format for data analysis.

LEA Support Teams

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

Response: The district team (Assistant Superintendent for Instruction, ESE, Staff Development Coordinator, Reading Coaches) will provide technical and program assistance to Prevent I and Correct I schools by providing the following through the School Improvement Grant:

on-going on-site staff development for a minimum of five after school sessions for 3 hours or three after school sessions and one Saturday session for a total of fifteen hours which will focus on the reading needs of the minority student, the student with disabilities and the economically disadvantaged student (pay teachers a stipend);

A designated time each month for three hours after school and stipends for teachers to disaggregate progress monitoring data for Level 1 and Level 2 students in reading, math, science;

A consultant to train teachers to interpret available assessment data and to use it to drive instructional needs (one half day for 3 hours);

Funds to enhance instruction through technology (equipment and software) with one full day of training and 5 days of follow-up training during the school year.

A consultant to train teachers who have mainstreamed ESE students to develop and implement strategies to meet individual student needs in reading, math and writing (one full day per grade and two days on-site follow-up);

Monitoring of staff development activities and implementation;

Monitoring principals as they implement with fidelity strategies to assist students, teachers and/or parents

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: To improve the reading, math proficiency of students with disabilities

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

Response: 2009 FCAT shows that 43% of SWDs proficient in reading; 53% were proficient in math

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

- WEWAHITCHKA ELEMENTARY SCHOOL
- PORT ST. JOE ELEMENTARY SCHOOL

1d. Name of strategy

Response: Staff Development: Methodology and Technology

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

Response: The purpose of staff development for the non-ESE certified teacher who teaches mainstream ESE students is to provide assistance and support for quality instruction. Research supports staff development which is designed by ESE experts to meet the needs of non-ESE trained teachers assigned to instruct students with disabilities. In addition, teachers must have appropriate materials and technology to implement the staff development with their students. Staff development, for the non-ESE trained teacher, which trains teachers to develop and deliver lessons in reading and math that are differentiated for abilities supports the implementation of differentiated accountability. Additional technology resources (projectors, hardware to support programs, laptops for classroom use, smartboards, document cameras) will be purchased to be used in the classroom. Additional professional development will be provided on the uses of technology with the current curriculum.

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

Response: Mainstream teachers at Wewahitchka Elementary are not trained to meet the specific needs of the SWD; therefore, instructional strategies are not always commensurate with the skill deficiency of the student. WES mainstreams 76% of its 74 ESE students. These students do receive consultative services, but those services don't prepare the teacher to instruct in all subjects on a daily basis nor do they provide instructional materials or ways to instruct with technology.

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

Response: The target population is teachers who are not trained in ESE instructional methods to receive intensive sustained training in development and delivery of the New Generation Sunshine State Standards to students with disabilities.

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

Response: New Strategy: Training non-ESE teachers to meet the needs of the mainstreamed ESE student is a new strategy. Current capacity includes coordination with Title II funds to provide reading coaches for follow-up and mentoring training in reading, membership in the PAEC consortium which gives the district access to a pool of highly qualified consultants, FLDOE Region 1 School Improvement team, training facilities such as computer labs and coordination of resources to provide supplies and materials for implementation of training.

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

Response: On-site staff development for teachers of students in grades 1-5 who have mainstreamed ESE students to develop and implement strategies to meet individual student needs in reading, math and writing for one full day per grade (6 hours per day for 5 days) and two days on-site follow-up. The on-site follow-up will be provided by the consultant and will include modeling lessons, observing teachers, assisting teachers with identification of materials to purchase, and availability for conferencing upon teacher request. Training will begin in September and conclude by December. Technology will be used at least three times per week to differentiate instruction.

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

Response: The district will arrange for the training, but the principal will monitor the implementation and follow-up. The principal will also evaluate the success of this strategy and oversee the ESE teacher.

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

Response: The FAIR will be the formal assessment used to monitor reading progress of this strategy and DOE's DA math assessments will monitor math. Warrior Writes will be administered two times for progress monitoring writing. Informal assessments developed by the teacher for individual benchmarks will also measure student progress.

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

Response: The FAIR and the DA assessments will progress monitor reading and math two times after the baseline is established. Warrior Writes will progress monitor 2 times before Florida Writes. The teacher developed tools will progress monitor reading and math 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. These funds are for specific staff development targeted to implementing the school's improvement plan and for implementing training that the district has determined as a critical need based on analyzing FCAT and AYP data, and are not for after school tutoring.

2. These activities are not designed to get teachers highly qualified as per NCLB, but to assist in their ability to deliver high quality instruction for students with disabilities.

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: To improve the reading and math skills of Black children

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

Response: 2009 FCAT and AYP show that 56% of Black students were proficient in reading; 58% in math

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

- PORT ST. JOE ELEMENTARY SCHOOL

1d. Name of strategy

Response: Diversity Staff Development and Parent Outreach

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

Response: The purpose of staff development to address diversity is to assist teachers in understanding how children of different cultures learn. Research shows that staff development which trains teachers to recognize diversity and to develop teaching strategies that meet the needs of all students and integrates technology is an effective method of increasing student achievement in reading and math. As teachers develop differentiated lessons for diverse students, they are implementing differentiated accountability. In addition, it is necessary to make a concerted effort to reach out to parents who may not be actively involved in their child's education. Research show that Parent Liaisons are a resource who can make a real difference in parent involvement, especially with minority populations. The purpose of adding a parent liaison is to strengthen the out-reach to minority parents to bond between the home and the school.

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

Response: The root cause of low academic achievement for diverse students is a lack of training for teachers to assist them in awareness and methodology of meeting the needs of the diverse student. Also, parent outreach and involvement efforts need to be strengthened as evidenced by the lack of participation of diverse parents in opportunities provided by the school.

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

Response: Teachers and parents are the targeted populations for this strategy.

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

Response: New Strategy: Training teachers to meet the needs of the diverse student is a new strategy. Current capacity includes coordination with Title II funds to provide reading coaches for follow-up and mentoring training in reading, membership in the PAEC consortium which gives the district access to a pool of highly qualified consultants, FLDOE Region I School Improvement team, training facilities such as computer labs and coordination of resources to provide supplies and materials for implementation of training. The capacity to assist a parent liaison: All-call system at the school, weekly newsletters, on-site location, materials, and assistance from MIS and guidance counselor with student demographics.

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 training will be one day or two afternoons for a total of six hours in October. The parent liaison will be hired as soon as the grant is approved and will work 5 days per week for 7 hours per day. Hours may be flexed to facilitate home visits.

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

Response: The district will arrange the training and the principal will monitor implementation of training and the hiring and scheduling of the parent liaison.

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

Response: The FAIR will be used to progress monitor the reading growth and the Differentiated Accountability Assessments developed by DOE will progress monitor student growth in math. The parent liaison will keep a log of dates and time of parent contact along with services provided and outcomes.

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

Response: Each assessment, the FAIR and the DA assessment will be administered for baseline data in September and will progress monitor two more times during the school year. Informal progress monitoring tools will be developed and used by the teacher on a weekly basis. The principal will monitor weekly the activities of the liaison.

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

Response: After school tutoring will not be provided by these funds. The district determined the need for this training based on historical AYP data. All teachers will receive the training in order to better meet the needs of the diverse student. Since all teachers are HQ, these funds are above and beyond the set aside. This will not replace the 1% requirement for parental involvement from Title I, Part A.

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: **There is a need to provide training and time for teachers to analyze data**

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

Response: 2009 teacher/administrator survey shows 100% indicated need for increased data analysis time.

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

- WEWAHITCHKA ELEMENTARY SCHOOL
- PORT ST. JOE 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: The purpose of data analysis is to identify the needs of sub-groups and to drill down to the needs of the individual student so that instruction can be tailored to ensure student growth and achievement in reading, math, and science. Research shows that the more the teacher knows about a student's strengths and challenges, the better the instruction can be. Teachers who only look at surface data "miss the boat" with instruction and teach to the middle without differentiating instruction. By understanding the specific instructional needs of the student, developing and delivering lessons to strengthen or enhance learning and by implementing with fidelity, the teacher is supporting the implementation of differentiated Accountability.

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

Response: The root cause that this strategy will address is the lack of time and further training to disaggregate student data. Teachers are trained during pre-school to utilize the data analysis tool, Dashboard, but only have one day designated to do so. By providing additional time to disaggregate baseline data, FCAT, AYP, FAIR, DA assessments, teachers can truly understand each student's academic needs and develop and implement strategies commensurate with those needs.

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

Response: This strategy targets teachers, guidance counselors, resource teachers assigned to curriculum.

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

Response: Current capacity includes: computer labs for teachers to analyze data, data analysis tools, training to use Dashboard, training to administer assessments, FLDOE School Improvement Region 1 Team, membership in PAEC consortium for highly qualified consultants.

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: Data analysis training and practice for WES will be as follows: September - 3 hours of how to drill down to specifics and what to do with the data, 3 hours each month to continue

analyzing progress monitoring data (formal and informal), to meet with the principal to share data and collaborate on solutions to challenges, to meet with grade group to share strategies (total 30 hours). PSJE will need time to analyze the spring FCAT data to develop focus calendars in reading, math and science for 5 days, 6 hours per day in June (30 hours).

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

Response: The district will arrange the training and principals will monitor implementation.

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

Response: The FAIR and the DA assessments will monitor student progress in reading and math/science respectively.

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

Response: Progress monitoring with the FAIR and the DA assessments are three times per year including the baseline assessment.

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 are not used for tutoring. The funds will be utilized for data analysis and since all teachers are currently highly qualified, the LEA assures that these funds will not be used to get teachers highly qualified.

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: **To improve the reading, math and writing proficiency of economically disadvantaged students**

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

Response: 2009 FCAT and AYP show ED students: 60% reading, 58% math, 74% writing proficient.

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

- WEWAHITCHKA ELEMENTARY SCHOOL

1d. Name of strategy

Response: Staff Development: Methodology and Technology

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

Response: The purpose of staff development designed to meet the needs of the teacher of the economically disadvantaged student is to ensure that teachers understand the nature of poverty and how it affects the learning of students. 55.44% of WES students are poor children and fully one-third of the school's faculty this year is comprised of new to the district or beginning teachers. These teachers do not come from backgrounds of rural poverty. Since the school experienced a decline in ED students' proficiency last year in reading, math and writing, it is incumbent upon the district to ensure that effective training is provided for WES teachers to positively impact student learning. Research shows that poor children come to school with fewer academic tools than middle and upper economic children. Knowing how to meet the needs of these children and having the materials and technology to enhance their learning is essential to their academic growth and to the implementation of differentiated accountability.

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

Response: The root cause is that many teachers, though raised in a rural community, were not children of poverty and may not understand the driving forces in these children. Also, there may not be appropriate materials and technology for the classroom and for communication with parents on how to help their child. Assuming that a note home will suffice may not work for the parent who is illiterate or who is too tired to read it, so teachers must understand the importance of learning the backgrounds of their students and how to best help them with various instructional methods that integrate technology and their families to ensure academic achievement.

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

Response: Classroom teachers, paraprofessionals, guidance counselor, and parent liaison are the targeted populations for this strategy.

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

Response: New Strategy: Current capacity to implement this new strategy is as follows: professional development in using the data program "Dashboard", coordination with Title II for pre-school training in the data tool, training in FAIR for teachers for one day (summer and pre-school), FLDOE CIM training in August; membership in PAEC for consultants, computer labs for progress monitoring for grades 3-5 for FAIR.

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: On-site staff development for a minimum of five after school sessions for three hours or three after school sessions for 3 hours and one Saturday session for a total of 15 hours starting in September.

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

Response: The district will arrange the training in collaboration with the principal, and the principal and curriculum specialist will monitor the implementation of this strategy.

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

Response: Progress monitoring tools are the FAIR for reading, the Differentiated Accountability Assessments provided by DOE for math and Warriors Write for writing.

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

Response: Formal progress monitoring will take place three times per year for reading and math and two time for writing.

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 not be spent for after school tutoring nor will they be spent to assist a teacher in becoming highly qualified. Currently all teachers are HQ at WES.

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 student achievement in math.**

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

Response: 2009 AYP shows students in black and ED subgroups in lack math proficiency

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

- WEWAHITCHKA ELEMENTARY SCHOOL
- PORT ST. JOE ELEMENTARY SCHOOL

1d. Name of strategy

Response: To provide math resource teachers for students in grades 3-5

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

Response: Last year the district determined that providing a reading specialist brought positive results for students in grades 4 and 5 because students gained increased instruction above and beyond the classroom; therefore, it made good sense to provide a math resource teacher. This strategy proved effective in increasing student's academic growth in math in both elementary schools. This strategy supports the implementation of DA in that it provides additional instructional time for those students scoring Level 1 in math and the utilization of different materials and methods.

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

Response: The root cause of low academic achievement in math for Level 1 students was the lack of increased focused instructional time. Some students need more time at a slower pace to absorb concepts. The resource teacher provides the additional needed time and resources.

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

Response: Students who score Level 1 are the primary target with students scoring Level 2 as a secondary target.

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

Response: Current capacity includes: a room designated for the resource teacher, time to collaborate with the reading resource teacher, training provided to all teachers with data analysis, math diagnostic tests

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 will go to the resource teacher 5 days per week for a minimum of 30 minutes for 180 days.

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

Response: The principal, curriculum specialist will monitor placement and instruction.

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

Response: Progress monitoring tools: FLDOE Differentiated Accountability Math Assessment for grades 4-5 and the Stanford Math Diagnostic tool.

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

Response: Formal progress monitoring will take place three times per year, but teachers will be required to progress monitor using informal assessments on a weekly basis.

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

Response: This strategy is an in-school strategy not an after school strategy. It is not intended for teachers, but for students; therefore, HQ assurance is non-applicable.

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

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 Title I Newsletter that is disseminated for each school that receives funds will give information on the application. The notification will address parents, staff and students. This will be a one time notification through this method.

The last of the quarterly meetings (2 hours) the district convenes its Title I Parent Advisory Council (parents (representatives from each sub-group), teachers, community members,) as soon as school grades and AYP data are released, to report student and program outcomes for a majority of our grants. The meeting is in June. The agenda encompasses AYP, school grade, Parent Involvement Plan and Parent Training, ARRA funds, curriculum and guidance (Rtl), Title I application, and School Improvement application. The SPARS report and the newspaper article that follows in August (annually) also informs parents and the community of student outcomes. The SPARS is available at each school throughout the year. School Advisory Councils (parents, community members, teachers, students (middle school), and non-instructional personnel) are apprised of program and student outcomes so that they can give meaningful input into the School Improvement Plan as well as know the academic progress towards AYP. The School Advisory Councils meet a minimum of 5 times per year with meetings lasting 1 - 1.5 hours. School grades and AYP reports are available on the district's website and from DOE. This information is available to parents, community, school board, teachers, students, non-instructional personnel and peer counties for several years. The information is disseminated in English, but should there be a need to disseminate in other languages, the district will contact the DOE for assistance.

Evaluation of Previous Year's Title I School Improvement

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

Response: The process for evaluating the outcomes of student academic achievement as a result of implementing strategies described in the district's previous application is to thoroughly disaggregate school and district FCAT and AYP data. As soon as the district receives FCAT data, we begin looking at the number of Level 1 and Level 2 students at each school in reading, math, science and writing. When AYP data is released, there is further disaggregation of data and identification of specific standards in which students have not reached proficiency. The next step is to review staff development opportunities, participation in those activities, IPDP's, end of year teacher needs assessment surveys, the effectiveness of the added math resource teacher, and the attempt to discern if the district's provisions met the needs of the teachers and students.

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

Response: The district's provision of staff development in data analysis was successful when schools delved deeply into data; it was not successful where analysis did not drill down for each student, implementation was not carried far enough. Materials and software programs that the district purchased to enhance instruction were utilized, and when used with fidelity produced results.

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

Response: Staff development works best when principals participate and get buy-in from all faculty and staff. Progress monitoring by the principal and frequent monitoring by the district as a "check-up" on formal assessments coupled with "heads-up" conversations with principals produces results for most. Adding the math resource teacher produce student growth at both schools. Students may not have made AYP, but they did grow academically.

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

Response: Communication only did not work for some, even though communication may have been site visit, email, telephone. Unfortunately, it seems that paper documentation is necessary for some. Members of the district support team will complete the District's Support Team Visitation Checklist after each site visit. The support team will meet quarterly to collate information and a support team member will then meet with the principal to discuss findings.

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

Response: The district did not require principals to produce hard documentation of their data analysis, how they progress monitored teachers, what they found, what they changed to fix problems. Overall, the program was a success in that teachers were trained in data analysis, utilized what they learned and students grew academically. Both elementary schools earned a school grade of "A."

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

A) NAME OF ELIGIBLE RECIPIENT: Gulf

B) Project Number (DOE USE ONLY): 230-2260A-0CS01

C) TAPS Number
10A006

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	100	Salaries Salaries for 2 math specialist to work with Level 1 and 2 students at Wewahitchka and Port St. Joe elementary schools	2.000	90787.00
5100	210	Retirement Retirement for math specialists	0.000	8943.00
5100	220	Social Security Social Security for math specialists	0.000	5630.00
5100	221	Medicare Medicare for math specialists	0.000	1317.00
5100	230	Group Insurance Insurance for math specialists	0.000	10800.00
5100	590	Other Materials and Supplies Supplementary materials to implement teacher training after analyzing data and after the training for diversity and ESE/ED student needs reading/math/science/writing	0.000	10704.00
6150	100	Salaries Salary for parent liaison for Port St. Joe Elementary to provide outreach to parents (targeting minority parents)	1.000	22000.00
6150	210	Retirement Retirement for parent liaison	0.000	2167.00
6150	220	Social Security Social security for parent liaison	0.000	1364.00
6150	221	Medicare Medicare for parent liaison	0.000	319.00
6150	230	Group Insurance Insurance for parent liaison	0.000	5400.00
6400	100	Salaries Teacher stipends for after hours and summer training in data analysis, reading, math, writing, science, technology and diversity	0.000	18750.00
6400	140	Substitute Teachers Substitutes for the math resource teachers	0.000	500.00
6400	210	Retirement Retirement tied to stipends	0.000	1848.00
6400	220	Social Security Social Security tied to stipends	0.000	1183.00
6400	221	Medicare Medicare tied to stipends	0.000	273.00
6400	310	Professional and Technical Services Consultant for diversity training and for non-Ese teacher training to meet the instructional needs of minority, ESE and ED students	0.000	3500.00
6400	590	Other Materials and Supplies Materials and supplies for teacher training in diversity and meeting the needs of the ESE student, the diverse student and the ED student	0.000	3000.00

E) Total: \$188,465

DOE 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: **Gulf**B) Project Number (DOE USE ONLY): **230-2260S-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	B3	13	S	Technology Integration and differentiated instruction	5100	510	Supplies Projector replacement bulbs to integrate technology in the classroom.		0.000	0.000	0.000	900.00
D	B3	13	S	Technology Integration and differentiated instruction	5100	590	Other Materials and Supplies Internet cables, power strips, 26 carts for laptops/projectors, to facilitate usage of computer hardware for technology integration in the classroom.		0.000	0.000	0.000	4887.00
D	B3	13	S	Technology Integration and differentiated instruction	5100	643	Computer Hardware Capitalized Expand laptops in the classroom (27units), Expand smartboard usage and projectors in the classroom (27 units)		0.000	0.000	0.000	104262.00
D	B3	13	S	Technology Integration and differentiated instruction	5100	644	Computer Hardware Non-Capitalized Document Cameras for technology integration and differentiated instruction.		0.000	0.000	0.000	17825.00
D	B3	13	D	Professional Development	6400	310	Professional and Technical Services Consultants to provide professional development in technology integration and differentiated instruction.		0.000	0.000	0.000	1500.00

E) Total: \$129,374

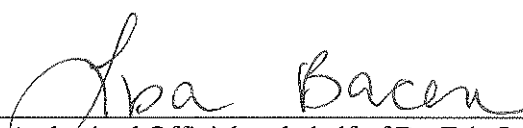
DOE 101-R
Created 3/09

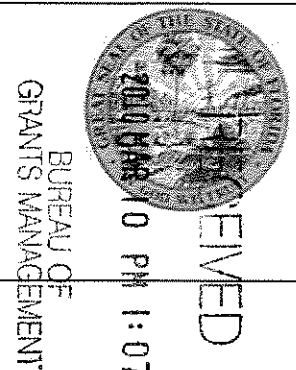


Dr. Eric J. Smith, Commissioner

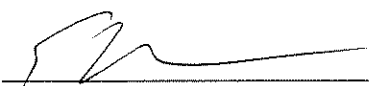

**Florida Department of Education
Project Award Notification**

CORRECTED COPY

1 PROJECT RECIPIENT Gulf County School District	2 PROJECT NUMBER 230-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative -Targeted USDE #S389A090009A <p align="right">TAPS 10AR06</p>	4 AUTHORITY 84.389 Title I A American Recovery and Reinvestment Act
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 09/03/2009 - 09/30/2010 Program Period: 09/03/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 129,374.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 129,374.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 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: TX 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. In addition, the sub-recipient must comply with all expenditure, transparency, accountability, and reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA), ARRA regulations, and the ARRA specific assurances agreed to in the application for ARRA funds. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end; margin-top: 20px;"> <div style="width: 45%;">  Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="width: 45%; text-align: center;"> 3/9/10 Date of Signing </div> </div>	



**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Gulf County School District	2 PROJECT NUMBER 230-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted <div style="text-align: right;">TAPS 10AR06</div>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 09/03/2009 - 09/30/2010 Program Period: 09/03/2009 - 09/30/2010
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<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;">11/13/09</div> _____ Date of Signing </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>	