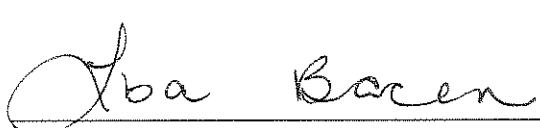



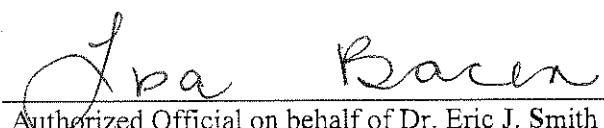
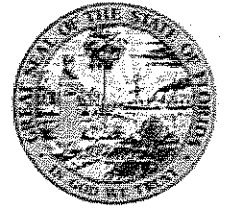
**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Hardee County School District	2 PROJECT NUMBER 250-2260A-OCS01
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: 08/17/2009 - 09/30/2010 Program Period: 08/17/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 288,555.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 288,555.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 09/30/2010 Date that all obligations are to be liquidated and final disbursement reports submitted: 11/20/2010 Last date for receipt of proposed budget and program amendments: 09/30/2010 Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="text-align: center;">Comptroller's Office (850) 245-0401</div> <div style="text-align: right;"> 11 DOE FISCAL DATA DBS: 40 90 20 EO: 9A Object: 720036 </div>
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> 13 APPROVED: <div style="text-align: center;">  _____ Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> </div> <div style="width: 45%; text-align: right;"> <div style="text-align: center;">  11/23/09 _____ Date of Signing </div> </div> </div>	

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

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

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Hardee County School District	2 PROJECT NUMBER 250-2260S-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: 08/17/2009 - 09/30/2010 Program Period: 08/17/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 222,614.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 222,614.00	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. 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  <hr style="width: 100%;"/> Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="text-align: center;"> <u>11/23/09</u> Date of Signing </div> <div style="text-align: right;">  </div> </div>	

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- 11 DOE Fiscal Data: A unique payment number assigned by the Department of Education.
- 12 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 13 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION - School Improvement Initiative			
TAPS: 10AR05			
Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Name and Address of Eligible Applicant: <div style="text-align: center;"> Hardee PO BOX 1678 WAUCHULA, FL 33873 </div>	DOE USE ONLY Date Received	
B) Applicant Contact Information			
Contact Name: First Name: Sherri MI: Last Name: Albritton		Mailing Address: 230 South Florida Ave. City: WAUCHULA State: FL Zip: 33873	
Telephone Number: 863-767-0662		Ext:	
Fax Number: 863-773-0250		E-mail Address: salbritton@hardee.k12.fl.us	
Title I School Improvement Initiative [1003(a)] <div style="text-align: center;">TAPS 10AR006</div> Project Number: 250-2260A-0CS01 Total Funds Requested: \$293,469.00 288,555	Title I School Improvement Initiative [1003(a)] ARRA <div style="text-align: center;">TAPS 10AR006</div> Project Number: 250-2260S-0CZS01 <div style="text-align: center;">0CZ01</div> Total Funds Requested: \$226,656.00 <div style="text-align: center;">222,614.00</div>	Title I School Improvement Fund [1003(g)] Project Number: 250-1260A-0CS01 Total Funds Requested: \$0.00	Title I School Improvement Fund [1003(g)] ARRA Project Number: 250-1260S-0CZS01 Total Funds Requested: \$0.00
CERTIFICATION			
I David Durastanti 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) <u>David Durastanti</u> Signature of Agency Head			

DOE 100A



Dr. Eric J. Smith, Commissioner

Title I, Part A School Improvement Grants HARDEE

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: Hardee PO BOX 1678 WAUCHULA, FL 33873	DOE USE ONLY Date Received
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B) Applicant Contact Information	
Contact Name: First Name: Sherri MI: Last Name: Albritton Telephone Number: 863-767-0662 Fax Number: 863-773-0250	Mailing Address: 230 South Florida Ave. City: WAUCHULA State: FL Zip: 33873 Ext: E-mail Address: salbritton@hardee.k12.fl.us

Title I School Improvement Initiative [1003(a)] Project Number: 250-2260A-0CS01 Total Funds Requested: \$288,555.00	Title I School Improvement Initiative [1003(a)] ARRA Project Number: 250-2260S-0CZS1 Total Funds Requested: \$222,614.00	Title I School Improvement Fund [1003(g)] Project Number: 250-1260A-0CS01 Total Funds Requested: \$0.00	Title I School Improvement Fund [1003(g)] ARRA Project Number: 250-1260S-0CZS1 Total Funds Requested: \$0.00
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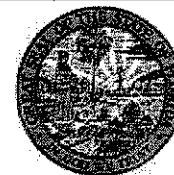
CERTIFICATION

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

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

E) _____
 Signature of Agency Head

DOE 100A



Dr. Eric J. Smith, Commissioner

School Information

School #	School	% Poverty	Differentiated Accountability Category	SINI	Allocation 1003(a) Regular	Allocation 1003(a) ARRA	Allocation 1003(g) Regular	Allocation 1003(g) ARRA
0011	HILLTOP ELEMENTARY SCHOOL	93.59	Prevent I	1	73367.25	56664.00	0.00	0.00
0041	BOWLING GREEN ELEMENTARY SCHOOL	91.55	Correct I	5	73367.25	56664.00	0.00	0.00
0091	WAUCHULA ELEMENTARY SCHOOL	63.79	Prevent I	1	73367.25	56664.00	0.00	0.00
0111	NORTH WAUCHULA ELEMENTARY SCHL	80.21	Correct I	5	73367.25	56664.00	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: 1. The Director of Student Academic Services and Federal Programs will assist schools with the disaggregation of data. All schools will complete the F.L.D.O.E. School Improvement D.A.R.T.. packet this year as part of the data disaggregation process. The District A.Y.P. Facilitator will prioritize services to DA schools: Correct I=monthly, Prevent I=quarterly. The school site Academic Intervention Coach also provides training and assistance in data disaggregation on a daily basis. The district provides Performance Matters, a data analysis tool, to assist with the disaggregation of F.C.A.T. data and District Benchmark Assessments. Performance Matters is available to district personnel, school administration, and classroom teachers. Teachers use this information to assist in developing differentiated and data driven instruction.

The Director of Student Academic Services and Federal Programs and the District AYP Facilitator will provide data analysis training to principals and assistant principals each semester on understanding PMRN reports and Performance Matters reports and instructional implications. The Academic Intervention coaches will provide training in understanding PMRN reports and Performance Matters reports and instructional implications with their teachers.

2. Data analysis will take place after each District Benchmark Assessment and each FAIR assessment. District Benchmark Assessments occur three times before the F.C.A.T. administration in March. Analysis will occur throughout the year in grade level meetings, individual teacher meetings with administration, professional learning communities, and data chats.

3. Information based on data analysis will be used as follows:

- *plan for professional development,
- *plan for instructional strategies,
- *plan for interventions for students,
- *review R.T.I. implementation,
- *review DA compliance.

LEA Support Teams

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

Response: A Differentiated Accountability District Team comprised of the following personnel has been created to assist and support DA schools.

Superintendent of Schools

Deputy Superintendent of Schools

Director of Student Academic Services and Federal Programs

Director of Curriculum

Director of Personnel and Professional Development

Director of Exceptional Student Education

District A.Y.P. Facilitator

District Highly Qualified Facilitator

2 School Psychologists

This team will meet on a monthly basis to review the following:

1. District Improvement Plan and DA compliance,
2. School Improvement Plans and DA compliance,
3. data such as FAIR and District Benchmark Assessments
4. implementation of R.T.I. at the district level and at each school, and
5. professional development needs and each school's professional development calendar

The district will support schools by maintaining the current Coaches Cadre by continuing to meet bi-monthly with the district reading contact and attending regional trainings and meetings with the FLARE Area Coordinator. During the district Coaches Cadre meetings agenda items will include data analysis, reporting of progress on professional development (including professional book studies), sharing best practices, planning, challenges and successes.

Interventions for DA schools:

Prevent I: Fidelity checks will be conducted on a semester basis by the Director of Curriculum and the Deputy Superintendent. The District AYP Facilitator will meet with the Academic Intervention Coach at each Coaches' meeting, quarterly school visits to monitor data and as needed to monitor interventions and provide technical assistance on data analysis. The Director of Student Academic Services and Federal Programs and the District AYP Facilitator will conduct a data chat with the administrative team and Academic Intervention Coaches after each District Benchmark Assessment to discuss interventions and progress.

Prevent II: na

Correct I: Fidelity checks will be conducted on a quarterly basis by the Director of Curriculum and the Deputy Superintendent. The District AYP Facilitator will meet with the Academic Intervention Coach and or teachers

on a monthly basis and at Academic Intervention Coaches' meetings to monitor interventions and provide technical assistance on data analysis. The Director of Student Academic Services and Federal Programs and the District AYP Facilitator will conduct a data chat with the administrative team and Academic Intervention Coaches after each District Benchmark Assessment to discuss interventions and progress.

Correct II: Fidelity checks will be conducted on a monthly basis by the Director of Curriculum and the Deputy Superintendent. The District AYP Facilitator will meet with the Academic Intervention Coach and or teachers on a bi-weekly basis and at Academic Intervention Coaches' meetings to monitor interventions and provide technical assistance on data analysis. The Director of Student Academic Services and Federal Programs and the District AYP Facilitator will conduct a data chat with the administrative team and Academic Intervention Coaches after each District Benchmark Assessment and as needed to discuss interventions and progress.

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: **Based on the 2008-09 AYP Reports, there is a need to increase proficiency in math and reading**

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

Response: 08-09 District AYP: The Asian and white subgroups were proficient in math. No groups in reading.

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

- HILLTOP ELEMENTARY SCHOOL
- BOWLING GREEN ELEMENTARY SCHOOL
- WAUCHULA ELEMENTARY SCHOOL
- NORTH WAUCHULA ELEMENTARY SCHL

1d. Name of strategy

Response: Technology assisted classroom instruction

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 is to increase the engagement of students in the classroom, thus increasing student proficiency.

The Achievement through Technology and Innovation (ATTAIN) Act of 2007 was passed by the 110th Congress to authorize learning technologies in our schools. The ATTAIN Act purpose is to meet the goals of the N.C.L.B. Act of 2001 to raise student achievement, close the achievement gap, and ensures high quality teaching, and prepares our students for the 21st century. Federally funded evidence-based research showed that the use of technology increases student achievement and leads to systematic redesign.

The Education Technology Development Center reviewed and reported the results from 946 technology studies. Research from these studies concluded that instrumental programs that include technology show a positive impact on student achievement resulting in higher test scores.

Statham and Torell in 1996 examined the impact of technology on student learning. This research study revealed an increase in teacher-student interaction, cooperative learning, problem solving and inquiry.

This strategy will support the following strategies for DA:

1. School ensures students are properly placed in rigorous coursework.
2. Students identified as needing R.T.I. tier II or III services will be provided remediation through Odyssey, Study Island, and technology.
3. The data provided by Odyssey and Study Island will be part of the data that the teacher has with the student. This data will also be monitored along with FAIR and benchmark assessments.

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

Response: The district has identified instructional strategies as a root cause for low academic achievement. An analysis of the A.Y.P. data indicates that the Hispanic, ELL and the S.W.D. subgroups in reading and math are not proficient. A district review of the proficiency data for these groups indicates that the unique learning needs of the subgroups are not being met. Directing these funds toward implementing instructional strategies that are differentiated and address learning styles will result in increased student achievement.

Technology assisted instruction will provide the means to provide instructional strategies for the unique learning needs of our targeted subgroups.

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

Response: The strategy will target the sub-groups at each school that is receiving this grant. Teachers will be provided professional development in the use of each new technology.

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

Response: Currently, all of Hardee's K-5 schools have at least one computer lab. Students participate in computer software programs that enhance reading and math skills. The addition of computers at each school site will supplement the technology activities currently present. The addition of Odyssey at one elementary school and Study Island at another will provide a supplemental and enrichment technology program to enhance reading and math achievement. The purchase of Promethean boards and Elmos will further enhance the instructional strategies of teachers. This technological approach will assist in increased student achievement.

The funds expended to provide this technology, Promethean Boards, the Odyssey Program and computer hardware are in addition to district and Title I expenditures. The principal will collaborate with the Title I director in the oversight of these expenditures to ensure that they are supplemental.

The district has not collaborated with an external organization for technology. Coordination with Title II will provide technology instructional strategies training for teachers by the Academic Intervention Coach.

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: This strategy will be used to enhance the presentation of lessons in the classroom. Students will begin using the computers once the project is approved and after the computers are installed. Teachers will begin using Elmos and Promethean boards after the teacher receives training in the use of the boards for enhancing classroom instruction. This technology will be used at least once a week from the time of training through May. Odyssey and Study Island computer assisted instruction program and computer hardware will be purchased in October/November. Following training, teachers will begin to use these resources from November to May to assist students in mastering the standards.

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

Response: The school principal will monitor the implementation of this strategy in the classroom.

The Academic Intervention Coach will coordinate the professional development in technology with the leadership team, classroom teachers, and in some instances an outside expert or consultant. This group will address technology strategies as they relate to student progress.

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

Response: District Benchmark Assessments in math, reading and science will be given to students a minimum of three times prior to the F.C.A.T. administration. After each assessment,

the District A.Y.P. Facilitator will assist Academic Intervention coaches with reviewing the data and prescribing instructional interventions.

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

Response: District Benchmark Assessments will be administered a minimum of three times prior to the F.C.A.T. administration.

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

Response: The funds expended to provide this technology, Promethean Boards, the Odyssey Program and computer hardware are in addition to district and Title I expenditures. The principal will collaborate with the Title I director in the oversight of these expenditures to ensure that they are supplemental.

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: **Based on the 2008-09 AYP Reports, there is a need to increase proficiency in math and reading**

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

Response: 08-09 District AYP: The Asian and white subgroups were proficient in math. No groups in reading.

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

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- BOWLING GREEN ELEMENTARY SCHOOL
- WAUCHULA ELEMENTARY SCHOOL
- NORTH WAUCHULA ELEMENTARY SCHL

1d. Name of strategy

Response: Professional Development in Instructional Strategies guided by the Academic Intervention Coach

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 is to increase high yield instructional strategies in the classroom resulting in increased student achievement.

Studies performed by Garet et al. 1999 and Garet et al. 2001 suggest that professional development activities develop teacher skills, knowledge and will aid in the achievement of student educational goals. The sustained, intensive and active learning of the teachers during training results in an integration of the new skills into their professional lives.

In 1989 Sparks and Loucks-Horsley analyzed existing research on professional development. Five effective practices were identified. These practices were:

- *Activities are conducted at school site;
- *Teachers are actively involved in planning;
- *Differentiated training is offered;
- *Support is ongoing;
- *Training is concrete with ongoing feedback and assistance .

This strategy will support the following strategies for DA:

1. School ensures students are properly placed in rigorous coursework.
2. Students identified as needing R.T.I. tier II or III services will be provided remediation through high yield instructional strategies.
3. The data provided by District Benchmark Assessments, FAIR data and CWT data will be used to direct instructional strategies.

4. District develops a comprehensive instructional monitoring process and follow-up that includes classroom, team, and school-wide monitoring. Instructional strategies used in the classroom will be monitored by the principal and administrative team at the school level. The district will review data provided regarding instructional strategies.

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

Response: The district has identified instructional strategies as a root cause for low academic achievement. An analysis of the A.Y.P. data indicates that the Hispanic, ELL and the S.W.D. subgroups in reading and math are not proficient. A district review of the proficiency data for these groups indicates that the unique learning needs of the subgroups are not being met. Directing these funds toward implementing instructional strategies that are differentiated and address learning styles will result in increased student achievement.

Each school has analyzed their AYP data and professional development surveys to design their professional development to increase student achievement. Each school will include an instructional strategy component taught by the Academic Intervention Coach on each best practice agenda and/or staff meeting agenda.

Each school will fully implement Response to Intervention (RTI) this year and analyze and align the instructional strategies according to Tier I, Tier II and Tier III.

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

Response: The strategy will target the sub-groups at each school that did not make A.Y.P. the previous year or in danger of not achieving A.Y.P. in the current year. This strategy will also provide enrichment and support for students that have attained a level 3 or above. Teachers will be provided professional development in the use of high yield instructional strategies.

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

Response: Each school currently has an Academic Intervention Coach that provides professional development which is differentiated and data driven. The Academic Intervention Coach will coordinate the professional development in instructional strategies with the leadership team, classroom teachers, and in some instances an outside expert or consultant. This group will address high yield instructional strategies as they relate to student progress. To assist the Academic Intervention Coach, the district A.Y.P. Facilitator provides assistance in data analysis and interventions for instructional strategies.

The funds expended to provide professional development are in addition to district and Title I funds. Title II has provided funding for professional development for teachers and extra duty for Academic Intervention coaches to deliver training. The LEA will ensure that the 5% set aside for activities to get teachers highly qualified by monitoring the budget of the schools and the professional development offered at the schools and in the district. Title II has partially funded a Highly Qualified Facilitator who monitors the progress of non-highly qualified staff in becoming highly qualified.

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: This strategy will be implemented between September and June 2009. The Academic Intervention Coach will collaborate in planning appropriate professional development in instructional strategies. Professional development is ongoing throughout the year. An Academic Intervention Coach is located at each school site for daily training and modeling of instructional strategies. Training will be offered after school, on professional days, and non-contract days.

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

Response: The school principal will monitor the implementation of this strategy in the classroom.

The Academic Intervention Coach will coordinate the professional development in technology with the leadership team, classroom teachers, and in some instances an outside expert or consultant. This group will address technology strategies as they relate to student progress.

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

Response: District Benchmark Assessments in math, reading and science will be given to students a minimum of three times prior to the F.C.A.T. administration. After each assessment, the District AYP Facilitator will assist Academic Intervention coaches with reviewing the data and prescribing instructional interventions.

Professional Development implementation will be monitored and tracked by the principal and Academic Intervention Coach. This data will also be monitored by the Director of Curriculum and the Director of Student Academic Services and Federal Programs.

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

Response: District Benchmark Assessments will be administered a minimum of three times prior to the F.C.A.T. administration.

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

Response: The funds expended to provide professional development are in addition to district and Title I funds. Title II has provided funding for professional development for teachers and extra duty for Academic Intervention coaches to deliver training. The LEA will ensure that the 5% set aside for activities to get teachers highly qualified by monitoring the budget of the schools and the professional development offered at the schools and in the district. Title II has partially funded a Highly Qualified Facilitator who monitors the progress of non-highly qualified staff in becoming 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

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: **Based on the 2008-09 AYP Reports, there is a need to increase proficiency in math and reading**

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

Response: 08-09 District AYP: The Asian and white subgroups were proficient in math. No groups in reading.

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

- HILLTOP ELEMENTARY SCHOOL
- BOWLING GREEN ELEMENTARY SCHOOL
- WAUCHULA ELEMENTARY SCHOOL
- NORTH WAUCHULA ELEMENTARY SCHL

1d. Name of strategy

Response: Extended Learning Instructional Activities

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

Response: The purpose of the strategy is to provide further R.T.I. tier I and tier II remedial interventions in the format of extended hours or year. Enrichment activities will also be provided for students to attend these activities.

Extended day programs allow students to participate in small and one on one groups for instruction. There is considerable research indicating that this type of instruction in small groups has positive effects on student learning. Davidson (1985) reviewed 80 studies in mathematics and 40% of these studies reported that the students out scored the control group.

A study by Paik, Wang and Walberg in 2002 supports the idea that more time spent on a task yields an increase in learning. This is one of the most consistent findings in educational research. Time alone is not effective. There must be teaching and learning activities and this occurs during an extended program.

This strategy will support the following strategies for DA:

1. School ensures students are properly placed in rigorous coursework.
2. Students identified as needing R.T.I. tier II or III services will be provided remediation through high yield instructional strategies.
3. School administers screening, diagnostics, and provides remediation, acceleration, and enrichment.

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

Response: The district has identified instructional strategies as a root cause for low academic achievement. An analysis of the A.Y.P. data indicates that the Hispanic, ELL and the S.W.D. subgroups in reading and math are not proficient. A district review of the proficiency data for these groups indicates that the unique learning needs of the subgroups are not being met. Directing these funds toward implementing instructional strategies that are differentiated and address learning styles will result in increased student achievement.

The Academic Intervention Coach will provide training in high yield instructional strategies to be used in the extended learning instructional activities.

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

Response: The strategy will target the sub-groups at each school that did not make A.Y.P. the previous year or in danger of not achieving A.Y.P. in the current year. This strategy will also provide enrichment and support for students that have attained a level 3 or above. Teachers will be provided professional development in the use of high yield instructional strategies.

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

Response: Each elementary school currently has at least one computer lab. The lab will support extended year activities for students along with additional computers purchased with grant funds in 09-10. The Academic Intervention Coach and the District A.Y.P. Facilitator will provide data analysis training to teachers and support instructional strategies to be used for the extended day students.

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 participate in after school activities beginning in October 2009 and ending in February 2010. Students will attend for 2-3 days a week for 2-4 1/2 hours. At least one school will offer a before school program for students. Remedial and enrichment extended year activities will be offered during the summer for targeted students.

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

Response: The principal or assistant principal will monitor the implementation of this strategy at each school.

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

Response: District Benchmark Assessments in math and reading will be given to students a minimum of three times prior to the F.C.A.T. administration. After each assessment, the District A.Y.P. Facilitator will assist Academic Intervention coaches with reviewing the data and prescribing instructional interventions. Data from FAIR, Odyssey, Study Island, AR, etc., will also be monitored for the students attending extended day and year programs.

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

Response: The District Benchmark Assessments are administered three times prior to the F.C.A.T. administration.

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

Response: The principal at each school will ensure that students participating in S.E.S. will be invited to attend the after school and or summer program in addition to the services provided by the S.E.S. provider.

6. Strategic Imperative this strategy addresses: 1.1

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

Reading
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: All dissemination and marketing of this program will begin once the grant has been approved and conclude by September 30, 2010.

Principals' and Directors' Meeting: The plan and student outcomes will be shared at a meeting with principals and directors after the plan has been approved. (quarterly)

School Leadership Team: Each principal or designee will share this plan with the leadership team at the school after the plan has been approved. (quarterly)

School Advisory Council: The principal or designee will share this plan with the leadership team at the school after the plan has been approved. After the initial explanation of the plan to the SAC, the principal will share progress of the implementation and student progress at each S.A.C. (at each SAC meeting, quarterly)
Student outcomes from this grant will be shared with each School Advisory Council that receives this funding. (after FCAT results are released-once)

Parent Reporting and Information Notebook: A copy of this plan will be placed in the Parent Reporting and Information Notebook at each school. Information will be sent out in a newsletter that the plan is available for review. (once)

The principal or designee at each site will provide information to staff members at a staff meeting after the plan has been approved. After the initial information has been shared, progress of the implementation will be shared monthly with staff members. (quarterly)

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

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 outcomes from student achievement in 2008-09 were evaluated by each school site's leadership team by a review of the AYP Report, School Grade Report, and FCAT data using the D.A.R.T. model. The Director of Student Academic Services and Federal Programs met with the principals of the schools receiving 1003a money to discuss the strategies implemented in the 2008-09 grant.

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

Response: Three of the four schools that received 1003a funds in 2008-09 made AYP. Improved instructional strategies used in the classroom which were delivered in trainings provided by the Academic Intervention Coach and monitored by the principal were instrumental in increased student achievement. Student engagement was increased by the use technology assisted instruction: Promethean Boards, Elmos, Odyssey, Study Island, and an increased number of computers.

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

Response: Consultation from the outside expert and other consultants provided a new perspective on the instructional strategies that would result in increased student achievement. The engagement from students in the classrooms with Promethean boards and other technology assisted instruction was also cited from school principals as a positive strategy from the previous year's application.

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

Response: Attendance of students and the lack of school district transportation were obstacles in the implementation of the extended day program. Extended day programs will be offered in the 2009-10 school year despite the obstacles as this program was identified in helping three schools attain AYP in the 2008-09 school year. Assistant principals at the school sites will monitor attendance and provide motivating strategies to encourage attendance. Teachers reported that some lessons delivered by an outside expert were not of the anticipated rigor and relevance for the grade level. Any 1003a funds spent in 2009-10 for an outside expert will be approved by the district level prior to spending the money. The implementation with fidelity of the Promethean boards was hampered by the learning curve of the teachers in using the technology. The district will ensure that each school that purchases Promethean boards will provide ongoing training and professional development with the 1003a funds to support teachers in the classroom.

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

Response: The district's MIS staff and maintenance department contributed to the success of the implementation of the technology assisted programs.

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

A) NAME OF ELIGIBLE RECIPIENT: **Hardee**B) Project Number (DOE USE ONLY): **250-2260A-0CS01**C) TAPS Number
10A006

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	129	extra duty for teachers extra duty for teachers for extended day/year	1.240	50000.00
5100	159	extra duty for paras extra duty for paras for extended day/year	0.120	9286.00
5100	210	retirement retirement for teachers and paras for extended day/year	0.000	4761.52
5100	220	social security social security for teachers and paras for extended day/year	0.000	4911.30
5100	220	medicare medicare benefit for substitute teachers	0.000	126.87
5100	240	Workers Compensation workers comp for teachers and paras for extended day/year	0.000	191.90
5100	510	Supplies supplies for extended day /year program	0.000	5663.00
5100	691	Computer Software Capitalized Odyssey and Study Island	0.000	60000.00
5100	750	substitute teachers substitute teachers for teachers to analyze data	0.000	8750.00
6400	128	teacher stipend teacher stipend for attending professional development during non-contract hours (approximate number: 150)	0.000	24500.00
6400	138	certified staff extra duty for certified staff to receive professional development during non-contract hours	0.030	4200.00
6400	139	Academic coaches extra duty for academic coaches to deliver training during non-contract hours	0.010	5320.00
6400	220	Social Security social security for teachers, certified staff and coaches for professional development during non-contract hours	0.000	2602.53
6400	240	Workers Compensation workers comp for teachers, certified staff and coaches for professional development during non-contract hours	0.000	442.26
6400	311	professional and technical services funding for outside experts such as Kagan, Libby Pollett, Kathy Robinson, Melissa Forney, Primary Pizazz, Razzle Dazzle Writing	0.000	64601.00
6400	330	Travel travel to trainings for professional development in instructional strategies and technology, to observe quality strategies at other sites	0.000	24000.00
6400	510	Supplies materials for trainings such as (demo items, manipulatives, binders, videos, paper)	0.000	10534.00
7200	790	Miscellaneous Expenses indirect cost @ 3.86% Plan B	0.000	8664.62

E) Total: \$288,555DOE 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: **Hardee**B) Project Number (DOE USE ONLY): **250-2260S-0CZS1**

C) TAPS Number 10AR06

D) SPECIAL REVENUE FUND CODE 432

AARA Assur. Code	AARA Prin. Code	AARA Strat. Code	School District Based	Activity	Function	Object	Account Title and Description	FTE Pos. Code	FTE Saved	FTE Created	FTE Cont.	Amount
D	B4	13	S	instructional technology	5100	641	Furniture, Fixtures and Equipment Capitalized computer desks for computers		0.000	0.000	0.000	5000.00
D	B4	13	S	instructional technology	5100	642	Furniture, Fixtures and Equipment Non-Capitalized av carts for ELMOS		0.000	0.000	0.000	6226.61
D	B4	13	S	instructional technology	5100	643	Computer Hardware Capitalized approximate quantity: 120 computers, 20 printers, 20 Promethean Boards		0.000	0.000	0.000	200587.39
D	B4	13	S	instructional technology	5100	644	Computer Hardware Non-Capitalized listening centers, headphones, ELMOS, Performance Systems, Interwrite pads		0.000	0.000	0.000	10600.00

E) Total: \$222,614DOE 101-R
Created 3/09

Dr. Eric J. Smith, Commissioner

