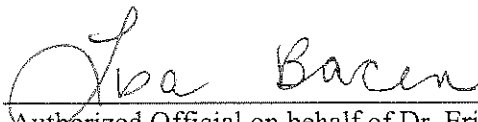



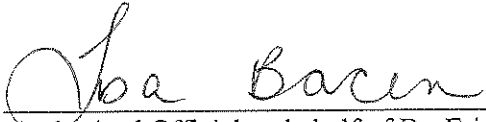

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Hernando County School District	2 PROJECT NUMBER 270-2260A-0CS01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative <p style="text-align: right;">TAPS 10A006</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: 08/25/2009 - 09/30/2010 Program Period: 08/25/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 288,735.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 288,735.00	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. 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  _____ Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="text-align: center;"> 11/9/09 _____ Date of Signing </div> <div style="text-align: right;">  </div> </div>	

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 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 Hernando County School District	2 PROJECT NUMBER 270-2260S-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: 08/25/2009 - 09/30/2010 Program Period: 08/25/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 209,096.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 209,096.00	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: 	
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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: <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;">11/9/09</div> Date of Signing </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>	

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

Save



8/14/2009

Title I, Part A School Improvement Grants HERNANDO

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: <p align="center">Hernando 919 N BROAD ST BROOKSVILLE, FL 34601</p>	DOE USE ONLY Date Received	
B) Applicant Contact Information			
Contact Name: First Name: Diane MI: M Last Name: Dannemiller		Mailing Address: 919 N BROAD ST City: BROOKSVILLE State: FL Zip: 34601	
Telephone Number: 352-797-7070		Ext: 434	
Fax Number: 352-797-7139		E-mail Address: dannemiller_d3@hcsb.k12.fl.us	
Title I School Improvement Initiative [1003(a)] Project Number: 270-2260A-0CS01 Total Funds Requested: \$288,735.00	Title I School Improvement Initiative [1003(a)] ARRA Project Number: 270-2260S-0CZS1 Total Funds Requested: \$209,096.00	Title I School Improvement Fund [1003(g)] Project Number: 270-1260A-0CS01 Total Funds Requested: \$0.00	
CERTIFICATION			
I Wayne S. Alexander 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
0161	WESTSIDE ELEMENTARY SCHOOL	68.28	Correct I	4	36783.00	26901.00	0.00	0.00
0171	EASTSIDE ELEMENTARY SCHOOL	78.02	Correct I	5	30686.00	22442.00	0.00	0.00
0202	FOX CHAPEL MIDDLE SCHOOL	67.01	Correct I	5	35108.00	25676.00	0.00	0.00
0211	SPRING HILL ELEMENTARY SCHOOL	66.67	Correct I	6	29882.00	21854.00	0.00	0.00
0241	D. S. PARROTT MIDDLE SCHOOL	65.22	Correct II	4	37074.00	26629.00	0.00	0.00
0253	WEST HERNANDO MIDDLE SCHOOL	58.80	Correct II	6	40571.00	29155.00	0.00	0.00
0261	DELTONA ELEMENTARY SCHOOL	68.94	Correct I	4	39262.00	28714.00	0.00	0.00
0271	MOTON ELEMENTARY SCHOOL	70.71	Correct I	4	39463.00	28861.00	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 all teachers on effective analysis of student performance data during scheduled district pre-planning inservice days the week prior to the start of the 2009-2010 school year. All local public school administrators and assessment teachers completed training programs on the updated Florida's Continuous Improvement Model (FCIM) using the new instrument, FAIR, and effective reading, math, and science instructional strategies. These professional development programs were managed by the FLDOE Region IV Regional Executive Directors' team (REDS). School Improvement Teams representing our only Prevent I school and our ten Correct I schools will conduct appropriate data analysis once per quarter. School Improvement Teams representing our five Correct II schools will conduct appropriate data analysis twice per quarter. The Florida Continuous Improvement Model, using the DART Model, will serve as the foundation for all data analysis. After each data analysis meeting, all classroom teachers will receive formal guidance from their respective school administrators on how to appropriately adjust their curricula to meet the particular needs of all their students. The district's DA District Leadership Team will participate in school data chats throughout the school year and will provide technical and program assistance to individual School Improvement Teams, as appropriate, throughout the school year. Linda Peirce, District Assessment Coordinator, will deliver data analysis to the leadership team and all pertinent staff.

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: Hernando County Schools will use the 2009-10 Differentiated Accountability Model as a guide for providing all our SINI schools identified as having Prevent I, Prevent II, Correct I, Correct II, and/or Intervene status with exceptional technical and program assistance. Hernando County's School Services Dept. was proactive and formed a DA District Leadership Team consisting of the Assistant Superintendent of Schools, the Supervisor of Federal Programs, the Director of Student Services, three curriculum specialists, a testing specialist, and the human resources/professional development liaison in August 2008. Hernando County's DA District Leadership Team is responsible for providing guidance, support systems, technical assistance, and for monitoring all schools' planning and implementation of data-driven School Improvement Plans. DA District Leadership Team representatives conduct quarterly data chats and "walkthrough" evaluations and annual Florida Continuous Improvement Model (FCIM) and Response to Intervention (RtI) trainings. Hernando County's DA District Leadership Team also works closely with each school's School Improvement Team—usually consisting of the school's principal, assessment teacher, and SAC chairperson—in August to draft, revise, and submit comprehensive School Improvement Plans that are aligned to data-based needs, as determined by each school's SAC recommendations, and the district's annual District Improvement Plan. DA District Leadership Team recommendations for each school are communicated as part of mid-year and final SIP evaluation discussions and are based on performance data collected as part of quarterly data chats; walkthrough evaluations; individual school's formative mini-assessments in reading, math, and science; individual school's summative assessments in reading, math and science, FAIR and PMRN data; and annual FCAT school demographic reports. All activities involving collaboration between the DA District Leadership Team, individual School Improvement Teams and SAC committees are ongoing and will occur throughout the fiscal year, as appropriate. Other DA District Leadership Team-led activities involving technical and program assistance to ensure all local school's compliance with set guidelines as part of the DA Model include DA training programs as part of monthly combined principals' meetings and annual district FCAT data reviews after FCAT results are released in May.

Strategies to Be Implemented

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

1a. Identify the Need: **Improve student proficiency in science**

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

Response: Grade 5 and Grade 8 2009 FCAT Science assessments: Less than 25% of targeted students proficient

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

- WESTSIDE ELEMENTARY SCHOOL
- EASTSIDE ELEMENTARY SCHOOL
- FOX CHAPEL MIDDLE SCHOOL
- SPRING HILL ELEMENTARY SCHOOL
- D. S. PARROTT MIDDLE SCHOOL
- WEST HERNANDO MIDDLE SCHOOL
- DELTONA ELEMENTARY SCHOOL
- MOTON ELEMENTARY SCHOOL

1d. Name of strategy

Response: Science Resource Teachers and Science Lab Materials, Equipment, and Supplies

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

Response: Hiring science resource teachers and purchasing additional science lab equipment, materials, and supplies will significantly improve students who attend eligible schools' science and mathematics proficiencies, as measured by 2010 Grade 5 and 8 FCAT Science assessments. Studies show that students who engage in hand-on science projects are able to master complex concepts and skills faster (Hsu & Roth, Research in Science Education, 2009, Vol. 39). Studies also show that students' understanding of mathematics concepts is accelerated when the concepts are grounded in practical applications (Wang, Science & Education, 2009, Vol. 18). Hiring science resource teachers and purchasing additional science lab equipment, materials, and supplies will also help advance many Differentiated Accountability strategies, including: providing science coaches to model lessons, lead PLCs, and to analyze data; ensuring that appropriate resources are provided to support PLCs; identifying and implementing state-adopted, evidence-based materials; placing students in rigorous coursework appropriately; and monitoring and analyzing progress monitoring in science through formative and summative assessments.

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

Response: According to recent instructional needs assessment data, the root causes of targeted local students' subpar performances on FCAT Science assessments can be attributed in part to instructional employees' lack of time devoted to science instruction, given scheduling limitations and the amount of time devoted to teaching reading; to inadequate training and resources needed to effectively ground the exploration of other disciplines in the sciences, and vice versa; and to limited site-based support, given most elementary and middle school teachers' limited expertise in teaching science.

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

Response: Although ultimately the proposed strategy will impact all students enrolled in schools that are eligible to receive Title I, Part A School Improvement funds in 2009-10, Title I-funded

supplemental science programs, materials, equipment, and supplies will be primarily designed for, and available to, Grade 5 and Grade 8 students, and emerging students in grades 4 and 7 who attend eligible schools.

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

Response: In addition to providing the safe, modern facilities and support networks necessary to implementing the proposed strategy, most teachers who work at schools eligible to receive 2009-10 Title I, Part A funding participated in professional development programs involving Students Understanding Math and Science (SUMS) and inquiry-based learning (5e Model) during the summer 2009. Many mainstream classroom teachers who work at schools eligible to receive 2009-10 Title I, Part A funding have also completed team teaching training programs that facilitate collaboration between teachers working together as part of interdisciplinary instructional units.

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: All Grade 4,5,7, and 8 students who attend schools that are eligible to receive 2009-10 Title I, Part A School Improvement funding will participate in Next Generation Sunshine State Science Standards-based activities at least two hours per week beginning Oct. 19, 2009 and ending June 18, 2010.

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

Response: The district's Supervisor of Federal programs will collaborate with the district's curriculum specialist who oversees math and science and participating school principals to effectively monitor implementation of the proposed strategy.

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

Response: The district will use reliable tools to monitor implementation and effectiveness of the proposed strategy, including but not limited to: teachers' lesson plans, lab and equipment use logs, and students' academic growth, as demonstrated by such measures as course grades, associated AimHi pre- and post-tests, FCAT, and formal rubric-based evaluations of students' completed science projects.

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

Response: Each school's science resource teacher will continuously monitor and collect data related to students' demonstrated proficiencies in science and associated applied mathematics skills/concepts and will submit aggregated quarterly reports to the district's Supervisor of Federal Programs and the curriculum specialist who oversees math and science no later than 14 days after the end of each grading period. The Supervisor of Federal programs, or a designee, will then compile data collected as part of each school's report into formal interim program evaluation reports and work with participating principals to prescribe appropriate remedies to address identified deficiencies.

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

Response: Implementation of the proposed strategy will supplement, not supplant existing programs and services at local schools that qualify for Title I, Part A School Improvement support in 2009-10. None of the eligible local schools currently employ science resource teachers, nor have they budgeted funds to purchase materials, equipment, and/or supplies for use in a common science laboratory. The district's Supervisor of Federal Programs will provide guidance on "supplement not supplant" guidelines for federally-funded programs and, as part of managing all purchase orders related to the effective implementation of this strategy, will not approve any

purchases that violate this policy.

6. Strategic Imperative this strategy addresses: **1.1**

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

Mathematics

Science

Mathematics

Science

Mathematics

Science

Strategies to Be Implemented

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

1a. Identify the Need: **Improve overall student achievement**

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

Response: FCIM DART Model results indicated support for supplementing efforts to analyze student data.

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

- WESTSIDE ELEMENTARY SCHOOL
- EASTSIDE ELEMENTARY SCHOOL
- FOX CHAPEL MIDDLE SCHOOL
- SPRING HILL ELEMENTARY SCHOOL
- D. S. PARROTT MIDDLE SCHOOL
- WEST HERNANDO MIDDLE SCHOOL
- DELTONA ELEMENTARY SCHOOL
- MOTON ELEMENTARY SCHOOL

1d. Name of strategy

Response: Extending teacher contract time for data analysis and curriculum mapping

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

Response: The purpose behind supporting our effective teachers as they work extended hours to analyze student performance data, align curriculum and instruction, and to create and/or update curriculum maps and instructional focus calendars is to empower all teachers who work at our Title I-funded Correct I and Correct II schools with information and resources that will assist them in effectively differentiating instruction and that, as a result, will help all students learn the skills and concepts they need to demonstrate proficiency on grade-appropriate reading, math and science assessments. Studies show correlations between continuous analysis of data, curriculum alignment and use of curriculum maps and instructional focus calendars and significant increases in student academic performance, especially among economically disadvantaged, black, Hispanic, ESE, and ELL students (Lenz, et al., U.S. Dept. of Education, 2002). Paying our most effective teachers to analyze student performance data, align curricula, and to create curriculum maps and instructional focus calendars will also advance many Differentiated Accountability strategies, including: providing support for the SAC as the work to develop School Improvement Plans, identifying our most effective and ineffective teachers, ensuring that appraisals of instructional personnel are primarily based on student achievement, determining the effectiveness of all instructional programs and course offerings, administering screening and diagnostic tests, and providing remediation, acceleration, and enrichment.

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

Response: While all of our Title I-supported Correct I and Correct II schools have earned "A" or "B" school grades for the last two years, only one school eligible to receive Title I, Part A School Improvement funding in 2009-10 has met NCLB Adequate Yearly Progress performance improvement standards for economically disadvantaged, Hispanic, black, disabled, and ESE students since 2007. Program managers feel that the root causes of failing to meet AYP standards for these subpopulations can be attributed in part to our failure to effectively differentiate instruction. And effective differentiation of instruction is in part the result of strategic planning, including problem identification through continuous analysis of student performance data, appropriate adjustments to curriculum and instruction based on student performance data, and creation and use of instructional focus calendars. Teachers' time constraints are the primary

limiting factor. Of a teacher's 7.75 hour contract day, he/she only has approximately 90 minutes to complete all of his/her administrative responsibilities, including attendance, grading papers, creating/duplicating lesson plans instructional materials, contacting parents, etc. If teachers at our Title I-supported Correct I and Correct II schools simply had more time they would be able to effectively address all students' particular needs and subsequently increase all students' proficiency levels using performance data, curriculum maps, and instructional focus calendars as current educational research suggests is the best practice.

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

Response: With guidance from district and school administrators, this strategy will be implemented by experienced teachers at eligible schools who have demonstrated excellence in improving students who represent AYP subpopulations' proficiency rates through analysis of student performance data, alignment of curriculum and instruction, and use of updated curriculum maps and instructional focus calendars. Significantly improving all black, Hispanic, economically disadvantaged, disabled, and ESE students' reading, math, science, and writing proficiencies is the primary goal of implementing components of the proposed strategy.

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

Response: Hernando County's Title I-supported Correct I and Correct II schools are perfectly capable of supporting implementation of all components of the proposed strategy. For example, all teachers at eligible schools recently completed district- and school-based professional development programs on Next Generation Sunshine State Standards, Differentiated Accountability, Response to Intervention, Students Understanding Math and Science, and Florida Assessments in Reading. These professional development programs occurred during the 2008-09 school year, represent the collaborative efforts of several federally-funded programs, including Title I and Title II, and will effectively provide the foundations for effective data analysis, curricula alignment, curriculum maps, and instructional focus calendars aligned to federal and state guidelines. Also, given concentrated efforts to align curricula and methods used district-wide over the last two years, the experienced teachers who work extended hours to implement the proposed strategy will not start from scratch, but instead will use current curriculum maps created by curriculum specialists and math and reading coaches as the basis for improving instructional planning and approaches. Hernando County will also provide the technology and data networks essential to successful implementation of the proposed strategy; all participating teachers have new laptop computers, access to wireless internet, and Microsoft Office 2007. The district also subscribes to Achievement Information Management Hernando Initiative (AIMHI), an online assessment tool and database, that participating teachers will use to effectively analyze student performance data in addition to PMRN.

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: Teams of experienced teachers will work approximately 6 additional hours per week to analyze student performance data, align curriculum and instruction, and to create curriculum maps and instructional focus calendars at each of our Title I-supported Correct I and II schools beginning October 19 and ending June 30.

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

Response: The district's Supervisor of Federal programs will collaborate with district curriculum specialists, participating school administrators and Title I lead teachers to monitor implementation of the proposed strategy.

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

Response: The successes of implementation of the proposed strategy will be primarily attributed to increased academic proficiencies among students who represent AYP subpopulations, as

evidenced by such measures as AIMHI pre- and post-tests, PMRN reports, FCAT scores, and other valid computer-based assessments like Waterford's Early Reading Program, COMPASS, and Pearson's Success Maker. Other measures of successful implementation of the proposed strategy will be evidenced by the actual products produced by the teachers who work extended hours, teachers' unit/lesson plans, and quarterly presentations as part of scheduled data chats.

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

Response: The district's Supervisor of Federal Programs will cooperate with district curriculum specialists, participating school administrators and Title I lead teachers to appropriately monitor implementation of the proposed strategy. A designated principal representing each eligible school will monitor daily implementation and will collaborate with each school's Title I lead teacher to prepare quarterly progress reports for curriculum specialists and the Supervisor of Federal Programs. The Supervisor of Federal Programs, or a designee, will then use participating schools' quarterly progress reports as the basis for an annual Title I School Improvement Strategy Implementation report that will be presented to the Superintendent of Schools and Florida Dept. of Education Title I program managers.

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

Response: Implementation of the proposed strategy will supplement, not supplant existing programs and services at local schools that qualify for Title I, Part A School Improvement support in 2009-10. None of our Title I-supported Correct I and II schools currently pay classroom teachers to work extended hours to analyze student performance data, align curriculum and instruction, or to create curriculum maps and instructional focus calendars. The district's Supervisor of Federal Programs will provide guidance on "supplement not supplant" guidelines for federally-funded programs and, as part of managing all expenditures related to the effective implementation of this strategy, will not approve any purchases that violate this policy. For example, the district's Supervisor of Federal Programs will collaborate with eligible school administrators and Title I lead teachers to select all teachers who will work extended hours and, as part of the selection process, ensure that none of these teachers are already being paid to provide Supplemental Education Services during that same times designated to analyze data, align curriculum and instruction, and to create curriculum maps and instructional focus calendars.

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 students' proficiencies in reading and math**

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

Response: 2009 FCAT Reading, Math, Science, & Writing: Nearly half of AYP subgroups not proficient

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

- WESTSIDE ELEMENTARY SCHOOL
- EASTSIDE ELEMENTARY SCHOOL
- FOX CHAPEL MIDDLE SCHOOL
- SPRING HILL ELEMENTARY SCHOOL
- D. S. PARROTT MIDDLE SCHOOL
- WEST HERNANDO MIDDLE SCHOOL
- DELTONA ELEMENTARY SCHOOL
- MOTON ELEMENTARY SCHOOL

1d. Name of strategy

Response: Professional development in the content areas where the school missed AYP

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

Response: The purpose of providing research-based professional development programs in areas where eligible schools missed AYP is to provide struggling teachers who work at Title I-supported Correct I and Correct II schools with the training and resources they need to effectively assist students—especially black, Hispanic, economically disadvantaged, disabled, and ESE students—as they work to master the concepts and skills tested on FCAT. Studies show that implementation of research-based professional development programs that provide teachers with alternative methods and resources to effectively differentiate instruction to address all students' particular needs can lead to significant improvements in all students' academic proficiency rates (Danzi, Reul & Smith, 2008). Providing professional development programs in areas where eligible schools missed AYP will also advance many Differentiated Accountability strategies, including: ensuring that teachers assigned to subgroups not making AYP are highly qualified and certified in field and ensuring that performance appraisals of instructional personnel are primarily based on student achievement.

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

Response: According to informal qualitative survey data collected from affected school principals and Title I lead teachers, the primary cause of subpar performances among students who represent AYP subpopulations is, in part, the effect of most mainstream classroom teachers' inability to effectively differentiate instruction to address all students' particular needs. While most mainstream classroom teachers are adequately trained to teach age-appropriate curricula that support the Next Generation Sunshine State Standards, they often have limited experience, time, resources and training in effective methods to increase traditionally low-performing students', especially ESE, ELL, and SWD students', academic proficiency rates.

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

Response: Excepting self-contained EBD classrooms, all of our programs are entirely inclusive. As a result, the planned professional development programs in areas where the school missed AYP will primarily target mainstream classroom teachers identified as part of AIMHI teacher

performance reports as not effectively serving students who represent low-performing AYP subgroups' particular needs. Students who represent AYP subpopulations who are not meeting minimum AYP performance standards will indirectly benefit from the planned professional development programs.

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

Response: As part of the district's effort to improve annual teacher performance evaluations in accordance with Differentiated Accountability, we developed a computer-based system to create individual teacher performance reports that include all teachers' assigned students' disaggregated FCAT performance data and trained administrators to effectively interpret this data using their assigned students' annual growth within all strands assessed on FCAT as the basis for components of interim and final performance evaluations. Widespread use of AIMHI teacher performance reports as part of teachers' annual evaluations will begin in 2009-10. These reports will also aid in identifying teachers who consistently struggle to address all students' particular needs and will be the primary method used to identify teachers who will be required to complete the proposed professional development programs that address areas where the school did not make AYP. The district's Professional Development department also maintains data related to employees' participation in local training programs via Electronic Registrar Online (ERO). Use of ERO will facilitate scheduling, registration, and participants' evaluations of the proposed professional development programs. All teachers have laptop computers and access to the internet via wireless networks at all Hernando County Schools, which will aid in registering for the proposed trainings and completing associated assignments.

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: Each affected school will offer struggling teachers identified via AIMHI teacher performance reports access to at least one specialized training program that addresses content areas where the school did not make AYP, or that is designed to address AYP subpopulations' particular needs, per quarter during the 2009-10 school year.

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

Response: The district's Supervisor of Federal programs will collaborate with principals, curriculum specialists, professional development staff, assessment teachers, ESE specialists, Title I lead teachers, trainers, and outside consultants to effectively monitor implementation of the proposed professional development programs in areas where affected schools missed AYP.

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

Response: The district will use reliable local data sources to monitor implementation and effectiveness of the proposed strategy, including but not limited to: FCAT demographic reports, AIMHI teacher performance reports, students' AIMHI pre- and post-test reports, and Electronic Registrar Online enrollment and evaluation reports.

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

Response: The district's professional development/human resources liaison will monitor identified struggling teachers' completion and evaluations of proposed professional development activities that address areas where the school did not exceed minimum AYP standards. The district's professional development/human resources liaison will then prepare and submit relevant quarterly progress reports to the Supervisor of Federal Programs. Participating schools' principals will collaborate with his/her Title I lead teacher and targeted struggling teachers who completed the planned professional development programs to correlate implementation of strategies learned as part of the planned professional development programs to associated students' performances on FCAT AIMHI pre- and post-tests.

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

Response: Although many related local professional development programs are supported by Title II and IDEA funds, implementation of the proposed professional development programs designed to address areas where schools eligible to receive Title I, Part A School Improvement support did not exceed minimum AYP standards will supplement, not supplant any existing professional development programs. Unlike other related local professional development programs, the proposed professional development programs are designed to affect the performances of select teachers who, according to AIMHI teacher performance reports, have had difficulty improving the academic proficiencies of students, especially students who represent black, Hispanic, economically disadvantaged, disabled, and ESE subpopulations.

6. Strategic Imperative this strategy addresses: **1.1**

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

Reading
Mathematics
Science

Dissemination/Marketing and Reporting Student Outcomes

Describe how this application and student outcomes will be disseminated/marketed to the appropriate populations.

1. Provide the method(s) of dissemination/marketing of this application
2. Provide the method(s) for reporting student outcomes
3. Provide the population each method will address
4. Provide the frequency of each method used
5. Provide the duration of each method
6. Provide the language(s) each method will be made available

Response: All information related to Hernando County's supplemental Title I, Part A School Improvement programs will be effectively disseminated and advocated to targeted populations throughout the school year as part of DA District Leadership Team meetings, data chats, School Leadership Team meetings, proposed professional development programs, school faculty/staff meetings, individual School Advisory Council meetings, Parent Leadership Council meetings, open houses, district Title I lead teacher meetings, parent/teacher conferences, and via School Improvement Plans, parent letters, PTA/PTO newsletters, district/school websites, individual school Parent Portals, and public service announcements aired on Hernando Instructional Television (HITV). Advertisements for science resource teacher positions will be posted via the district's online application system until they are filled, and advertisements for extra duty assignments that support affected schools' efforts to analyze data, align curricula, and to create curriculum maps and instructional focus calendars will be disseminated to current employees via First Class, the district's email access software, until they are filled. Targeted struggling teachers will have priority access to required, planned professional development programs in areas where the schools missed AYP and information about these programs will be primarily disseminated in private conversations between principals and targeted participants. Official registration and evaluations of planned professional development activities will be available through Electronic Registrar Online (ERO) throughout the school year as new training programs are scheduled. Local Title I programs also utilize school marquees, automated telephone message systems, brochures, and parent training programs to disseminate and advocate information relative to Title I-funded programs. Aggregated student outcomes will be reported in January and June as part of formal summative Title I, Part A School Improvement mid-year and annual performance reports, FCAT reports, PMRN/FAIR reports, FCIM/DART reports, AIMHI reports, and district/schools AYP data available on FLDOE's website. Student performance data is also disseminated to parents at parent/teacher conferences, PLC parent trainings, and via state/district/school websites, report cards, progress reports, choice/corrective action letters, and individual school marketing brochures. Additionally, the district provides an annual School Public Accountability Report (SPAR) report to all parents/guardians of students regarding AYP at each school site. Our SPAR reports are shared in School Advisory Council meetings and distributed to all parents/guardians. All appropriate information related to Hernando County's supplemental Title I, Part A School Improvement funds will be provided to all affected parents in a language they understand, unless clearly not feasible. Hernando County's bilingual ESOL lead teachers and paraprofessionals will translate, duplicate, and distribute most associated documents. However, Hernando County will also use private contracted services to translate documents, as needed. Copies of Hernando County's Title I, Part A School Improvement application (in substantially approvable form) will be distributed and discussed with district and school administrators, staff, the Superintendent of Schools, the Assistant Superintendent of Schools, SAC members, PTA/PTO/PLC members, Family Involvement Team members, and other relevant groups in September 2009.

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: In June 2009, the nine Title I schools (six elementary, three middle) that were eligible for the 2008-2009 1003a and 1003g school improvement grants held a summer program in the areas of reading and/or math. These sessions consisted of twelve days of instruction for three hours each day, for a total of 36 hours of extended learning time. Students were assessed using the Compass Odyssey and Pearson SuccessMaker research based programs, and also using DIBELS and ThinkLink results, along with on-going progress monitoring by the classroom teachers. The assessments from the teachers monitored the need to re-teach concepts or move forward. Because the summer program occurred after the 2009 FCAT, additional student achievement will be evaluated measuring the student learning gain from 2009 to 2010 compared to those from 2008 to 2009 when students did not receive services. Five of the elementary schools offering this program used comparison data of pre/post provided by the research based Summer Success Reading and Math program published by Great Source.

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

Response: The site facilitators contributed to the overall success of the program by selecting the research-based materials, hiring quality teachers and setting up classes to match student needs. The students and teachers enjoyed the overall program and the format of the instruction. The teachers liked having a program to follow, were enthusiastic and encouraging to students. For the students the program was inviting, there were games and activities and they felt successful and more confident. Everyone felt the small group size was significant in the success of the program. The majority of the students showed gains. This was due to repeated instruction on the visualizing, monitoring and questioning strategies throughout the program. Repeated and timed reading and math instruction also helped student increase their skills. The students enjoyed the program and remained motivated and interested throughout. Transportation option and having a breakfast/lunch component allowed more students to complete the program. A failure was the length of time we had to operate the program. We needed more time to complete all components. This would have impacted post tests results.

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

Response: Various factors contributed to the successful implementation of the program. Based on the evaluation of the program, the availability of highly qualified teachers, having the students in small groups; having a curriculum with pre/post testing that aligned to instruction; having professional development available for the teachers before the start of the program; and providing transportation, breakfast and lunch greatly contributed to the attendance and overall implementation of the program.

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

Response: The biggest aspect of the program that presented a challenge for program implementation was that of the school district opting to close all district worksites on Fridays and not allow any student programs to occur in July. We will not have this problem in 09-10 because we have changed our emphasis. This ruling was not in effect when the grant was written or during the planning stages and the net result was that it limited the number of hours available in June to serve students and completely eliminated the opportunity of the second round of services in July to serve students in a second subject or for an additional thirty hours. Additionally, always a concern, is the availability of parent contact information, and parents responding in a timely

manner to enroll and commit their student for additional learning time. As already mentioned, the four day a week program hindered continuity and shortened our time,

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

Response: Some of the factors that contributed to the success of the implementation of our program were the availability of an assessment teacher providing the information needed to start the enrollment process. The consistency of using one curriculum. The teachers had an on-site professional development that made them eager and excited to implement the new program with new interventions. The middle school consolidated services to a single site that allowed for streamlining communication. Because of using the same curriculum and supplemental resources at each site, it was easier to measure performance and gains. Site based facilitators were instrumental in success of the program for communication among parents, students, and teachers. The identification and inviting of targeted students, organizing transportation, breakfast and lunch, and obtaining highly qualified teachers to teach small groups. Importantly, researching, obtaining and providing training of appropriate research-based materials. Finally, continued communication with parents, the food service, and transportation departments.

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

A) NAME OF ELIGIBLE RECIPIENT: **Hernando**C) TAPS Number
10A006B) Project Number (DOE USE ONLY): **270-2260A-0CS01**

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	510	Supplies Supplies Science laboratory materials and supplies to support implementation of research-based interdisciplinary math/science curricula designed to increase students' proficiencies in appropriate NGSSS math and science standards.	0.000	78488.67
6300	130	Other Certified Instructional Personnel Salaries: Science Resource Teachers Forty percent of (4) highly-qualified science resource teachers' annual salaries (1 FTE=\$42,000/year). Each science resource teacher will serve (2) schools and will be responsible for implementing research-based interdisciplinary math/science curricula designed to increase students' proficiencies in appropriate NGSSS math and science standards.	1.600	67200.00
6300	210	Retirement Fringe Benefits: Retirement For (4) Science Resource Teachers (@ 9.65%)	0.000	6619.20
6300	220	Social Security Fringe Benefits: Social Security For (4) Science Resource Teachers (@ 7.69%)	0.000	5167.68
6300	230	Group Insurance Fringe Benefits: Medical/Life Insurance For (4) Science Resource Teachers (@ 40% of \$6,210/year/per employee)	0.000	9936.00
6300	240	Workers Compensation Fringe Benefits: Workers Compensation For (4) Science Resource Teachers (@ 2%)	0.000	1344.00
6300	330	Travel Travel in-county mileage for the (4) Science Resource Teachers and for planned professional development programs (@ \$.55/mile)	0.000	8000.00
6400	310	Professional and Technical Services Professional/Technical Services Outside consultants and trainers for planned Title I, Part A School Improvement professional development programs	0.000	62000.00
6400	510	Supplies Supplies Resource materials (including manuals, supplies and workbooks) required for planned Title I, Part A School Improvement professional development programs	0.000	40000.00
7200	790	Miscellaneous Expenses Indirect Costs (@ 3.58%) Plan B	0.000	9979.45

E) Total: **\$288,735**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: **Hernando**B) Project Number (DOE USE ONLY): **270-2260S-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	B4	21	S	Purchase Supplies	5100	510	Supplies: Science laboratory materials and supplies to support implementation of research-based interdisciplinary math/science curricula designed to increase students' proficiencies in appropriate NGSSS math and science standards.		0.000	0.000	0.000	15349.78
D	B4	21	S	Purchase Equipment	5100	642	Furniture, Fixtures and Equipment Non-Capitalized Equipment: Science laboratory equipment to support implementation of research-based interdisciplinary math/science curricula designed to increase students' proficiencies in appropriate NGSSS math and science standards.		0.000	0.000	0.000	51258.95
D	B4	21	S	Pay for Extra-Duties	6300	120	Classroom Teachers Salaries: Extra-duty pay for highly qualified teachers to analyze data and plan appropriate alignments of curriculum and instruction and to create curriculum maps and instructional focus calendars	63012	0.000	1.000	0.000	80000.00
D	B4	21	S	Pay Fringe Benefits for Extra-Duty (Retirement)	6300	210	Retirement Fringe Benefits: Retirement Retirement benefits for highly qualified teachers working extra hours to analyze data, plan appropriate alignments of curriculum and instruction, and create curriculum maps and instructional focus calendars (@ 9.85%)		0.000	0.000	0.000	7880.00
D	B4	21	S	Pay Fringe Benefits for Extra-Duty (Social Security)	6300	220	Social Security Fringe Benefits: Social Security Social Security benefits for highly qualified teachers working extra hours to analyze data, plan appropriate alignments of curriculum and instruction, and create curriculum maps and instructional focus calendars (@ 7.65%)		0.000	0.000	0.000	6152.00
D	B4	21	S	Pay Substitutes' Salaries During Professional Development Programs	6400	750	Other Personal Services Substitutes: Classroom coverage for instructional staff while they attend school improvement trainings		0.000	0.000	0.000	43000.00
N/A	N/A	N/A	D	Pay Indirect Costs	7200	790	Miscellaneous Expenses Indirect Costs (@ 3.58%) Plan B		0.000	0.000	0.000	5455.27

E) Total: \$209,096DOE 101-R
Created 3/09

Dr. Eric J. Smith, Commissioner

