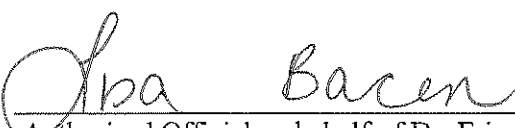





**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Highlands County School District	<b>2 PROJECT NUMBER</b> 280-2260A-0CS01
<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Initiative  <div align="right"><b>TAPS 10A006</b></div>	<b>4 AUTHORITY</b> 84.010A School Improvement - Title I, Part A
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 08/18/2009 - 09/30/2010 Program Period: 08/18/2009 - 09/30/2010
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 276,100.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 276,100.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u></li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u></li> <li>Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u></li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date(s) for program reports:</li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> Michael Kilts <b>Phone:</b> (850) 245 - 9946 <b>Email:</b> <a href="mailto:Michael.Kilts@fldoe.org">Michael.Kilts@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0496	<div align="center"><b>Comptroller's Office</b> (850) 245-0401</div> <b>11 DOE FISCAL DATA</b>  DBS: 40 90 20 EO: 9A Object: 720036
<b>12 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>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.</li> <li>For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</li> </ul>	
<b>13 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;">             _____            Authorized Official on behalf of Dr. Eric J. Smith            Commissioner of Education         </div> <div style="width: 45%; text-align: center;"> <u>12/10/09</u>            Date of Signing         </div> </div> <div align="right" style="margin-top: 10px;">  </div>	

**INSTRUCTIONS**  
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- 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.
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  - Reimbursement of Expenditures – Payment made upon submission of documented allowable expenditures.
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**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Highlands County School District	<b>2 PROJECT NUMBER</b> 280-2260S-0CZ01
<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Initiative-Targeted USDE #S389A090009A  <p align="center"><b>TAPS 10AR06</b></p>	<b>4 AUTHORITY</b> 84.010A School Improvement - Title I, Part A
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 08/18/2009 - 09/30/2010 Program Period: 08/18/2009 - 09/30/2010
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 206,735.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 206,735.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: 09/30/2010</li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: 11/20/2010</li> <li>Last date for receipt of proposed budget and program amendments: 09/30/2010</li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date(s) for program reports:</li> </ul>	
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<b>13 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;">             Authorized Official on behalf of Dr. Eric J. Smith            Commissioner of Education         </div> <div style="width: 45%; text-align: center;"> <div style="border-bottom: 1px solid black; display: inline-block; width: 150px;">12/10/09</div>            Date of Signing         </div> <div style="width: 10%; text-align: center;">  </div> </div>	

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**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"><b>Highlands</b>                  426 SCHOOL ST                  SEBRING, FL 33870</p>	DOE USE ONLY Date Received: <b>AUG 18 AM 10:21</b> RECEIVED
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B) Applicant Contact Information	
<b>Contact Name:</b> First Name: Patricia MI: A Last Name: Landress	<b>Mailing Address:</b> 426 SCHOOL ST City: SEBRING State: FL Zip: 33870
Telephone Number: 863-471-5547	Ext:
Fax Number: 863-314-5299	E-mail Address: landresp@highlands.k12.fl.us

<b>Title I School Improvement Initiative [1003(a)]</b> TAPS: 10AR05 Project Number: 280-2260A-0CS01 Total Funds Requested: \$279,808.00 <i>276,100</i>	<b>Title I School Improvement Initiative [1003(a)] ARRA</b> TAPS: 10AR05 Project Number: 280-2260S-0CZS1 <i>0201</i> Total Funds Requested: \$210,050.00 <i>206,735</i>	<b>Title I School Improvement Fund [1003(g)]</b> Project Number: 280-1260A-0CS01 Total Funds Requested: \$0.00	<b>Title I School Improvement Fund [1003(g)] ARRA</b> Project Number: 280-1260S-0CZS1 Total Funds Requested: \$0.00
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**CERTIFICATION**

I **Wally Cox** 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) *Wally Cox*  
 Signature of Agency Head

DOE 100A



Dr. Eric J. Smith, Commissioner

## **Title I, Part A School Improvement Grants HIGHLANDS**

## 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: <b>Highlands</b> 426 SCHOOL ST SEBRING, FL 33870	DOE USE ONLY  Date Received
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E) \_\_\_\_\_  
 Signature of Agency Head



Dr. Eric J. Smith, Commissioner

DOE 100A



## School Information

School #	School	% Poverty	Differentiated Accountability Category	SINI	Allocation 1003(a) Regular	Allocation 1003(a) ARRA	Allocation 1003(g) Regular	Allocation 1003(g) ARRA
0051	WOODLAWN ELEMENTARY SCHOOL	69.62	Correct I	6	54137.00	32846.00	0.00	0.00
0081	PARK ELEMENTARY SCHOOL	71.84	Correct I	4	54137.00	32846.00	0.00	0.00
0081	FRED WILD ELEMENTARY SCHOOL	89.08	Correct I	5	54137.00	32846.00	0.00	0.00
0211	LAKE PLACID ELEMENTARY SCHOOL	68.44	Prevent I	1	54137.00	55813.00	0.00	0.00
0291	SUN 'N LAKE ELEMENTARY SCHOOL	63.24	Correct I	5	54137.00	32846.00	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 follows the continuous improvement model with an established calendar for progress monitoring. The Curriculum Department begins the process by assisting schools in developing school improvement plans, monitoring student achievement at quarterly intervals and evaluating the student achievement data. Student performance is measured using both formative and summative evaluations in math, science, reading and writing. At mid-year, each school reports on student progress using the online school improvement reporting template. This is monitored by the Curriculum Department and reported to the superintendent and the school board.

The MIS department in the district provides the data processing and access to data that is used for monitoring student progress. The Curriculum Department then prepares data summaries and analysis of each school's progress regarding school improvement goals and objectives as well as requirements for NCLB AYP. These reports are developed and reviewed by the district curriculum team with each school principal and the school leadership team following the first progress monitoring assessment. Following each subsequent progress monitoring assessment, the principal is expected to provide the information to the curriculum leadership team, school staff, and parent groups. All curriculum leadership teams were trained by the curriculum dept in how to read and analyze student achievement data for the purpose of school improvement planning. The curriculum department has staff available to help school administrators, curriculum leadership teams, and subject areas teams in the data analysis process upon request.

Five schools will be served by this grant. Four of those schools are Correct I, one is a Prevent I. Teachers of the targeted subgroups will complete IPDPs that target the needs of subgroups not making AYP. District and school leadership will provide professional development in FCIM, RtI, Progress Monitoring, Data Analysis and Professional Learning Communities; in addition, teachers will receive professional development in classroom walk throughs, reading instruction, math instruction, science instruction and writing instruction as determined by the school Curriculum Leadership Team.

These schools will do data analysis on a quarterly basis through the progress monitoring process. That data is shared with the district curriculum department.

## 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:** Technical assistance in all areas is provided as a direct service to our schools to support their improvement plans. It is on-going, research-based and supports the delivery of high quality instruction to support student achievement. The district will ensure the provision of technical assistance as the school develops and implements the school improvement plan. The district will provide assistance in analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement based on the research and data of each school. The district will supply relevant data, training and support to the schools. The data will include student level reports as well as school and district level tables and graphs showing performance over time, establishing benchmarks and targets for the future. In addition, data will include FAIR, Star Math and Pinnacle reports, as well. The district will continue to investigate a "data warehouse" as a repository of data for depth and ease of access to student data.

Research-based technical assistance is provided throughout the school year for both teachers and administrators from the district Curriculum Department and MIS department. In addition, training has also been provided by Just Read, Florida, Renaissance Learning, the department of education (DOE); Heartland Educational Consortium (HEC), Northeast Florida Educational Consortium (NEFEC), Rubicon Atlas and various vendors as they pertain to particular programs. The district will also provide assistance in identifying and implementing professional development, instructional strategies and methods of instruction that are scientifically based on research and that have proven effective in addressing the specific instructional issues that caused the school (s) to be identified for school improvement. This includes district technical assistance in the following areas:

- Classroom Walk-Throughs
- Technology applications
- FCAT strand studies in both Reading and Math based on DOE research
- National consultants from Voyager, Scholastic and Sopris West in Language Arts
- National consultants from Harcourt, Glencoe, and Prentice Hall in Mathematics
- Nine High Yield Instructional Strategies
- Continuous Improvement Model
- Monthly Reading Coach meetings
- Monthly administrative team meetings
- Monthly site-based Curriculum Leadership Team meetings

In addition, the coordinator of Federal Programs and the Director of Elementary Programs will meet with the principals of the five schools ( 4 Correct I, 1 Prevent I) served by this grant once a month to review and discuss implementation of strategies.

## Strategies to Be Implemented

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

1a. Identify the Need: **Increase proficiency in reading and math of student subgroups not demonstrating proficiency**

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

**Response:** 2009 FCAT-4 schools had subgroups that did not meet AYP proficiency targets in reading and/or math.

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

- WOODLAWN ELEMENTARY SCHOOL
- PARK ELEMENTARY SCHOOL
- FRED WILD ELEMENTARY SCHOOL
- LAKE PLACID ELEMENTARY SCHOOL
- SUN 'N LAKE ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Extended learning tutoring and in-school tutoring

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

**Response:** Research indicates that struggling students need additional instructional time, and need to be instructed with curriculum materials/programs/techniques that are SBR and have a proven track record for achieving student success. Extended learning tutoring would give students the additional instructional time needed for mastery in reading and math. In-school tutoring allows teachers to provide small group intensive instruction to struggling students.

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

**Response:** The root cause for students with disabilities not making AYP on FCAT is an inability to read proficiently at grade level. Students with disabilities frequently have neural disconnections that impair their ability to grasp all aspects of spoken language, which is the foundation for written language. This is further complicated by the fact that speaking is natural, reading is not. Reading is an acquired act, and becoming successful at reading requires that a person have an intact phonological and phonemic system.

Inability to master written language impairs the ability to express written thoughts and process written constructs, such as mathematical word problems.

Students with disabilities have been identified as such through extensive psychological testing, and their identification as a student with a disability was based on test results that were deemed below the "normal" range. As a subgroup, the percentage of proficient students is usually 20 or 30 points below other subgroups.

Minority subgroups (black, Hispanic) are not demonstrating proficiency on FCAT in reading, math and writing. The LEA feels this is due to the effects of poverty. Many minority students live below the poverty line. Research has shown that students from a poverty background are less exposed to vocabulary, have fewer opportunities for experiences that build acquired knowledge and are less likely to have preschool education.

As a result, many minority students enter school with language deficits. Research has demonstrated that spoken language is the foundation for written language. Students with weak

spoken language skills have difficulty developing strong written language skills. Research has also demonstrated that students who are behind academically greatly benefit from additional instructional time.

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

**Response:** Students in grades 3-5 who are not meeting proficiency targets in reading and math.

Woodlawn Elementary-Black, hispanic and economically disadvantaged students

Fred Wild Elementary-Black, economically disadvantaged and students with disabilities

Sun and Lake Elementary-Economically disadvantaged students

Park Elementary-Hispanic students

Lake Placid Elementary-Economically disadvantaged students

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

**Response:** The School District of Highlands County has many resources in place to address the needs of subgroups not meeting AYP proficiency targets.

Specific measurable achievement goals for each subgroup that did not meet AYP have been established in the school improvement plans for each school. The goal is a minimum 5% increase in reading for each subgroup, which includes black, hispanic, ELL, Economically Disadvantaged and SWD students. Student progress, as determined by district assessments (FAIR, Star Math, math and reading series chapter/placement tests) is monitored on a quarterly basis for all students; students not demonstrating proficiency are monitored more frequently.

Every Title 1 school has a literacy resource teacher (reading coach) and a technology resource teacher. These resource teachers provide classroom teachers with support and professional development to implement programs, strategies and complete/analyze student data. Once a month the school resource teachers receive training from a district resource teacher.

The district provides Title I funds to each elementary school to provide extended learning opportunities and professional development. The district uses Title I funds to place a reading coach and a technology coach at each elementary school to provide continuous and embedded professional development. Support from the reading and technology coaches is on-going. Specific topics for other professional development is determined by the Curriculum Leadership Team and scheduled in several ways: On early release days--twice a month, on staff development days--7 days per year, outside the contract day--school determined, or during the school day. In addition, SINIs are supplied with resources from Title I School Improvement grants.

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:** Two days per week after school for 5 months starting in October.

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

**Response:** School administration and the school Curriculum Leadership Team

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

**Response:** FAIR and Star Math

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

**Response:** Students receiving after school tutoring will be progressed monitored on a monthly basis in addition to quarterly monitoring.

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

**Response:** The LEA has a very collaborative relationship with SES providers and has been able to provide after school tutoring scheduled so as not to conflict with SES tutoring.

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: **Continue to provide professional development for teachers**

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

**Response:** Individual Professional Development Plans, AYP data, 5 schools are not making AYP

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

- WOODLAWN ELEMENTARY SCHOOL
- PARK ELEMENTARY SCHOOL
- FRED WILD ELEMENTARY SCHOOL
- LAKE PLACID ELEMENTARY SCHOOL
- SUN 'N LAKE ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Professional development in math and reading

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

**Response:** Research validates that teachers need high quality sustained professional development in order to implement effective instructional strategies with fidelity.

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

**Response:** The LEA serves a diverse student population, high poverty and an increasing minority and ELL population. Teachers need continuing professional development to implement programs and strategies that are proven effective with diverse student populations. The district is challenged to hire and retain highly qualified ESE teachers. As part of the professional development the district offers, Title II supports teachers to study for and pass the SAE needed to become highly qualified.

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

**Response:** Teachers, K-5 at the 5 SINI schools

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

**Response:** Numerous instructional strategies are utilized in classrooms to help improve student achievement. Professional development is provided by the state, district, and school levels to equip teachers with a variety of teaching tools. Examples of the recent professional development offerings are Florida Reading Initiative (FRI), Response to Intervention (RtI), Best Teaching Practices, Content Area Reading (CAR-PD), and book studies. Teachers have the opportunity to complete ESOL certification and Reading Endorsements that are required by the state at no cost to them through our district staff development office. A large amount of the professional development is provided through the LCRT (Reading Coach) and the Technology teachers our district has supported at each

individual school. Administration at each school complete classroom walk-through and evaluations to monitor that strategies are being used in the classrooms to increase student achievement.

The district provides Title I funds to each elementary school to provide extended learning opportunities and professional development. The district uses Title I funds to place a reading coach and a technology coach at each elementary school to provide continuous and embedded professional development. Support from the reading and technology coaches is on-going. Specific topics for other professional development is determined by the Curriculum Leadership Team and scheduled in several ways: On early release days--twice a month, on staff development days--7 days per year, outside the contract day--school determined, or during the school day. In addition, SINs are supplied with resources from Title I School Improvement grants.

In last year's project teachers were trained to implement a direct instruction reading intervention and trained to implement centered-based, hands-on math instruction. This year's project will support on-going professional development with these interventions.

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:** Professional Development activities will be provided to teachers on a monthly basis, Beginning in September 2009 until the end of the project.

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

**Response:** School administration and the school Curriculum Leadership Team

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

**Response:** classroom walk-throughs, formal and informal

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

**Response:** weekly

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

**Response:** The Highlands County School District recognizes that, to increase student achievement, it is important to sustain a high quality instructional program that promotes rigor and relevance throughout all content areas. Teachers in Highlands County are committed to exploring best practices and implementing programs of study that are founded on the research-based Florida Next Generation Sunshine State Standards. Teacher leadership is a key foundation throughout the district in supporting strategies and initiatives targeting student achievement.

The Next Generation Sunshine State Standards provide a rigorous and comprehensive curriculum from which instruction is based. Teachers work collaboratively within buildings and across the district to build programs of study that fully implement the standards and challenge students at all levels to achieve their fullest potential. Teachers effectively use data to drive the instructional strategies and differentiate instruction based on student performance, capacity, and need.

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:** There are a number of venues through which the district will provide information about this application and student outcomes. The district office staff maintains the district website which will provide information regarding this application. This information will be posted upon approval of the application and be accessible until the project period ends on September 30, 2010. Schools that receive funds will also post information regarding this application on their websites and distribute information regarding this application in a one time newsletter to parents, staff and students. These postings will note that the application will be available in hard copy format at the school and district office. This notation will be provided in English and Spanish and other languages as needed, unless clearly not feasible.

School Advisory Council - Information on the application will be provided to the SACs of the funded schools to gain input on how to expend funds to best assist each school. This notification will address parents, staff, students, and the community. This will be done in the August 2009 meeting for planning purposes. The SAC will be notified upon approval of the application and receive monthly updates for the remainder of the school year on progress toward meeting student achievement goals.

This application will be presented to the LEA School Board at their September 8, 2009 meeting. Media and members of the community will have access to view and comment on the application at that time.

This application and student outcomes will also be shared with the school Curriculum Leadership Team.

The schools post their School Improvement Plans on their website so all parents and other stakeholders can view the school's progress with student outcomes.

## 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:** Five schools received funds from the School Improvement Initiative in 08/09. Four of the schools increased their AYP percentage and reduced the number of subgroups that did not make AYP. Two of the schools made 100% AYP and one school exited the SINI/Correct 1 designation. The data used for evaluation of the project was 2009 FCAT scores.

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

**Response:** Quarterly progress monitoring of student achievement by the school administration, the school Curriculum Team (CLT) and the School Advisory Council was a major factor in the success the schools achieved. The district trained teachers to implement a direct instruction reading intervention and trained teachers in the use of center-based, hands-on math instruction.

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

**Response:** The district attributes the success the schools achieved to teacher professional development in effective instructional strategies, targeting subgroups for additional instruction and the extended day tutoring students received.

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

**Response:** The district feels that all implemented strategies were effective.

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

**Response:** The school that decreased in AYP and school grade, seemed to have trouble focusing on areas that needed to be addressed. In addition, more intensive staff development should have been made available to the faculty, and the school should have looked more closely at strategies and interventions for subgroups that were not showing sufficient growth to meet increasing AYP targets. The schools that increased their AYP percentage looked very closely at all subgroups and planned effective interventions and strategies. These same schools closely involved their Curriculum Leadership Teams and SACs in evaluation of the project and in reporting outcomes.

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

A) NAME OF ELIGIBLE RECIPIENT: **Highlands**B) Project Number (DOE USE ONLY): **280-2260A-0CS01**C) TAPS Number  
10A006

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	120	Classroom Teachers Salaries for teachers providing extended learning tutoring and in-school tutoring	20.000	127000.00
5100	210	Retirement Retirement for teachers providing extended learning tutoring and in-school tutoring	0.000	12510.00
5100	220	Social Security FICA for teachers providing extended learning tutoring and in-school tutoring	0.000	9715.00
5100	220	Social Security FICA on stipends for teachers participating in after hours professional development	0.000	5000.00
5100	510	Supplies instructional materials for student instruction during and after school	0.000	51866.30
6400	120	Classroom Teachers Stipends for teachers participating in after hours professional development	0.000	61292.00
7200	790	Miscellaneous Expenses Indirect @ 3.26% Plan B	0.000	8716.70

**E) Total: \$276,100**DOE 101-R  
Created 3/09

Dr. Eric J. Smith, Commissioner

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

A) NAME OF ELIGIBLE RECIPIENT: **Highlands**B) Project Number (DOE USE ONLY): **280-2260S-0CZS1**C) TAPS Number  
10AR06D) SPECIAL REVENUE FUND CODE  
432

AARA Assur. Code	AARA Prin. Code	AARA Strat. Code	School District Based	Activity	Function	Object	Account Title and Description	FTE Pos. Code	FTE Saved	FTE Created	FTE Cont.	Amount
D	B4	13	D	Consumable student materials	5100	510	Supplies Consumable student materials to accompany phonemic awareness software		0.000	0.000	0.000	12919.17
D	B4	13	D	Phonemic awareness software	5100	691	Computer Software Capitalized Phonemic awareness software to enhance reading achievement for students		0.000	0.000	0.000	18972.00
D	B4	19	S	Stipends for after hours professional development	6400	120	Classroom Teachers Stipends for after hours professional development		0.000	0.000	0.000	5000.00
D	B4	3	D	District reading coach to provide professional development to schools not making AYP in reading	6400	130	Other Certified Instructional Personnel Salary for district reading coach	64021	0.500	0.000	0.000	24101.00
D	B4	3	D	District reading coach to provide professional development to schools not making AYP in reading	6400	210	Retirement Retirement for district reading coach		0.000	0.000	0.000	2375.00
D	B4	19	S	Stipends for after hours professional development	6400	220	Social Security FICA on stipends for after hours professional development		0.000	0.000	0.000	382.00
D	B4	3	D	District reading coach to provide professional development to schools not making AYP in reading	6400	220	Social Security FICA for district reading coach		0.000	0.000	0.000	1843.00
D	B4	3	D	District reading coach to provide professional development to schools not making AYP in reading	6400	230	Group Insurance Group insurance for district reading coach		0.000	0.000	0.000	4000.00
D	B4	13	D	Professional development to implement phonemic awareness software	6400	310	Professional and Technical Services Consultant fees to provide professional development for software implementation		0.000	0.000	0.000	1995.00
D	B4	19	S	Consultants to provide professional development in reading and math	6400	310	Professional and Technical Services Fees for consultants to provide professional development in reading and math		0.000	0.000	0.000	31535.00
D	B4	19	S	Substitutes for teacher release time for during the day professional development	6400	750	Other Personal Services Substitutes for teacher release time for during the day professional development		0.000	0.000	0.000	61685.00
N/A	N/A	21	D	Indirect @ 3.26% Plan B	7200	790	Miscellaneous Expenses Indirect Costs @ 3.26%		0.000	0.000	0.000	5927.83
D	B4	21	D	Transportation deliver students home after extended tutoring	7800	790	Miscellaneous Expenses Transportation costs to deliver students home after extended day tutoring		0.000	0.000	0.000	36000.00

**E) Total: \$206,735**DOE 101-R  
Created 3/09

Dr. Eric J. Smith, Commissioner