
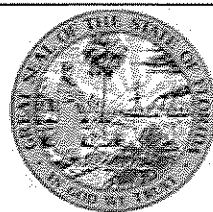
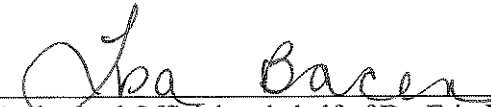



**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Holmes County School District	2 PROJECT NUMBER 300-2260A-0CS01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative <div style="text-align: right;">TAPS 10A006</div>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 09/23/2009 - 09/30/2010 Program Period: 09/23/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 288,645.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 288,645.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u> Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="text-align: center;">Comptroller's Office (850) 245-0401</div> <div style="text-align: right;"> 11 DOE FISCAL DATA DBS: 40 90 20 EO: 9A Object: 720036 </div>
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
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;"> <u>11/9/09</u> _____ Date of Signing </div> <div style="text-align: right;">  </div> </div>	

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Holmes County School District	2 PROJECT NUMBER 300-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted <div style="text-align: right;">TAPS 10AR06</div>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 09/23/2009 - 09/30/2010 Program Period: 09/23/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 215,855.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 215,855.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u> Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="text-align: center;">Comptroller's Office (850) 245-0401</div> <div style="text-align: right;"> 11 DOE FISCAL DATA DBS: 40 90 20 EO: TX Object: 720036 </div>
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. In addition, the sub-recipient must comply with all expenditure, transparency, accountability, and reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA), ARRA regulations, and the ARRA specific assurances agreed to in the application for ARRA funds. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  _____ Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="text-align: center;"> <u>11/9/09</u> _____ Date of Signing </div> <div style="text-align: right;">  </div> </div>	

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION - School Improvement Initiative			
TAPS: 10AR05			
Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Name and Address of Eligible Applicant: <div style="text-align: center;"> Holmes 701 E PENNSYLVANIA AVE BONIFAY, FL 32425 </div>	DOE USE ONLY Date Received: SEP 23 11:05 AM	
B) Applicant Contact Information			
Contact Name: First Name: Gwen MI: H Last Name: Young		Mailing Address: 701 E PENNSYLVANIA AVE City: BONIFAY State: FL Zip: 32425	
Telephone Number: 850-547-5928		Ext: 253	
Fax Number: 850-547-0381		E-mail Address: youngg@hdsb.org	
Title I School Improvement Initiative [1003(a)] Project Number: 300-2260A-0CS01 Total Funds Requested: \$279,808.00 <i>288,645.00</i>	Title I School Improvement Initiative [1003(a)] ARRA Project Number: 300-2260S-0CZS1 <i>0CZ01</i> Total Funds Requested: <i>216,855.00</i>	Title I School Improvement Fund [1003(g)] Project Number: 300-1260A-0CS01 Total Funds Requested: \$0.00	Title I School Improvement Fund [1003(g)] ARRA Project Number: 300-1260S-0CZS1 Total Funds Requested: \$0.00
CERTIFICATION			
I Gary Galloway 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) <i>Gary Galloway</i> Signature of Agency Head			

DOE 100A



Dr. Eric J. Smith, Commissioner

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM
For TAPS 10A006**

Go to data input

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

A) NAME OF ELIGIBLE RECIPIENT: **Holmes**

B) Project Number (DOE USE ONLY): **300-2260A-0CS01**

C) TAPS Number
10A006

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	120	Classroom Teachers Tutor for 1hr. before school, 2 hours after school and 4 hours on Saturday to assist Level 1, 2 and 3 students; 7 teachers for extended summer school program - 64 hrs. each.	8.000	35000.00
5100	210	Retirement Retirement benefits for 8 teachers	0.000	3448.00
5100	220	Social Security Social Security benefits for 8 teachers	0.000	2678.00
5100	510	Supplies Reading, math and science manipulatives, and materials for Level 1 & 2 students; technology supplies (port switches, cables, etc.)	0.000	97019.00
5100	520	Textbooks Saxon math books for Level 1 & 2 elementary students	0.000	28000.00
5100	610	Library Books Books for classroom libraries to enhance reading, math, science instruction and engagement for Level 1 & 2 students.	0.000	8500.00
5100	643	Computer Hardware Capitalized Computers for tutoring purposes as well for running of Auto Skills, Read 180, Dashboard, ThinkLink, FAIR, etc. and video conferencing equipment (LCD projectors, monitors, wiring) to enable the completion of distance learning opportunities at all high schools in the district	0.000	80000.00
5100	690	Computer Software Software to include ThinkLink, Write Score which allows teachers to monitor student data and provide benchmark assessment and remediation; math and science software to enhance curriculum especially for Level 1 & 2 student.	0.000	34000.00

E) Total: \$288,645

DOE 101-R
Created 3/09



Dr. Eric J. Smith, Commissioner

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM
For TAPS 10AR06**

Go to data input

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

A) NAME OF ELIGIBLE RECIPIENT: **Holmes**

B) Project Number (DOE USE ONLY): **300-2260S-0CZS1**

C) TAPS Number
10AR06

D) SPECIAL REVENUE FUND CODE
431

AARA Assur. Code	AARA Prin. Code	AARA Strat. Code	School District Based	Activity	Function	Object	Account Title and Description	FTE Pos. Code	FTE Saved	FTE Created	FTE Cont.	Amount
D	B3	21	S	Provide for substitute teachers while teachers participate in professional development activities	5100	140	Substitute Teachers Substitutes for Title I teachers involved in professional development activities		0.000	0.000	0.000	5805.00
D	B4	17	D	Provide mentoring and support for struggling schools and teachers	5100	310	Professional and Technical Services Provide for 14 mentors for 10 days each @ \$200 per day to provide support for struggling teachers; provide for educational consultant who will provide support for struggling schools and teachers for 26 days at \$687 per day.		0.000	0.000	0.000	45836.00
C3	B4	13	S	Provide technology tools and other teaching resources such as LCD projectors, smart boards, IPOD Touch, Student response clickers, etc. for reading, math and science for all students including ELL and SWD	5100	642	Furniture, Fixtures and Equipment Non-Capitalized Provide necessary technology tools and other teaching resources for reading, math, and science for all students including ELL and SWD		0.000	0.000	0.000	64214.00
C3	B4	14	D	Technology - bringing schools and district up to readiness level in technology by providing computers, adequate data connection, appropriate capacity caching and bandwidth capability, etc.	5100	643	Computer Hardware Capitalized Technology needs to include computers, data connection, appropriate capacity caching and appropriate bandwidth to bring schools and district up to technology readiness level.		0.000	0.000	0.000	100000.00

E) Total: \$215,855

DOE 101-R
Created 3/09



Dr. Eric J. Smith, Commissioner

Murphy, Kinisha

From: Wilkinson, Sue
Sent: Thursday, November 05, 2009 2:41 PM
To: Jackson, Gwendolyn; Throckmorton, Allison; Murphy, Kinisha
Subject: FW: REVISED Title I School Improvement Initiative [1003(a)] Allocation
Attachments: 2009-2010 Allocation Chart -GM School Improvement Initiative.xls; DOE 151.doc; DOE 150.doc

FYI

Sue Wilkinson, Director
Grants Management Services
Room 332, Turlington
850 245 0712
FAX 245 0719

From: Milton, Cynthia
Sent: Wednesday, November 04, 2009 3:51 PM
To: 'TI-Directors-L@lserv.fl DOE.org'
Cc: Bacen, Lisa; Baham-Harrell, Lia; Wilkinson, Sue
Subject: REVISED Title I School Improvement Initiative [1003(a)] Allocation

Dear Title I Coordinators:

Due to the finalization of the Adequate Yearly Progress (AYP) appeals process, the projected allocations for the Title I School Improvement Grant 1003(a) funds have been revised. Some LEAs will receive increased allocations and some LEAs will receive decreased allocations. The revised allocation chart is attached.

For those LEAs that are receiving decreased allocations:

Grants Management will develop a new DOE 200 (project award notification) for each LEA whose allocation has been reduced. There is no need for the LEA to do a project or budget amendment for FLDOE. Some LEA finance departments may require that a formal amendment be done for internal reporting processes but FLDOE will not require one to be sent in. Internal adjustments to the budget should come from reductions of the most appropriate function and object codes that do not require a formal budget amendment, per the Green Book (i.e., materials/supplies, travel, etc.).

For those LEAs that are receiving increased allocations:

Formal amendment paperwork must be sent in to FLDOE (DOE 150-151) which will include a new budget page reflecting the increase and showing the function and object codes that may have changed or are being added. The DOE 150-151 forms are attached to this e-mail.

If you should have any questions or concerns, please do not hesitate to contact us.

Sincerely,

Cynthia D. Milton

Staff Assistant, on behalf of
 Rose Raynak, Director
 Bureau of Student Assistance
 325 West Gaines Street, Suite 352

11/6/2009

FLORIDA DEPARTMENT OF EDUCATION

PROJECT AMENDMENT REQUEST

Please return to: Florida Department of Education GRANTS MANAGEMENT Room <u>332</u> Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 (850) <u>245-0496</u>	DOE USE ONLY Date Received: <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> PROGRAM NAME <i>Title I School Improvement Initiative</i> <i>ARRA</i> </div>				
A) Agency Name <u>HOLMES</u>	B) Amendment Number <u>1</u>				
C) Amendment Type <input type="checkbox"/> Program x <input type="checkbox"/> Budget	<table style="width: 100%;"> <tr> <td style="width: 50%;">D) Project Number</td> <td style="width: 50%;">TAPS Number</td> </tr> <tr> <td><u>300-2260S-0CZS1</u></td> <td><u>10AR06</u></td> </tr> </table>	D) Project Number	TAPS Number	<u>300-2260S-0CZS1</u>	<u>10AR06</u>
D) Project Number	TAPS Number				
<u>300-2260S-0CZS1</u>	<u>10AR06</u>				

E) Amendment Request Contact Information

Name: Gwen Young Telephone: 850-547-5928 Fax: 850-547-0381	Address: 701 East Pennsylvania Avenue Bonifay, Florida 32425 SunCom: 771-4054 E-mail: youngg@hdsb.org
--	--

F) Required Signature

Superintendent/Agency Head	
----------------------------	--

G) Narrative

The district will take the additional \$5,805.00 and use it to pay for substitutes for Title I teachers to participate in professional development activities aimed at enabling them to better meet student needs. FCAT data, along with other assessment data such as SAT 10, DIBELS, FAIR, etc. is reviewed and linked to teachers' individual plan (IPDP) in an attempt to address the student learning needs and specific areas that caused a school to not make adequate yearly progress.

After careful review of all data, District Support Team visits, and input from all stakeholders, the district will provide those professional development activities that will focus on the academic achievement problems that caused the schools to be identified as "in need of improvement." These funds will provide for substitutes for Title I teachers to participate in Professional Development activities for 2009-2010. These activities will include but are not limited to "Data Use," "Integrating Technology Into Instructional Practices," "Science Inquiry Workshop," "Reading in Content Areas," "Differentiated Instruction," "Dealing With the Economically Disadvantaged Student," etc. "Response to Intervention."

These activities are related to those outlined in our LEA Plan, School Improvement Grant, School Improvement Plans, and District Improvement Plan. They are geared toward improving teacher effectiveness and student learning gains leading to all district schools making AYP – which is the purpose and rationale for expending these funds.



C) 1
Amendment Number

FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ <u>210,050.00</u>	E) Total Project Amount resulting from this Budget Amendment \$ <u>215,855.00</u>
---	---

F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5100	140	Teacher Substitutes used for Title I teachers involved in professional development activities		5,805.00	
				5,805.00	

Total

Total



FLORIDA DEPARTMENT OF EDUCATION

PROJECT AMENDMENT REQUEST

Please return to: Florida Department of Education GRANTS MANAGEMENT Room <u>332</u> Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 (850) <u>245-0496</u>	<div style="text-align: right; font-weight: bold;">DOE USE ONLY</div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Date Received: _____ PROGRAM NAME <u>Title I School Improvement Initiative</u> </div>
A) Agency Name <u>Holmes</u>	B) Amendment Number <u>1</u>
C) Amendment Type <input type="checkbox"/> Program x <input type="checkbox"/> Budget	D) Project Number TAPS Number <u>300-2260A-0CS01/ 10AR05</u>

E) Amendment Request Contact Information

Name: Gwen Young	Address: 701 E. Pennsylvania Avenue Bonifay, FL 32425
Telephone: 850-547-5928	SunCom: 771-4054
Fax: 850-547-0381	E-mail: youngg@hdsb.org

F) Required Signature

Superintendent/Agency Head	
----------------------------	--

G) Narrative

The district plans to add the additional \$8,837.00 to 5100, 510 to purchase limited supplies for reading (such as Reader's Response Notebooks) because we are spending from Title I and Title VI for reading. Most of the funds will be spent for math, and science to include manipulatives, maps, and other materials for Level 1 and 2 students, especially ED and SWD students. Four of the five schools did not meet reading proficiency or math proficiency. Economically disadvantaged students did not meet reading or math proficiency at four of the five schools. Science scores were very low for the entire district. Because of this obvious need for assistance in the areas of math, and science, we will purchase supplies to include math and science manipulatives, digestion biokits, biomes and ecosystems, DNA Discovery, solar spectrum, microscope project, rock cycle project, etc. These materials and supplies will support the activities described in the corrective action plans.



A) HOLMES District/Agency Name B) 300-2260A-OCS01 / 10AR05 Project Number TAPS Number
 C) 1 Amendment Number

FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ <u>279,808</u>	E) Total Project Amount resulting from this Budget Amendment \$ <u>288,645</u>
--	--

F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5100	510	Supplies – Reading materials, math and science manipulatives, maps, and other materials for Level 1 and 2 students, to include economically disadvantaged students. (SWD served by other federal funding.)		8,837.00	
				8,837.00	

Total Total



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">Holmes 701 E PENNSYLVANIA AVE BONIFAY, FL 32425</p>	DOE USE ONLY Date Received
---	--	-----------------------------------

B) Applicant Contact Information

Contact Name: First Name: Gwen MI: H Last Name: Young	Mailing Address: 701 E PENNSYLVANIA AVE City: BONIFAY State: FL Zip: 32425
Telephone Number: 850-547-5928	Ext: 253
Fax Number: 850-547-0381	E-mail Address: youngg@hdsb.org

Title I School Improvement Initiative [1003(a)]	Title I School Improvement Initiative [1003(a)] ARRA	Title I School Improvement Fund [1003(g)]	Title I School Improvement Fund [1003(g)] ARRA
Project Number: 300-2260A-0CS01	Project Number: 300-2260S-0CZS1	Project Number: 300-1260A-0CS01	Project Number: 300-1260S-0CZS1
Total Funds Requested: \$279,808.00	Total Funds Requested: \$210,050.00	Total Funds Requested: \$0.00	Total Funds Requested: \$0.00

CERTIFICATION

I **Gary Galloway** 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
0012	BONIFAY MIDDLE SCHOOL	61.48	Prevent I ✓	3 ✓	56521.00	42430.00	0.00	0.00
0031	POPLAR SPRINGS HIGH SCHOOL	60.40	Correct I ✓	5 ✓	37215.00	27937.00	0.00	0.00
0041	BETHLEHEM HIGH SCHOOL	53.66	Correct I ✓	6 ✓	59319.00	44531.00	0.00	0.00
0111	PONCE DE LEON ELEM. SCHOOL	69.65	Correct I ✓	5 ✓	40013.00	30036.00	0.00	0.00
0121	BONIFAY ELEMENTARY SCHOOL	65.16	Correct I ✓	4 ✓	86740.00	65116.00	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: During the week of July 20-23, teams, made up of administrators and teachers from each district school met at the district office for data analysis training. The professional development activity was led by Dr. Cheryl Sattler, who will serve as our district educational consultant for 2009-2010 school year. Once teams are trained, they will return to their respective schools and during pre-planning will train the additional teachers in data analysis. It is expected that data analysis will take place each quarter for the five Correct I schools and one Prevent I school. The two Correct II schools will have data analysis twice per quarter. The Florida Continuous Improvement Model will be the format for data analysis. After each data analysis meeting, teachers will adjust their curriculums to meet the needs of their students. Monitoring will be done each quarter by Dr. Sattler, the principals and the District Support Team.

LEA Support Teams

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

Response: The LEA will provide data analysis assistance to PreventII/Correct I schools each quarter and Correct II schools twice per quarter. Dr. Cheryl Sattler, LEA educational consultant, will oversee school improvement and data analysis along with the District Support Team who will conduct twice-monthly visits to each school site. Technical assistance to the schools will include the following: 1) appointing a school contact for school improvement issues for the entire year, 2) analyzing data from FCAT and student performance on local and school assessments(data analysis will take place each quarter for the five Correct 1 schools and one prevent 1 school, while the Correct II school will have data analysis twice per quarter) as well as providing training for understanding and using this data, (twice in a formal setting and informal training will take place during District Support Team visits, 3) linking teachers' individual plan (IPDP) to assessment of student learning needs and specific areas that caused a school to not make AYP, 5) scrutinizing alignment plans and assessment data to determine additional intervention measures during the twice monthly District Support Team visits, 6) on-going support of reading coaches who will provide site-based professional development focused on school needs as identified in SIP, 7) providing 1 hour before and 2 hours after school tutoring and activities in math, reading, science and writing as well as 4 hours of tutoring on Saturdays.

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: **Technology infrastructure**

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

Response: June 2009 District Tech. Needs Assessment 200 of 400 classrooms wired for 21st Century Classrooms

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

- BONIFAY MIDDLE SCHOOL
- POPLAR SPRINGS HIGH SCHOOL
- BETHLEHEM HIGH SCHOOL
- PONCE DE LEON ELEM. SCHOOL
- BONIFAY ELEMENTARY SCHOOL

1d. Name of strategy

Response: Provide 21st Century Classrooms ✓

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

Response: Holmes County schools are technology-poor. As we have implemented benchmark testing, we have quickly reached the limits of our physical capacity to support on-line testing, data analysis, and remediation. As a small rural school district, we lack the personnel to implement differentiated instruction; technology is necessary in order to ensure that students receive targeted remediation. Physical technology will provide Holmes County schools with the infrastructure necessary to support progress monitoring (including FCIM), FAIR, ThinkLink, Write Score, and targeted intervention, including RTI. Technology needs include networking equipment (port switches, fiber transceivers, fiber optic cable) and an increase in bandwidth. Once this is accomplished, technology in the form of hardware, software (ThinkLink and Write Score) projectors, math pads, IPOD Touch, smart boards, etc. can be purchased to outfit the 21st Century Classrooms. ✓

Several organizations like Edutopia, NCREL and CARET are documenting research studies that link technology to increases in academic achievement. Current reform effort in the U.S. depends on three strategies, one of which is technology as a means of instructional delivery (Cummins, Brown, and Sayers 2007). "Technology used for knowledge building involves students not only developing knowledge-building competencies but also coming to see themselves and their work as part of the civilization-wide effort to advance knowledge frontiers. In this context, the internet becomes the first realistic means for students to connect with civilization-wide knowledge building and to make their classroom work a part of it." (Scardamalia & Bereiter 2006).

Technology will be used, at a minimum, on a weekly basis in every equipped classroom for all students but especially targeted is our students with disabilities and economically disadvantaged students who often lack the background knowledge necessary to succeed academically.

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

Response: Teachers lack ready access to benchmark testing results and to intervention strategies.

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

Response: Students who are economically disadvantaged and students with disabilities, as these are the subgroups that consistently fail to make adequate yearly progress. ✓

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

Response: New Strategy ✓

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:** Technology will be installed as soon as it is delivered, as quickly in the beginning of the school year as possible. Technology will be used at a minimum on a weekly basis in every equipped classroom for all students but especially targeted will be our students with disabilities and economically disadvantaged students.

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

Response: District technology office (for physical infrastructure); and Title I Director and district school improvement coordinator (for purchase and use of software-based interventions). ✓

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

Response: Benchmark tests in math and science, provided by FLDOE; FAIR tests for reading. ✓

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

Response: Progress monitoring will take place 3x prior to FCAT. ✓

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

Response: No district funds are presently available to support technology infrastructure. All ARRA funds were directed to teacher salaries; therefore, these funds will supplement existing services and be monitored by the Title I Director and Technology Specialist. ✓

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: *prof.* Science and math *inc* instruction

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

Response: 2009 FCAT data - District did meet proficiency in Math or Science

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

- BONIFAY MIDDLE SCHOOL
- POPLAR SPRINGS HIGH SCHOOL
- BETHLEHEM HIGH SCHOOL
- PONCE DE LEON ELEM. SCHOOL
- BONIFAY ELEMENTARY SCHOOL

1d. Name of strategy

Diff. Instr. in math/sci.

Response: Provide hands-on science and math enhancement

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

Response: Present textbook-driven instruction has failed to engage our students, especially in math and science. Therefore, this project will support hands-on inquiry in science and Saxon math approach while at the same time supporting the implementation of differentiated accountability in our schools.

Science Materials to support hands-on inquiry:

In a meta-analysis contrasting the performance of students in hands-on activity based programs with that of students in textbook-based classrooms, primary grade children exposed to hands-on instruction displayed a positive effect size of 1.4 standard deviations in science achievement. (Shymansky, Hedges & Woodworth, 1990).

Saxon Math

Two large-scale, quasi-experimental studies on the effectiveness of Saxon MathTM were conducted during two school years by the Department of Oklahoma City Public Schools (Nguyen, 1994; Nguyen & Elam, 1993). Both studies found scores showed that

the Saxon group scored higher than the comparison group on all of the five Iowa Test of Basic Skills math components: composite, total math, problem solving, math concepts, and math computation. The differences in scores were found to be statistically significant.

Recently released results from a large-scale federal study commissioned by the U.S. Department of Education's Institute of Education Sciences show that Saxon Math was one of two programs that significantly raise student achievement. "Achievement Effects of Four Early Elementary School Math Curricula" presents findings from randomized trials of first-graders in 39 schools who used the various math curricula during the 2006-2007 school year.

Among other things, the study found that

* An average-performing student's percentile rank would improve by 9-12 points if the school used Saxon Math;

* Students in subgroups, including those in lower-performing schools and in schools with higher poverty levels who used Saxon Math

showed improvements greater than those using other programs.

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

Response: Students only receive science content in a text-based format; in math, teachers lack intervention strategies.

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

Response: Fifth-grade math students; high school science students. ✓

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

Response: New strategy

diff instruction is a new strategy?

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: Daily classroom use, all year

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

Response: School Improvement Coordinator

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

Response: The science and math benchmark assessments to be provided by the Florida DOE.

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

Response: Progress will be monitored 3x prior to FCAT.

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

Response: No district funds exist to supplement existing instructional programs in math or science or to purchase much needed science equipment.

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: *increase* **Teacher capacity to differentiate instruction**

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

Response: 2009 FCAT data- District did not meet proficiency in math or reading

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

- BONIFAY MIDDLE SCHOOL
- POPLAR SPRINGS HIGH SCHOOL
- BETHLEHEM HIGH SCHOOL
- PONCE DE LEON ELEM. SCHOOL
- BONIFAY ELEMENTARY SCHOOL

1d. Name of strategy

additional
Response: Provide Professional Development & Mentoring

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

Response: Teachers, now that they have become more comfortable using data to identify student needs, must expand their capacity to differentiate classroom instruction. Planned professional development - including consultants and book studies with professional learning communities- will support both administrators and teachers in understanding and using strategies aligned with student needs to raise student achievement and implement differentiated accountability.

The LEA will also hire Dr. Cheryl Sattler for 26 days at \$685 per day to serve as the district-wide consultant for our Title I schools. Dr. Sattler will review data, instruct schools in proper usage of data, develop individual school plans outlining steps to take to improve student achievement, and provide professional development in differentiated instruction.

Dr. Ryan C. Hassel of What Works Clearing House states: research indicates that strong leaders to include educational consultants, are critical to a school turnaround. Leaders/consultants need to signal change by implementing dramatic changes and new practices that deviate from the status quo. The LEA is confident that under Dr. Sattler's guidance the district will be able to implement differentiated accountability procedures in its efforts to raise district student achievement.

The LEA will also hire 14 mentors for 10 days each at \$200 per day. They will assist new, beginning and struggling teachers in meeting individual student's needs, developing high stakes assessment, incorporating changing curriculum frameworks and integrating emerging technology in classrooms. Nov. 2006 study by Stephen Fletcher, etc. found that "new teacher support can have a positive effect on student achievement. This fact provides great incentive for schools to develop a mentor program."

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

Response: Teachers do not know how to respond to different student needs.

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

Response: All teachers; economically disadvantaged students and students with disabilities.

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

Response: Last year, the district provided intense content-area professional development (throughout the year) in writing and math, as well as beginning the use of benchmark assessments and teaching both teachers and administrators how to work with student data. Teachers understand their subject areas, and how to identify low-performing students, but have expressed the need - especially in implementing RTI - for a wider range of strategies for classroom use. Dr. Sattler served as the district's educational consultant for 2008-09 and helped the district begin a more serious approach to data analysis and using data to help improve student achievement. The district will continue to utilize Dr. Sattler for the 2009-10 year for assistance with data analysis, book studies, and to provide professional development and guidance in differentiated instruction so that all student needs, especially in those subgroups not making AYP, can be identified and met.

is she qualified for this?

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 will be embedded in staff meetings, held before and after school and student release days held each quarter.

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

Response: The Title I Director, the Curriculum Director and the District Support Team will monitor implementation of this strategy to ensure fidelity. The District Support Team, made up of five district administrators and the superintendent, while making at least twice-monthly visits to all Title I schools, will monitor the professional development taking place at each school. The Title I Director will receive monthly reports from Dr. Sattler concerning her visits and any professional development offered to the teachers and administrators.

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

Response: FAIR; science and math benchmark assessments as provided by FLDOE.

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

Response: Progress will be monitored 3x a year prior to FCAT.

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

Response: The district has carefully planned its professional development to maximize the use of all federal funds. For example, Title II supports instructional coaches. No district-level funds are available for professional development in these areas. Further, the Title I Director and Title II Director work very closely together to ensure that these services supplement existing services.

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: *Provide/Increase* **Extended Learning Opportunities**

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

Response: 2009 FCAT Data - District was not proficient in reading or math

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

- BONIFAY MIDDLE SCHOOL
- POPLAR SPRINGS HIGH SCHOOL
- BETHLEHEM HIGH SCHOOL
- PONCE DE LEON ELEM. SCHOOL
- BONIFAY ELEMENTARY SCHOOL

1d. Name of strategy

Response: Provide Before, After and Saturday School Tutoring

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

Response: Purpose: 2009 FCAT reports a failure to achieve proficiency in reading and math across the district as well as the subgroups Economically Disadvantaged and Students with Disabilities not meeting proficiency in reading or math. This strategy would provide before, after, and Saturday school tutoring for Level 1 and 2 students and especially those students in the subgroups - SWD and ED.

Research: Evidence from randomized control trails suggests that one-on-one tutoring of at-risk students by a well-trained tutor reveal that the average tutored student was more proficient than approximately 75 percent of the untutored students in the control group (Wasik and Slavin, 1993).

Support DA: This strategy will assist struggling students to become more proficient in reading and math by giving them extended ~~day~~ learning opportunities geared to their individual needs.

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

Learning
Response: There is not enough time during the school day to address all of the needs of many of our students. Extended ~~day~~ opportunities will enable Level 1 and 2 students to have adequate time and assistance to work toward becoming proficient in math and reading.

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

Response: Students who are economically disadvantaged, students with disabilities as well as Level 1 and 2 students.

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

Response: New Strategy ?

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: Tutoring will take place 1 hour before school and 2 hours after school four days a week - Mon. - Thurs. Saturday school will take place each Saturday from 8:00 -12:00.

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

Response: District Title I Director

- Instructional oversight?

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

Response: The reading and math benchmark assessments to be provided by the Florida DOE.

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

Response: Progress will be monitored 3 times prior to FCAT.

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

Response: No district funds exist to supplement a tutoring program. This tutoring program does not replace SES. To ensure that SES is successful, parents were given the option to choose SES before school started. The tutoring program will begin in September, after SES has started so it will not interfere with the SES program.

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: School Newsletters that receive funds - A one time notification will be sent to parents, staff, and students concerning information on the approved application.

District and School Websites - Information concerning the approved application will be available on the website 24/7 for all parents, staff, students, and the community to access.

School Advisory Council - Input on the application will be gathered from the SAC on how to expend funds to best assist the district schools. This information will be provided to parents, staff, students, and the community at the August 2009 meeting. On final approval of the application, SAC will be notified and will receive monthly updates for the remainder of the school year on progress toward meeting student achievement goals.

District Advisory Council - Input on the application will be gathered from the DAC on how to expend funds to best assist the district schools. Parents, staff, students, and the community will have access to all application information at the September 2009 meeting and will receive updates at their quarterly meetings for the remainder of the school year on progress toward meeting student achievement goals.

Information released to the public (Also provided in Spanish) will be available in hard copy format for the home language of the parents. The copy of the application will be available at the school their child attends and at the district office.

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: Holmes County School District observed and monitored the strategies as they were being implemented throughout the school year. We used benchmark test data to check for improved student achievement and worked with school administrators to respond to the benchmark data. Of course, the final test was the FCAT and AYP data, which we subsequently analyzed with school-level data teams.

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

Response: Lack of intensive monitoring, follow-through, and focus on objectives and goals set during the previous year contributed to our not being as successful as we would have liked. A change in district leadership and movement of personnel always causes some downtime as new people are learning their jobs and responsibilities. The district was successful in meeting proposed outcomes on FCAT, particularly at the elementary level where there was added emphasis on ThinkLink assessments, and monitoring of data. The teachers successfully made corrections to their curriculum as the data indicated. Whereas, at the middle and high school levels, less success was noted. We achieved principal buy-in, but need to work more on teacher buy-in at the middle and high school levels. The success is due in large part to the consultant, Dr. Cheryl Sattler who visited each school, reviewed data, worked with school leadership teams, and made recommendations.

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

Response: Providing more 21st Century classrooms, providing mentors for beginning teachers, extending teacher contract time for data analysis and alignment of curriculum and instruction, providing math, and reading materials to include classroom libraries, providing professional development on differentiated instruction and response to intervention, providing for additional assessments such as ThinkLink, and contracting with an outside evaluator to review current school improvement activities and data to make recommendations for improvement were all strategies initiated during the 2008-09 year. All strategies saw some level of success, especially as noted on elementary FCAT data. We were particularly pleased with the guided data analysis, and feel that both teachers and administrators are now more familiar with understanding and using student achievement data.

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

Response: All of the strategies worked, some just not as well as we had planned. Reading and math scores especially at middle and high school levels were lower than anticipated. District strategies would have seen greater success if more intensive monitoring of schools and data had been consistent throughout the school year with all being held accountable for results. We also attribute this to the learning curve. Any new initiative takes time to "catch on" in schools. Our implementation was uneven, as some schools were more committed than other schools.

*how well
they
improve
this*

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

Response: We contribute much of our success to the assistance of the outside educational consultant who led school improvement efforts, trained personnel in data analysis and alignment

of curriculum and instruction, and provided recommendations for change. The mentoring of new and beginning teachers and data analysis played a major part in helping one school become an "A" school and make AYP. The lack of consistency in monitoring from the school and district level, and a lose of focus hindered the level of success in some areas. We have learned a great deal from this experience, and have already made changes as a result, including a district-wide calendar for benchmark assessments.

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

A) NAME OF ELIGIBLE RECIPIENT: **Holmes**C) TAPS Number
10A006B) Project Number (DOE USE ONLY): **300-2260A-0CS01**

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	120 #4	Classroom Teachers Tutor for 1hr. before school, 2 hours after school and 4 hours on Saturday to assist Level 1, 2 and 3 students; 7 teachers for extended summer school program - 64 hrs. each.	8.000	35000.00
5100	210	Retirement Retirement benefits for 8 teachers	8.000	3448.00
5100	220	Social Security Social Security benefits for 8 teachers	8.000	2678.00
5100	510 #7	Supplies Reading, math and science manipulatives, and materials for Level 1 & 2 students; technology supplies (port switches, cables, etc.)	0.000	88182.00
5100	520 #2	Textbooks Saxon math books for Level 1 & 2 elementary students	0.000	28000.00
5100	610 #2	Library Books Books for classroom libraries to enhance reading, math, science instruction and engagement for Level 1 & 2 students.	0.000	8500.00
5100	643 #1	Computer Hardware Capitalized Computers for tutoring purposes as well for running of Auto Skills, Read 180, Dashboard, ThinkLink, FAIR, etc. and video conferencing equipment (LCD projectors, monitors, wiring) to enable the completion of distance learning opportunities at all high schools in the district	0.000	80000.00
5100	690 #1	Computer Software Software to include ThinkLink, Write Score which allows teachers to monitor student data and provide benchmark assessment and remediation; math and science software to enhance curriculum especially for Level 1 & 2 student.	0.000	34000.00

E) Total: **\$279,808**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: **Holmes**B) Project Number (DOE USE ONLY): **300-2260S-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	17	D	Provide mentoring and support for struggling schools and teachers	5100	310	Professional and Technical Services Provide for 14 mentors for 10 days each @ \$200 per day to provide support for struggling teachers; provide for educational consultant who will provide support for struggling schools and teachers for 26 days at \$687 per day.		0.000	0.000	0.000	45838.00
C3	B4	13	S	Provide technology tools and other teaching resources such as LCD projectors, smart boards, IPOD Touch, Student response clickers, etc. for reading, math and science for all students including ELL and SWD	5100	642	Furniture, Fixtures and Equipment Non-Capitalized Provide necessary technology tools and other teaching resources for reading, math, and science for all students including ELL and SWD		0.000	0.000	0.000	64214.00
C3	B4	14	D	Technology - bringing schools and district up to readiness level in technology by providing computers, adequate data connection, appropriate capacity caching and bandwidth capability, etc.	5100	643	Computer Hardware Capitalized Technology needs to include computers, data connection, appropriate capacity caching and appropriate bandwidth to bring schools and district up to technology readiness level.		0.000	0.000	0.000	100000.00

E) Total: **\$210,050**DOE 101-R
Created 3/09

Dr. Eric J. Smith, Commissioner

Do the activities of the LEA Support Team align with the strategies being implemented?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the frequency and duration of each activity conducted by the LEA Support Team provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
STRATEGIES TO BE IMPLEMENTED		
1a. Identify Need		
Is there a need identified?	<input type="checkbox"/>	<input type="checkbox"/> #2 Increase math and science proficiency
1b. Data Source(s) and Actual Outcome(s)		
Is there at least one data source to support the identified need?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is there a corresponding actual outcome for each data source listed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1c. Selection of School(s), Performance Indicator(s), or Root Cause(s) Strategy will Address		
Does each strategy address at least one school in 1b?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1d. Name of Strategy		
Is the name of each strategy provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/> #2 Differentiate Instruction in math and science
Does each strategy address the identified need?	<input checked="" type="checkbox"/>	<input type="checkbox"/> #1--there is a root cause in the language--move to 1f.
1e. Purpose, Description of Research of Effectiveness, and Differentiated Accountability Implementation Support		
Is there an adequate description of the purpose of each strategy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is there a description of research of effectiveness of each strategy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does each strategy support the implementation of Differentiated Accountability?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does each strategy support the identified need?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1f. Root Causes		
Is there a root cause identified?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does each root cause identified correspond with the identified need?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the data/documents reviewed to determine each root cause to		

low academic achievement provided?			
Is there an explanation as to how the strategies implemented will eliminate each root cause to low academic achievement?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1g. Targeted Population(s)			
Does each strategy indicate the targeted population(s) being addressed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Does the targeted population(s) correspond with the actual outcomes and identified need?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1h. Current Capacity			
Are the resources supplied with state and local funds provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Are the resources supplied with federal funds provided? (Title I, CWT/SES, Title II, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Are the resources supplied by collaborative partners provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is the description of how strategies implemented will enhance/expand the current capacity of the LEA to support student academic achievement?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1i. Frequency and Duration			
Is the frequency and duration of each strategy provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Monitoring Implementation			
Is the person(s)/entity in charge of monitoring implementation of each strategy provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. Progress Monitoring			
Is the progress monitoring tool(s) for each strategy provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. Frequency of Progress Monitoring			
Is there a frequency of progress monitoring for each progress monitoring tool listed in each strategy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Supplement versus Supplant			
Is there sufficient clarifying information provided to support that each strategy supplements local, state, and other federal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

education funds?			
<p align="center">6.</p> <p align="center">Next Generation Strategic Imperative</p>			
Does the selected Next Generation Strategic Imperative correspond with the each identified need and strategy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<p align="center">7.</p> <p align="center">Academic Initiatives</p>			
Did the LEA select the appropriate initiative as it relates to each identified strategy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<p align="center">DISSEMINATION/MARKETING</p>			
Is the method(s) of disseminating/marketing the information from this application provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is the method(s) of reporting student outcomes the information from this application provided	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Is the population(s) being addressed for each method of disseminating/marketing and reporting student outcomes provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is the frequency of dissemination/marketing and reporting students outcomes for each method identified provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is the duration of dissemination/marketing and reporting student outcomes for each method identified provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is the information for dissemination/marketing and reporting student outcomes supplied for speakers of other languages? Are those languages listed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<p align="center">EVALUATION OF PREVIOUS YEAR'S TITLE I SCHOOL IMPROVEMENT</p>			
Was the description of the process for evaluating the outcomes of student academic achievement adequate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Did the process include:			
<ul style="list-style-type: none"> • The data used to evaluate • Stakeholders involved in the evaluation • Reporting outcomes • Proposed program changes • Timeframes 			

<ul style="list-style-type: none"> Align with previous year's project 			
Does the description of success or failure in meeting proposed outcomes align with previous application's goals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Does this year's application address any listed failures in meeting program outcomes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Does this year's application continue any listed successes in meeting program outcomes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Does the LEA continue to implement identified strategies that were shown to increase student achievement?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Did the LEA eliminate strategies identified as not increasing student achievement?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Did the LEA address the reason(s) for any strategies failure in this year's application to support continued implementation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Do the successes identified for program implementation correspond with the previous year's application?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Do the failures identified for program implementation correspond with the previous year's application?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Did the LEA continue using program implementation successes in this year's application?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Did the LEA eliminate any program implementation process that failed in the previous year?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Did the LEA address previous program implementation failures in this year's application to support continued implementation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
BUDGET			
Does each line item correspond to at least one strategy listed in the application?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Does the amount for administering the program exceed the 5% cap?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Do any of the function/object codes contain questionable expenditures?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	