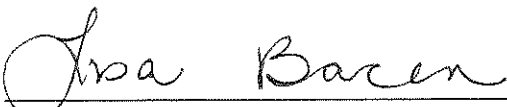



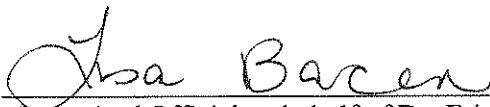

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Indian River County School District	2 PROJECT NUMBER 310-2260A-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: 09/11/2009 - 09/30/2010 Program Period: 09/11/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 201,010.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 201,010.00	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. 	
<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;"> 13 APPROVED: <div style="text-align: center;">  _____ Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> </div> <div style="width: 35%; text-align: center;"> <div style="border-top: 1px solid black; width: 100px; margin: 0 auto; margin-bottom: 5px;"></div> <div style="margin: 0 auto;"> 11/23/09 Date of Signing </div> </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>	

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

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

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Indian River County School District	2 PROJECT NUMBER 310-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted <p style="text-align: right;">TAPS 10AR06</p>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 09/11/2009 - 09/30/2010 Program Period: 09/11/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 138,494.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 138,494.00	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	11 DOE FISCAL DATA DBS: 40 90 20 EO: TX Object: 720036
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. In addition, the sub-recipient must comply with all expenditure, transparency, accountability, and reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA), ARRA regulations, and the ARRA specific assurances agreed to in the application for ARRA funds. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  <hr style="width: 100%;"/> Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="text-align: center;"> <u>11/23/09</u> Date of Signing </div> <div style="text-align: right;">  </div> </div>	

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- 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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- 12 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 13 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION - School Improvement Initiative

TAPS: 10AR05

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Name and Address of Eligible Applicant: Indian River 1990 25TH ST VERO BEACH, FL 32960	DOE USE ONLY
		Date Received

B) Applicant Contact Information

Contact Name: First Name: Alice MI: H Last Name: Blanco	Mailing Address: 1990 25TH ST City: VERO BEACH State: FL Zip: 32960
Telephone Number: 772-564-3093	Ext:
Fax Number: 772-564-3077	E-mail Address: alice.blanco@indianriverschools.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: 310-2260A-0CS01 201,010	Project Number: 310-2260S-0CZS1 00201 138,494	Project Number: 310-1260A-0CS01	Project Number: 310-1260S-0CZS1
Total Funds Requested: \$207,128.00	Total Funds Requested: \$143,262.00	Total Funds Requested: \$0.00	Total Funds Requested: \$0.00

CERTIFICATION

I **Harry La Cava** 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) Harry La Cava
Signature of Agency Head

DOE 100A



Dr. Eric J. Smith, Commissioner

Title I, Part A School Improvement Grants INDIAN RIVER

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: Indian River 1990 25TH ST VERO BEACH, FL 32960	DOE USE ONLY Date Received
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B) Applicant Contact Information

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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: 310-2260A-0CS01	Project Number: 310-2260S-0CZS1	Project Number: 310-1260A-0CS01	Project Number: 310-1260S-0CZS1
Total Funds Requested: \$201,010.00	Total Funds Requested: \$138,494.00	Total Funds Requested: \$0.00	Total Funds Requested: \$0.00

CERTIFICATION

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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
0101	FELLSMERE ELEMENTARY SCHOOL	95.55	Correct I	4	90928.16	62891.23	0.00	0.00
0161	VERO BEACH ELEMENTARY SCHOOL	83.62	Correct I	4	87880.29	60763.14	0.00	0.00
5002	ST. PETER'S ACADEMY	95.41	Prevent I	2	18456.55	12765.63	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 School District of Indian River County provides professional development to all administrative and instructional staff in data analysis through out the school year, beginning in July 2009. On-going staff development in the area of data analysis is provided by district staff as well as by outside consultants. Data analysis meetings occur on a weekly basis. The meetings include principals, assistant principals, the school's leadership team and district personnel. As the school works closely with data, focus on the measurable outcomes becomes part of the daily plan. All students (total student population for AYP) and specifically subgroups are closely monitored using local benchmark assessments. School-based staff hold data analysis meetings immediately after each benchmark assessment to review student performance. Reading Benchmark Assessments occur six times per year: September, October, December, January, March and May. Math Benchmark assessments are given in September, October, January, and May. After each data analysis meeting, teachers will adjust their curriculum to meet the needs of their students. Indian River County utilizes Performance Matters, a dynamic data monitoring system, to monitor student academic data. Administrators and teachers analyze data on an on-going basis and use the information to modify and differentiate instruction as needed. The district's Curriculum and Instruction department also has scheduled data analysis meetings that occur on a quarterly basis to analyze student achievement program outcome data of all schools in Prevent I/Correct I and twice per quarter for schools in Prevent II/Correct II.

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 school support team will meet monthly to review school progress toward meeting the goals identified in the School Improvement Application. Schools will be visited monthly by team members and a checklist will be used to document observations and interviews with school staff. School visits will be random and on a varied schedule so that team members may make observations and conduct interviews throughout the day. The School Support Team will conduct school visits, including classroom walk-throughs, and monitor the implementation of the School improvement Plan. The action plan for schools in corrective action and restructuring will also be monitored by this team. District administrators will monitor compliance with the differentiated accountability crosswalk of strategies and interventions, paying close attention to school improvement, educator quality, professional development, curriculum alignment and pacing, and utilization of the Continuous Improvement Model.

Checklist Includes: • School leader is highly visible in classrooms • Formative student assessment data is being used to drive instruction • Summative student assessment data is being used to make curriculum decisions • Priority areas have been identified for instructional focus • Professional development is targeted to teacher need as reflected in Individual Professional Development Plans • Professional development is targeted to subject areas identified for instructional improvement and teachers of subgroup populations • Curriculum alignment with state standards is in progress • Students are engaged in the learning process • The use of research-based instructional strategies is evident • Project-based activities are taking place • Instruction is being differentiated.

Evaluation: Mid-Year, End of the Year.

The district will monitor Prevent II, Correct I and Correct II schools to ensure that district-determined interventions/measures are being implemented. The district will monitor compliance of Correct I and Correct II schools to the school's differentiated accountability plan, through site visits, and monitoring of student achievement data a minimum of three times per year, through progress monitoring. The district will monitor and evaluate progress monitoring in tested core-academic areas a minimum of twice per year. Correct I and Correct II schools will receive more frequent monitoring and targeted district support than Prevent I schools. Funds, subject to availability and as appropriate, will be re-directed to Correct I and Correct II schools prior to Prevent I schools.

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 the percentage of students scoring at or above grade level on FCAT Reading and Math**

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

Response: 2009 AYP results - Hispanic and SWD not making AYP in reading and Black, Hispanic, ED, ELL in math

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

- FELLSMERE ELEMENTARY SCHOOL
- VERO BEACH ELEMENTARY SCHOOL
- ST. PETER'S ACADEMY

1d. Name of strategy

Response: Extended Learning Opportunities

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

Response: The purpose of this strategy is to provide students extended learning opportunities to students beyond the regular school day and during the summer. Research indicates that extended day-extended year allows for practice of learned skills, extended instruction for intervention or remediation, accelerated learning for higher-level students, and especially, opportunities to be involved in language and academic vocabulary. Students identified as "educationally at-risk" can particularly benefit from additional time in an academic setting. A math coach will be hired at St. Peter's Charter Academy to provide supplemental remediation at the school. The math coach will also train teachers (working in the after school setting) on best practices in the area of math.

This strategy supports the implementation of Differentiated Accountability by providing high-quality extended learning opportunities to subgroups that did not meet state proficiency standards.

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

Response: ROOT CAUSE - Lack of extended learning opportunities for children living in poverty

For a variety of reasons, when compared with children from more affluent families, poor children are more likely to have low academic achievement, to drop out of school, and to have health, behavioral, and emotional problems. These linkages are particularly strong for children whose families experience deep poverty, who are poor during early childhood, and who are trapped in poverty for a long time". Many of our Title I students reside in homes without print rich environments. Parents may not be highly educated themselves, they may be second language learners, or they do not have the financial resources to pay for high quality after school programs. Therefore, these students do not have the opportunities that more affluent children have to be exposed to engaging learning opportunities.

The strategy of providing extended learning opportunities using scientifically based curriculum will provide opportunity beyond the regular school day for additional learning. The remediation will particularly assist the subgroups ED, ELL, Black, and ESE.

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

Response: Students attending Title I Schools identified as in need of improvement, Fellsmere Elementary and Vero Beach Elementary and St. Peter's Charter Academy not performing at grade level in the area(s) of Reading and or Math.

2009 AYP FCAT Math – Percent 3 and above

Fellsmere:

W - 90

B - 10

H -72

ED -73

SWD -42

ELL -70

Vero Beach Elementary

W - 76

B - 51

H -68

ED -65

SWD -58

ELL -52

St. Peter's Charter Academy

W – N/A

B - 79

H -82

ED -81

SWD -67

ELL -50

2009 AYP FCAT Reading – Percent 3 and above

Fellsmere:

W - 90

B - N/A

H -70

ED -70

SWD -42

ELL -69

Vero Beach Elementary

W - 79

B - 49

H -68

ED -65

SWD -47

ELL -43

St. Peter's Charter Academy

W – N/A

B - 82

H -71

ED -79

SWD -56

ELL -50

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

Response: All schools have reading coaches that are experts in the area of Reading. Each Title I school has a math coach. The math coach provides support to teachers in the area of math & works with small groups of students who are not meeting grade level expectations in math. The coaches work with teachers to ensure that students are receiving appropriate interventions & differentiated instruction that meets their specific needs. Reading/Math deficiencies are addressed in supplemental tutorials provided through extended day & extended year programs targeting students in subgroups not meeting AYP. Reading & math software programs, including but not limited to Compass Learning, Earobics, Rosetta Stone, & FASST math are used during the extended learning programs. Supplemental technology, such as LCD projectors, document cameras are used to further support instruction. Supplemental reading materials, SRA Readers Theater, & Great Source are used in the extended day/extended year programs.

The district has implemented the RtI Model in all elementary schools in the areas of reading & behavior. Intensive staff development is provided through out the year beginning in August. The University of Florida provides Positive Behavior Support to the district's schools. The RtI Model supports the district philosophy that we must educate ALL students & that the student performance is most influenced by the quality of the interventions we deliver & how we deliver them.

The district coordinates training with Title II to provide high-quality professional development for teachers including teachers of ELL students & students with disabilities.

The district collaborates with community agencies such as the Boys & Girls Club of Indian River County & the Gifford Youth Activities Center to provide tutorial services after school & during the summer.

- 1i. Frequency and duration of this strategy (For example: three days per week after school for nine weeks starting the week of January 7th.)

Response: The frequency and duration of the after school activities will vary depending on the specific need of the school. Typically the programs will operate 3 days per week, 1- 2 hours per day for 18 weeks starting in October.

The summer program begins immediately after the end of the regular school year. The anticipated start day is June 15, 2010. Students are served 4-5 hours per day, 5 days per week for a period of 4-6 weeks.

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

Response: School principals and assistant principals, reading and math coaches, science specialist and district Title I staff.

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

Response: The effectiveness of this strategy will be indicated by varying measurements of student academic progress, including FCAT, DIBELS, and local benchmark assessments. The School District of Indian River County, through PM2, reviews student data in an on-going basis. All students (total population group for AYP) and subgroups that making AYP are closely monitored using the assessments listed above.

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

Response: The frequency of progress monitoring will be appropriate to the various instruments used, such as FCAT, DIBELS and benchmark tests. Teachers' progress in implementing strategies learned will be monitored by regular classroom walk-throughs conducted by school principals and School Support Team members.

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

Response: The activities supported through these funds are supplemental in nature and do not supplant existing services to eligible students.

All eligible Title I students are encouraged to participate in Supplemental Educational Services. The district collaborates with community agencies such as the Boys and Girls Club of Indian River County and the Gifford Youth Activities Center to provide tutorial services after school and during the summer.

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: **Create instructional environments that maximize teacher effectiveness and reduce teacher turnover**

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

Response: 2009 AYP results - Hispanic and SWD not making AYP in reading and Black, Hispanic, ED, ELL in math

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

- FELLSMERE ELEMENTARY SCHOOL
- VERO BEACH ELEMENTARY SCHOOL

1d. Name of strategy

Response: Provide differentiated pay to maximize teacher effectiveness and reduce teacher turnover

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

Response: Recent research released by the Center for American Progress in 2005 provides evidence that teacher quality plays a critical role in whether or how much students learn from year to year.

The strategy of providing targeted incentives for teachers will create an instructional environment that will maximize teacher effectiveness and reduce teacher turnover in high-poverty schools and increase academic achievement. The strategies of the targeted incentives are completely aligned with the goals of Differentiated Accountability. The strategy of providing incentives will assist the targeted schools maintain a stable, highly qualified instructional team that will result in higher student achievement.

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

Response: Root Cause - Teacher Quality & High mobility

Recent research released by the Center for American Progress in 2005 provides evidence that teacher quality plays a critical role in whether or how much students learn from year to year. High poverty, high minority schools tend to have higher representation of first year teachers, teachers with temporary certification or teachers Out-of-Field. 2007-2008 data analysis regarding the quality of Florida's staff qualifications indicated the following:

Schools with a Majority of Minority Students and Students Receiving Free or Reduced-Price Lunch

Percent of First Year Teachers: 15%

Percent of Temporary Certified Teachers: 18%

Percent of Out-of-Field Teachers: 17%

Schools with Neither a Majority of Minority Students nor Students Receiving Free or Reduced-Price Lunch

Percent of Temporary Certified Teachers: 9%

Percent of Out-of-Field Teachers: 13%

Percent of First Year Teachers: 13%

The strategy of providing targeted incentives for teachers will create an instructional environment that will maximize teacher effectiveness and reduce teacher turnover in high-poverty schools and increase academic achievement. The strategy of providing targeted incentives for teachers will create an instructional environment that will attract experienced highly effective teachers. This will result in enhanced teacher effectiveness and reduced teacher turnover in high-poverty schools and increase academic achievement of students not achieving AYP.

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

Response: The target group for this strategy are classroom teachers at the district's highest-poverty Title I schools identified as in need of improvement- Fellsmere Elementary and Vero Beach Elementary whose students include members of the Black, Hispanic, ED, SWD and ELL subgroups.

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 Indian River County has implemented strategies to encourage highly effective teachers to teach at high-poverty and high-need schools, including Title I schools. Eligible district teachers currently receive performance pay as specified in the CEA contract. Eligible National Board certified teachers also receive district approved supplemental pay. Although the requirement for differentiated pay is only required by the FDOE for Intervene and D and F and Correct II schools, differentiated pay is an effective strategy in supporting systemic and whole school reform.

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: Teachers at Fellsmere Elementary and Vero Beach Elementary will receive \$2000 distributed equally among 24 pay periods.

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

Response: The district's Title I office will collaborate with the district's Human Resources and Finance departments to ensure implementation of this strategy.

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

Response: 1) The effectiveness of the strategy will be indicated by varying measurements of student academic progress, including FCAT, DIBELS, and local benchmark assessments.

2) The effectiveness of this strategy will also be measured by comparing the retention rate of teachers at Fellsmere Elementary and Vero Beach Elementary as compared to non-Title I schools.

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

Response: 1) The frequency of progress monitoring will be appropriate to the various instruments used, such as FCAT, DIBELS and benchmark tests. Teachers' progress in implementing strategies learned will be monitored by regular classroom walk-throughs conducted by school principals and School Support Team members.

2) At the end of the current school year, the effectiveness of this strategy will also be measured by comparing the retention rate of teachers at Fellsmere Elementary and Vero Beach Elementary as compared to non-Title I schools.

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

Response: The incentive pay is only provided to the teachers working in the district's two schools that are identified as in need of improvement: Fellsmere Elementary and Vero Beach Elementary both DA Correct II schools and is therefore supplemental.

The provision of differentiated pay is required by Florida's Differentiated Accountability plan and has therefore been deemed supplemental to existing efforts. The funding is completely separate from funds set-aside to meet NCLB requirements. Teachers and students in these schools will be affected by the improved instruction provided by this strategy. The district's Title I office will collaborate with the district's Human Resources and Finance departments to ensure implementation of this strategy. Only teachers at the district's two Title I schools in need of improvement will receive the differentiated pay therefore ensuring that the strategy is supplemental in nature.

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: **Professional development in the areas where schools/district did not make AYP**

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

Response: 2009 AYP results showed Hispanic and SWD not making AYP in reading and Black, Hispanic, ED, ELL and

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

- FELLSMERE ELEMENTARY SCHOOL
- VERO BEACH ELEMENTARY SCHOOL
- ST. PETER'S ACADEMY

1d. Name of strategy

Response: Professional development in content areas and subgroups not making AYP

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

Response: The purpose of providing staff development in the areas of reading and math and science is to ensure teachers' awareness of best practices and effective differentiation of instruction for subgroups not making AYP. The Annenberg Institute for School Reform 2004 and "Professional Development Strategies that Improve Instruction" and Maheady, L. (1997) "Preparing Teachers for Instructing Multiple Ability Groups" report that high-quality staff development has a direct impact on the effectiveness of instruction. The staff development will ensure higher-level instruction for all students but especially for our educationally at-risk students. Fortifying teachers with skills, information and best practices will be the need boost to move our subgroups into proficiency in AYP. The strategy of using outside consultants will enhance the district's existing staff development initiatives and is also aligned with Differentiated Accountability.

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

Response: The root causes of the targeted schools not achieving AYP are related to instruction. Specifically, data analysis not consistently being used to guide and improve instruction; inconsistent instructional schedules; limited use of differentiated instruction; and district programs and pacing guides not being implemented with fidelity in all classrooms are root causes of AYP not being achieved for all subgroups.

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

Response: The target group for this strategy includes classroom teachers whose students include members of the Black, Hispanic, ED, SWD and ELL subgroups. Professional development will be provided for such teachers in all Title I schools identified for improvement under NCLB, with a particular focus on those in SINI 4.

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

Response: The district's current capacity to implement this strategy is supported by the following: previous professional development initiatives that have laid the foundation for additional classes; the establishment of professional learning communities in high-needs schools; the availability of highly qualified instructors both within the district and through external

consultant contracts. Areas in which high-quality professional development has already been provided include but are not limited to differentiated instruction, the inclusion model, Response to Intervention, effective instructional strategies, effective literacy instruction, and aligning instruction with state standards.

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 classes will be offered throughout the school year and during the summer. In addition to classes provided on district and school professional development days, classes will be provided after school during the school year and during the day for a two-week period during the summer. The length of courses and class sessions will be appropriate to the content of each course. For example, Science and Writing will be provided by outside consultants beginning in September 2009 through June 2010. WriteMath Enterprises will provide approximately 20, six hour workshops in Modeling and Curriculum Development in Writing Instruction for Grades K-5. Dr. Szpyka will continue to provide inservice in the area of science (grades 3-5) beginning in September 2009 and continuing throughout the school year. Sessions will focus on the new science standards, data analysis, addressing science content knowledge and planning for summer science/math summer program

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

Response: Monitoring of professional development strategies will be done by principals, coaches, Title I staff, and members of the School Support Teams.

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

Response: The effectiveness of this strategy will be indicated by varying measurements of student academic progress, including FCAT, DIBELS, and local benchmark assessments.

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

Response: The frequency of progress monitoring will be appropriate to the various instruments used, such as FCAT, DIBELS and benchmark tests. Teachers' progress in implementing strategies learned will be monitored by regular classroom walk-throughs conducted by school principals and School Support Team members. Data analysis meetings occur weekly at each of the Title I schools. The district leadership team meets monthly to review data and monitor student progress.

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

Response: Professional development classes offered through this grant will be coordinated with other programs and fund sources in the district (Title I, Title II, Title III, ESE, district professional development) to ensure that all services are supplemental to other available professional development designed for improving teaching performance. The district's Title I Office monitors the activities to ensure that the professional development delivered through SI grant funds are above and beyond local, state and Title I 5% set-aside funded staff development.

6. Strategic Imperative this strategy addresses: 1.1

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

Reading
Mathematics
Science

Dissemination/Marketing and Reporting Student Outcomes

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

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

Response: SDIRC district offices and schools will coordinate efforts to ensure information regarding the School Improvement Grant is disseminated and marketed using a variety of methods, including but not limited to, school newsletters, parent letters, flyers, and school web page. Information will be made available in English/Spanish, as feasible. All information about the application and the programs operated under the grant will remain available for the duration of the project period.

All communication regarding the SIP Grant will be in a language and form parents can understand, unless clearly not feasible, including parents of ELL students. In addition, the district keeps a database of employees who are fluent in other languages and can be accessed for help when needed in communicating with parents. The district will provide overall program information to the community in a timely manner. Information is also distributed through the district web site and television station. Information on the district web site is translated, unless clearly not feasible. The means of communication listed ensure that stakeholders other than parents can keep up-to-date with outcomes and other information related to the SIP Grant. School newsletters will include notices of the grant and provide updated information for parents and students. Parents will receive written notice of student outcomes and achievement levels. This notification will occur periodically as data are available, including the end of summer school. The frequency of communication varies according to the urgency of the information being communicated, the intended audience, and the means of communication. For example, student progress reports go home twice each grading period or more frequently depending on the student's needs, while FCAT results are reported to stakeholders annually. The district's website is updated daily, and newspaper reports can be run on short notice any time information needs to be communicated to the entire community. Methods of reporting outcomes include, but are not limited to the following:

SDIRC district offices & schools will coordinate efforts to ensure information regarding the application is disseminated & marketed using a variety of methods, including but not limited to, school newsletters, parent letters, flyers, school web page. Information will be made available in English/Spanish, unless clearly not feasible. Hard copies at district office SIP grant project schools.

- Parent Notification Letters- (Schools that receive services from this grant): Upon approval of the SIP application, parents will receive a letter informing them of the application. One-time notification through this method.
- *ConnectEd – Automated calling system (English/Spanish) - •
- *Press releases to local media (newspapers, radio, television
- District Newsletter (Community Connection) available in print on district website. Quarterly
- Flyers, program notifications, brochures-The frequency of communication varies according to the urgency of the information being communicated.
- District website-The district website is updated daily. This will provide information to staff, parents, the community, students who have access to the Internet. This information will be posted upon approval of application be accessible 24/7 until the project period ends September 30, 2010.
- School Websites (Schools that receive services from the grant): This will provide information to staff, parents, the community, students who have access to the Internet. This information will be posted upon approval of application be accessible 24/7 until the project period ends September 30, 2010. All information

about the grant application and the programs funded will include notice that the application is available in hard copy upon request.

- School Newsletters (Schools that receive funds): Information on the application will be provided in the monthly newsletter after the approval of the application. This notification will address parents, staff, students. One-time notification through this method.

- *Educational TV/radio programming

- *PTA Newsletter Monthly

- * The frequency of communication will vary according to the urgency of the information being communicated.

Information concerning the availability of professional development funded by the grant will be disseminated to teachers at participating schools by means of fliers, e-mail announcements, and principals' presentations at faculty meetings. The dissemination schedule will ensure that teachers have adequate time to register for classes.

Each participating school will notify its SAC and staff of the receipt of this grant award. Regular updates will be provided to the SAC and school faculty as appropriate during the duration of the grant.

Evaluation of Previous Year's Title I School Improvement

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

Response: The School District of Indian River County's process for evaluating the outcomes of student academic achievements is multi-leveled and worked well for our schools. Our process involves a core leadership group, resource teachers, and grade level groups at each school. The district uses PM2, a data management system, to house and help disaggregate data, look for trends, determine if the areas of concern are isolated or systematic, and make academic patterns more visible. Our process is systematic and follows the path outlined below: • Give students benchmark assessments every six weeks • Collect data into PM2 • Core Team analyzes data with teachers during grade level meetings (open accountability) • Patterns, trends, areas of concern, areas of strength, individual needs, teacher needs and any other issues are discussed in an open forum at this time. • Resources are put in place to attend to the areas of weakness. • Teachers, students, resources, and assistants are always "on call" to shift teaching styles, curriculum, and student groups when the data indicates a need. This fluid process is the key to our success. • Having high expectations for all students. The success of the strategies identified in the previous year's application is evident as two of the district's Title I schools meet AYP.

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

Response: Our success in meeting the proposed outcomes rests on a group of talented, highly qualified teachers and staff and their ability to move, change, and shift based on the needs of the students. The needs of the students change from one testing period to the next, therefore our focus also changes to meet those needs. We have an environment of "open accountability" where we openly discuss student, grade level and teacher concerns. This environment helps everyone maintain open communication, share in best practices, and use the team approach to "leave no child behind". In addition, another factor that led to the success of the outcomes was the communicated interest and commitment of schools in being trained in strategies to improve the achievement of students in specified subgroups. Also, due to budget cuts, the district was only able to provide summer school for a very small number of students. Therefore, the additional summer school program provided through school improvement grant were embraced as a means to meet the needs of a wider range of students.

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

Response: The success of our programs at Fellsmere Elementary School, Vero Beach Elementary and St. Peter's Charter Academy resulted in many gains. The district's reading, math and writing programs were highly successful. In fact, Fellsmere Elementary students' writing scores were one of the best in the state. Additionally, the focus on pushing our ESE instruction into the general education environment also proved to be a success. The schools were able to focus on "time on task" and mastery of subject area curriculum. Our students are quickly making and maintaining gains. All of this success is based on having high expectations for all of our students.

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

Response: Based on our evaluations and FCAT results, we are concerned about our science scores. We believe that we were right on target with curriculum and instruction in that area and provided ongoing professional development in science instruction, but we did not perform well on the FCAT. In fact, Fellsmere Elementary students scoring at or above grade level dropped by 12% from the previous year. The district is re-evaluating that portion of our plan with the

assistance from district level personnel and a district science consultant. Interventions, funded through other than SI grant grant, include the newly-hired district science intervention specialist. This position will work directly with the school to analyze data, identify the area(s) in which the school is weakest, select curriculum and recommend interventions to improve student achievement in science. Outside experts, funded through Title I Part A will also be working with the school to assist with data analysis and professional development.

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

Response: Based on our evaluation, the success in program implementation is due to the systemic process put in place and follows the path outlined below: • Students benchmark assessments every six weeks • Data collection into PM2 • Core Team data analysis with teachers during grade level meetings (open accountability) • Discussion of patterns, trends, areas of concern, areas of strength, individual needs, teacher needs and any other issues discussed in an open forum. • Resources put in place targeting the areas of weakness/concerns. • Teachers, students, resources, and assistants are always “on call” to shift teaching styles, curriculum, and student groups when the data indicates a need. This fluid process is the key to our success. • Strong, consistent administrative leadership at Title I schools also contributed to the overall success of our students.

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

A) NAME OF ELIGIBLE RECIPIENT: Indian River

C) TAPS Number
10A006

B) Project Number (DOE USE ONLY): 310-2260A-0CS01

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	100	Salaries Differentiated Pay for teachers at Fellsmea Elementary and Vero Beach Elementary - \$2000 per teacher x 62.5	62.500	125000.00
5100	100	Salaries Extended-learning Strategy- Supplemental pay:1) Extension of academic day - 16 teachers and 4 teacher assistants paid at hourly rate (22 weeks) \$15,000 x 2 schools = \$30,000;	0.400	20000.00
5100	210	Retirement FRS @ 9.83	0.000	1966.00
5100	210	Retirement FRS @ 9.83 - Differentiated Pay	0.000	12287.50
5100	220	Social Security FRS @ 7.65 - Differentiated Pay	0.000	9562.50
5100	220	Social Security FICA @ 7.65	0.000	1530.00
5100	310	Professional and Technical Services Contractual - St. Peter's Charter Academy - Reimbursement for school improvement activities (math coach) at charter school.	0.000	12338.55
5100	510	Supplies Supplemental curriculum and supplies: Harcourt Interventions, Reader's Theater, NSF Science, Academic Vocabulary for the Content Area, Early Explorer's Emergent Reading/Math	0.000	4047.55
6400	100	Salaries Supplemental pay for participation in staff development activities beyond contracted hours (200 hours x \$20 per hour)	0.100	4000.00
6400	210	Retirement FRS @ 9.83	0.000	400.00
6400	220	Social Security FICA @ 7.65	0.000	306.00
7900	790	Miscellaneous Expenses Indirect Cost @ 5.0% Plan B	0.000	9571.90

E) Total: \$201,010DOE 101-R
Created 3/09

Dr. Eric J. Smith, Commissioner

FLORIDA DEPARTMENT OF EDUCATION

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

A) NAME OF ELIGIBLE RECIPIENT: **Indian River**B) Project Number (DOE USE ONLY): **310-2260S-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	21	D	Differentiated pay for teachers at Fellsmere Elementary and Vero Beach Elementary, \$2,000 per teacher (27.5 teachers)	5100	100	Salaries Salaries- Differentiated pay @ \$2,000 per teacher	51073	0.000	0.000	27.500	55000.00
D	B4	21	S	Extended Learning: supplemental pay for 14 teachers at two schools, paid at hourly rate x 22 weeks	5100	100	Salaries Salaries	51073	0.000	0.000	14.000	30000.00
D	B4	21	S	Extended Learning	5100	210	Retirement FRS @ 9.83		0.000	0.000	0.000	2949.00
D	B4	21	D	FRS @ 9.83	5100	210	Retirement FRS @ 9.83		0.000	0.000	0.000	5406.50
D	B4	21	D	FICA @ 7.65	5100	220	Social Security FICA @ 7.65		0.000	0.000	0.000	4207.50
D	B4	21	S	Extended Learning	5100	220	Social Security FICA @ 7.65		0.000	0.000	0.000	2295.00
D	B4	21	S	Contract with St Peter's Charter Academy - reimbursement for implementation of school improvement initiatives (math coach) - the math coach position will support the charter school in the area of math. The math coach will work with teachers to improve the delivery of instruction and particularly target the subgroups Black and Educational Disadvantaged.	5100	310	Professional and Technical Services Professional - Technical Services - St. Peter's Charter Academy		0.000	0.000	0.000	12765.63
D	B4	21	S	Supplemental curriculum and supplies to be used in the extended academic day funded through the SI grant- Harcourt Interventions, Reader's Theater, NSF curriculum, Singlish, English at Your Command	5100	510	Supplies Supplemental curriculum and supplies		0.000	0.000	0.000	6226.62
D	B4	21	S	Staff Development - compensation for participation in staff development activities occurring beyond the school day, paid at district approved staff development rate	6400	100	Salaries Salaries - supplemental pay for staff development	51073	0.000	0.000	15.000	6000.00
D	B4	21	S	FRS @ 9.83 - Staff Development	6400	210	Retirement FRS @ 9.83		0.000	0.000	0.000	589.80
D	B4	21	S	FICA 7.65 - Staff Development	6400	220	Social Security FICA @ 7.65		0.000	0.000	0.000	459.00
D	B4	21	S	Consultants - Honorarium for services provided by consultants : WriteMath (Kathy Robinson and Science (Dr. Szpyrka)	6400	311	Subagreements up to \$25,000 Professional Technical - Consultants		0.000	0.000	0.000	6000.00
N/A	N/A	21	D	Indirect Cost @ 5%	7900	790	Miscellaneous Expenses Indirect Cost @ 5% Plan B		0.000	0.000	0.000	6594.95

E) Total: \$138,494DOE 101-R
Created 3/09

Dr. Eric J. Smith, Commissioner

