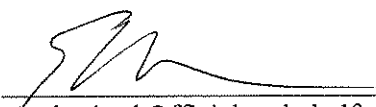



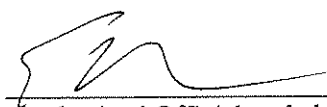

**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Leon County School District	<b>2 PROJECT NUMBER</b> 370-2260A-0CS01
<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Initiative  <p style="text-align: right;"><b>TAPS 10A006</b></p>	<b>4 AUTHORITY</b> 84.010A School Improvement - Title I, Part A
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 09/18/2009 - 09/30/2010 Program Period: 09/18/2009 - 09/30/2010
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 276,280.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 276,280.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u></li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u></li> <li>Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u></li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date(s) for program reports:</li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> Michael Kilts <b>Phone:</b> (850) 245 - 9946 <b>Email:</b> <a href="mailto:Michael.Kilts@fldoe.org">Michael.Kilts@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0496	<b>11 DOE FISCAL DATA</b>  DBS: 40 90 20 EO: 9A Object: 720036
<b>12 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs.</li> <li>For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</li> </ul>	
<b>13 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="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>11/13/09</u>  <hr style="width: 100%;"/>                 Date of Signing             </div> <div style="text-align: right;">  </div> </div>	

**INSTRUCTIONS**  
**PROJECT AWARD NOTIFICATION**

- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
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- 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.
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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 Award Notification**


<b>1 PROJECT RECIPIENT</b> Leon County School District	<b>2 PROJECT NUMBER</b> 370-2260S-0CZ01
<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Initiative-Targeted  <p style="text-align: center;"><b>TAPS 10AR06</b></p>	<b>4 AUTHORITY</b> 84.010A School Improvement - Title I, Part A
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 09/18/2009 - 09/30/2010 Program Period: 09/18/2009 - 09/30/2010
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 193,216.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 193,216.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u></li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u></li> <li>Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u></li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date(s) for program reports:</li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> Michael Kilts <b>Phone:</b> (850) 245 - 9946 <b>Email:</b> <a href="mailto:Michael.Kilts@fldoe.org">Michael.Kilts@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0496	<div style="text-align: center;"><b>Comptroller's Office</b> (850) 245-0401</div> <div style="text-align: right;"> <b>11 DOE FISCAL DATA</b>           DBS: 40 90 20          EO: TX          Object: 720036       </div>
<b>12 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. 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.</li> <li>For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</li> </ul>	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> <b>13 APPROVED:</b>     <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>         Authorized Official on behalf of Dr. Eric J. Smith          Commissioner of Education       </div> <div style="width: 45%; text-align: center;"> <u>11/13/09</u>  <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>         Date of Signing       </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>	

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

# **FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION - School Improvement Initiative**

TAPS: 10AR05

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496		A) Name and Address of Eligible Applicant: <b>Leon</b> 2757 W PENSACOLA ST TALLAHASSEE, FL 32304		DOE USE ONLY  Date Received 2009 SEP 8 PM 5:33 OFFICE OF GRANTS MANAGEMENT	
B) Applicant Contact Information					
Contact Name: First Name: Carolyn M: C Last Name: Spooner			Mailing Address: 3955 W PENSACOLA ST City: TALLAHASSEE State: FL Zip: 32304		
Telephone Number: 850-413-0441			Ext:		
Fax Number: 850-487-4734			E-mail Address: spoonerc@leon.k12.fl.us		
Title I School Improvement Initiative [1003(a)]  Project Number: 370-2260A-0CS01  Total Funds Requested: \$286,508.00 276,280.00		Title I School Improvement Initiative [1003(a)] ARRA  Project Number: 370-2260S-0CZS1 0CZ01 Total Funds Requested: \$202,020.00 193,216.00		Title I School Improvement Fund [1003(g)]  Project Number: 370-1260A-0CS01  Total Funds Requested: \$0.00	
<p align="center"><b>CERTIFICATION</b></p> <p>I Jackie Pons 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.</p> <p>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.</p> <p>E)  Signature of Agency Head</p>					

DOE 100A



Dr. Eric J. Smith, Commissioner

**Title I, Part A School Improvement Grants LEON**

## General Assurances

The Department of Education has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

- A. 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- B. applicable regulations of other Federal agencies; and
- C. State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://www.fldoe.org/comptroller/gbook.asp>

## School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

## No Child Left Behind Assurances (Applicable to All Funded Programs)

By signature on this application, the LEA certifies it will comply with the following requirements of the No Child Left Behind Act of 2001:

- ✓ Coordinate and collaborate, to the extent feasible and necessary as the LEA determines, with the State Educational Agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116.
- ✓ Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the LEA and receiving Title I, Part A funds to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) by the 2013-2014 school year.
- ✓ Spends funds quickly, consistent with NLCB's reporting and accountability requirements, to help drive the nation's economic recovery.
- ✓ Improve student achievement through school improvement and reform and help close the achievement gap by: 1) making progress toward rigorous college- and career-ready standards and high-quality assessments; 2) establishing pre-K to college and career data systems that track progress and foster continuous improvement; 3) improving teacher effectiveness and the equitable distribution of qualified teachers; and 4) providing intensive support and effective interventions for the lowest-performing schools.
- ✓ Ensure transparency, reporting, and accountability to accurately measure and track funds and publicly report on how funds are used.
- ✓ Invest ARRA funds thoughtfully in ways that do not result in unsustainable continuing commitments after the funding expires.

**FLORIDA DEPARTMENT OF EDUCATION  
PROJECT APPLICATION - School Improvement Initiative**

TAPS: 10AR05

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Name and Address of Eligible Applicant: <b>Leon</b> 2757 W PENSACOLA ST TALLAHASSEE, FL 32304	DOE USE ONLY  Date Received
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## B) Applicant Contact Information

<b>Contact Name:</b> First Name: Carolyn MI: C Last Name: Spooner	<b>Mailing Address:</b> 3955 W PENSACOLA ST City: TALLAHASSEE State: FL Zip: 32304
Telephone Number: 850-413-0441	Ext:
Fax Number: 850-487-4734	E-mail Address: spoonerc@leon.k12.fl.us

<b>Title I School Improvement Initiative [1003(a)]</b>  Project Number: <b>370-2260A-0CS01</b>  Total Funds Requested: <b>\$276,280.00</b>	<b>Title I School Improvement Initiative [1003(a)] ARRA</b>  Project Number: <b>370-2260S-0CZS1</b>  Total Funds Requested: <b>\$193,216.00</b>	<b>Title I School Improvement Fund [1003(g)]</b>  Project Number: <b>370-1260A-0CS01</b>  Total Funds Requested: <b>\$0.00</b>	<b>Title I School Improvement Fund [1003(g)] ARRA</b>  Project Number: <b>370-1260S-0CZS1</b>  Total Funds Requested: <b>\$0.00</b>
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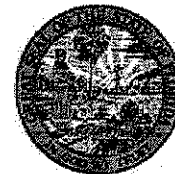
**CERTIFICATION**

I **Jackie Pons** 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
0131	WOODVILLE ELEMENTARY SCHOOL	76.07	Correct I	4	24803.56	20956.65	0.00	0.00
0171	OAK RIDGE ELEMENTARY SCHOOL	90.65	Correct I	5	24803.56	20956.65	0.00	0.00
0231	JOHN GRILEY ELEMENTARY SCHOOL	97.07	Correct I	3	24803.56	20956.65	0.00	0.00
0291	R. FRANK NIMS MIDDLE SCHOOL	87.32	Correct II	6	24803.56	20956.65	0.00	0.00
0311	PINEVIEW ELEMENTARY SCHOOL	86.18	Prevent I	1	24803.56	20956.65	0.00	0.00
0401	ASTORIA PARK ELEMENTARY SCHOOL	71.96	Prevent I	1	24803.56	20956.65	0.00	0.00
0441	APALACHEE ELEMENTARY SCHOOL	70.89	Prevent I	3	24803.56	20956.65	0.00	0.00
1181	BOND ELEMENTARY SCHOOL	95.01	Prevent II	2	24803.56	20956.65	0.00	0.00
1401	C.K. STEELE-LEROY COLLINS CHAR	80.60	Prevent I	2	24803.56	20956.65	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: Data Analysis during Project Period

The district provided professional development to all principals and assistant principals in data analysis prior to teachers returning for pre-planning for the 2009-10 school year. The professional development activity was led by the LCS Divisional Director of School Improvement and the LCS Director of Testing, Research, and Assessment.

Schools in Prevent I, Correct I, Prevent II Correct II will have both small group meetings and site visits with contracted Consultant, Mark Rolewski to provide professional development to each school's leadership team on student achievement. The Florida Continuous Improvement Model will be the format for data analysis. After each data analysis meeting, teachers will adjust their curriculum plan to meet the needs of their students. Raising the Bar Objectives overview, planning, site data analysis will be done with district and school teams in collaboration with the consultant as outlined:

#### Meeting Objectives:

Identification of school goals and targets

Identification of root cause leverage points

Identification of researched-proven solutions aligned with identified problems

Development of an appropriate achievement plan that includes professional development and coaching.

Identification and implementation of formative measures for monitoring progress.

#### Meeting Schedule

Monday, August 10, 2009

Godby High School Visit 1

9:00-3:00 Faculty Meeting

3:30-4:00 Leadership Team

4:30-5:30 School Advisory Council

Tuesday, August 11, 2009

7:30-11:30 Nims Middle School Visit 1

Monday, September 28, 2009: Leadership Academy/Site Visit

8:00-10:00 Elementary School Group

10:30-12:30 Middle School & High School Group

2:00-4:00 School Visit Griffin Middle School Visit 1

Tuesday, September 29, 2009: Site Visits

8:00 - 10:00 School Ft. Braden K-8 School Visit 1

10:30 - 12:30 School Oakridge Elementary Visit 1

2:00 - 4:00 School Woodville Elementary Visit 1

Thursday, October 22, 2009: Site Visits

8:00 - 10:00 School Bond Elementary Visit 1

10:30 - 12:30 School Apalachee Elementary Visit 1

2:00 - 4:00 School Pineview Elementary Visit 1

Friday, October 23, 2009: Leadership Academy/Site Visit

8:00-10:00 Elementary Group

10:30-12:30 Middle School & High School Group

2:00-4:00 School Visit Riley Elementary Visit 1

Monday, November 23, 2009: Leadership Academy/Site Visit

8:00-10:00 Elementary Group

10:30-12:30 Middle School & High School Group

2:00-4:00 School Visit Astoria Park Elementary Visit 1

Tuesday, November 24, 2009: Site Visits

8:00 - 10:00 School Godby High School Visit 2

10:30 - 12:30 School Nims Middle School Visit 2

2:00 - 4:00 School Griffin Middle School Visit 2

Monday, January 25, 2010: Leadership Academy/Site

8:00-10:00 Elementary Group

10:30-12:30 Middle School & High School Group

2:00-4:00 School Woodville Visit 2

Tuesday, January 26, 2010: Site Visits

8:00 - 10:00 School Riley Elementary Visit 2

10:30 - 12:30 School Oakridge Elementary Visit 2

2:00 - 4:00 School Ft. Braden K-8 School Visit 2

Thursday, February 18, 2010: Site Visits

8:00 - 10:00 School Bond Elementary Visit 2

10:30 - 12:30 School Pineview Elementary Visit 2

2:00 - 4:00 School Apalachee Elementary Visit 2

Friday, February 19, 2010: Leadership Academy/Site

8:00-10:00 Elementary Group

10:30-12:30 Middle School & High School Group

2:00-4:00 School Astoria Park Elementary Visit 2

Wednesday, April 7, 2010: Site Visits

8:00 - 10:00 School Godby High School Visit 3

10:30 - 12:30 School Nims Middle School Visit 3

2:00 - 4:00 School Griffin Middle School Visit 3

Thursday, April 8, 2010: Leadership Academy/Site

8:00-10:00 Elementary Group

10:30-12:30 Middle School & High School Group

2:00-4:00 School Ft. Braden K-8 School Visit 3

Friday, April 9, 2010: Site Visits

8:00 - 10:00 School Oakridge Elementary Visit 3

10:30 - 12:30 School Riley Elementary Visit 3

2:00 - 4:00 School Woodville Elementary Visit 3

Monday, May 10, 2010: Site Visits

8:00 - 10:00 School Bond Elementary Visit 3

10:30 - 12:30 School Apalachee Elementary Visit 3

2:00 - 4:00 School Pineview Elementary Visit 3

Tuesday, May 11, 2010: Leadership Academy/Site

8:00-10:00 Elementary Group

10:30-12:30 Middle School & High School Group

2:00-4:00 School Visit Astoria Park Elementary Visit 3

June: 24

8:00-11:00 District Leadership 2010-11

12:00-3:30 Elementary Group 2010-11 Training

June 25

8:30-11:00 Focus Group 2010-2011

12:00-3:30 Middle School and High School Group 2010-2011 Training

## 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:** LEA Support Team

Marvin Henderson, Associate Superintendent

Barbara Wills, Assistant Superintendent, Professional and Community Services

Shannon Lynch, Assistant Superintendent, Division of Teaching and Learning

Peggy Youngblood, Division Director, Elementary

Scotty Crowe, Division Director School Improvement

Randy Pridgeon, Division Director Secondary Schools

Bev Owens, Division Director Special Programs

Jo Marie Olk, Director, Reading and Language Arts

Carolyn Spooner, Director, Title I and Special Services

Donna Harper, Director SES Title I

Theresa Croteau, Director, Staff Development

Paul Felsch, Director Testing Research and Student Assessment

Martha Fletcher, Director Early Childhood Programs

Ward Spisso, Director of Exception Student Services

Merrill Wimberley, Chief Finance officer

Gail Ogawa, Evaluation Specialist, Program Monitoring and Evaluation

Connie Pfaender, Developer, Elementary Schools Language Arts

Ken Fearson, Developer Mathematics

The LEA Support Team will hold monthly principal and assistant principal meetings to provide program and technical support and assistance. The LEA Support Team will meet with the Department of Education Bureau Chief of School Improvement Regional Lead Director and State Regional Director of K-12 Schools and his curriculum team to discuss, plan, and monitor fidelity of curriculum and students' progress at Correct II schools-Godby High School, Griffin Middle School, and Nims Middle School.

The principal and assistant principal will provide the leadership roles at the school to ensure all FCAT Level 1 and Level 2 students have access to individual and small group tutoring and instruction. The principal, assistant principal, resource teacher, and coach will monitor student progress and strategy implementation using classroom walkthroughs, implementation checklist, and lesson plan reviews.

Consultant, Mark Rolewski will provide professional development, planning and data analysis sessions for school leadership teams to identify and implement on-going formative measures for monitoring student progress. Objectives include:

Identification of school goals and targets

Identification of root cause leverage points

Identification of researched-proven solutions aligned with identified problems

Development of an appropriate achievement plan that includes professional development and coaching.

Identification and implementation of formative measures for monitoring progress.

Meetings with Mark Rolewski for 2009-10 will take place at the district. The SINI elementary group and the SINI secondary group will attend small group meetings to identify specific school goals, targets, and root causes. In addition Mark Rolewski will meet with each SINI school, at least 3, times at their site.

Similarly, Gail Ogawa, Evaluation Specialist, Program Monitoring and Evaluation will also provide on-site support as needed. The LEA Support team are also available for on-site staff development and technical assistance and support, as needed.

In addition the District LEA Team will visit all SINI sites during the first two months of 2009-10 to review data, school improvement goals, budget allocations and identify additional needs.

## 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: **Strengthen the foundation skills of student achievement.**

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

**Response:** 2009 FCAT: Non-Proficient Subgroups- SWD, T, B, ED

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

- WOODVILLE ELEMENTARY SCHOOL
- OAK RIDGE ELEMENTARY SCHOOL
- JOHN G RILEY ELEMENTARY SCHOOL
- R. FRANK NIMS MIDDLE SCHOOL
- PINEVIEW ELEMENTARY SCHOOL
- ASTORIA PARK ELEMENTARY SCHOOL
- APALACHEE ELEMENTARY SCHOOL
- BOND ELEMENTARY SCHOOL
- C.K. STEELE-LEROY COLLINS CHAR

1d. Name of strategy

**Response:** Additional highly qualified, resource teachers and highly qualified instructional aides

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

**Response:** Research by the Department of Education outlined in the School Improvement publication, "Ride the Wave" to Success in the Classroom, as well as, Lightning Best Practices emphasize the importance of setting high expectations for all students.

Highly qualified teachers and highly qualified instructional aides will provide supplemental support for students not meeting grade level proficiency. Teachers and instructional aides will provide supplemental, differentiated instructional groups as well as one on one tutoring needed for academic achievement.

Prevent I

Apalachee 2 Resource Teachers, 1 Instructional Aide

Astoria Park 1 Resource Teacher, 1 Instructional Aide

Pineview 2 Resource Teachers

Steele Collins Charter 1 Resource Teacher, 1 Instructional Aide

Correct I

Oakridge 1 Resource Teacher, 1 Instructional Aide

Riley 2 Resource Teachers, 1 Instructional Aide

Woodville 1 Resource Teacher, 1 Instructional Aide

Prevent II



Bond 2 Resource Teachers, 1 Instructional Aide

Correct II

Nims 1 Resource Teacher, 1 Instructional Aide

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

**Response:** All of the SINI schools listed below are 60% or higher on the Economic Survey.

SINI school students have low achievement levels in reading and math which require targeted instruction to yield results of academic improvement.

Each school has a Title I and School Improvement Plan addressing their school's unique needs.

Prevent I

Apalachee

Astoria Park

Pineview

Steele Collins Charter

Correct I

Oakridge

Riley

Woodville

Prevent II

Bond

Correct II

Nims

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

**Response:** Students below grade level proficiency in reading and mathematics will be targeted in SINI grades K-8.

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

**Response:** Each school's Staffing Plan follows the state class size recommendation. Supplemental resource teachers will reduce class size and provide differentiated instruction based on student need. On-going progress monitoring will allow for curriculum, small group, and tutoring adjustments as needed. Instructional aides, under the supervision of a highly qualified teacher, will assist with instruction to improve student achievement.

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 during 2009-10 year.

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

**Response:** The school's reading coach, administrators, and the school's progress monitoring team will oversee and monitor teacher effectiveness and student achievement progress.

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

**Response:** Progress monitoring which occurs at least 3x a year will provide teachers with formative information about how students are responding to instruction. If the data indicate that students are not making adequate progress, instruction and/or materials are adjusted. Progress monitoring tools include FAIR, Pearson/Success Maker, and teacher-made benchmark tests.

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

**Response:** The school's reading coach, administrators, and the school's progress monitoring team will oversee and monitor teacher effectiveness and student achievement progress.

Administrator's weekly classroom walkthroughs, coach daily interactions with teachers and quarterly progress monitoring team meetings will ensure strategy implementation.

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

**Response:** LCS Policy and Procedures require only highly qualified teachers and highly qualified instructional aides hired at Title I schools.

10% of the District Title I budget is set aside for quality staff development. 5% of the district title I budget is set aside for highly qualified teacher staff development needs. LEA Committee meetings help coordinate staff development between Title I, Title II, and the ESE departments. Similarly, each SINI school sets aside 10% of their budget for staff development training based on their Title I and School Improvement Plan.

6. Strategic Imperative this strategy addresses: 1.3

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: **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 FCAT: Non-Proficient Subgroups- SWD, T, B, ED

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

- WOODVILLE ELEMENTARY SCHOOL
- OAK RIDGE ELEMENTARY SCHOOL
- JOHN G RILEY ELEMENTARY SCHOOL
- R. FRANK NIMS MIDDLE SCHOOL
- PINEVIEW ELEMENTARY SCHOOL
- ASTORIA PARK ELEMENTARY SCHOOL
- APALACHEE ELEMENTARY SCHOOL
- BOND ELEMENTARY SCHOOL
- C.K. STEELE-LEROY COLLINS CHAR

1d. Name of strategy

**Response:** Differentiate instruction through supplemental books and materials.

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

**Response:** To determine what educational activities and/or supplemental materials should be implemented to meet students' needs, the statewide assessment (FCAT) will be analyzed by subgroups and FCAT content areas. All subgroups that missed AYP in 2008-2009 will be targeted, their strengths and weaknesses used to identify target areas of concern. The latest data available indicates subgroups not making AYP were African-Americans, Economically Disadvantaged, English Language Learners, and Students with Disabilities. In addition to FCAT, other assessments used include SAT/10, FAIR, DAR, Woodcock-Johnson Test of Achievement, and STAR Reading and Math. The LEA will also support the use of daily attendance, discipline referrals, and suspensions to identify students who need extra tutoring and/or mentoring. The use of supplemental materials is supported by research on the use of differentiated instruction to increase student achievement by Tomlinson.

Supplemental materials, include but do not limit possibilities such as, Marilyn Burns Library, Scholastic Guided Reading A-Z, Brain Bank, Imagine It Intervention Kit, Math Crunch Time, SRA Reading Labs, Reading Edge Materials, Math Acceleratics, SRA Science Snapshots, and Character Education.

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

**Response:** All of the SINI schools listed below are 60% or higher on the Economic Survey.

SINI school students have low achievement levels in reading and math which require targeted instruction, interventions, and supplemental materials and activities to yield results of academic improvement.

Each school has a Title I and School Improvement Plan addressing their school's unique needs.

Prevent I

Apalachee

Astoria Park

Pineview

Steele Collins Charter

Correct I

Oakridge

Riley

Woodville

Prevent II

Bond

Correct II

Nims

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

**Response:** Students below grade level proficiency in reading and mathematics will be targeted.

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

**Response:** Resources that are already in place to address academic performance include a computer lab to implement SuccessMaker Reading and Mathematics software program; professional development by outside consultant Mark Rolewski, the district has an LEA Committee to make site visits and provide assistance; the district has required all Title I schools to hire highly qualified teachers and instructional aides, Title I in coordination with Title II has provided high-quality professional development for teachers on the new Differentiated Accountability model, RtI, and positive behavior interventions; the district has become an SES Provider to provide tutoring services after school. The district has an active 21st Century after school program that will work collaboratively with the SES department to provide quality after school academic support.

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:** Supplemental, research-proven activities, books and materials will be used daily 2009-2010.

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

**Response:** The school's reading coach, administrators, and the school's progress monitoring team will oversee and monitor teacher effectiveness and student achievement progress.

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

**Response:** Progress monitoring which occurs at least 3x a year will provide teachers with formative information about how students are responding to instruction. If the data indicate that students are not making adequate progress, instruction and/or materials are adjusted. Progress

monitoring tools include FAIR, Pearson/Success Maker, and teacher-made benchmark tests.

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

**Response:** The school's reading coach, administrators, and the school's progress monitoring team will oversee and monitor teacher effectiveness and student achievement progress.

Administrator's weekly classroom walkthroughs, coach daily interactions with teachers and quarterly progress monitoring team meetings will ensure strategy implementation.

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

**Response:** The major supplemental instructional activities are extended day learning opportunity programs, such as the 21st Century Community Learning Centers and SES, for students performing below grade level proficiency levels. Students receive extra help with academics and enrichment through tutoring, small group instruction, mentors and computer-based instruction. Typically the 21st Century extended day learning opportunity programs are offered 12-15 hours per week. A few sites also offer before school and Saturday help sessions to increase students' achievement. The 21st Century and SES Providers work collaboratively to increase student achievement.

LCS Policy and Procedures require only highly qualified teachers and highly qualified instructional aides hired at Title I schools. 10% of the District Title I budget is set aside for quality staff development along with the 5% set aside for highly qualified staff development needs. Similarly, each SINi school sets aside 10% of their budget for staff development training based on their Title I and School Improvement Plan.

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: **Increase the number of SINI schools showing significant progress**

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

**Response:** 2009 FCAT AYP % Met: W100, OR100, JR97, FN77, P97, AP97, A95, B79, AND CK85

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

- WOODVILLE ELEMENTARY SCHOOL
- OAK RIDGE ELEMENTARY SCHOOL
- JOHN G RILEY ELEMENTARY SCHOOL
- R. FRANK NIMS MIDDLE SCHOOL
- PINEVIEW ELEMENTARY SCHOOL
- ASTORIA PARK ELEMENTARY SCHOOL
- APALACHEE ELEMENTARY SCHOOL
- BOND ELEMENTARY SCHOOL
- C.K. STEELE-LEROY COLLINS CHAR

1d. Name of strategy

**Response:** Staff Development

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

**Response:** Supplemental staff development training and supplemental, research-proven materials focused on reading, writing, mathematics, and science will support academic achievement.

Training will include but not limited possibilities such as, Gizmo-Mathematics and Science, Snapshot Science, Plato Credit Retrieval, SRA Number Worlds Mathematics, Building Blocks for Mathematics, Early Interventions for Reading, HOSTS Parent Involvement Program, and Success Maker Reading and Mathematics, Parenting Counts, TEAM Parenting, and Parent Upgrade program.

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

**Response:** All of the SINI schools listed below are 60% or higher on the Economic Survey.

SINI school students have low achievement levels in reading and math which require targeted instruction to yield results of academic improvement.

Each school has a Title I and School Improvement Plan addressing their school's unique needs.

Prevent I

Apalachee

Astoria Park

Pineview

Steele Collins Charter

Correct I

Oakridge

Riley

Woodville

Prevent II

Bond

Correct II

Nims

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

**Response:** Students below grade level proficiency in reading and mathematics will be targeted.

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

**Response:** Professional development has been provided for all SINI schools by an outside consultant in the school's area of need identified to address recurring student achievement problems.

The Title I office has set aside 10% of the Title I district funds to focus on student achievement training and parent involvement training in coordination with Title II office.

District level, high-quality professional development for teachers on Rti, positive behavior intervention, technical assistance and continuous school improvement has been scheduled for August 12th and follow up during the monthly administrator meetings.

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:** 2009-2010

District level, high-quality professional development for teachers on Rti, positive behavior intervention, technical assistance and continuous school improvement has been scheduled for August 12th and follow up during the monthly administrator meetings.

Similarly, Outside Consultant monthly meeting with SINI schools will be held to improve and monitor student achievement.

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

**Response:** The school's reading coach, administrators, and the school's progress monitoring team will oversee and monitor teacher effectiveness and student achievement progress.

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

**Response:** Progress monitoring which occurs at least 3x a year will provide teachers with formative information about how students are responding to instruction. If the data indicate that students are not making adequate progress, instruction and/or materials are adjusted. Progress monitoring tools include FAIR, Pearson/Success Maker, and teacher-made benchmark tests.

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

**Response:** The school's reading coach, administrators, and the school's progress monitoring team will oversee and monitor teacher effectiveness and student achievement progress.

Administrator's weekly classroom walkthroughs, coach daily interactions with teachers and quarterly progress monitoring team meetings will ensure strategy implementation.

What measures will be in place to ensure these services supplement existing services?

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

**Response:** LCS Policy and Procedures require only highly qualified teachers and highly qualified instructional aides hired at Title I schools.

10% of the District Title I budget is set aside for quality staff development. 5% of the district title I budget is set aside for highly qualified teacher staff development needs. LEA Committee meetings help coordinate staff development between Title I, Title II, and the ESE departments. Similarly, each SINI school sets aside 10% of their budget for staff development training based on their Title I and School Improvement Plan.

6. Strategic Imperative this strategy addresses: **1.3**

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: **Number of SINI schools will show significant progress**

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

**Response:** 2009 FCAT AYP % Met: W100, OR100, JR97, AND FN77

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

- WOODVILLE ELEMENTARY SCHOOL
- OAK RIDGE ELEMENTARY SCHOOL
- JOHN G RILEY ELEMENTARY SCHOOL
- R. FRANK NIMS MIDDLE SCHOOL

1d. Name of strategy

**Response:** Technology hardware and software

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

**Response:** Research by the Department of Education outlined in the School Improvement publication, "Ride the Wave" to Success in the Classroom, as well as, Lightning Best Practices emphasize the importance of setting high expectations for all students.

Research proven software such as SuccessMaker in Reading and Mathematics allow highly qualified teachers and highly qualified instructional aides a way to provide supplemental academic support for students not meeting grade level proficiency.

Technology hardware, such as but not limiting the possibilities to, interactive-white boards, LCD projectors, document scanners, document cameras bring lessons alive and engage students.

Prevent I

Apalachee 2

Astoria Park 1

Pineview 2

Steele Collins Charter 1

Correct I

Oakridge 1

Riley 2

Woodville 1

Prevent II

Bond 2

Correct II

Nims 1

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

**Response:** All of the SINI schools listed below are 60% or higher on the Economic Survey.

SINI school students have low achievement levels in reading and math which require targeted instruction to yield results of academic improvement.

Each school has a Title I and School Improvement Plan addressing their school's unique needs.

Prevent I

Apalachee

Astoria Park

Pineview

Steele Collins Charter

Correct I

Oakridge

Riley

Woodville

Prevent II

Bond

Correct II

Nims

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

**Response:** Students below grade level proficiency in reading and mathematics will be targeted.

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 a computer lab is in place to implement a newly purchased software program; professional development has been provided in each area of need identified; the district has already provided data on student achievement problems and listed subgroups not making AYP. Staff development on technology interactive boards has been coordinated with Title II. Monthly administrator meetings will include technology, latest research and staff development.

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:** 2009-10 year

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

**Response:** The school's reading coach, administrators, and the school's progress monitoring team will oversee and monitor teacher effectiveness and student achievement progress.

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

**Response:** Progress monitoring which occurs at least 3x a year will provide teachers with formative information about how students are responding to instruction. If the data indicate that students are not making adequate progress, instruction and/or materials are adjusted. Progress monitoring tools include FAIR, Pearson/Success Maker, and teacher-made benchmark tests.

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

**Response:** The school's reading coach, administrators, and the school's progress monitoring team will oversee and monitor teacher effectiveness and student achievement progress.

Administrator's weekly classroom walkthroughs, coach daily interactions with teachers and quarterly progress monitoring team meetings will ensure strategy implementation.

What measures will be in place to ensure these services supplement existing services?

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

**Response:** LCS Policy and Procedures require only highly qualified teachers and highly qualified instructional aides hired at Title I schools.

10% of the District Title I budget is set aside for quality staff development. 5% of the district title I budget is set aside for highly qualified teacher staff development needs. LEA Committee meetings help coordinate staff development between Title I, Title II, and the ESE departments. Similarly, each SINI school sets aside 10% of their budget for staff development training based on their Title I and School Improvement Plan.

6. Strategic Imperative this strategy addresses: **1.3**

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: Dissemination/Marketing and Reporting Student Outcomes**

District Website: Information about student outcomes, school grades, adequate yearly progress and other monitoring information will be available to staff, parents, community and students who have access to the internet. This information will be posted upon arrival of application and be accessible 24/7 until the project period ends 9/30/2010 for Basic and 9/30/2010 for ARRA. Information will also be available in home language as appropriate. Pineview Elementary is a ELL Center and provides information in home languages to parents as appropriate.

School Websites: Information will be available to staff, parents, community and students who have access to the internet. This information will be posted upon arrival of application and be accessible 24/7 until the project period ends 9/30/2010 for Basic and 9/30/2010 for ARRA.

Information will also be available in home language as appropriate. Pineview Elementary is a ELL Center and provides information in home languages to parents as appropriate.

School Newsletter: Information on the application will be provided to staff, parents, community and students in the monthly newsletter. Notification will be provided one time to parents by this notification process. Information will also be available in home language as appropriate. Pineview Elementary is a ELL Center and provides information in home languages to parents as appropriate.

School Advisory Council: Application information will be discussed and reviewed at the School Advisory Council. Input from participants will be gathered on how to expend funds to best assist each school. The SAC will be notified of the application's approval and monthly updates will be given on progress toward meeting student achievement goals.

## 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 District LEA Committee reviews the outcomes of student achievement. Outcomes are discussed at LCS Director Meetings, Principal Meetings, Title I Principal Meetings and a debriefing meeting with outside consultant Mark Rolewski. The targets and strategies for the following year are based on the findings from the described meetings. Outcomes for this year include: - no Leon County school identified as an Intervene School - LCS District is above the state average in all core subjects and was named an A District for the 6th year. 2008 2009 AYP - Apalachee C C Prevent I SINI 3 - Astoria Park B A Prevent I SINI 1 - Bond C B Prevent 2 SINI 2 - Hartsfield A B Not in DA - Oakridge C A Correct I SINI 5 - Pineview A B Prevent I SINI 1 - Riley B A Correct I SINI 3 - Ruediger B A Not in DA - Sabal Palm C B Not in DA - Woodville D B Correct I SINI 4 - Belle Vue D C Closed - Nims C D Correct II SINI 6 - Charter Steele Collins C B Prevent I SINI 1

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

**Response:** Success outcomes for this year include: - no Leon County school identified as an Intervene School - LCS District is above the state average in all core subjects and was named an A District for the 6th year. 1. The success of student achievement targets can be attributed to district and school leadership teams and community input and involvement. Focused leadership meetings were on-going through-out the year. District groups, such as the District LEA Committee, District Leadership Team, LCS Director Meetings, Principal Meetings, Title I Principal Meetings, Assistant Principal Meetings, Title I Assistant Principal Meetings met regularly to review target goals and realign curriculum as needed. 2. Outside consultant, Mark Rolewski met regularly with SINI schools to analysis data, monitor student achievement goals and discussed best practices at school sites. 3. The district put in writing specific plans that focused on student achievement, such as, District LEA Plan, District Differentiated Accountability Plan, District Parent Involvement Plan, District Title I Plan, District School Improvement 1003 Grant. 4. Supplemental funds provided by grants.

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

**Response:** Things that were helpful and made a difference were: District leadership focused on student achievement Outside consultant to work with SINI schools on data analysis, target objectives, best practices Progress Monitoring of all students, identifying sub groups and targets Focused data analysis, in-service for principals on AYP - Safe Harbor requirements Supplemental budget for class size reductions, small group tutoring, additional intervention materials and staff development needs

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

**Response:** Things that made the process difficult: Additional reporting requirements at the district level Student school day time-there is a need for extended day and school year Teacher resistance to teach programs with fidelity

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

**Response:** The reasons for the success of program implementation are the same reasons

student outcomes were successful. 1. Leadership Student achievement improvement outcomes can be attributed to district and school leadership teams and community input and involvement. Focused leadership meetings were on-going through-out the year. 2. Data Analysis Outside consultant, Mark Rolewski met regularly with SINI schools to analysis data, monitor student achievement goals and discussed best practices at school sites. In addition,the district provided schools and school advisory councils with student data reports, best practices on data analysis and interpretation, school on-site technical assistance and student assessment and program evaluation reports. 3. Planning and Staff development The district put in writing specific plans that focused on student achievement. Staff development focused on individual school needs based on data, research proven curriculum, and teaching's best practies. 4. Supplemental funds provided by grants. All Title I schools were allocated funds to provide supplemental personnel, staff development, technology, software, books and materials. 5. After School Programs 21st Century Community Learning Centers grants provided extensive before and/or after school programs. After school plans focused on increasing the academic achievement levels needed for each subgroup of students to become proficient.

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

A) NAME OF ELIGIBLE RECIPIENT: **Leon**C) TAPS Number  
10A006B) Project Number (DOE USE ONLY): **370-2260A-0CS01**

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	510	<del>Supplies</del> Materials and supplies to provide supplemental support for students below grade level proficiency	0.000	11320.05
5100	643	<del>Computer Hardware Capitalized</del> Computer Hardware to include but not limited to as possibilities: interactive-white boards, LCD projectors, document scanners, document cameras.	0.000	15000.00
5100	644	<del>Computer Hardware Non-Capitalized</del> Computer Hardware to include but not limited to as possibilities: interactive-white boards, LCD projectors, document scanners, document cameras.	0.000	10000.00
5100	691	<del>Computer Software Capitalized</del> Instructional software to include but not limited to as possibilities: SuccessMaker for Reading and Mathematics	0.000	5000.00
6300	130	<del>Other Certified Instructional Personnel</del> Teacher Resource Salaries to provide supplemental/academic support for students below grade level proficiency	4.000	176000.00
6300	210	<del>Retirement</del> Employee Benefits (Retirement 9.85%)	0.000	17336.00
6300	220	<del>Social Security</del> Employee Benefits (Social Security 6.20%)	0.000	10912.00
6300	221	<del>Medicare</del> Employee Benefits (Medicare 1.45%)	0.000	2552.00
6300	230	<del>Group Insurance</del> Employee Benefits (Health Insurance)	0.000	16432.00
7200	790	<del>Miscellaneous Expenses</del> Indirect Cost 5%	0.000	11727.62

**E) Total: \$276,280**DOE 101-R  
Created 3/09

Dr. Eric J. Smith, Commissioner

FLORIDA DEPARTMENT OF EDUCATION



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

A) NAME OF ELIGIBLE RECIPIENT: **Leon**B) Project Number (DOE USE ONLY): **370-2260S-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	1	S	Instructional Aide salaries to provide supplemental/academic support for students below grade level proficiency	5100	150	Aides Instructional Aide Salaries	59050	0.000	1.500	0.000	24000.00
D	B4	1	S	Employee Benefits (Retirement 9.85%)	5100	210	Retirement Employee Benefits (Retirement 9.85%)		0.000	0.000	0.000	2364.00
D	B4	1	S	Employee Benefits (Social Security 6.20%)	5100	220	Social Security Employee Benefits (Social Security 6.20%)		0.000	0.000	0.000	1488.00
D	B4	1	S	Employee Benefits (Medicare 1.45%)	5100	220	Social Security Employee Benefits (Medicare 1.45%)		0.000	0.000	0.000	348.00
D	B4	1	S	Employee Benefits (Health Insurance)	5100	230	Group Insurance Employee Benefits (Health Insurance)		0.000	0.000	0.000	6162.00
D	B4	21	S	Professional Technical Service Agreement including but not limited to: Larry Bell, Parenting Upgrade, Character Education Camp of Champs, Character Heritage Program, Larager Than Life.	5100	310	Professional and Technical Services Professional Technical Service Agreement including but not limited to: Larry Bell, Parenting Upgrade, Character Education Camp of Champs, Character Heritage Program, Larager Than Life.		0.000	0.000	0.000	10000.00
D	B4	8	S	Instructional materials and supplies	5100	510	Supplies Instructional materials and supplies		0.000	0.000	0.000	9237.08
D	B4	1	S	Teacher Resource Salaries to provide supplemental/academic support for students below grade level proficiency	6300	130	Other Certified Instructional Personnel Resource Teacher Salaries	51071	0.000	2.000	0.000	88000.00
D	B4	1	S	Employee Benefits (Retirement 9.85%)	6300	210	Retirement Employee Benefits (Retirement 9.85%)		0.000	0.000	0.000	8868.00
D	B4	1	S	Employee Benefits (Social Security 6.20%)	6300	220	Social Security Employee Benefits (Social Security 6.20%)		0.000	0.000	0.000	5456.00
D	B4	1	S	Employee Benefits (Medicare 1.45%)	6300	220	Social Security Employee Benefits (Medicare 1.45%)		0.000	0.000	0.000	1276.00
D	B4	1	S	Employee Benefits (Health Insurance)	6300	230	Group Insurance Employee Benefits (Health Insurance)		0.000	0.000	0.000	8216.00
D	B4	21	S	Stipends for Professional development	6400	130	Other Certified Instructional Personnel Stipends		0.000	0.000	0.000	16000.00
D	B4	21	S	Employee Benefits (Retirement 9.85%)	6400	210	Retirement Employee Benefits (Retirement 9.85%)		0.000	0.000	0.000	1576.00
D	B4	21	S	Employee Benefits (Social Security 6.20%)	6400	220	Social Security Employee Benefits (Social Security 6.20%)		0.000	0.000	0.000	992.00
D	B4	21	S	Employee Benefits (Medicare 1.45%)	6400	221	Medicare Employee Benefits (Medicare 1.45%)		0.000	0.000	0.000	232.00
N/A	N/A	N/A	D	Indirect Cost not to exceed 5%	7200	790	Miscellaneous Expenses indirect Cost not to exceed 5%		0.000	0.000	0.000	9200.76

**E) Total: \$193,216**

DOE 101-R  
Created 3/09



Dr. Eric J. Smith, Commissioner





