

**Florida Department of Education
Project Award Notification**

Corrected Copy

1 PROJECT RECIPIENT Levy County School District	2 PROJECT NUMBER 380-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted USDE #S389A090009A <p align="right">TAPS 10AR06</p>	4 AUTHORITY 84.389 Title I A American Recovery and Reinvestment Act
5 AMENDMENT INFORMATION Amendment Number: 2 Type of Amendment: Budget: Increase Effective Date: 01/11/2010	6 PROJECT PERIODS Budget Period: 08/27/2009 - 09/30/2010 Program Period: 08/27/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 243,215.87 Amendment Amount: \$.13 Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 243,216.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u> • Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="text-align: center;">Comptroller's Office (850) 245-0401</div> <div style="text-align: right;"> 11 DOE FISCAL DATA DBS: 40 90 20 EO: TX Object: 720036 </div>
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. In addition, the sub-recipient must comply with all expenditure, transparency, accountability, and reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA), ARRA regulations, and the ARRA specific assurances agreed to in the application for ARRA funds. • For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> 13 APPROVED: <div style="text-align: center;"> <hr style="width: 80%; margin: 5px auto;"/> Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> </div> <div style="width: 45%; text-align: center;"> <div style="font-size: 1.5em; margin-bottom: 10px;">1/15/10</div> <hr style="width: 80%; margin: 0 auto;"/> Date of Signing </div> </div> <div style="text-align: right; margin-top: 20px;"> </div>	



Report History Grant/Request System Codes Invoice Payments Help Logout

Sub Administrator

Agency Grants Report
Home > Inbox > Project Amendment DetailFunding Source Grants Report
Users: Ms. Allison Throckmorton, Grant Specialist II

Funding Type Report

CA Allocation Request

Project Number : 380-2260S-0CZ01
TAPS Code : 10AR06
Program : Title I School Improvement Initiative-Targeted USDE #S389A090009A
Identifier :
Project Amendment Type : Budget: Increase
Amendment #: 2
Agency : Levy County School District
Program Contact : Michael Kilts
Project Period: Start : 08/27/2009 End : 09/30/2010
Budget Request
Approved Budget: \$ 243,215.87 **Org Code:** 40 90 20
Amendment Amount: \$.13 **Object Code:** 720036
Estimated Roll Forward: \$ **Project Type:** Entitlement
Certified Roll Forward: \$ **Payment Method:** Federal Cash Advance
Total Project Amount: \$ 243,216.00 **EO Code:** TX
Funding Authority: 84.389 Title I A American Recovery and Reinvestment Act

Recap Section

		Initials	Dates(MM/DD/YYYY)
Date Received in DOE:	01/11/2010	Budget Review: Sue - JSW	01/11/2010
Date Received in BGM:	01/11/2010	Ready for DOE200: Yes No	
Intake Completed: APT	01/11/2010	Generate DOE200: Allison - APT	01/11/2010
Forwarded to PO for PR:	01/11/2010	Certify Accuracy : Sue - JSW	01/11/2010
PR Signed by PO:	01/11/2010	Bureau Chief Final: (Select)	
PO Returned PR:	01/11/2010	Pan Review: (Select)	
		CMF Assigned To: (Select)	
		Copy/Mail/ File: (Select)	
		Comptroller: (Select)	

Disapprove


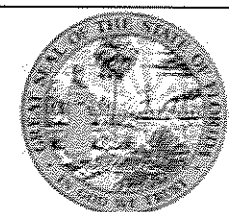
Date Disapproved:*

Comments

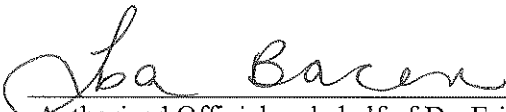
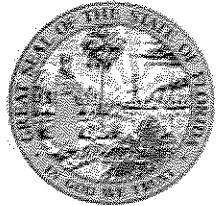
Notes/Comments:

Date	Initials	UserType	Comment
01/11/2010 11:08 A.M.	Allison Throckmorton	Sub Administrator	"The attached project has been corrected. The correct is one or more of the following, allocation "The attached project has been corrected. The correct is one or more of the following, allocation amount – expansion option code – agency – grant number – project code – payment code – project budget period – revised terms and conditions – reporting dates. The items changed for this project are in bold."

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Levy County School District	2 PROJECT NUMBER 380-2260A-OCS01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative <p style="text-align: right;">TAPS 10A006</p>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: 1 Type of Amendment: Budget: Increase Effective Date: 11/23/2009	6 PROJECT PERIODS Budget Period: 08/27/2009 - 09/30/2010 Program Period: 08/27/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 325,168.00 Amendment Amount: \$ 1,112.00 Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 326,280.00	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: 9A 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. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  _____ Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="text-align: center;"> <u>4/15/10</u> _____ Date of Signing </div> <div style="text-align: right;">  </div> </div>	

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Levy County School District	2 PROJECT NUMBER 380-2260S-0CZ01
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5 AMENDMENT INFORMATION Amendment Number: 1 Type of Amendment: Other/Corrected Copy Effective Date: 11/23/2009	6 PROJECT PERIODS Budget Period: 08/27/2009 - 09/30/2010 Program Period: 08/27/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 243,216.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 243,216.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 09/30/2010 Date that all obligations are to be liquidated and final disbursement reports submitted: 11/20/2010 Last date for receipt of proposed budget and program amendments: 09/30/2010 Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
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13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;">  Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="width: 45%; text-align: center;"> 4/15/10 Date of Signing </div> <div style="width: 10%; text-align: center;">  </div> </div>	

FLORIDA DEPARTMENT OF EDUCATION PROJECT AMENDMENT REQUEST

RECEIVED
 2009 NOV 23 PM 2:48
 DEPT. OF
 GRANT MANAGEMENT

Please return to: Florida Department of Education GRANTS MANAGEMENT Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 (DOE USE ONLY Date Received: <div style="border: 1px solid black; padding: 5px; text-align: center;"> <i>Title I School Improvement Initiative</i> </div>						
A) Agency Name <div style="text-align: center;">School Board of Levy County_</div>	B) Amendment Number <div style="text-align: center;">1</div>						
C) Amendment Type <input type="checkbox"/> No cost Extension <input checked="" type="checkbox"/> Budget	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">D) Project Number</td> <td style="width: 50%;">TAPS Number</td> </tr> <tr> <td>380-2260A-0CS01</td> <td>10A006</td> </tr> <tr> <td style="text-decoration: underline;">380-22605-0201</td> <td style="text-decoration: underline;">10A006</td> </tr> </table>	D) Project Number	TAPS Number	380-2260A-0CS01	10A006	380-22605-0201	10A006
D) Project Number	TAPS Number						
380-2260A-0CS01	10A006						
380-22605-0201	10A006						

E) Amendment Request Contact Information	
Name: Linda S. Durrance, Director of Literacy	Address: P.O. Drawer 129 Bronson, FL 32621
Telephone: 352 486 5231	SunCom:
Fax: 352 486 5237	E-mail: durranci@levy.k12.fl.us

F) Required Signature
Superintendent/Agency Head <div style="text-align: center;"> _____ Robert Hastings </div>

G) Narrative
<p>Please accept this amendment to increase Title I School Improvement (1003a) per DOE's revised final allocation chart. The funds will be placed into classroom materials for Tier II and III RtI interventions. <i>Hands on Equations (Math) and Gourmet Curriculum (all core subjects).</i></p> <p><i>Please accept this amendment to decrease the Title I School Improvement (10032) - AAAA For \$410.00 per DOE's revised Final allocation chart.</i></p>



FLORIDA DEPARTMENT OF EDUCATION PROJECT AMENDMENT REQUEST

RECEIVED
 2009 NOV 23 PM 2:48
 BUREAU OF
 GRANT MANAGEMENT

Please return to: Florida Department of Education GRANTS MANAGEMENT Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 (DOE USE ONLY Date Received: <i>Title I School Improvement Initiative</i>						
A) Agency Name School Board of Levy County_	B) Amendment Number <div style="text-align: center;">1</div>						
C) Amendment Type <input type="checkbox"/> No cost Extension <input checked="" type="checkbox"/> Budget	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">D) Project Number</td> <td style="width: 50%;">TAPS Number</td> </tr> <tr> <td>380-2260A-0CS01</td> <td>10A006</td> </tr> <tr> <td><i>380-22605-00201</i></td> <td><i>10A206</i></td> </tr> </table>	D) Project Number	TAPS Number	380-2260A-0CS01	10A006	<i>380-22605-00201</i>	<i>10A206</i>
D) Project Number	TAPS Number						
380-2260A-0CS01	10A006						
<i>380-22605-00201</i>	<i>10A206</i>						

E) Amendment Request Contact Information	
Name: Linda S. Durrance, Director of Literacy	Address: P.O. Drawer 129 Bronson, FL 32621
Telephone: 352 486 5231	SunCom:
Fax: 352 486 5237	E-mail: durrancel@levy.k12.fl.us

F) Required Signature
Superintendent/Agency Head <div style="text-align: center;"> Robert Hastings </div>

G) Narrative
<p>Please accept this amendment to increase Title I School Improvement (1003a) per DOE's revised final allocation chart. The funds will be placed into classroom materials for Tier II and III RtI interventions.</p> <div style="text-align: center; margin-top: 20px;"> <i>Replaced 12/30/09 Mary Stevenson</i> </div>



A) Levy
District/Agency Name

B) 380-2260A-0CS01 /TAPS 10A006
Project Number

C) 1
Amendment Number

FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved	E) Total Project Amount resulting from this Budget Amendment
\$ 325,168.00 ✓	\$326,280.00 ✓

F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5100	510	CLASSROOM MATERIALS FOR TIER II AND III RESPONSE TO INTERVENTION (Rti)	0	1,112.00	
				1,112.00 ✓	

Total**Total**

B) 380-2260S-OCZSI /TAPS 10AR06
Project Number

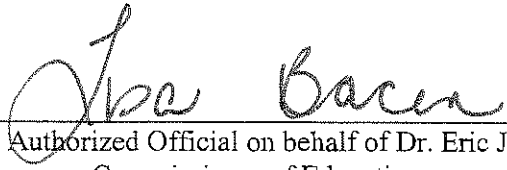

FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved	E) Total Project Amount resulting from this Budget Amendment
\$ 243,626.00 <i>W</i>	\$243,216.00 <i>W</i>

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5100	520	RESPONSE TO INTERVENTION (RtI) CLASSROOM MATERIALS FOR TIER II AND III	0		410.00
					410.00

Total

**Florida Department of Education
Project Award Notification**

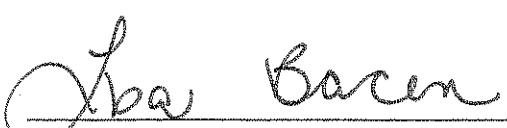

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INSTRUCTIONS
PROJECT AWARD NOTIFICATION

- 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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- 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.
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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

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DOE-200

Revised 02/05

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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: 40AR05 10A006 10AR06

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:
Levy
PO BOX 129
BRONSON, FL 32621

DOE USE ONLY

Date Received

B) Applicant Contact Information

Contact Name:

First Name: Linda MI: S

Last Name: Durrance

Telephone Number: 352-486-5231

Fax Number: 352-486-5237

Mailing Address: PO BOX 129 City: BRONSON State: FL
Zip: 32621

Ext: 257

E-mail Address:
durrant@levy.k12.fl.us

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: 380-2260A-0CS01	Project Number: 380-2260S-0CZS1-0CZ01	Project Number: 380-1260A-0CS01	Project Number: 380-1260S-0CZS1
Total Funds Requested: \$325,168.00 *325,168	Total Funds Requested: \$243,626.00 * 243,626.00	Total Funds Requested: \$0.00	Total Funds Requested: \$0.00

CERTIFICATION

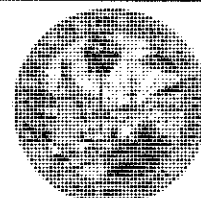
I **Robert Hastings** do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; 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

Title I, Part A School Improvement Grants LEVY

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:

Levy
PO BOX 129
BRONSON, FL 32621

DOE USE ONLY

Date Received

B) Applicant Contact Information

Contact Name:

First Name: Linda MI: S

Last Name: Durrance

Telephone Number: 352-486-5231

Fax Number: 352-486-5237

Mailing Address: PO BOX 129 City: BRONSON State: FL

Zip: 32621

Ext: 257

E-mail Address:

durrant@levy.k12.fl.us

**Title I School Improvement
Initiative [1003(a)]**

Project Number:
380-2260A-0CS01

Total Funds Requested:
\$325,168.00

**Title I School Improvement
Initiative [1003(a)] ARRA**

Project Number:
380-2260S-0CZS1

Total Funds Requested: **\$243,626.00**

**Title I School Improvement
Fund [1003(g)]**

Project Number:
380-1260A-0CS01

Total Funds Requested: **\$0.00**

**Title I School Improvement Fund
[1003(g)] ARRA**

Project Number:
380-1260S-0CZS1

Total Funds Requested: **\$0.00**

CERTIFICATION

I **Robert Hastings** 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



Dr. Eric J. Smith, Commissioner

DOE 100A

School Information

School #	School	% Poverty	Differentiated Accountability Category	SINI	Allocation 1003(a) Regular	Allocation 1003(a) ARRA	Allocation 1003(g) Regular	Allocation 1003(g) ARRA
0021	BRONSON MIDDLE/HIGH SCHOOL	62.29	Correct II	6	63054.00	71587.66	0.00	0.00
0041	CEDAR KEY HIGH SCHOOL	72.94	Prevent I	1	50736.00	25587.00	0.00	0.00
0053	CHIEFLAND MIDDLE SCHOOL	62.98	Correct I	6	33054.00	14721.00	0.00	0.00
0092	JOYCE M. BULLOCK ELEM. SCHOOL	70.23	Correct I	5	33054.00	8523.66	0.00	0.00
0101	WILLISTON MIDDLE SCHOOL	62.78	Correct II	6	33054.00	71137.00	0.00	0.00
0111	YANKEETOWN SCHOOL	67.87	Correct I	6	33054.00	16137.00	0.00	0.00
0231	WILLISTON ELEMENTARY SCHOOL	64.13	Correct I	5	33054.00	8523.00	0.00	0.00
0241	CHIEFLAND ELEMENTARY SCHOOL	67.14	Correct II	6	33054.00	8253.66	0.00	0.00
1011	BRONSON ELEMENTARY SCHOOL	81.57	Correct I	5	33054.00	8253.66	0.00	0.00

Data Analysis during Project Period

Describe the process the district will have in place during the project period to analyze student achievement and program outcome data. Your response must include the following:

1. What professional development will be offered to staff to analyze student achievement and program outcome data? Who will deliver the data analysis professional development?
2. How many times during the 2009-2010 school year will data analysis take place at SINI schools identified as Prevent I, Prevent II, Correct I, Correct II, and/or Intervene schools? Provide the format for the data analysis (professional learning communities, data chats, etc).
3. How will the information based on data analysis be used?

Response: The district provided professional development to all teachers in data analysis during the pre-planning week prior to the start of the 2009-2010 school year under the leadership of NEFEC, north east florida educational consortium. Administration and the lead team from each school were given 3 days to address the data involved in their school improvement plan, K-12 Reading Plan, and their RTI plan. Professional development will be provided to assist teachers in the use of THINK LINK on October 22nd. This will be the third year of train the trainer for this assessment. Reading Coaches will continue to work with teams on their FCIM data, THINK LINK, and Florida Assessment for Instruction in Reading (FAIR) data. At the district level, data analysis will take place each quarter for all schools. The Florida Continuous Improvement Model and data feedback strategy from "Single school culture" will be the format for data analysis. After each data analysis meeting, teachers will adjust their curriculums to meet the instructional needs of their students, reading coaches and principals will adjust professional development plans to meet the needs of teachers school wide and individually.

*

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 district instructional team meets every Monday morning to work as a team to support schools and school improvement. We have reading coaches at all schools with a district reading coach coordinator, we have RTI teachers at all schools with a district based coordinator. After each progress monitoring cycle for Discovery, Think Link and FAIR, Florida Assessment for Instruction in Reading, at least once each quarter individually principals will meet with the district instructional team. Once these funds become available the instructional team will divide the responsibilities for each initiative.

In addition the district provided principals and lead teams with 3 days of professional development during pre-planning. Administration and the lead team from each school to address the data involved in their school improvement plan, K-12 Reading Plan, and their RTI plan. Professional development will be provided to assist teachers in the use of THINK LINK on October 22nd. This will be the third year of train the trainer for this assessment. Reading Coaches will continue to work with teams on their FCIM data, THINK LINK, and Florida Assessment for Instruction in Reading (FAIR) data. At the district level, data analysis will take place each quarter for all schools. The Florida Continuous Improvement Model and data feedback strategy from "Single school culture" will be the format for data analysis. After each data analysis meeting, teachers will adjust their curriculums to meet the instructional needs of their students, reading coaches and principals will adjust professional development plans to meet the needs of teachers school wide and individually.

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 Math Achievement**

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

Response: I2009 FCAT, decrease the percent scoring below proficiency.

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

- BRONSON MIDDLE/HIGH SCHOOL
- CEDAR KEY HIGH SCHOOL
- CHIEFLAND MIDDLE SCHOOL
- JOYCE M. BULLOCK ELEM. SCHOOL
- WILLISTON MIDDLE SCHOOL
- YANKEETOWN SCHOOL
- WILLISTON ELEMENTARY SCHOOL
- CHIEFLAND ELEMENTARY SCHOOL
- BRONSON ELEMENTARY SCHOOL

1d. Name of strategy

Response: Mathematics Standards Implementation- consultant, curriculum mapping

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

Response: The district will contract with a provider recommended by the state to help Levy design an outstanding model for math instruction. She will assist the math coach, lead teams, math departments with curriculum mapping, benchmark exams, mini assessments, intervention plans, model classrooms, project based learning, CPALMS, FL Promise, next generation standards.

We will use funds to pay teachers additional hours or provide substitute teachers depending on the schedule that we can establish with the provider and staff. As part of this process we will hire one teacher at each school to inventory the existing resources at each school. We will use funds to provide materials, technology, strategies to increase instruction in the model classrooms. Funds will support methods of distribution of curriculum maps.

We anticipate that these expenses will bring about a systemic change in math instruction and will be sustained through the district math coach, school based curriculum coaches, lead teams and administration. The purpose of the math coach will be to provide training for Florida Promise, CPALMS, project based learning, and RTI math interventions. Coaches will lead each school with additional effective research based strategies.

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

Response: Many students do not have the basic skill, home support and or motivation to achieve proficiency levels. This strategy will assist teachers in using the most effective methods for teaching math to striving students and will also help the district increase math performance for all students by raising our level of expectation and awareness.

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

Response: This strategy will address all school age students in grades preK-12. The RTI strategies will improve the performance of our struggling students:

Reading Math

White 62 Y

Black 34 42

Hispanic 46 57

Eco dis 50 56

ELL 40 50

SWD 30 36

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

Response: New Strategy."

Currently we have the capacity to implement this strategy because we have curriculum coaches in all schools. The District based reading coach will assist the curriculum coordinators at each school in effective research practices. Coordination with Title II has provided high-quality professional development for teachers of students with disabilities; black, and economically disadvantaged.

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: This strategy will be in effect for the entire school year. The math consultant will establish a schedule with the instructional team. The coach will have a schedule for professional development and a rotating school site schedule to visit each school.

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

Response: The district instructional team will be responsible for monitoring implementation of the math achievement initiatives.

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

Response: Discovery Education, Think Link Math and FCIM checks will be used to monitor student progress during the district principal reports to the instructional team.

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

Response: The district will monitor progress three times. Schools will monitor progress up to 2 times each week using FCIM checks.

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

Response: The math coach will be added to the current district instructional support team. We currently do not have a math leader at the district.

6. Strategic Imperative this strategy addresses: 1.1

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

Mathematics

Mathematics
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 student achievement in Reading, LA, and Science**

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

Response: 2009 FCAT proficiency for reading in subgroups, this strategy will improve reading proficiency.

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

- BRONSON MIDDLE/HIGH SCHOOL
- CEDAR KEY HIGH SCHOOL
- CHIEFLAND MIDDLE SCHOOL
- JOYCE M. BULLOCK ELEM. SCHOOL
- WILLISTON MIDDLE SCHOOL
- YANKEETOWN SCHOOL
- WILLISTON ELEMENTARY SCHOOL
- CHIEFLAND ELEMENTARY SCHOOL
- BRONSON ELEMENTARY SCHOOL

1d. Name of strategy

Response: Reading, Language Arts, and Science standards implementation, curriculum mapping

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

Response: Williston Middle School needs an additional intensive reading intervention program. Williston Middle School is the feeder school for our current "F" school, Williston High School. We will provide an additional Scholastic, READ 180 program including the computers, listening stations, furniture to fully implement the program according to the original design. We currently have 2 READ 180 labs at Williston Middle and at least 2 at all of the district middle and high schools.

We will pay a consultant fee to assist the district with district wide curriculum maps for reading, language arts, and science. Funds will be needed to pay teachers additional hours or to provide substitutes so that teachers can complete these maps with the assistance of the consultant.

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

Response: Many students do not have the basic skill, home support and or motivation to achieve proficiency levels. The Scholastic READ 180 will provide additional resources for the middle school to use to address the needs of level I and II students who require intensive reading instruction. Curriculum mapping with the assistance of a consultant will insure that all schools completely understand what must be mastered by all students. With committees of teachers working together across the district we will increase understanding of what quality instruction looks like. Teachers will be given best practices and the most effective instructional strategies.

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

Response: We will increase the academic performance of all students in addition to the our low achieving black, students with disabilities, and economically disadvantaged students in our identified non AYP subgroups:

Reading Math

White 62 Y

Black 34 42

Hispanic 46 57

Eco dis 50 56

ELL 40 50

SWD 30 36

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

Response: NEW STRATEGY

The current structure of the all district schools with lead teams, problem solving response to instruction teams, and literacy teams will help implement this new strategy and sustain the changes that are developed by through the consultant and lead teachers.

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: A schedule for curriculum mapping will be developed in conjunction with the consultant once these funds are approved. All schools will select representation who will be paid their hourly rate and or a substitute will be provided so that the teacher may assist with curriculum mapping.

The additional Scholastic Read 180 lab will be sustained through the reading coach and the district reading coordinator.

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

Response: The district instructional team will monitor implementation of the curriculum mapping strategy and the reading coach and reading coordinator will monitor implementation of the new READ 180 program.

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

Response: The Florida Assessment for Instruction in Reading and Think Link will be used to measure student progress at least 3 times each year. In addition Navigator Plus will help track the number of students who need additional instruction based on the curriculum map.

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

Response: The Florida Assessment for Instruction in Reading and Think Link will be used to measure student progress at least 3 times each year.

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

Response: This is a new initiative and funds will support a strategy that the district has not been able to fund in the past.

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 College/ Career Readiness and Graduation rate**

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

Response: 2008-09 SPAR report shows 70.4% graduation rate.

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

- BRONSON MIDDLE/HIGH SCHOOL
- CEDAR KEY HIGH SCHOOL
- CHIEFLAND MIDDLE SCHOOL
- WILLISTON MIDDLE SCHOOL
- YANKEETOWN SCHOOL

1d. Name of strategy

Response: Advanced Placement classes, College/Career Readiness and Graduation opportunities

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

Response: These funds will provide needed funds to support supplemental educational services; enhance the Advance Placement program in the two Title I schools that currently serve high schools. We will provide professional development supplies, and textbooks for Advanced placement classes as was suggested in strategy 16. We will implement SPRINGBOARD in all of our Title I middle schools that are identified by differentiated accountability as Correct I or II. We have the funds to provide the adobe CSf Software site license to ensure students have current industry standard software for studnet industry certification exams. We will purchase Adobe CS4 software site license for our one larger Title I school that serves middle and high school on the same campus, Bronson High School. This will help ensure that students have current industry standard software for student industry certification exams. we will provide up to 6 one period positions for Bronson High School to provide an after school program with transportation. Educational Options, NOVEL will be provided for credit recovery for Bronson High School and Cedar Key.

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

Response: Many students do not have basic skills, home support or motivation to achieve proficiency. In the past we have not been able to provide enough additional after school tutoring and or during school credit recovery options to serve all students. Many students do not have basic skills, home support and or motivation to complete high school. We have not had the resources to provide the needed for Advanced Placement courses. We have not had the funds to provide the adobe CSf Software site license to ensure students have current industry standard software for studnet industry certification exams. The Florida Assessment for Instruction in Reading and Think Link will be used to measure student progress at least 3 times each year.

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

Response: We will target all students that attend Title I schools that serve middle and or high school. The parent/student orientation to FACT.org and Springboard will assit middle school students with additional skills to help them become better prepared for college and career courses once the reach high school. Advance Placement will assist current high school students with college readiness:

Reading Math

White 62 Y

Black 34 42

Hispanic 46 57

Eco dis 50 56

ELL 40 50

SWD 30 36

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

Response: All Levy County schools have lead teams and problem solving response to intervention teams. The district has an instructional team and a career and technical support teacher on special assignment. All of us will work together to insure that these new strategies are implemented with fidelity.

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: These strategies will be on going for the duration of this school year.

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

Response: All Levy County schools have lead teams and problem solving response to intervention teams. The district has an instructional team and a career and technical support teacher on special assignment. All of us will work together to insure that these new strategies are implemented with fidelity.

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

Response: The entire district is participating in FAIR, Florida Assessment for Instruction in Reading and Discovery Education, Think Link. The district will monitor student progress at least 3 times each year with the principal on an individual basis. Schools will monitor through the FCIM process up to 2 times each month but not less than one time each month.

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

Response: The district will monitor student progress at least 3 times each year with the principal on an individual basis. Schools will monitor through the FCIM process up to 2 times each month but not less than one time each month.

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

Response: All of these strategies are new and have not been provided in the past.

6. Strategic Imperative this strategy addresses: 1.2

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 student achievement in reading and math.**

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

Response: FCAT scores, decrease percent of students scoring below proficiency.

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

- BRONSON MIDDLE/HIGH SCHOOL
- CEDAR KEY HIGH SCHOOL
- CHIEFLAND MIDDLE SCHOOL
- JOYCE M. BULLOCK ELEM. SCHOOL
- WILLISTON MIDDLE SCHOOL
- YANKEETOWN SCHOOL
- WILLISTON ELEMENTARY SCHOOL
- CHIEFLAND ELEMENTARY SCHOOL
- BRONSON ELEMENTARY SCHOOL

1d. Name of strategy

Response: Targeted Professional Development for subgroups beyond those identified by school data.

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

Response: Levy County has completed a blue print for problem solving response to intervention. We have established RTI teams and are now ready to begin a year long effort to train each school based problem solving team. Schools need additional training on data analysis and a fund source to pay teachers to participate in data analysis and "data days". PD360 will provide an outstanding resource for all principals and reading coaches to use to individualize professional development plans. This system will also track professional development, requires use of new strategies and actually follows up after two weeks to see how the teacher has applied the new strategy to their classroom.

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

Response: Many students do not have basic skills, home support, and or motivation to achieve proficiency. Professional development for problem solving response to intervention will ensure that each school effectively implements a three tiered approach to intervention. This will allow for intensive intervention for our needest students prior to referral for exceptional education and will also ensure that those with the greatest need are getting the extra time and instruction. This will effect our students with disabilities, black, and economically disadvantage non-AYP subgroups. Team Data analysis and professional development on data analysis will involve entire teams and grade levels to address the specific needs of subgroups based on school wide, grade wide, or classroom wide data and will also assist with the needs of our three subgroups. PD 360 will provide professional development that is specific to the individual need of teachers.

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

Response: This professional development in data analysis and curriculum mapping will assist in strengthening core curriculum through increased teacher knowledge of what skills students must master through initial instruction. This will result in greater mastery for all students and will decrease the percent of students in subgroups who are not achieving proficiency level:

Reading Math

White 62 Y

Black 34 42

Hispanic 46 57

Eco dis 50 56

ELL 40 50

SWD 30 36

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

Response: NEW STRATEGY

The district currently provides reading coaches, curriculum coaches and lead teams and problem solving response to intervention teams in place in all schools. These teams and the district instructional team will support the professional development and insure that the new strategies are implemented with fidelity.

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: PD 360 will be available for principals, reading coaches and or lead teams to provide professional development for almost any area at any time. Data analysis, data analysis professional development through data days will be on going throughout the school year. School teams will meet at least one time each month and may meet up to two times each month if they are correct II schools. Training for each problem solving response to intervention team will require up to three days per team and will be spaced out over the course of this school year.

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

Response: The district instructional team, school based lead teams, principals.

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

Response: Discovery Education, Think Link and Florida Assessment for Instruction in Reading, FAIR will be used to measure student progress.

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

Response: Discovery Education, Think Link and Florida Assessment for Instruction in Reading, FAIR will be used to measure student progress. Each assessment will be administered 3 times each year.

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

Response: The PD provided will be above and beyond the PD for SINI 1 and 2 schools that are required to provide through Title I Part A (10% of their allocation).

6. Strategic Imperative this strategy addresses: 1.1

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