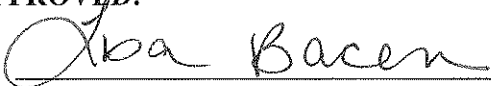
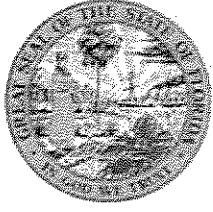


**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Martin County School District	2 PROJECT NUMBER 430-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted USDE #S389A090009A <p style="text-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: Changes Effective Date: 01/25/2010	6 PROJECT PERIODS Budget Period: 09/01/2009 - 09/30/2010 Program Period: 09/01/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 172,614.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 172,614.00	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: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	11 DOE FISCAL DATA DBS: 40 90 20 EO: TX Object: 720036
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. In addition, the sub-recipient must comply with all expenditure, transparency, accountability, and reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA), ARRA regulations, and the ARRA specific assurances agreed to in the application for ARRA funds. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 2 CFR 176.210(b) and (d), provides that recipients are to require their subrecipients to specifically identify Recovery Act funding on their Schedule of Expenditures of Federal Awards (SEFA) by identifying expenditures for Federal awards made under the Recovery Act separately on the SEFA and as separate rows on the Data Collection Form (SF-SAC) required by OMB Circular A-133. Further, in identifying Recovery Act expenditures, the prefix "ARRA" must be used in the name of the Federal program. The information allows the recipient to properly monitor subrecipient expenditure of ARRA funds as well as oversight by the Federal awarding agencies, Offices of Inspector General and the Government Accountability Office. 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end; margin-top: 20px;"> <div style="width: 45%;">  _____ Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="width: 45%; text-align: center;"> 02/2/10 _____ Date of Signing </div> <div style="width: 10%; text-align: center;">  </div> </div>	

FLORIDA DEPARTMENT OF EDUCATION PROJECT AMENDMENT REQUEST

RECEIVED

2010 JAN 25 PM 2:23
DOE USE ONLY

Please return to: Florida Department of Education GRANTS MANAGEMENT Room _____ Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 (850) _____	Date Received: <div style="text-align: center;">BUREAU OF GRANTS MANAGEMENT</div>				
A) Agency Name <div style="text-align: center;">Martin</div>	B) Amendment Number <div style="text-align: center;">12</div>				
C) Amendment Type <input type="checkbox"/> Program <input checked="" type="checkbox"/> Budget	<table style="width: 100%;"> <tr> <td style="width: 60%;">D) Project Number</td> <td style="width: 40%;">TAPS Number</td> </tr> <tr> <td>430-2260S-0CZ01</td> <td>10AR06</td> </tr> </table>	D) Project Number	TAPS Number	430-2260S-0CZ01	10AR06
D) Project Number	TAPS Number				
430-2260S-0CZ01	10AR06				

E) Amendment Request Contact Information

Name: Cecilia Hysmith	Address: 500 East Ocean Blvd. Stuart, FL 34994
Telephone: (772) 219-1200 Ext. 30279	SunCom:
Fax: (772) 219-1232	E-mail: hysmitc@martin.k12.fl.us

F) Required Signature

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

G) Narrative

This amendment does not result in a budget reduction or increase and program strategies remain the same. Activities funded by these budget decreases will be funded through the Corrective Action Budget. The budget increases are for activities approved in the original grant application.

These budget changes have been reviewed and approved by DOE Program staff.



A) Martin District/Agency Name B) 430-2260S-0CZ01 / 10AR06 Project Number TAPS Number
C) 12 Amendment Number

FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ <u>172,614.00</u> ✓	E) Total Project Amount resulting from this Budget Amendment \$ <u>172,614.00</u> ✓
--	--

F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5100	0192	Summer Programs Stipends for Warfield and Indiantown Middle	0.00		\$10,200.00
5100	0210	Retirement Costs	0.00		\$ 1,004.70
5100	0220	Social Security Costs	0.00		\$ 632.40
5100	0221	Medicare Health Insurance	0.00		\$ 147.90
5100	0240	Workers Compensation	0.00		\$ 128.52
5100	0692	Computer Software – non-capitalized -Imagine Learning Software (10 licenses for IMS & 14 for WES)– Strategy 7	0.00	\$ 12,000.00	
6400	0510	Training Supplies for Leveled Literacy Intervention (LLI) Training – LLI system mini-guides – strategy 2	0.00	\$ 113.52	
				\$12,113.52 ✓	\$12,113.52 ✓

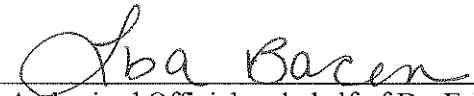
Total

Total



**Florida Department of Education
Project Award Notification**

CORRECTED COPY

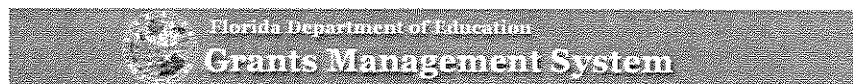
1 PROJECT RECIPIENT Martin County School District	2 PROJECT NUMBER 430-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted USDE #S389A090009A <p align="right">TAPS 10AR06</p>	4 AUTHORITY 84.389 Title I A American Recovery and Reinvestment Act
5 AMENDMENT INFORMATION Amendment Number: 1 Type of Amendment: Budget: Decrease Effective Date: 01/19/2010	6 PROJECT PERIODS Budget Period: 09/01/2009 - 09/30/2010 Program Period: 09/01/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 172,614.44 Amendment Amount: \$ -.44 Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 172,614.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u> • Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	11 DOE FISCAL DATA DBS: 40 90 20 EO: TX Object: 720036
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. In addition, the sub-recipient must comply with all expenditure, transparency, accountability, and reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA), ARRA regulations, and the ARRA specific assurances agreed to in the application for ARRA funds. • For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. • 2 CFR 176.210(b) and (d), provides that recipients are to require their subrecipients to specifically identify Recovery Act funding on their Schedule of Expenditures of Federal Awards (SEFA) by identifying expenditures for Federal awards made under the Recovery Act separately on the SEFA and as separate rows on the Data Collection Form (SF-SAC) required by OMB Circular A-133. Further, in identifying Recovery Act expenditures, the prefix "ARRA" must be used in the name of the Federal program. The information allows the recipient to properly monitor subrecipient expenditure of ARRA funds as well as oversight by the Federal awarding agencies, Offices of Inspector General and the Government Accountability Office. 	
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;"> <u>1/20/10</u> Date of Signing </div> </div>	



/ 10AR06
TAPS Number

FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM





Report History GrantRequest SystemCodes InvoicePayments Help Logout

Sub Administrator

[Home](#) > [Inbox](#) > Project Amendment

User: Ms. Allison Throckmorton, Grant Specialist II

Project Amendment Search

Search Criteria:

Project Number : * 430 - 2260S - 0CZ01

Intake Request

Project Number : 430-2260S-0CZ01
TAPS Code : 10AR06
Program Name: Title I School Improvement Initiative-Targeted USDE #S389A090009A
Identifier:
Amendment Type:* Budget: Decrease
Amendment #:* 1
Agency : Martin County School District
Program Contact : Michael Kilts
Project Period:* Start : 09/01/2009 End : 09/30/2010

Budget Request

Approved Budget: \$ 172,614.44 **Org Code:** 40 90 20
Amendment Amount: \$ -0.44 **Object Code:** 720036
Estimated Roll Forward: \$ **Project Type:** Entitlement
Certified Roll Forward: \$ **Payment Method:** Federal Cash Advance
Total Project Amount: \$ 172,614.00 **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:*	01/19/2010	Sue - JSW	01/19/2010
Date Received in BGM:*	01/19/2010	Yes <input checked="" type="radio"/> No <input type="radio"/>	
Intake Completed:*	APT 01/19/2010	Allison - APT	01/19/2010
Forwarded to PO for PR:	01/19/2010	Sue - JSW	01/19/2010
PR Signed by PO:	01/19/2010	(Select)	
PO Returned PR:	01/19/2010	(Select)	
		CMF Assigned To: (Select)	
		Copy/Mail/ File: (Select)	
		Comptroller: (Select)	

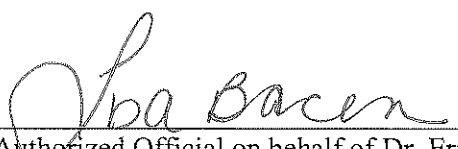
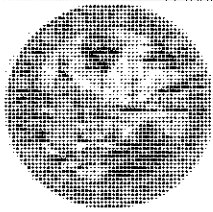
Comments

Notes/Comments: 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

CORRECTED COPY

1 PROJECT RECIPIENT Martin County School District	2 PROJECT NUMBER 430-2260A-0CS01	
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative <div style="text-align: right;">TAPS 10A006</div>	4 AUTHORITY 84.010A School Improvement - Title I, Part A	
5 AMENDMENT INFORMATION Amendment Number: 1 Type of Amendment: Budget: Increase Effective Date: 01/19/2010	6 PROJECT PERIODS Budget Period: 09/01/2009 - 09/30/2010 Program Period: 09/01/2009 - 09/30/2010	
7 AUTHORIZED FUNDING Current Approved Budget: \$ 238,554.76 Amendment Amount: \$.24 Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 238,555.00	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: 		
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;">  <hr/> Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="text-align: center;"> <div style="border-bottom: 1px solid black; width: 100px; margin: 0 auto;"></div> 11/20/10 Date of Signing </div> <div style="text-align: center;">  </div> </div>		

DOE-200

Revised 02/05

A) Martin
District/Agency Name

B) 430-2260A-0CS01
Project Number

/ 10A006
TAPS Number

C) 1
Amendment Number

FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ <u>243,469.00</u>	E) Total Project Amount resulting from this Budget Amendment \$ <u>238,555.00</u>
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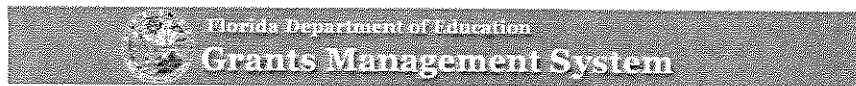
F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
6400	0210	Retirement Costs	0.00		\$ 202.12
6400	0220	Social Security Costs	0.00		\$ 127.22
6400	0221	Medicare Health Insurance	0.00		\$ 29.75
6400	0240	Workers Compensation	0.00		\$ 25.86
6400	0330	Travel – Teachers for Model Schools Conference	0.00		\$1,140.49
6400	0750	Substitutes for job embedded professional development for teachers	0.00		\$3,192.49
7200	0790	Indirect Costs @3.99%	0.00		\$ 196.07
					\$ 4,914.00

Total

Total





Report History GrantRequest SystemCodes InvoicePayments Help Logout

Sub Administrator

[Home](#) > [Inbox](#) > Project Amendment Detail

User: Ms. Allison Throckmorton, Grant Specialist II

Intake Request

Project Number : 430-2260A-OCS01
TAPS Code : 10A006
Program : Title I School Improvement Initiative
Identifier :

Project Amendment Type : Budget: Increase
Amendment #: 1
Agency : Martin County School District
Program Contact : Michael Kilts

Project Period: Start : 09/01/2009 End : 09/30/2010

Budget Request

Approved Budget: \$ 238,554.76 **Org Code:** 40 90 20
Amendment Amount: \$.24 **Object Code:** 720036
Estimated Roll Forward: \$ **Project Type:** Entitlement
Certified Roll Forward: \$ **Payment Method:** Federal Cash Advance
Total Project Amount: \$ 238,555.00 **EO Code:** 9A
Funding Authority: 84.010A School Improvement - Title I, Part A

Recap Section

		Initials	Dates(MM/DD/YYYY)
Date Received in DOE:	01/19/2010	Sue - JSW	01/19/2010
Date Received in BGM:	01/19/2010	Yes <input checked="" type="radio"/> No <input type="radio"/>	
Intake Completed:	APT 01/19/2010	Allison - APT	01/19/2010
Forwarded to PO for PR:	01/19/2010	Sue - JSW	01/19/2010
PR Signed by PO:	01/19/2010	(Select)	
PO Returned PR:	01/19/2010	(Select)	
		(Select)	
		(Select)	
		(Select)	
		(Select)	

Disapprove

Date Disapproved:*

Comments

Notes/Comments:

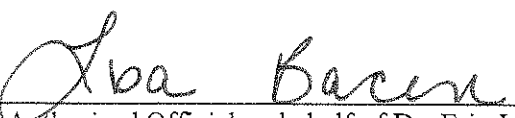
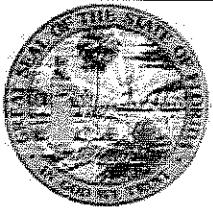
Date	Initials	UserType	Comment
01/19/2010 10:43 A.M.	Allison Throckmorton	Sub Administrator	The attached project has been corrected. The correct is one or more of the following, allocation amount – expansion option code – agency – grant number – project code – payment code – project budget period – revised terms and conditions – reporting dates. The items changed for this project are in bold

Save AMDMT

Approve AMDMT

Disapprove

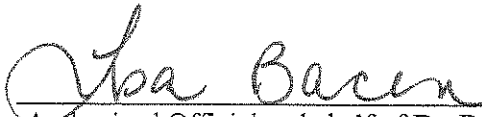
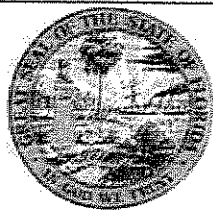
**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Martin County School District	2 PROJECT NUMBER 430-2260A-0CS01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative <p align="center">TAPS 10A006</p>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 09/01/2009 - 09/30/2010 Program Period: 09/01/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 243,469.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 243,469.00	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: 	
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;"> 10/9/09 _____ 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.
- 6 Project Periods: The periods for which the project budget and program are in effect.
- 7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8 Reimbursement Options:
 - Federal Cash Advance – On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement of Expenditures – Payment made upon submission of documented allowable expenditures.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11 DOE Fiscal Data: A unique payment number assigned by the Department of Education.
- 12 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 13 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Martin County School District	2 PROJECT NUMBER 430-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted <div style="text-align: right;">TAPS 10AR06</div>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 09/01/2009 - 09/30/2010 Program Period: 09/01/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 176,656.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 176,656.00	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;">  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; font-family: cursive;">10/9/09</div> Date of Signing </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>	

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

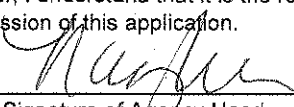
- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project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

RECEIVED

2009 SEP -1 PM 2:07

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION - School Improvement Initiative

BUREAU OF
GRANTS MANAGEMENTTAPS NUMBERS: 1. 10A006 ~~2. 10A005~~ 3. 10AR06 ~~4. 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: Martin 500 E OCEAN BLVD STUART, FL 34994		DOE USE ONLY Date Received	
B) Applicant Contact Information					
Contact Name: First Name: Cecilia MI: K Last Name: Hysmith			Mailing Address: 500 E OCEAN BLVD City: STUART State: FL Zip: 34994		
Telephone Number: 772-219-1200			Ext: 30279		
Fax Number: 772-219-1232			E-mail Address: hysmitc@martin.k12.fl.us		
Title I School Improvement Initiative [1003(a)] Project Number: 430-2260A-0CS01 Total Funds Requested: \$243469.00 \$243469.00		Title I School Improvement Initiative [1003(a)] ARRA Project Number: 430-2260S-0CZS1 0CZS1 Total Funds Requested: \$176656.00 \$176656.00		Title I School Improvement Fund [1003(g)] Project Number: 430-1260A-0CS01 Total Funds Requested: \$0.00	
Title I School Improvement Fund [1003(g)] ARRA Project Number: 430-1260S-0CZS1 Total Funds Requested: \$0.00					
<p align="center">CERTIFICATION</p> <p>I (first name) Nancy (last name) Kline 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>					

Save

DOE 100A



Dr. Eric J. Smith, Commissioner

Title I, Part A School Improvement Grants MARTIN

General Assurances

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

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

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

School Districts, Community Colleges, Universities and State Agencies

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

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

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

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

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

TAPS: 10AR05

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Name and Address of Eligible Applicant: <p align="center">Martin</p> 500 E OCEAN BLVD STUART, FL 34994	DOE USE ONLY Date Received	
B) Applicant Contact Information			
Contact Name: First Name: Cecilia MI: K Last Name: Hysmith		Mailing Address: 500 E OCEAN BLVD City: STUART State: FL Zip: 34994	
Telephone Number: 772-219-1200		Ext: 30279	
Fax Number: 772-219-1232		E-mail Address: hysmitc@martin.k12.fl.us	
Title I School Improvement Initiative [1003(a)] Project Number: 430-2260A-0CS01 Total Funds Requested: \$243,469.00	Title I School Improvement Initiative [1003(a)] ARRA Project Number: 430-2260S-0CZS1 Total Funds Requested: \$176,656.00	Title I School Improvement Fund [1003(g)] Project Number: 430-1260A-0CS01 Total Funds Requested: \$0.00	Title I School Improvement Fund [1003(g)] ARRA Project Number: 430-1260S-0CZS1 Total Funds Requested: \$0.00
<p align="center">CERTIFICATION</p>			
<p>I Nancy Kline 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>			
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
0051	J. D. PARKER SCHOOL OF TECHNOLOGY	69.00	Correct I	6	116424.71	0.00	0.00	0.00
0101	PORT SALERNO ELEMENTARY SCHOOL	72.10	Correct I	3	85338.95	0.00	0.00	0.00
0131	WARFIELD ELEMENTARY SCHOOL	96.47	Prevent I	1	0.00	45098.44	0.00	0.00
0221	INDIANTOWN MIDDLE SCHOOL	94.07	Correct I	6	0.00	86004.04	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: School Administration participated in a pre-school training by the district's Educational Data Specialist. This training included enhanced features of the district's data analysis tool, Performance Matters. Administrators in each school during pre-school activities for school year 2009-10 updated teachers and staff with the an analysis of FCAT and AYP results. Further, teachers participated in a training on the use of new features of Performance Matters that will enable them to more effectively monitor their students' progress on district assessments throughout the school year. Further, the principal and teacher representative will participate in quarterly training by the district's Educational Data Specialist on the analysis of progress monitoring assessments and how to use this information to project FCAT performance and to inform the instructional needs for AYP subgroups. These two staff members will facilitate training at their schools.

Data analysis for the Prevent I, SINI I, school will occur quarterly and will be facilitated by the District's Differentiated Accountability Leadership Team. The Team will review student progress monitoring data with the school to determine how well the SIP and School Improvement Grant activities address the identified subgroups that did not make AYP. One Correct I school remains in the Corrective Action sanction phase. This school will participate in the same process with the District's Differentiated Accountability Leadership Team as the Prevent I school. In addition, a member of the District Restructuring Team, who is also on the school's DA Team, will help to guide the planning for restructuring process. This process includes intensive data analysis with the teachers, administration and parents and will extend the process in already in place.

The two Correct I schools that are currently in restructuring phase, will have monthly monitoring by a member of the District Restructuring Team, who is also on the schools' DA Team. The monthly monitoring process includes progress monitoring data analysis, reviews and support in modifying instructional activities to address identified subgroups not making AYP. Further, gap analysis to determine FCAT projections facilitate the data analysis process and enhance the probability of subgroups making AYP.

In addition to strategy modifications described above which are guided by data analysis, individual students not on track for proficiency on FCAT will be identified so that the district can support the schools with efforts to address these deficiencies. This process is the Continuous Improvement Model which all district schools implement.

Progress monitoring data analysis that includes FCAT strand comparisons and item analysis will be used to help guide teachers on benchmarks that require additional instruction, the types of errors in reasoning that students make, and how this data relates to the AYP subgroups. Teachers and administrators will then tailor instruction that is informed by this data analysis.

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: Prevent I School - A two - three member LEA Support Team (Differentiated Accountability Leadership Team) will meet quarterly to review school progress and to support this SINI I school. Observations, interviews and meeting attendance will be documented to reflect the degree of SIP (School-wide Plan) implementation. The results of AYP subgroup data analysis will be reviewed and assistance provided to implement instructional modifications as indicated.

Correct I Schools –

Planning for Restructuring School - Quarterly two members of the District's Differentiated Accountability (DA) Leadership Team (LEA Support Team) will meet for data analysis and SIP activity implementation review as described in the data analysis section. In addition, a member of the District Restructuring Team, who is also a member of the DA Team, will meet with school staff to facilitate the planning for restructuring process. This planning effort engages staff in further analysis of the FCAT data and supports the school in efforts to make recommendations for the schools' restructuring. The school will participate in a process that helps them closely study effective and ineffective practices currently in use in the school, relate the practices to AYP subgroups and to make decisions about possible options that best support school restructuring.

Restructuring Schools - Fidelity checks will be conducted monthly by a District Restructuring Team member, who is also on the DA Team/ LEA Support Team, to ensure that 100% of the administration participated in restructuring / school improvement activities and that the school administration is conducting fidelity checks for teacher implementation of the restructuring plans' instructional focus. Monthly, a Team member will collect achievement data and review student progress. In addition, a team member will participate in bi-monthly professional study groups to assist with program implementation and to provide guidance on student progress reviews and data analysis. The District Restructuring Team, which includes members of the schools' leadership team, will meet quarterly to discuss data, the results of fidelity checks, and to make modifications as may be indicated. The progress of each AYP subgroup will be reviewed and instructional changes made to facilitate the schools' attainment of Adequate Yearly Progress. In conjunction with the Restructuring activities, the DA Team will meet quarterly with the school administration to provide additional support in data analysis and SIP/ Restructuring Plan implementation. These meetings occur quarterly.

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: **Five AYP subgroups out of seven did not meet the AYP proficiency target of 65 in reading**

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

Response: 2009 FCAT Reading - Subgroups not meeting the 65 proficiency target

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

- J. D. PARKER SCHOOL OF TECHNOLOGY

1d. Name of strategy

Response: Literacy/ Writing Coach

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

Response: Literacy specialists provide teachers with perceptions and guidance informed by their clinical observations, that support teachers and provide immediate feedback in ways that improve instructional delivery and student achievement. The Coach scaffolds and encourages teacher learning. Research supports this form of professional development and is advocated in the professional development literature as being successful (see, for example, Dole, 2004; U.S. Department of Health and Human Services, 2000).

Two sections of Differentiated Accountability implementation are supported by this strategy, curriculum aligned and paced and Florida's Continuous Improvement Model. Specifically, literacy coaches help teachers and schools ensure that students are properly placed in rigorous coursework, provide interventions as defined by RtI, implement FCIM for subgroups not making AYP, and provide for remediation, acceleration, and enrichment.

Dole, J. A. (2004). The changing role of the reading specialist in school reform. *The Reading Teacher*, 57, 462-471.

U.S. Department of Education. (2000) Does professional development change teaching practice? Results from a three-year study. Washington,DC. Retrived August 24, 2009, www.ed.gov/offices/OUS/PES/esed/report.doc.

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

Response: Although teachers participate in professional development that is ongoing and directly related to the achievement of struggling students, learning new instructional strategies requires intensive support and nurturing. Teachers by nature of the typical school environment, often work in isolation. Even though opportunities for shared planning and collaboration exist in the school, much of teachers' instructional effort occurs without the support of other professionals. This isolation and lack of support in translating new instructional strategies into practice, impedes teacher learning and change.

A Literacy/ Writing Coach helps teachers connect new instructional strategies and best practice to the activities within their classrooms. The literacy coach is able to observe classroom activities which help teachers study their practice and transition into implementing new more effective ways of teaching that meet the specific needs of students who are struggling.

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

Response: Subgroups not meeting the proficiency target for FCAT reading include: Black, Hispanic, Economically Disadvantaged, English Language Learners and Students with Disabilities.

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

Response: The school currently has a full-time reading coach. In part through the activities of this reading coach, the school has seen increased reading performance on FCAT for all of the subgroups described in 1g. Although the subgroups exhibited growth, the increases remain insufficient. The subgroups have not met the 65 percent proficiency rate target and teachers require additional support to address the needs of these subgroup populations.

This is a "new strategy" for 2009-10. However, salary funding for the first part of this school year has occurred through other sources. In order to retain the Literacy / Writing Coach for the remainder of the school year, the School Improvement Grant funds are necessary.

No resources are supplied by collaborative partners for this strategy.

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

Response: The Literacy/ Writing Coach position is a full-time position at one school and will extend through the entire school year. The Coach's responsibilities will entirely relate to assisting teachers with literacy activities and interfacing with the current Reading Coach to provide all of the school's teachers with effective and valuable instructional support.

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

Response: The school administration is responsible for monitoring/ supervising the Literacy/ Writing Coach. While the school administration monitors the Coach, the LEA Support / DA Leadership Team will monitor student progress. The District Restructuring Team representative who also is on the LEA Support/ DA Leadership Team will be responsible for working most closely with the school implementing this strategy with monthly monitoring.

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

Response: The district's comprehensive benchmark testing will be used to monitor the academic success of students on the Sunshine State Standards benchmarks. Further, Performance Matters will be used to disaggregate students' performance on benchmark tests by AYP subgroups. This data will help to guide modifications in the implementation of this strategy.

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

Response: The district's comprehensive benchmark testing is administered twice prior to FCAT and once after FCAT. However, the monitoring with district personnel occurs monthly. During the monthly fidelity checks the analysis of benchmark test data will be followed with reviews of how the data is being utilized by staff and how instructional practice is impacted.

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

Response: The services provided by the Literacy/ Writing Coach will be supplemental and in addition to the services provided by the Reading Coach. The intent is to increase the types of support that Coaches provide and thus impact the reading success of AYP subgroups not meeting proficiency targets.

The Title I Office will verify through Human Resources that no position of Literacy/ Writing Coach

is funded by the school district in any district school. Because this position is in addition to the Reading Coach, the functions of the positions will be supplemental to currently provided literacy support for the identified AYP subgroup students.

6. Strategic Imperative this strategy addresses: **1.1**

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

Reading

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 reading and math proficiency on FCAT for AYP subgroup not meeting proficiency targets.**

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

Response: 2009 FCAT - 5 subgroups in reading and 5 subgroups in math did not make AYP.

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

- J. D. PARKER SCHOOL OF TECHNOLOGY
- PORT SALERNO ELEMENTARY SCHOOL
- WARFIELD ELEMENTARY SCHOOL
- INDIANTOWN MIDDLE SCHOOL

1d. Name of strategy

Response: Professional Development

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

Response: The purpose of PD is to provide opportunities to develop practice that enhances instruction. Knowledgeable educators provide quality instruction and make instructional decisions that contribute to student growth.

• Math PD with Dr. Juli Dixon

• Literacy PD with Dr. Heidi Mills

A research review (Gerten, Baker, & Pugach (2001); Mercado (2001) reveals

research-based instructional approaches comprising this PD are appropriate for the identified AYP subgroups.

• Math Instruction with Dr. Ron Large

Experiential and authentic instructional approaches are evidenced as effective in the research of Zemelman, Daniels, & Hyde (2005).

• Math data analysis with Steve Layson

Data analysis is considered effective in guiding instruction and is a requirement of this grant.

• Guided Reading and Literacy Strategies with Kathie Cloonan

This research based PD includes literacy instruction that engages students in the use of authentic reading texts in multiple contexts and supports the meaning making process (Zemelman, Daniels, & Hyde (2005).

• International Baccalaureate training for Level 2 & International Baccalaureate reading/inquiry training - IB supports the cognitive development of students through higher order thinking strategies, Mercado (2001).

- Columbia Teachers' College staff development days for Reading & Writing Project

Reading and Writing Project focuses on the meaning making process with higher-order thinking, Keene & Zimmermann (1997).

- Successmaker Math Training

technology to support learning helps to engage students in the learning process and systematically supports the learning of concepts.

- Leveled Literacy Intervention (LLI) Training

The LLI Program is based on research on reading acquisition and reading difficulties (Armbruster, Lehr, & Osborn, 2001).

Two sections of Differentiated Accountability implementation are supported by this strategy, professional development and Florida's Continuous Improvement Model.

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

Response: "High-achieving nations provide sustained and extensive opportunities to develop practice that go well beyond the traditional on-shot workshop" (Wei, Andree & Darling-Hammond, 2009). This professional development to which the authors are referring, is content specific, school-wide, and encourages collegiality. Although during the most recent years for the schools comprising this grant, professional development has been on-going and extensive as just described, prior years consisted of the one-shot approach to professional development. Student outcomes were not as significant as seen in recent years. Even though the schools have not made AYP, they continue to demonstrate growth in meeting the needs of AYP subgroups and in maintaining their 'A' school grades. In order to continue this trend, it is important to maintain professional development that is comprehensive and supportive of teacher inquiry.

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

Response: This strategy is directed to teachers, instructional staff and administration. However, it is designed to impact the performance of identified AYP subgroups.

Reading Math

Total Black

Hispanic Hispanic

Economically Disadvantaged Economically Disadvantaged

English Language Learners English Language Learners

Students with Disabilities Students with Disabilities

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

Response: Professional Development was provided in each of the need areas. This PD included:

- Professional Development for authentic, hands-on, inquiry oriented instruction - 8 sessions 2008-09, collaborative study groups as follow-up
- Columbia Teachers' College Reading & Writing Project Professional Development, provided during 2007-08 and 2008-09 school years, mini-workshops and school observation in NYC

- Guided Reading Professional Development conducted during 2007-08 and 2008-09 school years, Reading Coach support for teachers served as follow-up
- International Baccalaureate Middle Years Program professional development over a three year period for level 1 stage and to obtain IB authorization. Follow-up consisted of bi-weekly collaborative IB team meetings
- Professional development for administrators on Math Next Generation Sunshine State Standards.
- Data analysis training by the district's data specialist- on-going
- Successmaker Program training – conducted in 2004-05
- Fountas' & Pinnell's Level Literacy Intervention Program overview for school teams conducted 2008-09.

Professional development is not in and of itself a new strategy. However, some professional development activities are new to specific schools and some is a continuation of professional development initiated previous years. No collaborative partners involved.

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: -Authentic, hands-on, inquiry-oriented instruction

- Math PD with Dr. Juli Dixon - four days, September
- Literacy PD with Dr. Heidi Mills – two days December – April
- Innovative Math Instruction with Dr. Ron Large– 4 days October – February
- Delving deeply into math data analysis with Steve Layson– 4 days
October - February
- Guided Reading and Literacy Strategies with Kathie Cloonan 18 days
September - April
- International Baccalaureate training for Level 2– four days,
November – April
- International Baccalaureate reading/inquiry training 9 teachers,
32 hour online course
- Columbia Teachers' College staff development days for Reading & Writing Project
– 9 days October – April
- Successmaker Math Training – 1 day - fall
- Leveled Literacy Intervention Training (3 schools) – 3 days, October – December

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

Response: The school administration is responsible for monitoring the professional development and implementation of the strategies. While the school administration monitors the professional development, the LEA Support / DA Leadership Team will monitor student progress. The Prevent I and Correct I schools are monitored quarterly. The District Restructuring Team representative who also is on the LEA Support/ DA Leadership Team and works with the two schools in restructuring will be responsible for working most closely with the schools implementing this strategy with monthly monitoring.

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

Response: The district's comprehensive benchmark testing will be used to monitor the academic success of students on the Sunshine State Standards benchmarks. Further, Performance Matters will be used to disaggregate students' performance on benchmark tests by AYP subgroups. This data will help to guide modifications in the implementation of this strategy.

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

Response: The district's comprehensive benchmark testing is administered twice prior to FCAT and once after FCAT. However, the monitoring with district personnel occurs monthly for schools in restructuring and quarterly for the other schools. During the monthly and quarterly fidelity checks the analysis of benchmark test data will be followed with reviews of how the data is being utilized by staff and how instructional practice is impacted.

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

Response: The professional development included in this strategy supplements existing inservice related to the district's curriculum. The District's Differentiated Accountability Leadership Team reviewed all School Improvement Plans. A comparison of the professional development included in SIPs to this grant's PD, reveals that the PD is supplemental.

The professional development provided through this grant does not replace the requirement for SINI 1 and 2 Title I schools to spend 10% of their Title I school allocation on professional development.

6. Strategic Imperative this strategy addresses: 1.1

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

Reading
Mathematics

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 reading and math proficiency on FCAT for AYP subgroup not meeting proficiency targets.**

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

Response: 2009 FCAT - 5 reading subgroups and 5 math subgroups did not make AYP

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

- J. D. PARKER SCHOOL OF TECHNOLOGY
- PORT SALERNO ELEMENTARY SCHOOL
- INDIANTOWN MIDDLE SCHOOL

1d. Name of strategy

Response: Before and After School Tutoring

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

Response: In order to maximize learning gains for students who comprise the subgroups who do not meet the AYP targets, increased instructional time is needed. Increased instructional time is supported in research as an effective strategy that affords opportunity for intensive interventions for increased academic success (Brophy, 1988). The Differentiated Accountability component, Curriculum Aligned and Paced is addressed with this strategy. Due to the additional instructional time, students are supported in their rigorous coursework and afforded more opportunity to acquire the Next Generation Sunshine State Standards.

Brophy, J.E. (1988). Educating teachers about managing classrooms and students. Teaching and Teacher Education, 4(1)3.

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

Response: Insufficient instructional time is a root cause that this strategy will address to increase students' academic achievement. Students in low performing subgroups are at increased risk due to the amount of learning gains required for them to achieve proficiency as compared to subgroups that already meet AYP targets.

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

Response: This strategy directly addresses the student population. Before and after school tutoring will be provided to students who are not demonstrating proficiency on FCAT and who comprise the AYP subgroups in each school that did not meet the proficiency targets. Across the three schools that will be offering the tutoring the following subgroups did not achieve the proficiency targets.

Reading Math

Total Black

Hispanic Hispanic

Economically Disadvantaged Economically Disadvantaged

English Language Learners English Language Learners

Students with Disabilities Students with Disabilities

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

Response: The school district currently provides schools with SAI funding to support before and after school tutoring. Also, SES tutoring is available for students. Even so, the amount of tutoring over long periods of time is limited due to limited funding. For example, some students receive only 15 tutoring sessions through SES. The additional instructional time for before and after school tutoring as a result of this grant will yield increased learning gains. This is not a new strategy.

The Stuart Boys' and Girls' provides a facility for one tutor to provide after school tutoring.

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: J. D. Parker Elementary School – 14 weeks, Feb. – May, 18 sessions per week for 2.5 hours sessions

Port Salerno Elementary School – 11 weeks, Feb. – April, 24 sessions per week for 1.5 hours per session

Indiantown Middle School – 17 weeks, Nov. – Mar, 20 sessions per week for 1.5 hours per session

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

Response: The school administration is responsible for monitoring the before and after school tutoring. While the school administration monitors the tutoring including the curriculum and instructional format, the LEA Support / DA Leadership Team will monitor student progress. The Correct I school in corrective action is monitored quarterly. The District Restructuring Team representative who also is on the LEA Support/ DA Leadership Team and works with the two schools in restructuring will be responsible for working most closely with the schools implementing this strategy with monthly monitoring.

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

Response: The district's comprehensive benchmark testing will be used to monitor the academic success of students on the Sunshine State Standards benchmarks. Further, Performance Matters will be used to disaggregate students' performance on benchmark tests by AYP subgroups. This data will help to guide modifications in the implementation of this strategy.

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

Response: The district's comprehensive benchmark testing is administered twice prior to FCAT and once after FCAT. However, the monitoring with district personnel occurs monthly for schools in restructuring and quarterly for the other school. During the monthly and quarterly fidelity checks the analysis of benchmark test data will be followed with reviews of how the data is being utilized by staff and how instructional practice is impacted.

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

Response: The tutoring program supplements existing SES and SAI funded tutoring. Students can participate in all three types of tutoring as they are usually offered at different times of the

school year or tutoring is doubled during the week to provide intensive interventions. Principals will ensure that SES and SAI funding is expended prior to the use of School Improvement grant funds.

6. Strategic Imperative this strategy addresses: **1.1**

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

Reading
Mathematics

Strategies to Be Implemented

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

1a. Identify the Need: **Increase reading and math proficiency on FCAT for AYP subgroup not meeting proficiency targets.**

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

Response: 2009 FCAT - 5 reading subgroups and 1 math subgroup did not make AYP

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

- WARFIELD ELEMENTARY SCHOOL
- INDIANTOWN MIDDLE SCHOOL

1d. Name of strategy

Response: Summer Programs

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

Response: In order to maximize learning gains for students who comprise the subgroups who do not meet the AYP targets, increased instructional time is needed. Increased instructional time is supported in research as an effective strategy that affords opportunity for intensive interventions for increased academic success (Brophy, 1988). The Differentiated Accountability component, Curriculum Aligned and Paced is addressed with this strategy. Due to the additional instructional time, students are supported in their rigorous coursework and afforded more opportunity to acquire the Next Generation Sunshine State Standards.

This strategy includes funding of transportation. In the absence of this grant funding, transportation would not be provided due to the lack of funds in the school district.

"Transportation is a fundamental, yet often overlooked, element in the struggle for equality of opportunity... too often, poor and minority people find themselves unable to find or get to their jobs or the grocery store, to bring their children to childcare, or to accomplish all the other daily tasks many of us take for granted (p. 1)." Conversely, when transportation is provided, the opportunity for a parent's children to participate in educational opportunities, such as summer programs increases.

Also, this strategy includes supplies and materials for the summer program at the Prevent 1 school.

Brophy, J.E. (1988). Educating teachers about managing classrooms and students. Teaching and Teacher Education, 4(1)3.

Stolz, R. (2000). Race, poverty and transportation. Poverty & Race, March/April 2000, Washington, DC: Center for Community Change.

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

Response: Insufficient instructional time is a root cause that this strategy will address to increase students' academic achievement. Students in low performing subgroups are at increased risk due to the amount of learning gains required for them to achieve proficiency as compared to subgroups that already meet AYP targets.

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

Response: This strategy directly addresses the student population. Summer programs will be provided to students who are not demonstrating proficiency on FCAT and who comprise the AYP subgroups in each school that did not meet the proficiency targets. Across the two schools that will be offering summer programs the following subgroups did not achieve the proficiency targets.

Reading Math

Total Students with Disabilities

Hispanic

Economically Disadvantaged

English Language Learners

Students with Disabilities

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

Response: Due to budget constraints the school district will not provide summer school programs for students except state mandated programs such as 3rd grade reading camp for students who score level 1 on FCAT. This is not a new strategy for these two schools.

No resources are provided by collaborative partners for this strategy.

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

Response: These summer program camps will operate for 10 days with four hours of instruction starting June 15. The Warfield Elementary School and Indiantown Middle School Programs will operate these camps.

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

Response: The school administration is responsible for monitoring the summer programs. While the school administration monitors the summer program including the curriculum and instructional format, the LEA Support / DA Leadership Team will monitor student progress. The Prevent I school is monitored quarterly. The District Restructuring Team representative who also is on the LEA Support/ DA Leadership Team and works with the school in restructuring will be responsible for working most closely with the school implementing this strategy with monthly monitoring.

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

Response: The district's comprehensive benchmark testing will be used to monitor the academic success of students on the Sunshine State Standards benchmarks. Further, Performance Matters will be used to disaggregate students' performance on benchmark tests by AYP subgroups. This data will help to guide modifications in the implementation of this strategy

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

Response: The district's comprehensive benchmark testing is administered twice prior to FCAT and once after FCAT. However, the monitoring with district personnel occurs monthly for the school in restructuring and quarterly for the Prevent I school. During the monthly and quarterly fidelity checks the analysis of benchmark test data will be followed with reviews of how the data is being utilized by staff and how instructional practice is impacted.

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

Response: Other than state required summer programs, such as the 3rd grade reading camp for students who score level 1 on FCAT, no summer programs are being provided by the school district. The Title I District administrators will work with the Executive Director of Instructional Services during the spring to verify that no summer programs paid for by the district or state are provided for students in the district except for the state required summer programs as described. Therefore, this will serve a verification that the summer programs are supplemental.

6. Strategic Imperative this strategy addresses: 1.1

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

Reading
Mathematics

Strategies to Be Implemented

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

1a. Identify the Need: **Teacher professional development that increases FCAT success.**

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

Response: 2009 FCAT - 5 reading subgroups and 5 math subgroups did not make AYP

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

- J. D. PARKER SCHOOL OF TECHNOLOGY
- WARFIELD ELEMENTARY SCHOOL
- INDIANTOWN MIDDLE SCHOOL

1d. Name of strategy

Response: Job Embedded Reflection and Study of Teaching Practice

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

Response: The professional development activities that comprise this strategy are integral to the components of the schools' School Improvement and Restructuring Plans. Job-embedded professional learning time that creates opportunities for teachers to engage in context-specific study of practice and action research is effective in catalyzing change.

Teachers will have time to observe other teachers to refine individual lessons and to spread best practices throughout the school (Barber & Mourshed, 2007) at J.D. Parker Elementary and Warfield Elementary. Facilitator led professional learning communities in which teachers participate in long term guided inquiry into instructional practice has proven successful in creating school change (Palincsar, Magnusson, Marano, Ford, & Brown (1998). Teacher facilitators of small group professional learning communities from J. D. Parker Elementary and Indiantown Middle School will participate in training on how to help their colleagues construct their understanding of their practice to promote inquiry into the implementation of instructional strategies learned in the professional development described in strategy 2. A mentoring program where teachers develop a trusting environment that supports inquiry and reflection and elicits thoughtful examination of practice is a component of this strategy that will be implemented at Indiantown Middle School. Teachers will learn how to help a colleague study video clips of their teaching to improve practice. Opportunities for teachers to raise questions, pose dilemmas and take risks contribute to improving practice (Gall & Cohen, 1999).

Two sections of Differentiated Accountability implementation are supported by this strategy, professional development and Florida's Continuous Improvement Model.

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

Response: "High-achieving nations provide sustained and extensive opportunities to develop practice that go well beyond the traditional on-shot workshop" (Wei, Andree & Darling-Hammond, 2009). This professional development to which the authors are referring, is content specific, school-wide, and encourages collegiality. Although during the most recent years for the schools comprising this grant, professional development has been on-going and extensive as just described, prior years consisted of the one-shot approach to professional development. Student outcomes were not as significant as seen in recent years. Even though the schools have not made AYP, they continue to demonstrate growth in meeting the needs of AYP subgroups and in maintaining their 'A' school grades. In order to continue this trend, it is important to maintain professional development that is comprehensive and supportive of teacher inquiry.

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

Response: This strategy is directed to teachers, instructional staff and administration. However, it is designed to impact the performance of identified AYP subgroups.

Reading Math

Total Black

Hispanic Hispanic

Economically Disadvantaged Economically Disadvantaged

English Language Learners English Language Learners

Students with Disabilities Students with Disabilities

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

Response: Mentoring component which consists of educating teachers on supportive ways to assist a colleague to thoughtfully examine their practice will be implemented at Indiantown Middle School. This is a 'new strategy'. Although teachers collaborate to plan, conduct book studies, etc., they have not participated in a mentoring project related to the IB Program instructional focus and designed for experienced teachers.

A more formalized professional development component is to provide substitutes which will afford teachers multiple opportunities to observe other teachers implement the instructional strategies learned the professional development activities described in strategy 2. Although schools occasionally create opportunities for teacher to observe other teachers, it does not occur regularly and many teachers do not have the opportunity. Therefore, this more formalized process can be considered a 'new strategy' which will be implemented at two elementary schools.

While professional learning communities at two of the schools, J.D. Parker Elementary School and Indiantown Middle School, are not new, training facilitators to effectively guide small groups of colleagues in the study of lessons and implementation of best practice is new. Therefore, this is a 'new strategy.' We are collaborating with Dr. Heidi Mills, Univ. of So. Carolina professor on the design and training for the PD.

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

Response: The mentoring component at Indiantown Middle School will consist of 2 hours of training in the mentoring process and 10 hours of mentoring for 6 pairs of teachers. The process will begin in November.

Opportunities to observe other teachers will occur 4 days a month for 7 months (Sept. – Apr.) at JD Parker Elementary School. At Warfield Elementary School three substitutes will be hired for 15 days throughout the school year beginning in September.

Professional Learning Communities facilitator training at J. D. Parker Elem. and Indiantown Middle Schools will be provided to 6 facilitators at each school for five hours of training. Training will initiate in October and run through February.

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

Response: The school administration is responsible for monitoring the job embedded reflection and study of teaching activities. While the school administration monitors the professional

development, the LEA Support / DA Leadership Team will monitor student progress. The Prevent I and Correct I schools are monitored quarterly. The District Restructuring Team representative who also is on the LEA Support/ DA Leadership Team and works with the two schools in restructuring will be responsible for working most closely with the schools implementing this strategy and monitoring occurs monthly.

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

Response: The district's comprehensive benchmark testing will be used to monitor the academic success of students on the Sunshine State Standards/ Next Generation SSS benchmarks. Further, Performance Matters will be used to disaggregate students' performance on benchmark tests by AYP subgroups. This data will help to guide modifications in the implementation of this strategy.

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

Response: The district's comprehensive benchmark testing is administered twice prior to FCAT and once after FCAT. However, the monitoring with district personnel occurs monthly for the school in restructuring and quarterly for the other school. During the monthly and quarterly fidelity checks the analysis of benchmark test data will be followed with reviews of how the data is being utilized by staff and how instructional practice is impacted.

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

Response: The job embedded reflection and study of teaching included in this strategy supplements existing inservice related to the district's curriculum. The Title I Coordinator will design and deliver this professional development and will not be providing it to other schools in the district. Thus, this PD is supplemental.

The professional development provided through this grant does not replace the requirement for SINI 1 and 2 Title I schools to spend 10% of their Title I school allocation on professional development.

6. Strategic Imperative this strategy addresses: 1.1

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

Reading
Mathematics

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: **Teacher growth opportunities that support student achievement and other professional development act**

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

Response: 2009 FCAT - 5 reading subgroups and 5 math subgroups did not make AYP

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

- J. D. PARKER SCHOOL OF TECHNOLOGY
- PORT SALERNO ELEMENTARY SCHOOL
- WARFIELD ELEMENTARY SCHOOL
- INDIANTOWN MIDDLE SCHOOL

1d. Name of strategy

Response: Professional Conferences

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

Response: School based professional development is critical to support instructional change and increase student achievement. Further, job embedded reflection and study of teaching greatly increases teachers' ability to implement new instructional strategies. However, the process of studying teaching is enhanced by informed and knowledgeable teachers who bring to the table new insights about teaching and learning and the way that others implement innovations. A broad perspective enhances their ability to interpret instructional scenarios and to make informed decisions about teaching modifications. Further, research shows that "a necessary condition for teacher change" is for them to be empowered with opportunities for responsibility, choice and authority (Placier & Hamilton, 1994). Teachers who attend conferences will have the responsibility and authority to provide their colleagues with insights gleaned from conference participation.

Twenty-four teachers and administrators from all four schools will attend the Model Schools Conference. Two schools, Port Salerno Ele. And Indiantown Middle will send a total of eight teachers to the National Council of Teachers of English conference. Indiantown Middle will send four teachers to the National Council of Teachers of Mathematics Conference, also. Port Salerno Elem. will send six teachers to the Rtl Conference and five teachers to the Florida Teachers of Mathematics conference.

Two sections of Differentiated Accountability implementation are supported by this strategy, professional development and Florida's Continuous Improvement Model. Specifically, the professional development that comprises this strategy addresses the subgroups not making AYP, provides the appropriate resources to support the PD, and addresses students' remediation, acceleration, and enrichment needs.

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

Response: Effective teacher decision making is the key to school renewal. It is through the day to day decisions that teachers make about instruction, their understanding about how children learn and how they assess students' progress in context that make or break the implementation of innovation. Teachers who are isolated, who have little opportunity to collaborate with other professionals about the teaching learning process or are unable to stay abreast of best practice are less likely to make teaching changes that address the needs of AYP subgroups not meeting

expected levels of proficiency. In order for teachers to effectively address the struggling learners they need the opportunity for complete and comprehensive professional growth experiences. This strategy coupled with strategies 2 & 5 creates a scenario for teachers that ties together quality and intensive professional development, job embedded learning occasions that are supported through exposure to new ideas and ways that others implement innovations. The understanding and knowledge that teachers gain from this exposure, will help them to challenge their perspectives about learning and assist them with supporting their colleagues in the change process.

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

Response: This strategy directs supports the professional development of teachers and administrators. The growth that occurs from this PD, will directly impact student achievement. Specifically, it will support the following AYP subgroups that did not meet proficiency targets.

Reading Math

Total Black

Hispanic Hispanic

Economically Disadvantaged Economically Disadvantaged

English Language Learners English Language Learners

Students with Disabilities Students with Disabilities

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

Response: Each year the Title I schools that comprise this grant application, send teachers to professional conferences that provide them opportunities to connect prior knowledge and information they are presently learning in professional development activities with new information or new contexts. This integration supports the teacher learning process. However, only a few teachers attend conferences each year due to limited funds. The funds provided by this grant will allow more teachers to have this exposure that they will enable them to effectively implement changes in their classroom that accommodate struggling students. This is not a new strategy. No resources are provided by collaborative partners for this strategy.

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

Response: The conferences that the schools will be attending occurs throughout the school year. The first conference will be held in October. Conferences range in length from three to five days.

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

Response: The school administration is responsible for monitoring the participation at professional conferences and the use of information learned in the school. While the school administration monitors the professional development, the LEA Support / DA Leadership Team will monitor student progress. The Prevent I and Correct I schools are monitored quarterly. The District Restructuring Team representative who also is on the LEA Support/ DA Leadership Team and works with the two schools in restructuring will be responsible for working most closely with the schools implementing this strategy and monitoring occurs monthly.

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

Response: The district's comprehensive benchmark testing will be used to monitor the academic success of students on the Sunshine State Standards/ Next Generation SSS benchmarks. Further, Performance Matters will be used to disaggregate students' performance on benchmark tests by AYP subgroups. This data will help to guide modifications in the implementation of this strategy.

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

Response: The district's comprehensive benchmark testing is administered twice prior to FCAT and once after FCAT. However, the monitoring with district personnel occurs monthly for the school in restructuring and quarterly for the other school. During the monthly and quarterly fidelity checks the analysis of benchmark test data will be followed with reviews of how the data is being utilized by staff and how instructional practice is impacted.

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

Response: The participation of school staff at professional conferences supplements existing inservice related to the district's curriculum. Funding for professional conferences is provided by Title I, Part A and this School Improvement Grant. However, the Title I Coordinator verified budgets to confirm that this funding supplements Title I, Part A funding. Further, all professional leave requests for use of these funds and Title I, Part A funds are approved by the Title I Director and/or Coordinator to verify approved expenditures.

The professional development provided through this grant does not replace the requirement for SINI 1 and 2 Title I schools to spend 10% of their Title I school allocation on professional development.

6. Strategic Imperative this strategy addresses: 1.1

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

Reading
Mathematics

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: **AYP subgroups proficiency levels**

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

Response: 2009 FCAT - 5 reading subgroups and 5 math subgroups did not make AYP

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

- J. D. PARKER SCHOOL OF TECHNOLOGY
- PORT SALERNO ELEMENTARY SCHOOL
- WARFIELD ELEMENTARY SCHOOL
- INDIANTOWN MIDDLE SCHOOL

1d. Name of strategy

Response: Technology - Computer Assisted Instructional Software

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

Response: The purpose of this strategy is to increase the achievement of low performing students across AYP subgroups. Specifically, these programs' purpose is to promote vocabulary development, comprehension, and development foundational math skills.

The I CAN Learn® Algebra curriculum has been designated a "Promising Mathematics Program" by the U.S. Department of Education because of the success it has shown in educating at-risk students. Reviewers found that two independent evaluations conducted in 1995 and 1996 demonstrated statistically significant pre-post test gain scores for I CAN Learn® students.

Imagine Learning is a computer-based instructional program that is effective with English Language Learners, students with disabilities and with struggling readers. Students quickly develop literacy skills through one-on-one instruction that is engaging and designed to meet students' individual needs. The program is founded on scientifically-based research, state standards, and No Child Left Behind guidelines. Imagine Learning addresses issues of learner engagement and meaningful content.

Differentiated Accountability strategies are supported by this activity in two areas, Curriculum Aligned and Paced and Florida's Continuous Improvement Model. Specifically, students are placed in rigorous coursework and the school provides remediation, acceleration and enrichment activities.

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

Response: The growing diversity of the four Title I schools' populations, specifically the increase of English Language Learners, is considered a root cause for the lack of the identified subgroups not achieving AYP. The ELL population has experienced significant growth over a five year period. In school year 2004, 23% of the student population was ELL. In 2008, 38% of the student population was ELL. This 11% increase of children experiencing the difficulties of learning a second language presents major challenges that impact the instructional program and these students' achievement.

Because of the high percentage of ELL students, these same students impact greatly other AYP subgroups not meeting proficiency targets. For example, 65% of the students at Indiantown Middle School are ELL. Fifty-three percent of the students with disabilities who took the FCAT

are ELL children in this school. Because 100% of the IMS students are eligible for free lunch and over half of the students are ELL, this subgroups impacts the Economically disadvantaged subgroup, also.

ELLs, while often eager to learn, face hurdles that compound the learning process. "It is difficult for ... [schools] to distinguish between students who are experiencing troubling delays in language development from students who are going through normal difficulties involved in learning a second language" (Gersten, Baker, Pugach, 2001).

Gersten, R., Baker, S. Pugach, M. (2001). Contemporary research on special education teaching. In V. Richardson (Ed), Handbook of research on teaching (pp 668-694). Washington, D.C.: American Educational Research Association.

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

Response: This activity addressed all subgroups not meeting proficiency targets in the four Title I schools.

Reading Math

Total Black

Hispanic Hispanic

Economically Disadvantaged Economically Disadvantaged

English Language Learners English Language Learners

Students with Disabilities Students with Disabilities

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

Response: A computer lab is in place at each school to implement newly purchased software funded by this grant. Further, classroom computers are available in all classrooms. The school district funded the installment of the computer labs and classroom computers. The I CAN Learn software is not a new strategy. The Imagine Learning program is a new strategy.

The computer lab furniture stations were donated by Strategic Business Co.

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: Students at Indiantown Middle School who will be using the I Can Learn software are scheduled to attend the computer lab daily and utilize this software for 45 minutes each day. Initiation date is upon receipt and installation of the software.

Imagine Learning will be available to students at the three elementary schools in their classrooms. Students will use the program for a total of 1 hour per week. Initiation date is upon receipt and installation of the software.

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

Response: The computer lab teacher at Indiantown Middle School will implement the I Can Learn software. The school administration will monitor the use of the software through classroom observation. While the school administration will monitor the software implementation, the LEA Support Team/ DA Leadership Team will monitor student progress.

The same process will occur for Imagine Learning. However, classroom teachers will implement

the program.

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

Response: The district's comprehensive benchmark testing will be used to monitor the academic success of students on the Sunshine State Standards/ Next Generation SSS benchmarks. Further, Performance Matters will be used to disaggregate students' performance on benchmark tests by AYP subgroups. This data will help to guide modifications in the implementation of this strategy.

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

Response: The district's comprehensive benchmark testing is administered twice prior to FCAT and once after FCAT. However, the monitoring with district personnel occurs monthly for the schools in restructuring and quarterly for the other schools. During the monthly and quarterly fidelity checks the analysis of benchmark test data will be followed with reviews of how the data is being utilized by staff and how instructional practice is impacted.

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

Response: The I CAN Learn and Imagine Learning Software is in addition to the district's curriculum and instructional materials. It serves to enhance / supplement the instructional program. The software that comprises this strategy is not funded through the district or state as verified by a review of existing software in the school district and through monitoring of purchases in consultation with the Executive Director of Instructional Services.

6. Strategic Imperative this strategy addresses: 1.1

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

Reading
Mathematics

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: District Website: The website provides information to staff, parents, the community and students who have access to the internet. This information will be posted upon approval of the application and be accessible at any time until the project period ends September 30, 2010. Student outcomes data is posted on the website upon receipt of FCAT data from the state.

School Newsletters: Upon approval of the application, schools will include in a monthly school newsletter information about the grant. This notification will address parents, staff, and students. This notification will be a one time method.

Parent Notification Flyers: Student outcomes on FCAT including AYP subgroup proficiency success is distributed annually to parents via backpack no later than September. This information is directly related to outcome measure included in this grant.

School Advisory Councils: Information on the grant will be shared with each schools' SAC. This notification addresses parents, staff and the community. The SAC will be notified upon approval of the application and receive regular updates about the grant implementation progress throughout the remaining seven SAC meetings which occur during the school year. Further, the SAC will receive periodic updates regarding student progress monitoring/ outcomes as it relates to the SIP and to grant activities.

Each method of dissemination will be translated into Spanish or there will be an indication that the application is available in hard copy format in English and Spanish.

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: FCAT data comparisons by AYP subgroups is compiled for a five year period by the Title I Office. Schools used this data when completing their Comprehensive Needs Assessment (CNA) that involved teachers, administrators and SAC members. The CNA process/ tool includes identification of weaknesses and informed and guided the development of the 09-10 SIPs. Because this grant correlates and supplements the SIP goals, objectives and activities the process serves as a comprehensive evaluation to guide proposed program changes and the development of School Improvement Grant strategies for 09-10. Because of the comprehensive CNA process, schools initiative staff development and curriculum evaluations in April/ May. During summer the administration in consult with teachers analyze FCAT data and complete additional sections of the CNA tool. Finally, in August all teachers and the SAC review the CNA and contribute to the proposed program changes and strategies. The three schools funded in 08-09 are all continuing the primary instructional focus that comprised the previous year's project. The two restructuring schools are implementing the second year of their restructuring plan. The corrective action school is continuing to implement strategies from 08-09. The strategies for 09-10 interface and support these continuing efforts and provide for systemic and cohesive school improvement. Student outcomes of school improvement grant initiatives are distributed to parents in September annually, shared with the schools' SACs, and posted on the district's website.

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

Response: All three subject areas showed increased percentages of students demonstrating proficiency on FCAT. Reading increased 58 percentage points across all subgroups from 2007-08 school year. Math increased 7 percentage points. Writing results that include all students were not available for use in this analysis. State distributed writing scores do not include all ELL and ESE students and therefore do not provide a more inclusive analysis of student performance. However, it should be noted that all three schools score in the high 90's in writing and writing AYP was achieved for all three schools. The increase in student proficiency levels in reading and math are a result, in part, to the activities that comprise the School Improvement Grant. This may be a result of School Improvement Grant strategies directly integrating with the schools' SIPs and Restructuring Plans. Because the strategies support the instructional and professional development foci of these plans, there is consistent and meaningful implementation of the strategies that helped to increase student performance. School staff are more likely to successfully implement new instructional strategies when they can focus upon fewer but effective instructional innovations.

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

Response: In addition to the performance increases described in item 2, and after consultation with school principals, the following were considered the most valuable components of the school improvement grant activities: • Professional Development was considered the most successful of activities. This grant afforded opportunities for teachers to attend PD that extended schools' SIP activities or provided substitute teachers so that teachers could attend PD. • After school tutoring was considered exceptionally valuable. • Math manipulatives, leveled texts, and tutoring materials enhanced the implementation of strategies. • Summer programs at two schools were valuable and extremely successful at one school. The other had reservations about the cost of the summer program because of their program's length and associated contractual salaries.

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

Response: All strategies contributed to the success experienced by these three schools and maintaining the DA I status. However, suggestions or changes for future years became evident through program evaluation. FCAT school reports revealed that one school improved the percent of AYP criteria met from 95% to 97%. Two schools decreased, one 87% to 85% and the other 92% to 90%. Subgroups not meeting AYP proficiency targets are included and described in the activities section and are the program outcomes failures. Additionally, increased monitoring of student performance and the instructional program in the after school tutoring programs is needed. Further, systems to promote communication between the classroom teacher and the tutor need to be enhanced. These modifications are included in the monitoring of grant implementation at no additional costs. Summer programs as indicated in item 3, were successful. However, the cost of traditional summer school due to contractual requirements as compared to a summer camp was high and may not yield the best use of funds. The summer programs included in the grant are more targeted and should yield more student achievement impact than in 08-09. Finally, the challenges associated with the lack of time for teachers to participate in PD, to read the professional literature and to collaborate, places a hardship on innovation implementation. This drawback is often a part of the structure of the school and something that the schools hope to address in the future. Included in the grant strategies to provide teachers additional time for professional development. None of the 08-09 strategies did not contribute to academic growth. Therefore, some of these strategies are included in the 09-10 application with modifications as described above.

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

Response: Program implementation and monitoring was successful in part due to the relationship between the schools' SIPs, Restructuring Plans and the activities that comprise the School Improvement Grant. School administration and teachers were able to effectively implement the grant strategies because they seamlessly interfaced with other school improvement activities. Teachers and administrators were less stressed by having to implement numerous programs and activities that could result in poor quality execution. District monitoring of corrective action and restructuring initiatives that were already in place, largely coincided with the monitoring of the strategies associated with this grant. Consequently, monitoring efforts sent a consistent message to the schools and helped the district to support the schools' efforts to increase student proficiency levels.

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

A) NAME OF ELIGIBLE RECIPIENT: **Martin**C) TAPS Number
10A006B) Project Number (DOE USE ONLY): **430-2260A-0CS01**

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	130	Other Certified Instructional Personnel Salary - for Literacy/ Writing Coach at JDP - Strategy 1 (working with students in the schools)	0.920	56004.92
5100	192	Teacher stipends Teacher Stipends @ \$25 per hour for Before & After School Tutoring - 26 weeks, 18 sessions per wk, 2.5 hours at JDP; 11 weeks, 24 sessions per week, 1.5 hrs at PSE - Strategy 3	0.000	25650.00
5100	210	Retirement Retirement costs for tutoring and Literacy/ Writing Coach - strategies 1 & 3	0.000	8043.01
5100	220	Social Security Social Security Costs for tutoring & Literacy/ Writing Coach - strategies 1 & 3	0.000	5062.61
5100	221	Medicare Health Ins. Medicare Health Ins. for tutoring & Literacy/ Writing Coach - strategies 1 & 3	0.000	1184.00
5100	230	Group Insurance Group Insurance for Literacy/ Writing Coach - strategy 1	0.000	5687.88
5100	232	Life Insurance Life Ins. for Literacy/ Writing Coach - strategy 1	0.000	203.33
5100	233	Vision Insurance Vision Ins. for Literacy/ Writing Coach - strategy 1	0.000	54.56
5100	234	Dental Insurance Dental Ins. for Literacy/ Writing Coach - strategy 1	0.000	355.30
5100	240	Workers Compensation Workers Comp for tutoring & Literacy/ Writing Coach - strategies 1 & 3	0.000	1028.85
5100	294	cafeteria plan Cafeteria plan for Literacy/ writing Coach - strategy 1 (EAP, Dental, Vision)	0.000	204.67
5100	510	Supplies Materials and Supplies for Before & After School tutoring (paper/ pencils, supplemental support workbooks, instructional activities), math manipulatives, trade books, math assessment materials from LargerthanLife - strategies 2, 3	0.000	27236.24
5100	691	Computer Software Capitalized Imagine Learning Software - Vocabulary software Strategy 7	0.000	19953.97
6400	192	Teacher stipends Teacher stipends - 6 professional learning community facilitators (Teachers) for 5 hours ea. @ \$25 per hour - strategy 5	0.000	750.00
6400	210	Retirement Retirement Costs - substitute teachers for professional development & substitute teachers for Job Embedded Teacher Study - strategies 2 & 5	0.000	1264.15
6400	220	Social Security Social Security for substitute teachers for professional development & substitute teachers for Job Embedded professional develop - strategies 2 & 5	0.000	795.70
6400	221	Medicare Health Insurance Medicare Health Ins. -for substitute teachers for professional development & substitute teachers for Job Embedded professional develop - strategies 2 & 5	0.000	186.09
6400	240	Workers Compensation Workers Comp for substitute teachers for professional development & substitute teachers for Job Embedded professional develop - strategies 2 & 5	0.000	161.71
6400	311	Subagreements up to \$25,000 Educational Consultants - Leveled Literacy Intervention consultant, Dr. Heidi Mills - literacy PD, Dr. Juli Dixon - math PD, Dr. Ron Large - math PD, Successmaker math PD - strategy 2	0.000	25581.00
6400	330	Travel Travel for teachers/ adm. for professional development - Model Schools Conf - 12 people, Teachers' College Staff Devel. Days - 12 people, FL Council of Teachers of Math - 5 people, Natl Council of Teachers English - 4 people, Response to Intervention Conf. - 6 people - strategy 6	0.000	42150.00
6400	510	Supplies Training materials for Ron Large - math & Steve Layson - math strategy 2	0.000	1250.01
6400	750	Other Personal Services Substitute Teachers for professional development & job embedded prof. development - strategies 2 & 5	0.000	12084.00
7200	790	Miscellaneous Expenses Indirect Costs @ 3.99%	0.000	8577.00

E) Total: \$243,469

Dr. Eric J. Smith, Commissioner

DOE 101-R
Created 3/09

FLORIDA DEPARTMENT OF EDUCATION

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

A) NAME OF ELIGIBLE RECIPIENT: **Martin**B) Project Number (DOE USE ONLY): **430-2260S-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
C3	B4	21	S	After School Tutoring and Summer Programs	5100	192	Teacher Stipends Teacher Stipends - After School Tutoring - 17 weeks, 20 sessions per week, 1.5 hrs @ \$25 per hour; Summer Programs at WES & IMS - 10 teachers, 4 hours per day, 10 days, + 4 hrs plan @ \$25 per hour - strategies 3 & 4		0.000	0.000	0.000	22950.00
C3	B4	21	S	After School Tutoring & Summer Programs - Retirement Costs	5100	210	Retirement Retirement Costs - After School Tutoring & Summer Programs - strategies 3 & 4		0.000	0.000	0.000	2260.58
C3	B4	21	S	After School Tutoring & Summer Programs - Social Security Costs	5100	220	Social Security Social Security - After School Tutoring & Summer Programs - strategies 3 & 4		0.000	0.000	0.000	1422.90
C3	B4	21	S	After School Tutoring & Summer Programs - Medicare Health Ins.	5100	221	Medicare Health Ins. Medicare Health Ins. - After School Tutoring & Summer Programs - strategies 3 & 4		0.000	0.000	0.000	332.78
C3	B4	21	S	After School Tutoring & Summer Programs - Workers Compensation	5100	240	Workers Compensation Workers Compensation - After School Tutoring & Summer Programs - strategies 3 & 4		0.000	0.000	0.000	289.17
C3	B4	21	S	Purchase trade books to support guided reading and purchase summer program materials	5100	510	Supplies Materials & Supplies - Trade books, pencils, paper, workbooks, instructional activities for summer program. strategies 2 & 4		0.000	0.000	0.000	15070.16
C3	B4	13	S	Software - I CAN Learn math software to increase students' math proficiency.	5100	691	Computer Software Capitalized Capitalized computer software - I CAN Learn math software - strategy 7		0.000	0.000	0.000	20000.00
C2	B4	13	D	Software - Imagine Learning software academic support for English Language Learners and Students with Disabilities	5100	691	Computer Software Capitalized Capitalized computer software - Imagine Learning - strategy 7		0.000	0.000	0.000	38504.94
C3	B3	8	S	Stipends for teachers to participate in and IB Program on-line course for reading and the inquiry process, mentoring program to increase teacher effectiveness, professional learning communities facilitator training	6400	192	teacher stipends Teacher stipends - 9 teachers for 32 hours ea. for IB course, 12 teachers for 12 hours ea. for mentoring program, 6 professional learning communities facilitators (Teachers) for 5 hours ea. - all at \$25 per hour - strategies 2 & 5		0.000	0.000	0.000	11550.00
N/A	N/A	N/A	S	Retirement Costs	6400	210	Retirement Retirement costs - IB course, mentoring program, facilitator training, teacher substitutes for literacy training and for observation of other teachers		0.000	0.000	0.000	1878.79
N/A	N/A	N/A	S	Social Security Costs	6400	220	Social Security Social Security - IB course, mentoring program, facilitator training, teacher substitutes for literacy training and for observation of other teachers		0.000	0.000	0.000	1182.59
N/A	N/A	N/A	S	Medicare Health Ins.	6400	221	Medicare Health Insurance Medicare Health Ins. - IB course, mentoring program, facilitator training, teacher substitutes for literacy training and for observation of other teachers		0.000	0.000	0.000	276.58
N/A	N/A	N/A	S	Workers Compensation	6400	240	Workers Compensation Workers Compensation - IB course, mentoring program, facilitator training, teacher substitutes for literacy training and for observation of other teachers		0.000	0.000	0.000	240.33
C3	B3	8	S	Professional Development through attendance at professional conferences - IB training, Nat'l Council for Teachers of English, Model Schools Conference	6400	330	Travel Travel - IB training - 4 people, Nat'l Council for Teachers of English - 4 people, Model Schools Conference - 14 people - strategy 6		0.000	0.000	0.000	27025.00
C3	B3	9	S	Professional Development through attendance at professional conferences - IB training, National Council of Teachers of Mathematics	6400	330	Travel Travel - IB training - 4 people, National Council of Teachers of Mathematics - 4 people - strategy 6		0.000	0.000	0.000	9000.00
C3	B3	8	S	Purchase Flip video cameras for video recording teacher lessons for review and lesson modifications teachers by teachers as a part of the Mentoring Program.	6400	642	Furniture, Fixtures and Equipment Non-Capitalized 2 Flip Video Cameras @ \$150 ea. - strategy 5		0.000	0.000	0.000	300.00
D	B3	8	S	IB online course registrations	6400	730	Dues and Fees IB online course registrations for 9 teachers @ \$536.24 ea. - strategy 2		0.000	0.000	0.000	4826.20
D	B3	8	S	Teacher substitutes for Literacy professional development and to observe other teachers	6400	750	Other Personal Services Teacher substitutes - 18 days of 3 subs ea. day @ \$76 per day for Literacy PD and 3 subs for 15 days to observe other teachers @ \$76 per day - strategies 2 & 5		0.000	0.000	0.000	7524.00
N/A	N/A	N/A	D	Indirect Costs	7200	790	Miscellaneous Expenses Indirect Costs @ 3.99%		0.000	0.000	0.000	4522.00
D	B4	21	S	Transportation for Summer Programs	7500	391	Subagreements up to \$25,000 Transportation costs for Summer Programs at two schools - strategy 4		0.000	0.000	0.000	7500.00

E) Total: \$176,656

DOE 101-R
Created 3/09



Dr. Eric J. Smith, Commissioner

