





**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Orange County School District	2 PROJECT NUMBER 480-2260A-0CS01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative <div style="text-align: right;">TAPS 10A006</div>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 09/03/2009 - 09/30/2010 Program Period: 09/03/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 866,898.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 866,898.00	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	<div style="text-align: center;">Comptroller's Office (850) 245-0401</div> <div style="text-align: right;"> 11 DOE FISCAL DATA DBS: 40 90 20 EO: 9A Object: 720036 </div>
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
<div style="display: flex; justify-content: space-between; align-items: flex-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; margin-bottom: 5px;">12/10/09</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.

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Orange County School District	2 PROJECT NUMBER 480-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted USDE #S389A090009A <p style="text-align: right;">TAPS 10AR06</p>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 09/03/2009 - 09/30/2010 Program Period: 09/03/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 617,148.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 617,148.00	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 sub recipients 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 sub recipient 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="text-align: center;">  Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="text-align: center;"> <u>12/10/09</u> Date of Signing </div> <div style="text-align: center;">  </div> </div>	

DOE-200

Revised 02/05

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

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- 5** Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
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FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION - School Improvement Initiative

TAPS 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: Orange PO BOX 271 ORLANDO, FL 32802	DOE USE ONLY Date Received: SEP-3 11 9:50 RECEIVED BUREAU OF GRANTS MANAGEMENT
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B) Applicant Contact Information

Contact Name: First Name: Marcie MI: R Last Name: Mathews	Mailing Address: PO BOX 271 City: ORLANDO State: FL Zip: 32802
Telephone Number: 407-317-3200	Ext: 2937
Fax Number: 407-317-3253	E-mail Address: marcie.mathews@ocps.net

Title I School Improvement Initiative [1003(a)]	Title I School Improvement Initiative [1003(a)] ARRA	Title I School Improvement Fund [1003(g)]	Title I School Improvement Fund [1003(g)] ARRA
Project Number: 480-2260A-0CS01	Project Number: 480-2260S-0CZS1-0CZ01	Project Number: 480-1260A-0CS01	Project Number: 480-1260S-0CZS1
Total Funds Requested: \$831408.00 866,898.00	Total Funds Requested: \$587780.00 617,148.00	Total Funds Requested: \$0.00	Total Funds Requested: \$0.00

CERTIFICATION

I (first name) **Ronald** (last name) **Blocker** do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) **Dr. Blocker**
 Signature of Agency Head



**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: Orange PO BOX 271 ORLANDO, FL 32802	DOE USE ONLY Date Received
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B) Applicant Contact Information	
Contact Name: First Name: Marcie MI: R Last Name: Mathews	Mailing Address: PO BOX 271 City: ORLANDO State: FL Zip: 32802
Telephone Number: 407-317-3200	Ext: 2937
Fax Number: 407-317-3253	E-mail Address: marcie.mathews@ocps.net

Title I School Improvement Initiative [1003(a)] Project Number: 480-2260A-0CS01 Total Funds Requested: \$866,898.00	Title I School Improvement Initiative [1003(a)] ARRA Project Number: 480-2260S-0CZS1 Total Funds Requested: \$617,148.00	Title I School Improvement Fund [1003(g)] Project Number: 480-1260A-0CS01 Total Funds Requested: \$0.00	Title I School Improvement Fund [1003(g)] ARRA Project Number: 480-1260S-0CZS1 Total Funds Requested: \$0.00
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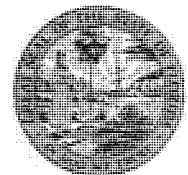
CERTIFICATION

I **Ronald Blocker** do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
 Signature of Agency Head

DOE 100A



Dr. Eric J. Smith, Commissioner

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
BUDGET DESCRIPTION FORM - School Improvement Initiative**

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

B) Project Number (DOE USE ONLY): **480-2260A-0CS01**

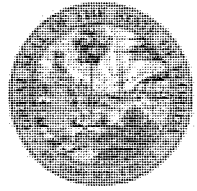
C) TAPS Number
10A006

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5900	120	Classroom Teachers Hourly Salaries for tutors (supplemental instruction) at the identified schools (average 18.75 per hour)	12.300	368000.00
5900	210	Retirement Retirement @ .0985	0.000	36248.00
5900	220	Social Security Social Security @ .0765	0.000	28152.00
5900	240	Workers Compensation Workers Compensation @ .002959	0.000	1088.00
6300	160	Other Support Personnel 1 Clerical Support Staff	0.000	28000.00
6300	210	Retirement Retirement @ .0985	0.000	2758.00
6300	220	Social Security Social Security @ .0765	0.000	2142.00
6300	231	Health and Hospitalization Health Insurance @ 5,084.00 per employee (1)	0.000	5084.00
6300	232	Life Insurance Life Insurance @ .00172	0.000	48.00
6300	240	Workers Compensation Workers Compensation @ .002959	0.000	82.00
6300	250	Unemployment Compensation Unemployment Compensation @ .00312	0.000	87.00
6300	290	Other Employee Benefits Other Personnel Cost @ .01002	0.000	280.32
6300	290	Other Employee Benefits Other Personnel Cost @ .00587	0.000	164.36
6300	290	Other Employee Benefits Other Personnel Cost @ .01194	0.000	334.32
6300	510	Supplies Staff Office Supplies 1 X 250.00	0.000	381.00
6300	643	Computer Hardware Capitalized Desk Top Computer to support classified staff (1)	0.000	1100.00
6400	130	Instructional Support 4 Instructional Support Personnel to implement, train, and oversee program activities/strategies are implemented for compliance	4.000	175000.00
6400	210	Retirement Retirement @ .0985	0.000	17237.00
6400	220	Social Security Social Security @ .0765	0.000	13387.00
6400	231	Health and Hospitalization Health Insurance @ 5,084.00 per employee (4)	0.000	20336.00
6400	232	Life Insurance Life Insurance @ .00172	0.000	301.00
6400	240	Workers Compensation Workers Compensation @ .002959	0.000	517.00
6400	250	Unemployment Compensation Unemployment Compensation @ .00312	0.000	546.00
6400	290	Other Employee Benefits Other Personnel Cost @ .01002	0.000	1753.50
6400	290	Other Employee Benefits Other Personnel Cost @ .01194	0.000	2089.50
6400	390	Other Purchased Services Substitutes for identified school to provide professional development/training	0.000	3000.00
6400	510	Supplies Staff Office Supplies 4 X 244.75 = 979.00	0.000	979.00
6400	643	Computer Hardware Capitalized Lap Tops to support Instructional Support Staff 1,300.00 X 4 = 5,200.00	0.000	5200.00
7200	790	Miscellaneous Expenses Indirect Cost @ .00373 of applicable expenditures (approved rate DOE 2009-2010)	0.000	30542.00
7400	680	Remodeling and Renovations Computer/Telephone Lines/Wiring	0.000	3500.00
8200	130	Other Certified Instructional Personnel 2 Instructional Support Personnel technology related to support the identified schools identified in the grant	0.000	87400.00
8200	210	Retirement Retirement @ .0985	0.000	8608.00
8200	220	Social Security Social Security @ .0765	0.000	6686.00
8200	231	Health and Hospitalization Health Insurance @ 5,084.00 per employee (2)	0.000	10168.00
8200	232	Life Insurance Life Insurance @ .00172	0.000	150.00
8200	240	Workers Compensation Workers Compensation @ .002959	0.000	258.00
8200	250	Unemployment Compensation Unemployment Cost @ .00312	0.000	272.00
8200	290	Other Employee Benefits Other Personnel Cost @ .01002	0.000	875.44
8200	290	Other Employee Benefits Other Personnel Cost @ .01194	0.000	1043.56
8200	510	Supplies Staff Office Supplies 2 X 250.00 = 500.00	0.000	500.00
8200	643	Computer Hardware Capitalized Lap Tops to support Instructional Support Staff 1,300.00 X 2 = 2,600.00	0.000	2600.00

E) Total: \$866,898

DOE 101-R
Created 3/09



Dr. Eric J. Smith, Commissioner

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

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

B) Project Number (DOE USE ONLY): **480-2260S-0CZS1**

C) TAPS Number
10AR06

D) SPECIAL REVENUE FUND CODE
432

AARA Assur. Code	AARA Prin. Code	AARA Strat. Code	School District Based	Activity	Function	Object	Account Title and Description	FTE Pos. Code	FTE Saved	FTE Created	FTE Cont.	Amount
D	B4	13	S	Instructional materials (math kits-Number World) 5 kits X 10 schools @ 860.00 = 43,000.00	5100	510	<u>Supplies</u> Instructional materials (math kits-Number World) 5 kits X 10 schools @ 860.00 = 43,000.00		0.000	0.000	0.000	43000.00
D	B4	13	S	Computer desktops @ 1,100.00 X 4 per school X 45 schools = 198,000.00; 13 portable computer labs @ 22,543.00 = 293,059 (5 pilot project schools)	5100	643	<u>Computer Hardware Capitalized</u> Computer desktops @ 1,100.00 X 4 per school X 45 schools = 198,000.00; 13 portable computer labs @ 22,543.00 = 293,059 (5 pilot project schools)		0.000	0.000	0.000	491059.00
D	B4	13	S	Software to support schools (Leap Frog and Renzulli)	5100	690	<u>Computer Software</u> Software to support schools (Leap Frog and Renzulli)		0.000	0.000	0.000	81486.00
N/A	N/A	N/A	D	Indirect Cost @ 3.73 % (approved by state) X 43,000.00 = 1,603.00	7200	790	<u>Miscellaneous Expenses</u> Indirect Cost @ 3.73 % (approved by state) X 43,000.00 = 1,006.00		0.000	0.000	0.000	1603.00

E) Total: \$617,148

DOE 101-R
Created 3/09

480-2260S-0CZ01

600 <
object
codes

617,148.00 +
491,059.00 -
81,486.00 -
44,603.00 *

44,603.00 ÷
1.0373 ÷

60,995.1323628 -
44,603.00 +

Maximum - 1,603.87 *

480-2260A-0C501 0.00 *

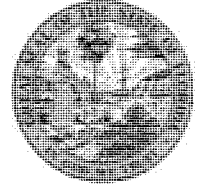
600 <
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866,898.00 +
1,100.00 -
5,200.00 -
3,500.00 -
2,600.00 -
854,498.00 *
0.00

854,498.00 ÷
1.0373 ÷

827,771.329412 -
854,498.00 +

Maximum 30,726.67 *



Dr. Eric J. Smith, Commissioner

Murphy, Kinisha

From: Caster, Kay
Sent: Monday, December 07, 2009 4:26 PM
To: Jackson, Gwendolyn; Murphy, Kinisha; White, Margaret; Wilkinson, Sue
Subject: FW: Orange County-Object Code 290 Other Employee Benefits

After information provided from the Orange County Finance Office, Alricky agreed to allow the 290 Other Personnel Costs provided that the budget description shows .02783 percentage used and applied in its calculations.

From: Marten, Margo H. [mailto:margo.marten@ocps.net]
Sent: Wednesday, November 18, 2009 4:23 PM
To: Murphy, Kinisha
Cc: Riley, Beverly M.; Jackson, Brenda K.; Gentile, Margaret S.; Horsey, Shari O.; Bowman, Linda K.; Taylor, Joy L.
Subject: RE: FY2010 Title I

Kinisha,

As per our conversation, attached is the document that details what is included in our calculation of the percentages recorded to GL 4290. It is hard to summarize so many items, but perhaps this may work: Liability insurance, Drug testing, Cobra, Employee Assistance Program, FDLE Background Checks, Hepatitis "B", TSA booklets on retirement, and accruals for vacation and sick leave. It is so long, but that does not state all of the items included in GL 4290.

Please let me know what we need to put in the budget that will be acceptable.

Margo

Margo Marten

Sr. Director of Finance
Orange County Public Schools
407-317-3200x4126

12/7/2009

Murphy, Kinisha

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

FYI

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

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

Dear Title I Coordinators:

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

For those LEAs that are receiving decreased allocations:

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

For those LEAs that are receiving increased allocations:

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

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

Sincerely,

Cynthia D. Milton

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

11/9/2009

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

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

B) Project Number (DOE USE ONLY): **480-2260A-0CS01**

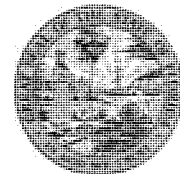
C) TAPS Number
10A006

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5900	120	<u>Classroom Teachers</u> Hourly Salaries for tutors (supplemental instruction) at the identified schools (average 18.75 per hour)	12.300	368000.00
5900	210	<u>Retirement</u> Retirement @ .0985	0.000	36248.00
5900	220	<u>Social Security</u> Social Security @ .0765	0.000	28152.00
5900	240	<u>Workers Compensation</u> Workers Compensation @ .002959	0.000	1088.00
6300	160	<u>Other Support Personnel</u> 1 Clerical Support Staff	0.000	28000.00
6300	210	<u>Retirement</u> Retirement @ .0985	0.000	2758.00
6300	220	<u>Social Security</u> Social Security @ .0765	0.000	2142.00
6300	231	<u>Health and Hospitalization</u> Health Insurance @ 5,084.00 per employee (1)	0.000	5084.00
6300	232	<u>Life Insurance</u> Life Insurance @ .00172	0.000	48.00
6300	240	<u>Workers Compensation</u> Workers Compensation @ .002959	0.000	82.00
6300	250	<u>Unemployment Compensation</u> Unemployment Compensation @ .00312	0.000	87.00
6300	290	<u>Other Employee Benefits</u> Other Personnel Cost @ .01002	0.000	280.32
6300	290	<u>Other Employee Benefits</u> Other Personnel Cost @ .00587	0.000	164.36
6300	290	<u>Other Employee Benefits</u> Other Personnel Cost @ .01194	0.000	334.32
6300	510	<u>Supplies</u> Staff Office Supplies 1 X 250.00	0.000	381.00
6300	643	<u>Computer Hardware Capitalized</u> Desk Top Computer to support classified staff (1)	0.000	1100.00
6400	130	<u>Instructional Support</u> 4 Instructional Support Personnel to implement, train, and oversee program activities/strategies are implemented for compliance	4.000	175000.00
6400	210	<u>Retirement</u> Retirement @ .0985	0.000	17237.00
6400	220	<u>Social Security</u> Social Security @ .0765	0.000	13387.00
6400	231	<u>Health and Hospitalization</u> Health Insurance @ 5,084.00 per employee (4)	0.000	20336.00
6400	232	<u>Life Insurance</u> Life Insurance @ .00172	0.000	301.00
6400	240	<u>Workers Compensation</u> Workers Compensation @ .002959	0.000	517.00
6400	250	<u>Unemployment Compensation</u> Unemployment Compensation @ .00312	0.000	546.00
6400	290	<u>Other Employee Benefits</u> Other Personnel Cost @ .01002	0.000	1753.50
6400	290	<u>Other Employee Benefits</u> Other Personnel Cost @ .01194	0.000	2089.50
6400	390	<u>Other Purchased Services</u> Substitutes for identified school to provide professional development/training	0.000	3000.00
6400	510	<u>Supplies</u> Staff Office Supplies 4 X 244.75 = 979.00	0.000	979.00
6400	643	<u>Computer Hardware Capitalized</u> Lap Tops to support Instructional Support Staff 1,300.00 X 4 = 5,200.00	0.000	5200.00
7200	790	<u>Miscellaneous Expenses</u> Indirect Cost @ .00373 of applicable expenditures (approved rate DOE 2009-2010)	0.000	30542.00
7400	680	<u>Remodeling and Renovations</u> Computer/Telephone Lines/Wiring	0.000	3500.00
8200	130	<u>Other Certified Instructional Personnel</u> 2 Instructional Support Personnel technology related to support the identified schools identified in the grant	0.000	87400.00
8200	210	<u>Retirement</u> Retirement @ .0985	0.000	8608.00
8200	220	<u>Social Security</u> Social Security @ .0765	0.000	6686.00
8200	231	<u>Health and Hospitalization</u> Health Insurance @ 5,084.00 per employee (2)	0.000	10168.00
8200	232	<u>Life Insurance</u> Life Insurance @ .00172	0.000	150.00
8200	240	<u>Workers Compensation</u> Workers Compensation @ .002959	0.000	258.00
8200	250	<u>Unemployment Compensation</u> Unemployment Cost @ .00312	0.000	272.00
8200	290	<u>Other Employee Benefits</u> Other Personnel Cost @ .01002	0.000	875.44
8200	290	<u>Other Employee Benefits</u> Other Personnel Cost @ .01194	0.000	1043.56
8200	510	<u>Supplies</u> Staff Office Supplies 2 X 250.00 = 500.00	0.000	500.00
8200	643	<u>Computer Hardware Capitalized</u> Lap Tops to support Instructional Support Staff 1,300.00 X 2 = 2,600.00	0.000	2600.00

E) Total: \$866,898

DOE 101-R
Created 3/09



Dr. Eric J. Smith, Commissioner

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

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

B) Project Number (DOE USE ONLY): **480-2260S-0CZS1**

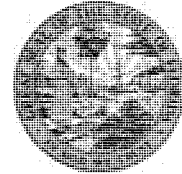
C) TAPS Number
10AR06

D) SPECIAL REVENUE FUND CODE
432

AARA Assur. Code	AARA Prin. Code	AARA Strat. Code	School District Based	Activity	Function	Object	Account Title and Description	FTE Pos. Code	FTE Saved	FTE Created	FTE Cont.	Amount
D	B4	13	S	Instructional materials (math kits-Number World) 5 kits X 10 schools @ 860.00 = 43,000.00	5100	510	Supplies Instructional materials (math kits-Number World) 5 kits X 10 schools @ 860.00 = 43,000.00		0.000	0.000	0.000	43000.00
D	B4	13	S	Computer desktops @ 1,100.00 X 4 per school X 45 schools = 198,000.00; 13 portable computer labs @ 22,543.00 = 293,059 (5 pilot project schools)	5100	643	Computer Hardware Capitalized Computer desktops @ 1,100.00 X 4 per school X 45 schools = 198,000.00; 13 portable computer labs @ 22,543.00 = 293,059 (5 pilot project schools)		0.000	0.000	0.000	491059.00
D	B4	13	S	Software to support schools (Leap Frog and Renzulli)	5100	690	Computer Software Software to support schools (Leap Frog and Renzulli)		0.000	0.000	0.000	81486.00
N/A	N/A	N/A	D	Indirect Cost @ 3.73 % (approved by state) X 43,000.00 = 1,603.00	7200	790	Miscellaneous Expenses Indirect Cost @ 3.73 % (approved by state) X 43,000.00 = 1,006.00		0.000	0.000	0.000	1603.00

E) Total: \$617,148

DOE 101-R
Created 3/09



Dr. Eric J. Smith, Commissioner

School Information

School #	School	% Poverty	Differentiated Accountability Category	SIN	Allocation 1003(a) Regular	Allocation 1003 (a) ARRA	Allocation 1003(g) Regular	Allocation 1003 (g) ARRA
0057	RIO GRANDE CHARTER SCHOOL	88.96	Correct I	5	16628.16	11755.60	0.00	0.00
0062	NAP FORD COMMUNITY SCHOOL	90.99	Prevent I	3	16628.16	11755.60	0.00	0.00
0131	HOWARD MIDDLE SCHOOL	77.23	Correct II	3	16628.16	11755.60	0.00	0.00
0142	CHEROKEE SCHOOL	95.71	Correct I	1	16628.16	11755.60	0.00	0.00
0151	MEMORIAL MIDDLE SCHOOL	90.42	Correct II	6	16628.16	11755.60	0.00	0.00
0181	FERN CREEK ELEMENTARY SCHOOL	83.62	Correct I	5	16628.16	11755.60	0.00	0.00
0215	THREE POINTS ELEMENTARY SCHOOL	86.02	Correct I	1	16628.16	11755.60	0.00	0.00
0231	PINELOCH ELEMENTARY SCHOOL	93.78	Correct I	5	16628.16	11755.60	0.00	0.00
0236	EAGLE'S NEST ELEMENTARY SCHOOL	86.99	Correct I	3	16628.16	11755.60	0.00	0.00
0241	LAKE GEM ELEMENTARY SCHOOL	82.49	Correct I	3	16628.16	11755.60	0.00	0.00
0253	WEST OAKS ELEMENTARY SCHOOL	90.30	Prevent I	2	16628.16	11755.60	0.00	0.00
0271	ORLO VISTA ELEMENTARY SCHOOL	91.92	Correct II	6	16628.16	11755.60	0.00	0.00
0361	TILDENVILLE ELEMENTARY SCHOOL	84.13	Correct I	5	16628.16	11755.60	0.00	0.00
0401	PINEWOOD ELEMENTARY SCHOOL	86.75	Correct I	2	16628.16	11755.60	0.00	0.00
0481	ZELL WOOD ELEMENTARY SCHOOL	86.72	Correct I	5	16628.16	11755.60	0.00	0.00
0591	GATEWAY SCHOOL	85.71	Correct II	1	16628.16	11755.60	0.00	0.00
0611	AZALEA PARK ELEMENTARY SCHOOL	82.59	Correct I	5	16628.16	11755.60	0.00	0.00
0621	PINE HILLS ELEMENTARY SCHOOL	94.02	Correct I	6	16628.16	11755.60	0.00	0.00
0651	LAKE WESTON ELEMENTARY SCHOOL	96.23	Correct I	6	16628.16	11755.60	0.00	0.00
0681	ENGEL WOOD ELEMENTARY SCHOOL	90.12	Correct I	6	16628.16	11755.60	0.00	0.00
0701	CATALINA ELEMENTARY SCHOOL	90.34	Correct II	7	16628.16	11755.60	0.00	0.00
0711	CHENEY ELEMENTARY SCHOOL	81.47	Correct II	4	16628.16	11755.60	0.00	0.00
0741	CYPRESS PARK ELEMENTARY SCHOOL	76.81	Prevent I	1	16628.16	11755.60	0.00	0.00
0791	MOLLIE E RAY ELEMENTARY SCHOOL	95.93	Correct I	5	16628.16	11755.60	0.00	0.00
0821	LOVELL ELEMENTARY SCHOOL	88.29	Correct II	6	16628.16	11755.60	0.00	0.00
0851	LANCASTER ELEMENTARY SCHOOL	86.33	Correct I	5	16628.16	11755.60	0.00	0.00
0861	ROLLING HILLS ELEM. SCHOOL	89.95	Correct I	5	16628.16	11755.60	0.00	0.00
0881	HIAWASSEE ELEMENTARY SCHOOL	88.43	Correct II	6	16628.16	11755.60	0.00	0.00
0891	MICHAEL MCCOY ELEMENTARY SCHOOL	89.48	Correct I	4	16628.16	11755.60	0.00	0.00
0921	ROBINSWOOD MIDDLE SCHOOL	81.13	Correct II	4	16628.16	11755.60	0.00	0.00
0971	VENTURA ELEMENTARY SCHOOL	86.25	Correct I	5	16628.16	11755.60	0.00	0.00
1111	STONEWALL JACKSON MIDDLE SCHL	85.42	Correct II	5	16628.16	11755.60	0.00	0.00
1133	WESTRIDGE MIDDLE SCHOOL	91.08	Correct II	5	16628.16	11755.60	0.00	0.00
1141	LITTLE RIVER ELEMENTARY SCHOOL	81.66	Correct II	5	16628.16	11755.60	0.00	0.00
1151	WALKER MIDDLE SCHOOL	79.41	Correct II	5	16628.16	11755.60	0.00	0.00
1241	MEADOWBROOK MIDDLE SCHOOL	87.75	Correct I	6	16628.16	11755.60	0.00	0.00
1261	SADLER ELEMENTARY SCHOOL	93.06	Prevent I	1	16628.16	11755.60	0.00	0.00
1271	ROSEMONT ELEMENTARY SCHOOL	87.99	Correct I	5	16628.16	11755.60	0.00	0.00
1321	WILLIAM S MAXEY ELEMENTARY SCHOOL	81.29	Prevent I	1	16628.16	11755.60	0.00	0.00
1351	HUNGERFORD ELEMENTARY SCHOOL	96.32	Correct I	5	16628.16	11755.60	0.00	0.00
1361	WHEATLEY ELEMENTARY SCHOOL	94.81	Correct II	4	16628.16	11755.60	0.00	0.00
1421	IVEY LANE ELEMENTARY SCHOOL	99.15	Correct II	7	16628.16	11755.60	0.00	0.00
1431	RIDGEWOOD PARK ELEM. SCHOOL	93.49	Correct I	6	16628.16	11755.60	0.00	0.00
1491	PALMETTO ELEMENTARY SCHOOL	92.18	Correct I	7	16628.16	11755.60	0.00	0.00
1541	PINAR ELEMENTARY SCHOOL	78.67	Correct I	1	16628.16	11755.60	0.00	0.00

1621	SHINGLE CREEK ELEM. SCHOOL	90.56	Correct I	5	16628.16	11755.60	0.00	0.00
5861	WASHINGTON SHORES ELEM. SCHOOL	94.93	Correct I	5	16628.16	11755.60	0.00	0.00
5871	CARVER MIDDLE SCHOOL	89.63	Correct II	5	16628.16	11755.60	0.00	0.00
5891	RICHMOND HEIGHTS ELEM. SCHOOL	94.44	Correct I	4	16628.16	11755.60	0.00	0.00

Data Analysis during Project Period

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

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

Response: The professional learning opportunities to be offered to staff to allow them to gain knowledge about analyzing student achievement and program outcome data include training related to:

- Continuous Improvement Model --- An 8 step process to include: disaggregating test data, development of an instructional timeline, delivery of instruction, administering frequent assessments, providing tutorials, offering enrichment opportunities, maintenance to reinforce skills, and monitoring the learning process
- EduSoft Benchmark Assessment --- A web-based student assessment platform used to track student performance across state exams, district benchmarks, and classroom tests
- AYP: Narrowing the Achievement Gap --- A measurement to determine how every school is performing academically according to results on standardized tests
- Response to Intervention --- a method of academic intervention designed to provide early, effective assistance to children having difficulty learning

The district's data analysis process will be handled by a team of 6 Instructional Support Teachers (IST). This group will provide monthly training in the four major areas listed above to teachers at 50 school sites. The ISTs are highly skilled teachers that will dedicate 100% of their time to working with and training teachers in SINI/Differentiated Accountability schools. Four of the six ISTs will be school-based and focused on the core academic areas of Reading, Mathematics, and Writing. The two other ISTs will be district-based and focused on providing training in the use of technology as an educational tool to improve the delivery of classroom instruction. Technology integration, technology enhanced plans, use of technology hardware such as smart board, and the use of web-based products like FCAT Explorer are all within the scope of the professional learning opportunities to be offered as it relates to technology.

The timeline for data analysis will be at the onset of project implementation for the purpose of gathering baseline data and again at mid-year while there still is time to make adjustments that will lead to improved student performance. All data will be analyzed and uploaded to the State School Improvement template. Additionally, during the fall, winter and spring of school year 2009-10 district benchmark assessment (i.e. EduSoft) will be administered and the Area Superintendents will conduct Progress Monitoring meetings with their principals and program outcome data will be discussed extensively in Plan of Involvement and Partnership meetings.

Data analysis for SINI/Differentiated Accountability schools will take place on a monthly basis with mini assessment data to be provided on a biweekly basis. The format utilized will be the Professional Learning Community approach and will center on the Continuous Improvement Model: 8 Step Process.

The results of the data analysis will be used to; (1) inform instruction in teacher planning and in providing appropriate intervention strategies to close the achievement gap among subgroups, and (2) drive professional development for teachers to support student needs.

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: For school year 2009-10, Orange County Public Schools has established a new department (i.e. 1 director and 6 senior administrators) specifically to support, train, and lead the efforts to hold Differentiated Accountability schools accountable for increasing student academic achievement. OCPS has identified 50 schools to receive extensive technical and program assistance as a Plan of Involvement School or a Partnership School.

Plan of Involvement (POI) School --- A school that meets 3 of 5 indicators to include:

- DA Category II
- AYP Rating 70 or less
- "C" or "D" School Grade
- Decrease in 2008-2009 School Grad
- Title I Designation

Partnership School --- A school that meets 3 of 5 indicators to include:

- DA Category II
- AYP Rating Between 71% - 75%
- "C" or "D" School Grade
- Decrease in 2008-2009 School Grad
- Title I Designation

Some of the specific technical and program assistance activities to be provided to the identified schools are: (a) data gathering and fact finding to include identifying: academic focus and expectations, instructional concerns, and strengths and weaknesses in leadership; (b) debriefing work sessions to assess information and confirm next steps; (c) development of an action plan that addresses next steps; (d) Progress Monitoring conversations for the purpose of sustaining efforts; and (e) data-driven sustainability plans to ensure of plan progression.

All Plan of Involvement Schools and Partnership Schools will be visited by district-based teams and will be provided increased monitoring and support on a monthly basis

Additionally, support personnel from the district's Curriculum and Student Services Department will participate in the POI and partnership meetings to report on and review school progress for student achievement and implementation of the extended instructional intervention efforts. Schools will be visited monthly by district team members and a checklist will be used to conduct classroom-walkthrus, observations and interviews with school staff. School visits will be at random and also on a scheduled basis so that team members may observe the school efforts and conduct interviews.

Checklist for monitoring visits:

1. Data analysis of SAFE HARBOR targets
2. Data analysis for identification of students who will be served

3. Data analysis for instructional interventions
4. Schedule of services; attendance logs
5. Individual student progress measures
6. Classroom efforts for achievement of SAFE HARBOR
7. Professional development offerings
8. School Improvement Plans

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: **Assist schools in closing the achievement gap by making SAFE HARBOR.**

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

Response: FCAT 08-09, Benchmark Asst; Baseline; Learning Gains Rept; AYP Rept; Safe Harbor;

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

- RIO GRANDE CHARTER SCHOOL
- NAP FORD COMMUNITY SCHOOL
- HOWARD MIDDLE SCHOOL
- CHEROKEE SCHOOL
- MEMORIAL MIDDLE SCHOOL
- FERN CREEK ELEMENTARY SCHOOL
- THREE POINTS ELEMENTARY SCHOOL
- PINELOCH ELEMENTARY SCHOOL
- EAGLE'S NEST ELEMENTARY SCHOOL
- LAKE GEM ELEMENTARY SCHOOL
- WEST OAKS ELEMENTARY SCHOOL
- ORLO VISTA ELEMENTARY SCHOOL
- TILDENVILLE ELEMENTARY SCHOOL
- PINWOOD ELEMENTARY SCHOOL
- ZELLWOOD ELEMENTARY SCHOOL
- GATEWAY SCHOOL
- AZALEA PARK ELEMENTARY SCHOOL
- PINE HILLS ELEMENTARY SCHOOL
- LAKE WESTON ELEMENTARY SCHOOL
- ENGELWOOD ELEMENTARY SCHOOL
- CATALINA ELEMENTARY SCHOOL
- CHENEY ELEMENTARY SCHOOL
- CYPRESS PARK ELEMENTARY SCHOOL
- MOLLIE E RAY ELEMENTARY SCHOOL
- LOVELL ELEMENTARY SCHOOL
- LANCASTER ELEMENTARY SCHOOL
- ROLLING HILLS ELEM. SCHOOL
- HIAWASSEE ELEMENTARY SCHOOL
- MICHAEL MCCOY ELEMENTARY SCHOOL
- ROBINSWOOD MIDDLE SCHOOL
- VENTURA ELEMENTARY SCHOOL
- STONEWALL JACKSON MIDDLE SCHL
- WESTRIDGE MIDDLE SCHOOL
- LITTLE RIVER ELEMENTARY SCHOOL
- WALKER MIDDLE SCHOOL
- MEADOWBROOK MIDDLE SCHOOL
- SADLER ELEMENTARY SCHOOL
- ROSEMONT ELEMENTARY SCHOOL
- WILLIAM S MAXEY ELEMENTARY SCHOOL
- HUNGERFORD ELEMENTARY SCHOOL
- WHEATLEY ELEMENTARY SCHOOL
- IVEY LANE ELEMENTARY SCHOOL
- RIDGEWOOD PARK ELEM. SCHOOL
- PALMETTO ELEMENTARY SCHOOL
- PINAR ELEMENTARY SCHOOL
- SHINGLE CREEK ELEM. SCHOOL
- WASHINGTON SHORES ELEM. SCHOOL
- CARVER MIDDLE SCHOOL
- RICHMOND HEIGHTS ELEM. SCHOOL

1d. Name of strategy

Response: Targeted Instructional Intervention

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 close the achievement gap among subgroups by making SAFE HARBOR through extended targeted instructional intervention. Additional instructional practice is considered one of the high yield strategies analyzed by Robert Marzano in Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement (Marzano, Pickering, & Pollock, 2001).

This strategy will support implementation of Differentiated Accountability by providing support and assistance in differentiated instruction for the needs of these schools. Through the Differentiated Accountability (DA) Model, schools fall into a matrix of categories based on the level of the school's achievement related to AYP percentage and school grade. The lowest performing schools receive the most support, and under DA, these schools are required to implement the most robust interventions that will help lead to successful school improvement. Thus the goal of DA is to help schools achieve 100% AYP.

Resources needed to support the identified strategies include:

- Six Instructional Support Teachers – to support targeted schools to ensure program is implemented with fidelity and to assist with compliance
- One clerical support position – to assist ISTs and handle grant related work necessary for efficient operations
- Tutors – to reinforce classroom instruction and work with students who have not mastered a skill
- Substitute Teachers – to release teachers during the school day to attend professional development activities
- Materials & Supplies – math kits (i.e. Number World)
- Computer Hardware – desktops for classroom centers and laptops for staff personnel to use during the school day
- Computer Software – math software (i.e. Leap Frog, Renzulli)

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

Response: The lack of additional focused practice and feedback with specific subgroups is the root cause for low academic achievement in the 50 targeted schools in Orange County. The district looked at this special population specifically to:

- review student achievement data for grades 3-8 in reading, mathematics and writing
- review the organizational structure of the school and
- review instructional methods

The same data was looked at in the district's high performing Title I schools with a different organizational structure and instructional methods. Specifically, the data documents that were reviewed to determine the cause for low academic achievement included AYP reports,

benchmark assessments, and FCAT reports.

Focusing resources to provide enhanced instructional interventions to intervene with specific students in low performing Title I schools will increase student achievement by an anticipated 5-10% in each core subject by using qualified teaching personnel in extended instruction with instructional resources. Implementing instruction to students 3 times a week for 40 minutes or 2 times a week for 50 minutes during the school day to increase individual instruction will allow students more time to increase their skills, provide focused practice and feedback, and allow for increased academic achievement.

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

Response: The targeted population of this strategy will be AYP subgroups for meeting the state benchmark of proficiency. A review of the schools participating in this initiative reveal that the subgroups are Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities. The intent of the additional instructional interventions is to close the achievement gap and reduce the percentages of non-proficient students in the identified subgroups and achieve SAFE HARBOR.

OCPS AYP REPORT Reading % Math %

Total 61 65

White 76 81

Black 46 49

Hispanic 54 59

Asian 76 85

American Indian 68 74

ED 51 54

ELL 48 52

SWD 31 34

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

Response: To assist students who are not achieving proficiency, the current capacity of the LEA is manifested through resources to the schools with the assignment of teacher allocations from district general operating funds based on student enrollment and the Class Size Amendment requirements. The LEA has assured via its hiring and personnel practices that highly qualified teacher are in the Title I schools to serve students. Additionally, the LEA assures that educational paraprofessionals at these schools meet the highly qualified requirements of NCLB. The LEA provides each school budget with funding for textbook and technological instructional materials based on student enrollment count.

Professional development allocations are provided by the LEA in each school budget based on student enrollment so that each school can implement professional development according to its school improvement plan. District training has been and is provided for school staff in the best practices for content area instruction, as well as research based strategies and best practices.

This grant initiative will enhance the instructional efforts of the school by supplementing the instruction with additional instructional interventions provided by the staff hired for these efforts in working with targeted students to achieve AYP. Staff hired by the grant funds will work closely

with classroom teachers and the school leadership team to provide additional, focused instruction during the school day.

- 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: Each school will provide increased instructional interventions by certified personnel to level 1 and 2 students in the following manner:

3 times a week for 40 minutes or 2 times a week for 50 minutes during the school day

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

Response: The principal will be in charge of hiring the personnel and monitoring implementation and effectiveness of extended interventions. The principal will designate the CRT, Reading Coach, and/or Math Coach to monitor the scheduling and work of the tutors. There will be close collaboration with the classroom teacher who has the student in class and will report on the student's progress. Review of FAIR and benchmark assessments will also indicate progress. LEA team members who will assist in the review of the instructional interventions will be district staff involved on the LEA team. Furthermore the LEA team will participate in monitoring efforts and student progress with the monthly reviews, observations of the interventions, and use of the monitoring checklist.

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

Response: The progress monitoring tools that will be used to track effectiveness of the extended targeted tutoring will be the district's benchmark assessment, FAIR, teacher instructional assessments and the LEA Supprt Team monitoring checklist, described in the LEA support team section.

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

Response: The district's benchmark assessment and FAIR will be given 3 times a year to monitor students' progress (August, December, April) Mini-assessments will be provided to students who have not demonstrated mastery of the specific strands to further chart progress Bi-weekly reports can also be generated by the classroom teacher per the instructional program resources. Monthly monitoring reviews by the LEA Support Team will also assess progress.

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

Response: All Title I dollar expenses are tracked by the district Title I office. There will not be a supplant versus supplement issue because the Title I district office and the school improvement initiative leadership team work together to ensure that identified programs are kept independent of each other, that funds are appropriately spent and tracked, that participants are appropriately identified, and that all related activities are monitored for compliance.

Supplanting will not occur with instructional personnel. Safeguards to ensure that no Title I funds pay for instructional positions mandated by the state or LEA are in place through OCPS Finance department and Title I. Therefore, the goal of having all required positions filled and paid for from district funds before Title I funds are expended for supplemental instructors will be met. The grant hires participating in this initiative will be subjected to the same hiring procedures described above.

The instructional interventions will be supplemental to the regular school instruction and for the majority of time will be held during the school hours. There may, however, be some hours used before or after school. In these instances, there will not be a supplanting of SES services. Already SES application have exceeded allotted slots based on FL DEO caps and SES assignments have been placed as dvised by FL DOE to accommodate as many students as

possible accounting for attrition. There exists an SES waiting list pool. The grant funds will allow more services to more students.

SES required tutoring will be managed separately from all other instructional programs at participating Title I schools. There will be separate student learning plans, facilitators, tutors, materials and supplies, instruction locations, funding , and implementation for each SES program at participating schools.

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: The district website will be used to provide information about the application to staff, parents, the community, and students who have access to the internet. This information will be posted upon approval of application and be accessible 24/7 until the project period ends September 30, 2010.

Schools receiving funds from this grant will provide information about the application on their school websites 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 24/7 until the project period ends September 30, 2010.

Schools receiving funds from this grant will provide information about the application on the school newsletter after approval of the application. This notification will address parents, staff, and students. This will be a one time notification through this method.

Information about the application will be provided to SACs upon approval of the application and they will receive monthly updates for the remainder of the school year on progress toward meeting student achievement goals.

There will be a note included on each of these methods that the program description will be available in hard copy format for the home language of the parent. The copy of the application will be available at the district office. The program description will be provided in English, Spanish, Haitian Creole, and Vietnamese.

Evaluation of Previous Year's Title I School Improvement

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

Response: The district analyzed FCAT results, school grade components, AYP, increases in learning gains, decreases in level 1's and level 2's, learning gains of the lowest 25%, subgroup performance and participation.

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

Response: One-on-one instruction in reading and math with researched based materials and use of technology and ILS contributed to the success of our students.

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

Response: Having one-on-one interventions for students worked well.

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

Response: All strategies implemented resulted in increased learning opportunities for the students.

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

Response: The primary factor that contributed to the success of the program was consistency. Consistent instruction provided to the students and data-driven professional development aimed at building teacher capacity positively impacted student achievement.

Struggling Schools Outline

State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points) – Recommended response length: one page

- *Legal, statutory, or regulatory authority to intervene directly in State's persistently lowest-achieving schools:*
 - Beginning in 2008, under a pilot from US ED, FL began the Differentiated Accountability (DA) program, providing the state greater flexibility in providing technical assistance and interventions to the schools in greatest need
 - In 2009, through legislation (HB 991 and SB 1682) DA was made the State's Official Accountability System
 - We'll need to tie this back to the federal definition once we've settled on one
- *Intervene in LEAs that are in **improvement or corrective action** status:*
 - In these districts (*Nikolai, is that accurate; is it improvement/corrective action LEAs?*) the State requires monitoring systems to be established, Rtl leadership teams to be in place, a district plan to improve schools, a district K-12 plan for reading, and district/principal data chats after assessments
 - If DA requirements are not implemented, funds are withheld
 - *Is this through the DA legislation as well?*
- Need to tie this to the lowest 5 schools based on DA and explain that not only will these schools select one of the four turnaround options but that last year (and this year) many of those options were aligned with DA interventions and requirements. This is also the opportunity to cite the data that proves effectiveness.

State Reform Conditions Criteria

(E)(2) Turning around the lowest-achieving schools (40 points) – Recommended response length: eight pages

- *Identifying the persistently lowest-achieving schools (5 points)*
 - TBD, based on decided-upon definition
- *Supporting LEAs in turning around schools by implementing one of four models: turnaround, restart, closure, transformation (35 points)*
 - Florida has a strong history of turning around low-achieving schools
 - Under DA:
 - All schools not making AYP for two consecutive years or a subsequent third year are designated as a DA school
 - Schools are placed in DA categories based on a combination of FL School Grade and AYP status
 - As School Grade and percent of AYP criteria decline, the level of intervention and focused support increases
 - Five Regional Teams provide support to DA schools

- Regional teams consist of a Regional Executive Director, Instructional Specialists, and Regional Reading Coordinators for reading, math, science, and Response to Intervention (RtI)
 - Regional teams work directly with schools and districts in the areas of: curriculum and instruction, school leadership, school improvement planning, professional development, and data analysis
- Lowest-Achieving Schools:
 - In Intervene and Correct II schools, the State reviews/replaces school leadership with district assistance and the district provides administrators with performance pay for raising student achievement
 - If school fails to meet Exit Intervene Status Requirements, they must implement a turnaround strategy, of which three are included as federally-specified models (turnaround, restart, and closure)
- Success of direct support:
 - Schools that receive DA direct support have demonstrated greater growth in the percentage of students who achieve 3+ on the FCAT
- Historic Performance: To be filled in as evidence for (E)(2), as specified in RFP
 - Approach used: Need data
 - # schools since SY04-05: Need data
 - Results and Lessons Learned: Need data
- Through RTTT, we will align our current DA strategy to federal guidelines and expand/deepen intervention
 - The non-negotiable for RTTT participation will be implementing one of the four school turnaround models (as defined by the federal guidelines) in the persistently lowest-achieving schools (as defined by the federal guidelines)
 - Through this requirement, Florida will increase the options available for school turnaround as well as increase the number of schools implementing one of the turnaround options
 - Turnaround options include: the turnaround model, restart model, school closure, or transformation model
 - *Add data/context on why we think these options will work*
 - Florida will provide both financial and technical support to each school implementing one of the turnaround models:
 - Financial: Support will be given to schools through School Improvement Funds
 - *Add detail on financial support*
 - Technical: Through the Regional Support Team structure, assistance will be given to schools as they plan and implement one of the four options
 - *Add detail on technical assistance*
 - Goals: Need data
 - Activities: Need data
 - Timelines: Need data
 - Responsible Parties: Need data

- We will support LEAs in successfully implementing and sustaining these turnaround strategies through a feeder pattern approach:
 - The majority of the persistently lowest-achieving schools are high schools. Recognizing that student success in high school is not isolated to these grades, but rather begins in elementary and middle schools, we are implementing support throughout the feeder pattern of our lowest-achieving high schools
 - Beginning with expanded full day PreK, schools throughout the feeder pattern will receive human capital, programmatic, and community support to enable the successful implementation of turnaround models:
 - Expand Supply and Capacity of High Quality Teachers, Principals and District Teams: *(Detail to be filled in using initiative narratives)*
 - Expand recruitment of promising teachers statewide through external partnerships
 - Develop a statewide pool of aspiring principals and assistant principals for struggling schools through an external partnership
 - Build district-level capacity to project manage, analyze data, strategically plan, and conduct school reform through yearly modules. Focus on rural districts.
 - Offer professional development for current coaches, department chairs, and lead teachers through a DA Summer Academy (Lesson Study, Rtl, FCIM, and NGSSS)
 - State deploys Reading and STEM Coordinators to districts
 - Expand Proven Programs within Schools:
 - Implement extended day/year in MS
 - Common planning time by grade level (elementary) and subject area (secondary)
 - Expand full day PreK
 - Expand Career Academies in HS
 - Expand programs to encourage advanced classes (e.g., AVID)
 - Increase Community & Business Support:
 - Create multi-institutional community Compacts
 - Enhance family literacy programs
 - Engage business community to increase volunteers, mentors, internships, shadowing, and tutors
 - Develop parent academy
 - Develop parent-leaders to serve at school sites
 - Partner with organization to increase public awareness campaign regarding the importance of education and college readiness in communities with Intervene high schools

