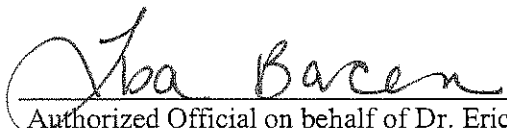
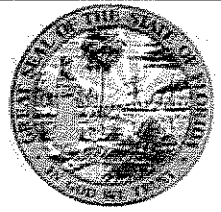


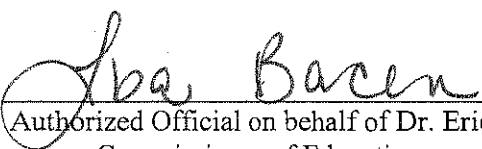

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Pasco County School District	2 PROJECT NUMBER 510-2260A-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: 09/15/2009 - 09/30/2010 Program Period: 09/15/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 427,228.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 427,228.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u> Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="text-align: center;">Comptroller's Office (850) 245-0401</div> <div style="text-align: right;"> 11 DOE FISCAL DATA DBS: 40 90 20 EO: 9A Object: 720036 </div>
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  _____ Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="text-align: center;"> <u>10/9/09</u> _____ 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.
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- 12 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 13 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Pasco County School District	2 PROJECT NUMBER 510-2260S-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: 09/15/2009 - 09/30/2010 Program Period: 09/15/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 319,172.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 319,172.00	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: 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. 	
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>	

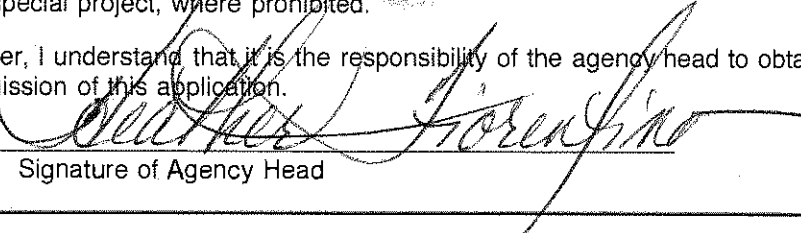
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- 13 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

✓ 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: 10AR05-10AC06 10AR06

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Name and Address of Eligible Applicant: Pasco 7227 LAND O LAKES BLVD LAND O LAKES, FL 34638	DOE USE ONLY Date Received
OFFICE OF GRANTS MANAGEMENT 2009 SEP 15 AM 10:07 RECEIVED		
B) Applicant Contact Information		
Contact Name: First Name: Elena Ml: Last Name: Garcia		Mailing Address: 7227 LAND O LAKES BLVD City: LAND O LAKES State: FL Zip: 34638
Telephone Number: 813-794-2324		Ext:
Fax Number: 813-794-2152		E-mail Address: elgarcia@pasco.k12.fl.us
Title I School Improvement Initiative [1003(a)] Project Number: 510-2260A-0CS01 Total Funds Requested: \$427,228.00 \$427,228.00	Title I School Improvement Initiative [1003(a)] ARRA Project Number: 510-2260S-0CZST 00201 Total Funds Requested: \$319,172.00 \$319,172.00	Title I School Improvement Fund [1003(g)] Project Number: 510-1260A-0CS01 Total Funds Requested: \$0.00
Title I School Improvement Fund [1003(g)] ARRA Project Number: 510-1260S-0CZS1 Total Funds Requested: \$0.00		
CERTIFICATION		
I Heather Fiorentino do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.		
Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.		
E)  Signature of Agency Head		

DOE 100A



Dr. Eric J. Smith, Commissioner

Title I, Part A School Improvement Grants PASCO

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: Pasco 7227 LAND O LAKES BLVD LAND O LAKES, FL 34638	DOE USE ONLY Date Received
B) Applicant Contact Information		
Contact Name: First Name: Elena MI: Last Name: Garcia	Mailing Address: 7227 LAND O LAKES BLVD City: LAND O LAKES State: FL Zip: 34638	
Telephone Number: 813-794-2324	Ext:	
Fax Number: 813-794-2152	E-mail Address: elgarcia@pasco.k12.fl.us	
Title I School Improvement Initiative [1003(a)] Project Number: 510-2260A-0CS01 Total Funds Requested: \$427,228.00	Title I School Improvement Initiative [1003(a)] ARRA Project Number: 510-2260S-0CZS1 Total Funds Requested: \$319,172.00	Title I School Improvement Fund [1003(g)] Project Number: 510-1260A-0CS01 Total Funds Requested: \$0.00
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<p align="center">CERTIFICATION</p> <p>I Heather Fiorentino do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <p>E) _____ Signature of Agency Head</p>		

DOE 100A



Dr. Eric J. Smith, Commissioner

School Information

School #	School	% Poverty	Differentiated Accountability Category	SINI	Allocation 1003(a) Regular	Allocation 1003(a) ARRA	Allocation 1003(g) Regular	Allocation 1003(g) ARRA
0021	RODNEY B. COX ELEMENTARY SCHL	97.09	Correct II	6	4731.00	30380.00	0.00	0.00
0061	PASCO ELEMENTARY SCHOOL	81.95	Correct I	5	4731.00	29526.00	0.00	0.00
0065	JAMES M. MARLOWE ELEM. SCHOOL	74.00	Correct I	6	4731.00	31171.00	0.00	0.00
0070	CHASCO ELEMENTARY SCHOOL	76.83	Correct I	5	4731.00	30633.00	0.00	0.00
0072	SUNRAY ELEMENTARY SCHOOL	75.23	Correct I	4	38721.00	2400.00	0.00	0.00
0083	GULF HIGHLANDS ELEMENTARY SCHOOL	77.11	Prevent I	2	38143.00	2400.00	0.00	0.00
0091	WEST ZEPHYRHILLS ELEM. SCHOOL	73.76	Correct I	5	39870.00	2400.00	0.00	0.00
0211	MITTYE P. LOCKE ELEM. SCHOOL	72.54	Prevent I	3	41831.00	2400.00	0.00	0.00
0271	RICHEY ELEMENTARY SCHOOL	80.45	Prevent I	3	4731.00	32811.00	0.00	0.00
0301	HUDSON ELEMENTARY SCHOOL	72.77	Correct I	6	37140.00	2400.00	0.00	0.00
0321	LACOCOCHEE ELEMENTARY SCHOOL	90.86	Correct I	5	38974.00	2400.00	0.00	0.00
0341	SCHRADER ELEMENTARY SCHOOL	75.55	Correct I	5	4731.00	33701.00	0.00	0.00
0351	FOX HOLLOW ELEMENTARY SCHOOL	73.06	Prevent I	3	47724.00	2400.00	0.00	0.00
0451	DR. MARY GIELLA ELEMENTARY SCHOOL	71.34	Prevent I	2	4731.00	32486.00	0.00	0.00
0501	NORTHWEST ELEMENTARY SCHOOL	79.19	Correct I	6	4731.00	30664.00	0.00	0.00
0601	SHADY HILLS ELEMENTARY SCHOOL	66.67	Correct I	4	4731.00	33100.00	0.00	0.00
0901	ANCLOTE ELEMENTARY SCHOOL	67.02	Prevent I	1	48338.00	2400.00	0.00	0.00
0941	MOON LAKE ELEMENTARY SCHOOL	66.61	Correct I	5	36573.00	2400.00	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: Ten low performing Title I schools received training in the Florida Continuous Improvement Model, which included direct instruction in data analysis via the DART model. On the formative level, grade level teams at all Title I Prevent I, Correct I, and Correct II meet no less than once a month to analyze data from pre/post math assessments, math benchmark assessments and other math classroom-based assessments. These data focused meetings will be delivered by Administrators and the Math Resource Teacher. Additionally, the District has hired a District Instructional Trainer Coach for Data who will work with Title I SINI schools to provide on-going professional development throughout the school year to develop the staff's capacity for data analysis and discussion. Ten Title I schools are also currently implementing Problem Solving/Response to Intervention which focuses on data driven decision-making. Seven additional Title I schools will begin training and implementation this school year. Several schools are also piloting a program in which students will analyze and graph their own achievement data. The District Instructional Trainer Coach for Data will also partner with the District Instructional Trainer Coach for Math to train teachers at all Title I SINI schools to adjust instruction based on the data with an emphasis on small group instruction that focuses on tutorials, acceleration and enrichment. (Pasco has no Prevent II schools.) Follow-up coaching and support will be provided by the District Instructional Trainer Coach for Data, the District Instructional Trainer Coach for Math, the Research and Evaluation Department, the Supervisor of Curriculum and Instruction for PS/RtI, and PS/RtI Coaches. Members of the Assistant Superintendent's staff will conduct data chats with the administrators of all schools that fall into the Florida Differentiated Accountability Model twice each year. Results of the FCAT Math Assessments will be used to evaluate the effectiveness of the initiatives implemented with these funds.

LEA Support Teams

Describe how the LEA will provide technical and program assistance to Prevent I, Prevent II, Correct I, Correct II, and/or Intervene schools. For each activity the LEA shall include: the frequency of the activity and duration of the activity.

Response: The District School Board of Pasco County has formed a District Transformation Team to provide support and assistance to all schools falling in the Florida Differentiated Accountability Model (FLDAM). This group will meet monthly to discuss and analyze information from Correct II schools (Rodney B. Cox Elementary), and once per semester for Prevent I and Correct I schools (Prevent I: Gulf Highlands Elementary, Richey Elementary, Fox Hollow Elementary, Anclote Elementary, Mittye P. Locke Elementary, Mary Giella Elementary, Correct I: Sunray Elementary, James Marlowe Elementary, Hudson Elementary, Northwest Elementary, Schrader Elementary, Chasco Elementary, Lacoochee Elementary, Shady Hills Elementary, West Zephyrhills, Elementary, Pasco Elementary). Pasco County has no Prevent II or Intervene schools. The District Transformation Team is comprised of members of the Superintendent's staff, as well as the Director of Research and Evaluation, the Director of Student Services, the Director of Leadership Development, the Director of Staff Development, the Director of Employee Relations, the Director of Curriculum and Instruction, the Director of Human Resources, the Director of Exceptional Student Education, the Director of Pre-K and the Title I Supervisor.

The District Transformation Team uses a variety of data in determining the needs of schools. One source of information is the newly established electronic forum for capturing on-going support that is supplied by each department to the schools. Schools that fall under the FLDAM have an expanded version. In addition, the District School Board of Pasco County has also appointed a district based School Advisory Committee (SAC) Liaison to each school. The SAC Liaison attends the monthly SAC meetings at each school and participates in the development and implementation of the School Improvement Plan. The SAC Liaison also participates in key data review meetings at their assigned schools.

The District School Board of Pasco County will also hire a Supervisor for School Success to provide an additional layer of support to Title I schools in need of improvement. One of the major responsibilities of this role is to lead a School Success Team consisting of a technology specialist, a District Instructional Trainer Coach for Data, a District Instructional Trainer Coach for Science and a District Instructional Trainer Coach for Math. This team will supply direct assistance to Title I schools including, but not limited to, assisting with identifying needs, goal setting, and the implementation of data-driven instructional initiatives. Rodney B. Cox, Pasco's one Correct II school, will receive the most intense support. The level of support given to the remaining Prevent I and Correct I schools will be based on other factors such as the school grade, percentage of AYP criteria met

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: **Building Mathematics Teaching and Learning Capacity**

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

Response: 09 FCAT Math 15 of 18 TI schools in need of improvement missed AYP in math.

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

- RODNEY B. COX ELEMENTARY SCHL
- PASCO ELEMENTARY SCHOOL
- JAMES M. MARLOWE ELEM. SCHOOL
- CHASCO ELEMENTARY SCHOOL
- SUNRAY ELEMENTARY SCHOOL
- GULF HIGHLANDS ELEMENTARY SCHOOL
- WEST ZEPHYRHILLS ELEM. SCHOOL
- MITTYE P. LOCKE ELEM. SCHOOL
- RICHEY ELEMENTARY SCHOOL
- HUDSON ELEMENTARY SCHOOL
- LACOOCHEE ELEMENTARY SCHOOL
- SCHRADER ELEMENTARY SCHOOL
- FOX HOLLOW ELEMENTARY SCHOOL
- DR. MARY GIELLA ELEMENTARY SCHOOL
- NORTHWEST ELEMENTARY SCHOOL
- SHADY HILLS ELEMENTARY SCHOOL
- ANCLOTE ELEMENTARY SCHOOL
- MOON LAKE ELEMENTARY SCHOOL

1d. Name of strategy

Response: Building Mathematics Teaching and Learning Capacity

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

Response: Early work by Showers and Joyce (1996) found that teachers were more likely to adopt and "own" new practices and strategies when they had coaching and in-class feedback to accompany their professional development. Neufeld and Roper (2003) report that teachers whose professional development includes coaching were more likely to experiment with the new ideas they learned. There have also been some preliminary connections between coaching and changes in student outcomes. For example, a three-year study of the impact of Cognitive Coaching (a particular model of coaching) showed student scores improved on the Iowa Test of Basic Skills in treatment schools compared to control groups (Grinder, 1996). The same study showed referrals to special education declined in the treatment schools. Researchers from the Foundation for Comprehensive Early Literacy Learning (Swartz, 2003) have reported a positive effect on student achievement linked to coaching. The District School Board of Pasco County believes that this data supports using these school improvement funds to place Math Resource teachers at all Title I schools designated as in need of improvement. (Rodney B. Cox Elementary falls into the Correct II category of the FLDAM and the remaining 17 are either Prevent or Correct I). The District will also use these funds to hire a District Math Instructional Trainer Coach to support each of the Math Resource teachers.

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

Response: The District School Board of Pasco County has identified variance in the use of

instructional methods in mathematics as a root cause for low academic achievement in mathematics. This is exemplified by current data, which shows that in 2009, only 64% of the tested student population met proficiency as measured by the FCAT mathematics assessment. This variance is due to a variety of factors. One factor includes teacher inability to differentiate instruction. This is exemplified by current data which shows that in 2009 only 38% of Students with Disabilities met proficiency as measured by the FCAT mathematics assessment. One contributing factor is that many elementary teachers have not been sufficiently trained in mathematics concepts and pedagogy and have received little to no follow up support to those trainings. This is partially due to the fact that the District has been experiencing rapid growth making it necessary to build 16 schools in the last 5 years. The District has struggled to support the needs of teachers of mathematics due to this growth and district level capacity, which includes one K-12 Mathematics Supervisor and one K-12 District Instructional Trainer/Coach for 75 schools. These School Improvement Funds will be used to hire 18 Math Resource Teachers and one District Level Instructional Trainer Coach for the 18 schools in the District that are at the Prevent I, Correct I and Correct II level according to the Florida Differentiated Accountability Model. By increasing the level of support in mathematics instruction to these teachers at Title I schools, student achievement in mathematics will increase significantly, so that 74% of the tested population reach the proficiency target.

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

Response: The initial target of this strategy are the teachers at Title I Schools that fall in the Florida Differentiated Accountability Model levels of Prevent I, Correct I and Correct I. However, via this model, it is ultimately the students at Title I schools, specifically students in the lowest performing subgroups (Black, Hispanic, American Indian, Economically Disadvantaged, English Language Learners, Students with Disabilities) with whom this will have the biggest impact.

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

Response: The District School Board of Pasco County has supported academic performance in mathematics in a variety of ways. For example, all teachers in the District have been provided with curriculum maps in mathematics, which guide teachers with a scope and sequence for mathematics instruction along with prioritized benchmarks. The District has also developed benchmark and mini assessments in mathematics. Some Title I schools have also hired additional teachers who work directly with struggling students to provide immediate, intensive interventions. Additional teachers for the extended school day program have also been hired for this same purpose. All elementary teachers in the District have been provided with pre- and post-mathematics unit assessments for a more targeted approach to the teaching and learning cycle. Teachers have also been provided with math trainings throughout the last school year and over the summer break. Trainings delivered include An Overview of the Next Generation Sunshine State Standards, the Math-Science Institute, Math Centers Training, overviews of the FCAT mathematics assessment and other rolling math workshops on algebraic thinking, number sense, data analysis, probability, measurement, and geometry. Title I schools also offer parent workshops to assist parents in developing math concepts in their children. Finally, Title I schools not served by this grant will receive Math Resource Teachers via Title I ARRA funding.

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 Math Resource Teachers will be school based. Hence, 100% of their daily activities will be devoted to coaching and supporting teachers at their schools in teaching mathematics. The District Instructional Trainer Coach for Math will support the Math Resource Teachers. In addition to monthly group meetings with the Math Resource Teachers, the District Instructional Trainer Coach for Math will partner with the Math Resource Teacher to provide school-based professional development and follow-up support based on the unique needs of each school as determined by the data.

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

Response: The Supervisor for K-12 Mathematics and existing District Math Instructional Trainer Coach will collaborate with the Supervisor for School Success and Principals to monitor the implementation of the strategy and student progress. School based leadership teams will be an integral part of this process.

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

Response: The progress monitoring tools to measure the success of these initiatives via student progress include pre- and post- mathematics unit assessments, mini and quarterly benchmark assessments and the FCAT mathematics assessment.

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

Response: Pre- and post- mathematics unit assessments will be used at the start and end of each instructional unit as defined by our mathematics curriculum maps. The mini formative assessments will be used by teachers throughout the unit. Benchmark assessments will be administered and analyzed three times a year prior to the FCAT. The FCAT mathematics assessment will be used annually.

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

Response: The District School Board of Pasco County does not supply Math Resource Teachers to any school as part of the basic allocation process. Thus, providing Math Resource Teachers to Title I schools with these School Improvement funds will be strictly supplemental. While the District utilizes Title II funds to support one District-level Instructional Trainer Coach who supports the entire school district, the Supervisor for Mathematics, the Title I Supervisor, and the Supervisor of School Success will ensure that the existing District Instructional Trainer Coach funded by Title II will continue to support both Title I and non-Title I schools. The District-level Instructional Trainer Coach hired with these funds will solely support Title I schools.

6. Strategic Imperative this strategy addresses: 1.1

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

Mathematics
Mathematics
Mathematics

Strategies to Be Implemented

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

1a. Identify the Need: **Increase teacher and administration understanding of data analysis.**

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

Response: 09FCAT LEA Reading and Math: W65/67 B48/47 H54/55 AI 56/61 ED 54/54 ELL 36/38 SWD 38/38

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

- RODNEY B. COX ELEMENTARY SCHL
- PASCO ELEMENTARY SCHOOL
- JAMES M. MARLOWE ELEM. SCHOOL
- CHASCO ELEMENTARY SCHOOL
- SUNRAY ELEMENTARY SCHOOL
- GULF HIGHLANDS ELEMENTARY SCHOOL
- WEST ZEPHYRHILLS ELEM. SCHOOL
- MITTYE P. LOCKE ELEM. SCHOOL
- RICHEY ELEMENTARY SCHOOL
- HUDSON ELEMENTARY SCHOOL
- LACOOCHEE ELEMENTARY SCHOOL
- SCHRADER ELEMENTARY SCHOOL
- FOX HOLLOW ELEMENTARY SCHOOL
- DR. MARY GIELLA ELEMENTARY SCHOOL
- NORTHWEST ELEMENTARY SCHOOL
- SHADY HILLS ELEMENTARY SCHOOL
- ANCLOTE ELEMENTARY SCHOOL
- MOON LAKE ELEMENTARY SCHOOL

1d. Name of strategy

Response: Building the capacity to analyze data and inform instruction.

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

Response: In this age of accountability, the ability to analyze both formative and summative assessment data is critical to school wide success. This skill is needed by both administrators and teachers. Data analysis not only allows them to see how sub-groups of students are performing, but also allows teachers to adjust instruction when students are not meeting academic challenges. It is crucial that administrators be skilled at monitoring this. According to Hopkins & Ainslow (1993) a reliance on data is one defining characteristic of schools producing gains in student achievement, especially the subgroups. Research also shows a strong correlation in recent studies between student achievement and the leadership capabilities of school leaders. Hence the District will use these school improvement funds to hire a Supervisor of School Success and a District Instructional Trainer Coach for Data to support administrators and teachers in building their capacity for data instruction and its subsequent impact to inform instruction. Each of these roles will provide tiered support to administrators and teachers in Title I schools identified as in need of improvement, corrective action or restructuring and those who fall at the highest levels of the Florida Differentiated Accountability Model. (Correct II, Prevent I and Correct I) Data analysis is a key component in implementing DA.

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

Response: The District School Board of Pasco County has identified a weakness in the ability of

both teachers and administrators to analyze district, school and classroom level data, and the ability to inform instruction based on the results of that analysis. A review of the District's professional development offerings confirms that there are a limited number of professional development opportunities for teachers and administrators that include methods and strategies for analyzing data and applying the results to inform instruction. This is partially due to the fact that the District has been experiencing rapid growth having built 16 schools in the last 5 years. The District School Board of Pasco County has also struggled to support needs of teachers and administrators in the area of data analysis due to this growth and district level capacity. By hiring a Supervisor of School Success and a District Instructional Trainer Coach for Data, we will increase the capacity of our neediest Title I schools in analyzing their data and more importantly, adjusting instruction based on that analysis. This focus on data analysis will significantly increase the numbers of proficient students in reading and math so that 65% of our students reach reading proficiency and 74% reach math proficiency.

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

Response: The initial target of this strategy are the administrators and teachers at Title I Schools in Need of Improvement, Corrective Action, and Restructuring, as well as schools that fall in the Florida Differentiated Accountability Model levels of Correct II, Correct I, and Prevent I. However, via this model, it is ultimately the students at Title I schools, specifically students in the lowest performing subgroups (Black, Hispanic, American Indian, Economically Disadvantaged, English Language Learners, and Students with Disabilities) with whom this will have the biggest impact.

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

Response: New Strategy

The District School Board of Pasco County is supporting the use of data analysis and it's ability to inform instruction in a variety of ways. One way is by training ten of the neediest Title I schools in the Florida Continuous Improvement Model, which includes an emphasis on the DART model of data analysis, and the development of focus calendars to support areas of academic need. In addition, ten Title I schools are implementing Problem Solving/Response to Intervention which is predicated upon a data based decision-making model. Teachers in the District have also been provided with both pre- and post- mathematics unit assessments and benchmark assessments so that on-going data can be gathered for a targeted approach to the teaching and learning cycle. We are also fully implementing FAIR. In addition, all Title I schools have developed Professional Learning Communities who will participate in data analysis and it's subsequent impact on instruction. The District Instructional Trainer Coach for Data will be able to build upon and sustain these initiatives.

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: Both the District Instructional Trainer Coach for Data and the Supervisor of School Success will work with Title I schools each day. 100% of their daily activities will be devoted to coaching and supporting administrators and teachers at those schools. Both roles will provide tiered support to our Title I schools in Restructuring and the Planning for Restructuring Phase and those at the Florida Differentiated Accountability Model level of Correct II, Correct I and Prevent I.

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

Response: The Director of Curriculum and Instruction will collaborate with the Director of Research and Evaluation, and the Title I Supervisor to monitor the implementation of this strategy.

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

Response: The progress monitoring tools to measure the success of these initiatives via student progress include pre- and post- mathematics unit assessments, mini and quarterly benchmark assessments and the FCAT mathematics assessment. Additional progress monitoring systems include the use of FAIR.

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

Response: Pre- and post- mathematics unit assessments will be used at the start and end of each instructional unit as defined by Pasco's mathematics curriculum maps. Mini formative assessments will be used by teachers throughout each unit. Benchmark assessments will be administered and analyzed three times a year prior to the FCAT. The FCAT mathematics assessment will be used annually. FAIR will be used with all Kindergarten students as well as all students not meeting reading standards three times a year. Also, all Kindergarten students receive running records three times a year and all students who are beyond beginning reading level are administered lexile assessments three times a year.

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

Response: The District School Board of Pasco County does not supply a District Instructional Trainer Coach for Data or Supervisor of School Success as part of the basic allocation process. Thus, providing these roles to support Title I schools with these School Improvement funds will be strictly supplemental. the services provided through this grant will supplement LEA activities and those activities supported by Title I Part A and Title II Part A. For schools that are SINI 1 or 2, these funds will be in addition to the 10% requirement those schools are to spend on PD from their Title I school allocation.

6. Strategic Imperative this strategy addresses: 1.1

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

Reading
Mathematics
Science

Dissemination/Marketing and Reporting Student Outcomes

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

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

Response: Information regarding this project, as well as student progress, will be reported in a variety of ways. Formal methods of individual student progress include FCAT SSS results, which are released and distributed to parents each spring. Report cards and progress reports are each distributed four times a year, once per quarter. This typically occurs in October, January, March and June. Progress monitoring plan are developed in consultation with parents, implemented and monitored throughout the year on an ongoing basis as student needs arise. Information on school level progress, as well as district wide progress, is shared via Adequate Yearly Progress letters sent within two weeks of the release of AYP data, the Superintendent's tabloid (published in the newspaper each October); the Superintendent's annual report, (published and disseminated each November); the School Profile Report; individual school newsletters (sent home on a monthly basis); the district website; school report cards (annually shared with parents, community members, and staff). Information regarding this project will be shared at School Advisory Council meetings at each Title I school and a copy of this application will be available at each Title I school. Pertinent information is communicated in English and Spanish, when feasible, to the parents who are directly impacted by individual project activities.

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: Several methods to evaluate the outcome of previous initiatives are used. First, the percentages of students in subgroups who met the annual measurable objective in 2008 were compared to the percentage of students in subgroups who met the annual measurable objective in 2009. Results indicated that almost every subgroup saw an increase in both reading and math despite the fact that the target for hitting the annual measurable objective had increased significantly. (Black: R-44% to 48% M-44%-47%, Hispanic: R-51% to 54% M-53% to 55%, American Indian: R-56% to 56% M-54% to 61%, Economically Disadvantaged: R-51% to 54% M-51% to 54%, English Language Learners: R-32% to 36% M-37% to 38% and Students with Disabilities: R-35% to 38% M-35% to 38%.) The second method used was comparing the number of Title I schools making Adequate Yearly Progress (AYP) in 2008 to those that made AYP in 2009. In 2008 only one Title I school made AYP as compared to three in 2009.

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

Response: Factors that contributed to these successes include the fact that nine Math Resource Teachers were placed in our neediest Title I schools and were then provided with intensive professional development on how to build the capacity of the teachers at their school to deliver math instruction. In addition, a District Instructional Trainer Coach for Math to support the Math Resource Teachers was hired.

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

Response: Having school based personnel directly model, coach and support teachers was crucial to our success. Having a District Instructional Trainer Coach for Math to support the school based Math Resource Teachers was also integral to Pasco's success.

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

Response: Not having the resources to place a Math Resource Teacher at every Title I School In Need of Improvement was one inhibiting factor. The District Instructional Trainer Coach for Math attempted to support those schools, but that was not a sustainable human resource.

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

Response: In addition to the factors listed above (see #2), the ability to gather and analyze data via the use of pre- and post- math assessments was a key to Pasco's success. A limiting factor was the lack of funds to place Math Resource Teachers at every Title I School in Need of Improvement.

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

A) NAME OF ELIGIBLE RECIPIENT: **Pasco**C) TAPS Number
10A006B) Project Number (DOE USE ONLY): **510-2260A-0CS01**

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	311	Subagreements up to \$25,000 Professional and Technical Services (Subagreements for Services) Consultants for teacher training	0.000	2000.00
5100	510	Supplies Consumable Supplies for teacher training (math and data)	0.000	8888.00
5100	590	Other Materials and Supplies Other Materials and Supplies for teacher training (math and data)	0.000	9807.00
5100	692	Computer Software Non-Capitalized Non-Capitalized Software (Needed for data analysis and the day to day needs of Instructional Trainer Coaches and Math Resource Teachers.)	0.000	2000.00
6400	130	Other Certified Instructional Personnel Math Resource Teachers (9)	9.000	254736.00
6400	130	Other Certified Instructional Personnel Math and Data Instructional Trainer Coach (2)	2.000	48860.00
6400	210	Retirement Math Resource Teachers (9)	0.000	25092.00
6400	210	Retirement Math and Data Instructional Trainer Coach (2)	0.000	4813.00
6400	220	Social Security Math Resource Teachers (9)	0.000	19488.00
6400	220	Social Security Math and Data Instructional Trainer Coach (2)	0.000	3738.00
6400	230	Group Insurance Math Resource Teachers (9) Insurance and Vista	0.000	25223.00
6400	230	Group Insurance Math and Data Instructional Trainer Coach (2) Insurance and Vista	0.000	5130.00
7200	790	Miscellaneous Expenses Indirect Cost @ 4.28%	0.000	17453.00

E) Total: \$427,228DOE 101-R
Created 3/09

Dr. Eric J. Smith, Commissioner

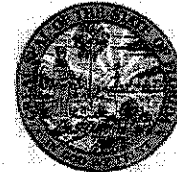
FLORIDA DEPARTMENT OF EDUCATION

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

A) NAME OF ELIGIBLE RECIPIENT: **Pasco**B) Project Number (DOE USE ONLY): **510-2260S-0CZS1**C) TAPS Number
10AR06D) SPECIAL REVENUE FUND CODE
431

AARA Assur. Code	AARA Prin. Code	AARA Strat. Code	School District Based	Activity	Function	Object	Account Title and Description	FTE Pos. Code	FTE Saved	FTE Created	FTE Cont.	Amount
D	B4	19	D	Salaries - Supervisor of School Success (1).	6300	110	Administrators Supervisor of School Success (1) provide an additional layer of support to Title I schools in need of improvement. One of the major responsibilities of this role is to lead a School Success Team consisting of a technology specialist, a District Instructional Trainer Coach for Data, a District Instructional Trainer Coach for Science and a District Instructional Trainer Coach for Math. This team will supply direct assistance to Title I schools including, but not limited to, assisting with identifying needs, goal setting, and the implementation of data-driven instructional initiatives.	63007	1.000	0.000	0.000	34242.00
N/A	N/A	N/A	D	Retirement (Supervisor).	6300	210	Retirement Supervisor of School Success (1)		0.000	0.000	0.000	3373.00
N/A	N/A	N/A	D	Social Security (Supervisor).	6300	220	Social Security Supervisor of School Success (1)		0.000	0.000	0.000	2620.00
N/A	N/A	N/A	D	Group Insurance - Supervisor (1)	6300	230	Group Insurance Supervisor of School Success (1) Insurance		0.000	0.000	0.000	2490.00
N/A	N/A	N/A	D	Other Employee Benefits (Vista - Supervisor (1)).	6300	290	Other Employee Benefits Supervisor of School Success (1) Vista		0.000	0.000	0.000	75.00
D	B3	9	S	Salaries - Resource Teachers (9).	6400	130	Other Certified Instructional Personnel Math Resource Teachers (9)	64024	9.000	0.000	0.000	203067.00
N/A	N/A	N/A	S	Retirement - Resource Teachers (9).	6400	210	Retirement Math Resource Teachers (9).		0.000	0.000	0.000	20003.00
N/A	N/A	N/A	S	Social Security - Resource Teachers (9).	6400	220	Social Security Math Resource Teachers (9).		0.000	0.000	0.000	15535.00
N/A	N/A	N/A	S	Group Insurance - Resource Teachers (9).	6400	230	Group Insurance Math Resource Teachers (9) - Insurance.		0.000	0.000	0.000	23655.00
N/A	N/A	N/A	S	Other Employee Benefits (Vista-Resource Teachers (9)).	6400	290	Other Employee Benefits Math Resource Teachers (9) - Vista.		0.000	0.000	0.000	1012.00
N/A	N/A	N/A	D	Miscellaneous Expense (Indirect Cost Rate 4.28%).	7200	790	Miscellaneous Expenses Indirect Cost		0.000	0.000	0.000	13100.00

E) Total: \$319,172

DOE 101-R
Created 3/09

Dr. Eric J. Smith, Commissioner

