
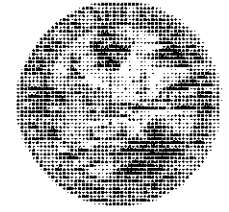


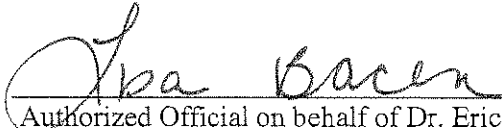
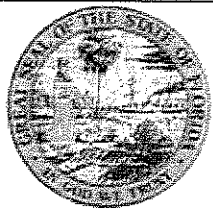
**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Pinellas County School District	2 PROJECT NUMBER 520-2260A-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: 09/25/2009 - 09/30/2010 Program Period: 09/25/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 674,389.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 674,389.00	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;">10/14/09</div> Date of Signing </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>	

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

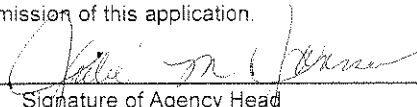
- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project 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 Pinellas County School District	2 PROJECT NUMBER 520-2260S-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: 09/25/2009 - 09/30/2010 Program Period: 09/25/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 495,628.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 495,628.00	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. 	
<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: 1.2em; margin-bottom: 5px;">10/14/09</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.
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 - 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.
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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 APPLICATION - School Improvement Initiative			
TAPS: 40AR05 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: Pinellas 301 4TH ST SW LARGO, FL 33770		DOE USE ONLY Date Received
B) Applicant Contact Information			
Contact Name: First Name: Mary MI: R Last Name: Conage		Mailing Address: 301 4TH ST SW City: LARGO State: FL Zip: 33770	
Telephone Number: 727-893-2988		Ext: 2005	
Fax Number: 727-893-2984		E-mail Address: conagem@pcsb.org	
Title I School Improvement Initiative [1003(a)] Project Number: 520-2260A-0CS01 Total Funds Requested: \$674,389.00 \$674,389.00	Title I School Improvement Initiative [1003(a)] ARRA Project Number: 520-2260S-0CZST <i>00201</i> Total Funds Requested: \$495,628.00 <i>\$ 495,628.00</i>	Title I School Improvement Fund [1003(g)] Project Number: 520-1260A-0CS01 Total Funds Requested: \$0.00	Title I School Improvement Fund [1003(g)] ARRA Project Number: 520-1260S-0CZS1 Total Funds Requested: \$0.00
CERTIFICATION			
<p>I Julie Janssen do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>			
E)  Signature of Agency Head			

DOE 100A



Dr. Eric J. Smith, Commissioner

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: Pinellas 301 4TH ST SW LARGO, FL 33770	DOE USE ONLY Date Received	
B) Applicant Contact Information			
Contact Name: First Name: Mary MI: R Last Name: Conage		Mailing Address: 301 4TH ST SW City: LARGO State: FL Zip: 33770	
Telephone Number: 727-893-2988		Ext: 2005	
Fax Number: 727-893-2984		E-mail Address: conagem@pcsb.org	
Title I School Improvement Initiative [1003(a)] Project Number: 520-2260A-0CS01 Total Funds Requested: \$674,389.00	Title I School Improvement Initiative [1003(a)] ARRA Project Number: 520-2260S-0CZS1 Total Funds Requested: \$495,628.00	Title I School Improvement Fund [1003(g)] Project Number: 520-1260A-0CS01 Total Funds Requested: \$0.00	Title I School Improvement Fund [1003(g)] ARRA Project Number: 520-1260S-0CZS1 Total Funds Requested: \$0.00
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Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.			
E) _____ Signature of Agency Head			

DOE 100A



Dr. Eric J. Smith, Commissioner

School Information

School #	School	% Poverty	Differentiated Accountability Category	SINI	Allocation 1003(a) Regular	Allocation 1003 (a) ARRA	Allocation 1003(g) Regular	Allocation 1003 (g) ARRA
0111	AZALEA ELEMENTARY SCHOOL	52.79	Correct I	4	12306.00	0.00	0.00	0.00
0131	BARDMOOR ELEMENTARY SCHOOL	61.04	Prevent I	3	14742.00	0.00	0.00	0.00
0271	BEAR CREEK ELEMENTARY SCHOOL	81.66	Prevent II	2	17388.00	0.00	0.00	0.00
0321	BELCHER ELEMENTARY SCHOOL	60.28	Correct I	2	16380.00	0.00	0.00	0.00
0371	BELLEAIR ELEMENTARY SCHOOL	82.78	Prevent I	3	19782.00	0.00	0.00	0.00
0391	BLANTON ELEMENTARY SCHOOL	80.48	Correct I	6	18354.00	0.00	0.00	0.00
0481	CAMPBELL PARK ELEMENTARY SCHL	80.82	Correct II	4	20706.00	0.00	0.00	0.00
1071	DUNEDIN ELEMENTARY SCHOOL	67.62	Prevent I	1	16842.00	0.00	0.00	0.00
1131	EISENHOWER ELEMENTARY SCHOOL	84.38	Correct I	6	24948.00	0.00	0.00	0.00
1211	FAIRMOUNT PARK ELEMENTARY SCHL	90.77	Correct I	5	21882.00	0.00	0.00	0.00
1261	JOHN M. SEXTON ELEMENTARY SCHL	72.26	Prevent I	3	20790.00	0.00	0.00	0.00
1421	LYNCH ELEMENTARY SCHOOL	67.45	Prevent I	2	15666.00	0.00	0.00	0.00
1691	GULFPORT MONTESSOURI ELEM.SCHL	77.26	Correct II	7	15414.00	0.00	0.00	0.00
1811	HIGH POINT ELEMENTARY SCHOOL	85.23	Correct I	6	21336.00	0.00	0.00	0.00
1821	DOUG JAMERSON ELEMENTARY SCHL	66.91	Prevent I	3	15624.00	0.00	0.00	0.00
2021	LAKEWOOD ELEMENTARY SCHOOL	88.61	Correct I	5	19278.00	0.00	0.00	0.00
2141	LEALMAN AVENUE ELEMENTARY SCHOOL	82.52	Correct II	6	15666.00	0.00	0.00	0.00
2281	MAXIMO ELEMENTARY SCHOOL	81.03	Correct I	6	19908.00	0.00	0.00	0.00
2371	MELROSE ELEMENTARY SCHOOL	88.89	Correct II	6	14448.00	247814.00	0.00	0.00
2691	NORTH SHORE ELEMENTARY SCHOOL	59.38	Correct I	5	11172.00	0.00	0.00	0.00
2791	NORTHWEST ELEMENTARY SCHOOL	66.33	Correct I	3	19026.00	0.00	0.00	0.00
3361	PINELLAS CENTRAL ELEM. SCHOOL	67.22	Prevent I	3	17052.00	0.00	0.00	0.00
3391	PINELLAS PARK ELEMENTARY SCHL	74.26	Correct I	6	21084.00	0.00	0.00	0.00
3461	PONCE DE LEON ELEMENTARY SCHL	64.89	Correct I	4	19404.00	0.00	0.00	0.00
3751	SAWGRASS LAKE ELEMENTARY SCHL	59.66	Correct I	4	14784.00	0.00	0.00	0.00
3761	JAMES B. SANDERLIN ELEM.	75.40	Correct II	4	15960.00	0.00	0.00	0.00
3851	SAN JOSE ELEMENTARY SCHOOL	54.34	Correct I	4	9996.00	0.00	0.00	0.00
3871	SANDY LANE ELEMENTARY SCHOOL	92.15	Correct II	6	21210.00	247814.00	0.00	0.00
3961	SEVENTY-FOURTH ST. ELEMENTARY	83.17	Correct I	6	17430.00	0.00	0.00	0.00
4021	SHORE ACRES ELEMENTARY SCHOOL	47.63	Correct I	6	12684.00	0.00	0.00	0.00
4121	SKYCREST ELEMENTARY SCHOOL	81.11	Prevent I	2	22008.00	0.00	0.00	0.00
4171	SKYVIEW ELEMENTARY SCHOOL	68.67	Correct I	5	15372.00	0.00	0.00	0.00
4351	MARJORIE KINNAN RAWLINGS ELEM	59.10	Correct I	3	16086.00	0.00	0.00	0.00
4591	NEW HEIGHTS ELEMENTARY SCHOOL	78.18	Correct II	6	18060.00	0.00	0.00	0.00
4701	WALSINGHAM ELEMENTARY SCHOOL	63.66	Correct II	6	17220.00	0.00	0.00	0.00
4771	WESTGATE ELEMENTARY SCHOOL	83.79	Correct I	5	17094.00	0.00	0.00	0.00
4931	WOODLAWN ELEMENTARY SCHOOL	85.74	Correct I	6	18942.00	0.00	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: Prior to the start of the 2009-2010 school year, teachers in all Title I schools had a pre-planning week to review and analyze student achievement data for incoming students.

Professional development in the Florida Continuous Improvement Model (FCIM) was provided for administrators as well as Literacy and Math/Science coaches at each school. This professional development was presented by Instructional Specialists from our FDOE Regional Support Team. During the school year, key members of each school's leadership team will train and facilitate teachers in using FCIM to analyze student achievement data.

Data analysis of on-going progress monitoring will occur during weekly PLC's. In addition, analysis of benchmark data will occur after each district-wide assessment cycle (September, December, and April).

SINI schools identified as Prevent I, Correct I, Prevent II, and Correct II schools will engage in data analysis a minimum of 10 times during the 2009-2010 school year through the following: monthly region meetings for principals, monthly support meetings for schoolwide instructional coaches, and monthly meetings of School Improvement cluster groups that are based on feeder patterns.

After each data analysis session, teachers will within grade level and/or vertical PLC's to adjust their instructional calendars based on student achievement results.

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: Technical assistance for Prevent I, Prevent II, Correct I, and Correct II schools will be provided by Region Superintendents, the Assistant Superintendent of PreK-12 Curriculum, Title I Director, and Title I Supervisors via:

- Principal's meetings. During these monthly meetings for the entire school year, technical assistance is provided for development and monitoring of School Improvement Plans, Corrective Action Plans, and Restructuring Plans (as needed). In addition, principals will engage in root cause analysis using Paul Pruess' "School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems."

- School Improvement Cluster Group Meetings. During these meetings, which occur six times during the school year, training and support are provided in Florida's Continuous Improvement Model (FCIM), data analysis, and review/revision of School Improvement Plans through vertical articulation based on school feeder patterns (Elementary, Middle, and High).

- Learning Specialists' meetings. During these meetings, which occur six times during the school year and consist primarily of assistant principals, training is provided in effective instructional strategies as well as alignment of curriculum, instruction, and assessment.

- Support meetings for schoolwide instructional coaches. During these monthly meetings for the entire school year, assistance is provided in school improvement plan review, monitoring, and revision. Title I Supervisors and Research Specialist assist schools with the needs assessment process, data analysis, and program evaluation. In addition, guidance and assistance are provided for budget development, monitoring, and alignment to School Improvement Plan/Schoolwide Plan goals.

- School-based training and PLC's: During these weekly meetings for the entire school year, teachers will be given training and support in FCIM, RtI implementation, analysis of FAIR and other data, and Next Generation Sunshine State Standards.

Strategies to Be Implemented

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

1a. Identify the Need: **Increase reading and math proficiency of students in subgroups not making AYP**

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

Response: On the 2009 FCAT, 5 subgroups missed AYP in reading and/or math at one or more grade levels

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

- AZALEA ELEMENTARY SCHOOL
- BEAR CREEK ELEMENTARY SCHOOL
- BELCHER ELEMENTARY SCHOOL
- BLANTON ELEMENTARY SCHOOL
- CAMPBELL PARK ELEMENTARY SCHL
- DUNEDIN ELEMENTARY SCHOOL
- EISENHOWER ELEMENTARY SCHOOL
- FAIRMOUNT PARK ELEMENTARY SCHL
- GULFPORT MONTESSOURI ELEM.SCHL
- LEALMAN AVENUE ELEMENTARY SCHOOL
- PINELLAS PARK ELEMENTARY SCHL
- PONCE DE LEON ELEMENTARY SCHL
- SAWGRASS LAKE ELEMENTARY SCHL
- JAMES B. SANDERLIN ELEM.
- SANDY LANE ELEMENTARY SCHOOL
- SEVENTY-FOURTH ST. ELEMENTARY
- SHORE ACRES ELEMENTARY SCHOOL
- SKYCREST ELEMENTARY SCHOOL
- NEW HEIGHTS ELEMENTARY SCHOOL
- WESTGATE ELEMENTARY SCHOOL
- WOODLAWN ELEMENTARY SCHOOL

1d. Name of strategy

Response: Extend teacher contract time for data analysis and alignment of curriculum and instruction

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 activity is to provide adequate time for teachers of students in identified subgroups to engage in data analysis and alignment of curriculum and instruction in response to ongoing progress monitoring results.

This strategy will support the implementation of Differentiated Accountability by providing a structure for teachers to understand and utilize FCIM to address the learning needs of all students, particularly those in subgroups not making AYP.

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

Response: -Inadequate knowledge and understanding of the curriculum (Next Generation Sunshine State Standards)

-Inadequate time during the instructional day for planning, data analysis, and curriculum alignment

-Limited understanding of how to use benchmark and progress monitoring data to adjust/adapt instruction while continuing to teach the required curriculum

The implementation of this strategy will eliminate the root causes by providing extended time for teachers to analyze data, study the curriculum guides that include the NGSSS and align curriculum to the new standards.

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

Response: Teachers of students in subgroups not making AYP

Based on the 2009 FCAT, the following subgroups did not make AYP in reading:

Grade 3

Black-47%; ELL-48%; Econ. Dis.-61%; SWD-46%

Grade 4

Black-48%; ELL-44%; Econ. Dis.-62%; SWD-46%

Grade 5

Black-47%; Hisp-64%; ELL-34%; Econ. Dis.-59%; SWD-40%

Based on the 2009 FCAT, the following subgroups did not make AYP in math:

Grade 3

Black-52%; ELL-59%; Econ. Dis.-67%; SWD-56%

Grade 4

Black-48%; ELL-55%; Econ. Dis.-64%; SWD-50%

Grade 5

Black-31%; Hisp.-51%; ELL-28%; Econ. Dis.-47%; SWD-36%

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

Response: New Strategy

Each school identified as in need of improvement, corrective action, or restructuring has a full-time schoolwide instructional coach who provides support for curriculum, instruction, and assessments through classroom visits and facilitation of PLC's.

Each teacher is provided grade level curriculum guides (reading and math) and units of study (writing and science), that are based on state standards.

The district's assessment system (EDS) provides each teacher with school level, grade level, and classroom data results to show students' overall performance on assessments as well as their performance on specific strands and benchmarks. This data can also be disaggregated by subgroups for further analysis.

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

Response: This strategy will take place for 2 days per week, 2 hours per day after school from October 5, 2009 through March 5, 2010.

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

Response: The primary person in charge of monitoring implementation of this strategy will be the school principal. Additional monitoring will be conducted by the schoolwide instructional coach (weekly), Title I Supervisors (monthly), and Region Superintendents (during scheduled school visits).

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

Response: Effectiveness of this strategy will be tracked by comparison of FAIR results (reading) and district common assessment results (math and science) from the baseline to the mid-year assessment.

In addition, teacher-developed tests and end-of-unit assessments will be used to measure student progress between district-wide assessment cycles.

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

Response: Progress monitoring related to effectiveness of this strategy will initially occur every 3 to 4 weeks, using results from teacher-developed and/or end-of-unit assessments. Progress monitoring will also occur at mid-year (November-December), using FAIR and district-developed common assessments.

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

Response: Each school's plan for utilization of School Improvement Initiative funds is submitted to the Title I office for review. Title I staff review each plan to ensure that proposed activities are supplemental to activities provided through Title I Part A and Title I Part A (ARRA) funds.

In non-Title I schools and Title I non-SIG schools, data analysis is limited to teachers' regular contracted hours. This prohibits adequate time for indepth activities, articulation, and curriculum alignment.

SIG funds will only be used for the schools/subgroups identified.

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

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

Reading
Mathematics
Science

Strategies to Be Implemented

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

1a. Identify the Need: **Increase reading and math proficiency of students in subgroups not making AYP**

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

Response: On 2009 FCAT, 5 subgroups missed AYP in reading and/or math at one or more grade levels

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

- AZALEA ELEMENTARY SCHOOL
- BEAR CREEK ELEMENTARY SCHOOL
- CAMPBELL PARK ELEMENTARY SCHL
- GULFPORT MONTESSOURI ELEM.SCHL
- LEALMAN AVENUE ELEMENTARY SCHOOL
- PONCE DE LEON ELEMENTARY SCHL
- SAWGRASS LAKE ELEMENTARY SCHL
- JAMES B. SANDERLIN ELEM.
- SEVENTY-FOURTH ST. ELEMENTARY
- SHORE ACRES ELEMENTARY SCHOOL
- WESTGATE ELEMENTARY SCHOOL

1d. Name of strategy

Response: Extend teacher contract time to perform curriculum mapping and create instructional focus calendars

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 activity is to provide adequate time for teachers of students in identified subgroups to perform curriculum mapping and create instructional focus calendars, lessons, and assessments in response to ongoing progress monitoring results.

This strategy will support the implementation of Differentiated Accountability by providing a structure for teachers to understand and utilize FCIM to address the learning needs of all students, particularly those in subgroups not making AYP.

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

Response: -Some key benchmarks are not taught in-depth prior to FCAT

-There are inadequate processes and lessons to provide additional, focused instruction on key benchmarks (as the need is indicated by student assessment data)

The implementation of this strategy will eliminate these root causes by providing teachers with time to develop focus lessons, tutorials, and enrichment that aligned to the standards to provide in depth instruction prior to taking the FCAT.

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

Response: Teachers of students in subgroups not making AYP

Based on the 2009 FCAT, the following subgroups did not make AYP in reading:

Grade 3

Black-47%; ELL-48%; Econ. Dis.-61%; SWD-46%

Grade 4

Black-48%; ELL-44%; Econ. Dis.-62%; SWD-46%

Grade 5

Black-47%; Hisp-64%; ELL-34%; Econ. Dis.-59%; SWD-40%

Based on the 2009 FCAT, the following subgroups did not make AYP in math:

Grade 3

Black-52%; ELL-59%; Econ. Dis.-67%; SWD-56%

Grade 4

Black-48%; ELL-55%; Econ. Dis.-64%; SWD-50%

Grade 5

Black-31%; Hisp.-51%; ELL-28%; Econ. Dis.-47%; SWD-36%

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

Response: New Strategy

Each school identified as in need of improvement, corrective action, or restructuring has a full-time schoolwide instructional coach who provides support for curriculum, instruction, and assessments through classroom visits and facilitation of PLC's.

Each school is also provided a full-time literacy and math/science coach who has been trained in FCIM by the FDOE Regional Support Team.

Each teacher is provided grade level curriculum guides (reading and math) and units of study (writing and science), that are based on state standards.

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

Response: This strategy will take place for 2 days per week, 2 hours per day after school from October 5, 2009 through March 5, 2010.

Focus lessons will be developed, utilized, and revised throughout the project.

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

Response: The primary person(s) in charge of monitoring implementation of this strategy will be literacy and math/science coaches in each school (daily). Additional monitoring will be conducted by the school principals (during daily walkthroughs), schoolwide instructional coaches (at least weekly), Title I Supervisors (monthly), and Region Superintendents (during scheduled school visits).

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

progress.

Response: Effectiveness of this strategy will be tracked by comparison of FAIR results (reading) and district common assessment results (math and science) from the baseline to the mid-year assessment.

In addition, teacher-developed tests and end-of-unit assessments will be used to measure student progress between district-wide assessment cycles.

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

Response: Progress monitoring related to effectiveness of this strategy will initially occur every 3 to 4 weeks, using results from teacher-developed and/or end-of-unit assessments. Progress monitoring will also occur at mid-year (November-December), using FAIR and district-developed common assessments.

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

Response: Each school's plan for utilization of School Improvement Initiative funds is submitted to the Title I office for review. Title I staff review each plan to ensure that proposed activities are supplemental to activities provided through Title I Part A and Title I Part A (ARRA) funds.

In non-Title I schools and Title I non-SIG schools, curriculum mapping and creation of focus lessons is limited to teachers' regular contracted hours.

SIG funds will only be used for the schools/subgroups identified to support this activity.

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

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

Reading
Mathematics
Science

Strategies to Be Implemented

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

1a. Identify the Need: **Increase reading and math proficiency of students in subgroups not making AYP**

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

Response: On the 2009 FCAT, 5 subgroups missed AYP in reading and/or math at one or more grade levels

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

- BELCHER ELEMENTARY SCHOOL
- BELLEAIR ELEMENTARY SCHOOL
- EISENHOWER ELEMENTARY SCHOOL
- DOUG JAMERSON ELEMENTARY SCHL
- LAKEWOOD ELEMENTARY SCHOOL
- NORTHWEST ELEMENTARY SCHOOL
- PINELLAS CENTRAL ELEM. SCHOOL
- SAWGRASS LAKE ELEMENTARY SCHL
- JAMES B. SANDERLIN ELEM.
- SHORE ACRES ELEMENTARY SCHOOL
- SKYCREST ELEMENTARY SCHOOL
- MARJORIE KINNAN RAWLINGS ELEM
- WALSINGHAM ELEMENTARY SCHOOL

1d. Name of strategy

Response: Implement a rigorous, accelerated curriculum that focuses on students in the academic middle

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 activity is to provide a structure and support for increasing the level of rigor for students in identified subgroups who are achieving at Level 2. Scaffolded instruction will be provided in order to help these student achieve at Level 3 or higher, thus closing the achievement gap.

This strategy will support the implementation of Differentiated Accountability by ensuring that students are properly assigned rigorous work and assignments.

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

Response: -Lack of academic rigor and high expectations

-insufficient materials and lessons to enrich students who have demonstrated proficiency on assessments

-Lack of focus on students in the academic middle

Implementation of this strategy will eliminate these root causes by providing an appropriate level of challenge and support, along with engaging lessons and materials, in order to increase achievement of students in the academic "middle" (Level 2).

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

Response: Students in Black, Hispanic, English Language Learners, Students with Disabilities, and Economically Disadvantaged subgroups who scored near or at Level 3 (based on 2009 FCAT) and students who achieve at the "meets expectations" level (based on district common assessments)

Based on the 2009 FCAT, the following subgroups did not make AYP in reading:

Grade 3

Black-47%; ELL-48%; Econ. Dis.-61%; SWD-46%

Grade 4

Black-48%; ELL-44%; Econ. Dis.-62%; SWD-46%

Grade 5

Black-47%; Hisp-64%; ELL-34%; Econ. Dis.-59%; SWD-40%

Based on the 2009 FCAT, the following subgroups did not make AYP in math:

Grade 3

Black-52%; ELL-59%; Econ. Dis.-67%; SWD-56%

Grade 4

Black-48%; ELL-55%; Econ. Dis.-64%; SWD-50%

Grade 5

Black-31%; Hisp.-51%; ELL-28%; Econ. Dis.-47%; SWD-36%

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

Response: New Strategy

Teacher resource materials contain enrichment lessons and ideas for students. Curriculum guides and units of study also provide suggestions for enrichment.

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

Response: This strategy will be implemented from October 5, 2009 through March 5, 2010:

-daily (small group, 30-minute math lessons; Build Up-Spiral Up reading lessons; Achievement Club)

-3 days per week (Building Vocabulary and Science lab)

-1 day per week (Math Club)

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

Response: The primary person in charge of monitoring implementation of this strategy will be the school principal. Additional monitoring will be conducted by the schoolwide instructional coach (weekly) and Region Superintendents (during scheduled school visits).

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

Response: Effectiveness of this strategy will be tracked by comparison of FAIR results (reading) and district common assessment results (math and science) from the baseline to the mid-year assessment.

In addition, teacher-developed tests and end-of-unit assessments will be used to measure student progress between district-wide assessment cycles.

2010 FCAT results will be reviewed to track the achievement of targeted, participating students.

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

Response: Progress monitoring related to effectiveness of this strategy will initially occur every 3 to 4 weeks, using results from teacher-developed and/or end-of-unit assessments. Progress monitoring will also occur at mid-year (November-December), using FAIR and district-developed common assessments.

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

Response: Each school's plan for utilization of School Improvement Initiative funds is submitted to the Title I office for review. Title I staff review each plan to ensure that proposed activities are supplemental to activities provided through Title I Part A and Title I Part A (ARRA) funds.

In non-Title I schools and Title I non-SIG schools, accelerate curriculum is presented primarily to students participating in gifted programs. Some students participate in enrichment activities with volunteers or in after-school clubs.

SIG funds will only be used for the schools/subgroups identified to support an accelerated curriculum.

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

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

Reading
Mathematics
Science

Strategies to Be Implemented

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

1a. Identify the Need: **Increase reading and math proficiency of students in subgroups not making AYP**

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

Response: On the 2009 FCAT, 5 subgroups missed AYP in reading and/or math at one or more grade levels

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

- FAIRMOUNT PARK ELEMENTARY SCHL
- JOHN M. SEXTON ELEMENTARY SCHL
- LYNCH ELEMENTARY SCHOOL
- NORTH SHORE ELEMENTARY SCHOOL
- PINELLAS CENTRAL ELEM. SCHOOL
- SKYVIEW ELEMENTARY SCHOOL
- MARJORIE KINNAN RAWLINGS ELEM
- NEW HEIGHTS ELEMENTARY SCHOOL

1d. Name of strategy

Response: Extend the learning opportunities for students in targeted subgroups by providing additional time

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 activity is to provide extended instructional time for students who are not meeting achievement standards (based on FCAT and district common assessment results>)

This strategy will support the implementation of Differentiated Accountability by providing a structure for teachers to provide targeted instruction to students in identified subgroups, as indicated in the Individual Professional Development Plans (IPDP's).

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

Response: -Insufficient time during the regular school day for non-proficient students to grapple with and practice key concepts and skills in order to apply them successfully their daily work and in assessment situations

Implementation of this strategy will eliminate this root cause by providing extended learning time for students in targeted subgroups after regular school hours.

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

Response: Students in Black, Hispanic, English Language Learners, Students with Disabilities, and Economically Disadvantaged subgroups who are not meeting achievement standards

Based on the 2009 FCAT, the following subgroups did not make AYP in reading:

Grade 3

Black-47%; ELL-48%; Econ. Dis,-61%; SWD-46%

Grade 4

Black-48%; ELL-44%; Econ. Dis.-62%; SWD-46%

Grade 5

Black-47%; Hisp-64%; ELL-34%; Econ. Dis.-59%; SWD-40%

Based on the 2009 FCAT, the following subgroups did not make AYP in math:

Grade 3

Black-52%; ELL-59%; Econ. Dis.-67%; SWD-56%

Grade 4

Black-48%; ELL-55%; Econ. Dis.-64%; SWD-50%

Grade 5

Black-31%; Hisp.-51%; ELL-28%; Econ. Dis.-47%; SWD-36%

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

Response: Each school currently receives an allocation of Supplemental Academic Instruction (SAI) funds in order to provide extended learning programs.

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

Response: This strategy will take place for 2 days per week, from October 5, 2009 through March 5, 2010.

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

Response: School principals will be in charge of monitoring implementation of this strategy. Additional monitoring will be conducted by Title I Supervisors (weekly) and Region Superintendents (during scheduled school visits).

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

Response: Effectiveness of this strategy will be tracked by comparison of FAIR results (reading) and district common assessment results (math and science) from the baseline to the mid-year assessment.

In addition, teacher-developed tests and end-of-unit assessments will be used to measure student progress between district-wide assessment cycles.

2010 FCAT data will be reviewed to track the achievement of participating students.

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

Response: Progress monitoring related to effectiveness of this strategy will initially occur every 3 to 4 weeks, using results from teacher-developed and/or end-of-unit assessments. Progress monitoring will also occur at mid-year (November-December), using FAIR and district-developed common assessments.

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

Response: Each school's plan for utilization of School Improvement Initiative funds is submitted to the Title I office for review. Title I staff review each plan to ensure that proposed activities are supplemental to activities provided through Title I Part A, Title I Part A (ARRA), and SES funds.

Students who are ineligible for SES or who could not be served due to limited SES funds will be targeted for this strategy.

In non-Title I schools and Title I non-SIG schools, a budget for extended learning programs is provided through Supplemental Academic Instruction (SAI) funds.

SIG funds will only be used for the schools/subgroups identified to support extended day programs.

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

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

Reading
Mathematics
Science

Strategies to Be Implemented

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

1a. Identify the Need: **Increase reading and math proficiency of students in subgroups not making AYP**

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

Response: On the 2009 FCAT, 5 subgroups missed AYP in reading and/or math at one or more grade levels

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

- BEAR CREEK ELEMENTARY SCHOOL
- CAMPBELL PARK ELEMENTARY SCHL
- LAKEWOOD ELEMENTARY SCHOOL
- MAXIMO ELEMENTARY SCHOOL
- PINELLAS PARK ELEMENTARY SCHL
- SAWGRASS LAKE ELEMENTARY SCHL
- SAN JOSE ELEMENTARY SCHOOL
- SANDY LANE ELEMENTARY SCHOOL
- SHORE ACRES ELEMENTARY SCHOOL
- SKYCREST ELEMENTARY SCHOOL
- NEW HEIGHTS ELEMENTARY SCHOOL

1d. Name of strategy

Response: Parent involvement activities to address external root cause issues

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 activity is to provide parental involvement activities that will engage families, enhance family literacy and promote parent advocacy in support of student academic achievement.

This strategy will support the implementation of Differentiated Accountability by providing a forum for parents and parent groups to review school performance data, assist in determining causes for low performance, and advise the school on its school improvement efforts and initiatives.

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

Response: -Parental involvement activities are not engaging/relevant to some parents, particularly parents of students in subgroups not making AYP

-Level of discomfort in home-school relations

-Parental involvement activities lack opportunities for input/advocacy

Implementation of this strategy will address these root causes by providing engaging, relevant activities for parents that will build their leadership and advocacy skills. This increased, meaningful parental involvement will lead to increased student achievement.

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

Response: Parents of students in Black, Hispanic, English Language Learners, Students with Disabilities, and Economically Disadvantaged subgroups who are not meeting achievement standards

Based on the 2009 FCAT, the following subgroups did not make AYP in reading:

Grade 3

Black-47%; ELL-48%; Econ. Dis.-61%; SWD-46%

Grade 4

Black-48%; ELL-44%; Econ. Dis.-62%; SWD-46%

Grade 5

Black-47%; Hisp-64%; ELL-34%; Econ. Dis.-59%; SWD-40%

Based on the 2009 FCAT, the following subgroups did not make AYP in math:

Grade 3

Black-52%; ELL-59%; Econ. Dis.-67%; SWD-56%

Grade 4

Black-48%; ELL-55%; Econ. Dis.-64%; SWD-50%

Grade 5

Black-31%; Hisp.-51%; ELL-28%; Econ. Dis.-47%; SWD-36%

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

Response: -Each Title I school has a Parent Involvement Policy which describes its goals for parental involvement and related activities

-Some participating schools have a Family and Community Liaison who plans and coordinates parental involvement activities that support the schoolwide plan

-The district's Office of Strategic Partnerships assists with connecting schools to families and other community resources

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: Activities to support this strategy will occur monthly, between October 2009 and March 2010.

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

Response: Schoolwide instructional coaches (daily) will be in charge of monitoring implementation of this strategy. Additional monitoring will be conducted by school principals (daily walkthroughs) and Title I Supervisors (monthly).

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

Response: Effectiveness of this strategy will be tracked by monitoring attendance/tardy and discipline data for students of participating parents.

FAIR results (reading) and district common assessment results (math and science) from the baseline to the mid-year assessment will be compared to track performance for students of participating parents.

In addition, teacher-developed tests and end-of-unit assessments will be used to measure student progress between district-wide assessment cycles.

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

Response: Progress monitoring related to effectiveness of this strategy will occur monthly (attendance/tardies and discipline), every 3 to 4 weeks (teacher-developed and/or end-of-unit assessments), and at mid-year (November-December), using FAIR and district-developed common assessments.

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

Response: Each school's plan for utilization of School Improvement Initiative funds is submitted to the Title I office for review. Title I staff review each plan to ensure that proposed activities are supplemental to activities provided through Title I Part A and Title I Part A (ARRA) funds.

In non-Title I schools and Title I non-SIG schools, parent involvement activities are supported through the school's PTA through fundraisers. The district's office of family and community relations provides limited training in mentoring and parenting skills, and parent advocates are available to accompany parents to conferences or other activities.

SIG funds will only be used for the schools/subgroups identified to support parent education and advocacy activities, specifically to support goals of this grant.

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

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

Reading
Mathematics

...

Strategies to Be Implemented

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

1a. Identify the Need: **Increase science proficiency of students in all subgroups**

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

Response: On the 2009 FCAT, the total percentage of proficient students in science was 46%

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

- BARDMOOR ELEMENTARY SCHOOL
- BEAR CREEK ELEMENTARY SCHOOL
- BELLEAIR ELEMENTARY SCHOOL
- BLANTON ELEMENTARY SCHOOL
- EISENHOWER ELEMENTARY SCHOOL
- HIGH POINT ELEMENTARY SCHOOL
- LAKEWOOD ELEMENTARY SCHOOL
- LEALMAN AVENUE ELEMENTARY SCHOOL
- MELROSE ELEMENTARY SCHOOL
- SAWGRASS LAKE ELEMENTARY SCHL
- SKYVIEW ELEMENTARY SCHOOL

1d. Name of strategy

Response: Purchase of science lab equipment

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 activity is to provide appropriate, hands-on materials to enhance science instruction.

This strategy will support implementation of Differentiated Accountability by providing teachers with evidence-based instructional materials (i.e., lab equipment, hands-on tools) to engage students in inquiry and the scientific method. These tools and processes will enhance students' understanding and application of science concepts.

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

Response: -Science instruction lacks adequate hands-on materials and experiences for students to construct and apply knowledge to practical situations and on assessments

Implementation of this strategy will eliminate this root cause by providing adequate materials and equipment that will allow students to engage in inquiry and the scientific process in order to enhance their understanding of science concepts.

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

Response: Students in all subgroups (grades K-5)

2009 FCAT results show these current performance levels in science:

Total-46%; White-57%; Black-17%; Hisp.-37%; ELL-11%; Econ. Dis.-30%; SWD-25%

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

-Each teacher has state-adopted science materials to use for instruction. In addition, grade level science units of study are provided.

-Each school has a full-time math/science coach who supports science instruction through modeling effective instructional practices.

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

Response: This strategy will occur a minimum of 3 times per week, from October 5, 2009 through March 5, 2010.

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

Response: The primary person(s) in charge of monitoring implementation of this strategy will be the school principal and the math/science coach (daily). Additional monitoring will be conducted by the schoolwide instructional coach (weekly), Title I Supervisors (monthly), and Region Superintendents (during scheduled school visits).

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

Response: Effectiveness of this strategy will be tracked by comparison of district common assessment results (math and science) from the baseline to the mid-year assessment.

In addition, teacher-developed tests and end-of-unit assessments will be used to measure student progress between district-wide assessment cycles.

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

Response: Progress monitoring related to effectiveness of this strategy will initially occur every 3 to 4 weeks, using results from teacher-developed and/or end-of-unit assessments. Progress monitoring will also occur at mid-year (November-December), using district-developed common assessments.

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

Response: Each school's plan for utilization of School Improvement Initiative funds is submitted to the Title I office for review. Title I staff review each plan to ensure that proposed activities are supplemental to activities provided through Title I Part A and Title I Part A (ARRA) funds.

In non-Title I schools and Title I non-SIG schools, science lab equipment may be purchased with PTA, SiP, or adopt-a-class funds. Limited hands-on equipment is provided with the core science materials.

SIG funds will only be used for the schools/subgroups identified to provide supplemental science lab equipment for schools participating in this grant.

6. Strategic Imperative this strategy addresses: 1.1

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

Science
Science

Strategies to Be Implemented

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

1a. Identify the Need: **Increase reading and math proficiency of students in subgroups not making AYP**

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

Response: On the 2009 FCAT, 5 subgroups missed AYP in reading and/or math at one or more grade levels

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

- AZALEA ELEMENTARY SCHOOL
- BARDMOOR ELEMENTARY SCHOOL
- BELCHER ELEMENTARY SCHOOL
- BELLEAIR ELEMENTARY SCHOOL
- BLANTON ELEMENTARY SCHOOL
- EISENHOWER ELEMENTARY SCHOOL
- GULFPORT MONTESSOURI ELEM.SCHL
- HIGH POINT ELEMENTARY SCHOOL
- DOUG JAMERSON ELEMENTARY SCHL
- LAKEWOOD ELEMENTARY SCHOOL
- MAXIMO ELEMENTARY SCHOOL
- MELROSE ELEMENTARY SCHOOL
- NORTHWEST ELEMENTARY SCHOOL
- PONCE DE LEON ELEMENTARY SCHL
- SAWGRASS LAKE ELEMENTARY SCHL
- SAN JOSE ELEMENTARY SCHOOL
- SANDY LANE ELEMENTARY SCHOOL
- SEVENTY-FOURTH ST. ELEMENTARY
- SHORE ACRES ELEMENTARY SCHOOL
- SKYCREST ELEMENTARY SCHOOL
- NEW HEIGHTS ELEMENTARY SCHOOL
- WOODLAWN ELEMENTARY SCHOOL

1d. Name of strategy

Response: Professional development on differentiated instruction

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 activity is to provide professional development on differentiated instruction to meet the learning needs of all students.

This strategy will support the implementation of Differentiated Accountability by providing relevant professional development for teachers, as indicated in their Individual Professional Development Plans (IPDPs).

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

Response: -Classroom instruction has little to no differentiation, due to limited teacher understanding and/or misunderstanding of what "differentiated instruction" is

Implementation of this strategy will eliminate this root cause by providing opportunities for teachers to learn and practice strategies for differentiation with ongoing support, collaboration, and reflection on their own practice based on student achievement data.

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

Response: Teachers of students in Black, Hispanic, English Language Learners, Students with Disabilities, and Economically Disadvantaged subgroups

Based on the 2009 FCAT, the following subgroups did not make AYP in reading:

Grade 3

Black-47%; ELL-48%; Econ. Dis.-61%; SWD-46%

Grade 4

Black-48%; ELL-44%; Econ. Dis.-62%; SWD-46%

Grade 5

Black-47%; Hisp-64%; ELL-34%; Econ. Dis.-59%; SWD-40%

Based on the 2009 FCAT, the following subgroups did not make AYP in math:

Grade 3

Black-52%; ELL-59%; Econ. Dis.-67%; SWD-56%

Grade 4

Black-48%; ELL-55%; Econ. Dis.-64%; SWD-50%

Grade 5

Black-31%; Hisp.-51%; ELL-28%; Econ. Dis.-47%; SWD-36%

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

Response: New Strategy

-Each school has a full-time literacy coach, math/science coach, and schoolwide instructional coach to support and model effective instructional practices

-Select schools, through a partnership with the University of Florida Lastinger Center for Learning, receive professional development and support from university staff in teacher inquiry

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

Response: This strategy will occur from October 2009 through March 2010:

-1 day per week, for 2 hours after school (PD on differentiated instruction)

-daily (embedded support from literacy coaches, math/science coaches, schoolwide instructional coaches, and University of Florida staff)

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

Response: The primary person in charge of monitoring implementation of this strategy will be the school principal. Additional monitoring will be conducted by literacy, math/science, and

schoolwide instructional coaches (daily), Title I Supervisors (monthly), and Region Superintendents (during scheduled school visits).

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

Response: Effectiveness of this strategy will be tracked by comparison of FAIR results (reading) and district common assessment results (math and science) from the baseline to the mid-year assessment.

In addition, teacher-developed tests and end-of-unit assessments will be used to measure student progress between district-wide assessment cycles.

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

Response: Progress monitoring related to effectiveness of this strategy will initially occur every 3 to 4 weeks, using results from teacher-developed and/or end-of-unit assessments. Progress monitoring will also occur at mid-year (November-December), using FAIR and district-developed common assessments.

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

Response: Each school's plan for utilization of School Improvement Initiative funds is submitted to the Title I office for review. Title I staff review each plan to ensure that proposed activities are supplemental to activities provided through Title I Part A and Title I Part A (ARRA) funds.

In non-Title I schools and Title I non-SIG schools, individual teachers may attend a workshop for differentiated instruction; however, it is not provided as part of a districtwide initiative. Strategies for differentiation may be modeled by onsite literacy and math/science coaches.

SIG funds will only be used for the schools/subgroups identified to provide focused, indepth professional development in differentiated instruction.

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

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

Reading
Mathematics
Science

Dissemination/Marketing and Reporting Student Outcomes

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

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

Response: Upon approval of the project application, information about the grant (objectives, participating schools, timeline, successes) will be posted on the Title I page of the district's website (www.pinellas.k12.fl.us) until July 31, 2010. Parents, students, community members, and school personnel who have internet access will be able to view this information 24/7.

Participating schools will post information about their specific grant activities (extended day, professional development, parental involvement), goals, and outcomes on their individual school web pages until July 31, 2010.

Each participating school will be provided a descriptive summary of the grant to place in their school newsletters. These notifications will appear in a school newsletter, subsequent to grant approval.

A description of the grant, activities, goals, budget, and anticipated outcomes will be shared with school board members as part of a regular school board meeting. School and district personnel, community members, and families may view this information as part of school board agenda materials.

Information about the grant will be shared with the School Advisory Council (SAC) members at each participating school. SAC members will be given updates on the implementation of the grant and its impact on student achievement, during monthly meetings. Instructional staff will share how participation in the grant is impacting their instructional practice.

Student outcomes will be shared as they become available. They will be shared with students, parents, and the community via email, home correspondence, backpack, and via the website.

Copies of the grant application will be available in the office of participating schools and at the district Title I office in the Parent Resource Center. The application will be made available in English and Spanish. Translations into languages of students/parents will also be provided, as needed by school population (Vietnamese and Bosnian).

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: Title I staff reviewed 2009 FCAT data of the 21 schools that implemented strategies in the previous School Improvement Initiative. Comparisons were first made between the overall percentages of non-proficient students in reading, math, and writing from 2008 to 2009. The number of schools for which the percentage of non-proficient students decreased or stayed the same in reading was: Grade 3 (12); Grade 4 (18); Grade 5 (14). The number of schools for which the percentage of non-proficient students decreased or stayed the same in math was: Grade 3 (10); Grade 4 (15); Grade 5 (12). The number of schools for which the percentage of non-proficient students decreased or stayed the same in writing was 17.

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

Response: Key factors that contributed to success in meeting proposed outcomes (a decrease in the percentage of non-proficient students in reading, writing, and math) were 1) the development and use of lessons that incorporated higher order questioning, 2) rigor and relevance of content presented in lessons, and 3) facilitation of meaningful collaboration and discourse among participating teachers about student achievement data and instructional practices. The primary factor that contributed to failure in meeting proposed outcomes was that the strategies, though effective, were not pervasive throughout the schools. Structures were not put in place for expanding implementation beyond the participating teachers at each school. This resulted in "pockets of excellence" rather than making a schoolwide impact.

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

Response: Based on our evaluation, the following components worked well: 1) Providing support for schools to select students and a curriculum focus, based on their individual student achievement data (benchmark, progress monitoring, and FCAT) 2) Providing each school with a site-based curriculum coach to support the day-to-day implementation, in addition to periodic support visits by Region Superintendents, curriculum supervisors, and Title I staff 3) Providing professional development support for each participating school (onsite literacy, math, and science staff developers) 4) Having teachers observe each other, provide feedback, and make necessary adaptations to lessons based on students' needs

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

Response: Based on our evaluation, the following components did not work well: 1) Leaving teacher selection solely to schools; no guidelines were provided, such as "participating teachers should have a track record of success with improving student achievement results" or "participating teachers agree to share strategies and other key learning with others on their grade level teams"

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

Response: Based on our evaluation, the following factors contributed to success of implementation: 1) Buy-in and ownership from schools regarding their curriculum focus 2) Up-front professional development for participating teachers on Webb's Depth of Knowledge and other resources for developing rigorous lessons 3) Support from all levels of district leadership

(Region Superintendents, Curriculum and Instruction, Title I, and school principals) 4) Positive "marketing" of the program by school staffs The following factors contributed to breakdowns (failure) in program implementation: 1) Funds were received after schools had already begun other extended day programs and/or a number of teachers had already begun working for SES companies. This limited the availability of teachers to participate in the SII extended day program. 2) We did not include bus transportation in the budget. This limited student participation in the extended day and extended year programs. 3) Our extended year program was not long enough (only 14 days; this feedback was provided from several participating schools.

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

A) NAME OF ELIGIBLE RECIPIENT: **Pinellas**C) TAPS Number
10A006B) Project Number (DOE USE ONLY): **520-2260A-0CS01**

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	120	<u>Classroom Teachers</u> Salaries for teachers (based on their daily instruction and on-going progress monitoring results) to provide an extended day for students in identified subgroups who are scoring below expectations on common assessments (given three times per year), end of unit tests, tools found in the FAIR toolkit and teacher observation. Teachers will work on higher order questioning and discourse during this time. Teachers will also ensure high student engagement by differentiating instruction based on data gathered from classroom teacher input and assessment results.	13.200	41000.00
5100	210	<u>Retirement</u> Retirement benefits for classroom teachers to extend their contracted hours (extended instructional day).	0.000	29265.94
5100	220	<u>Social Security</u> Social Security & Medicare benefits for classroom teachers to extend their contracted hours (extended instructional day).	0.000	22728.75
5100	231	<u>Health and Hospitalization</u> Health and Hospitalization benefits for teachers and other certified personnel to extend their contracted hours.	0.000	24937.50
5100	232	<u>Life Insurance</u> Life Insurance for classroom teachers to extend their contracted hours (extended instructional day).	0.000	5282.48
5100	510	<u>Supplies</u> Supplies and materials (i.e., Assessing Math Concepts, Spiral Up Kits) to implement a new, rigorous, accelerated curriculum that focuses on students in the academic middle to enhance the effort of closing the achievement gap. Assessment series will be purchased that will diagnose the needs of students who score below proficiency in mathematics. Diagnostic data from Florida Assessment in Reading will also be used to implement curriculum that will enhance the achievement of students in the academic middle.	0.000	42000.00
5100	510	<u>Supplies</u> Supplies and materials (i.e., microscopes, kits) to furnish classroom science labs with equipment needed to integrate and extend mathematics and science. This integration will allow for mathematical concepts to be applied in real life experiences. Teacher resources will be purchased in science and mathematics in order to encourage further integration with literature in the content areas.	0.000	25000.00
6150	510	<u>Supplies</u> Materials and supplies (i.e., books, brochures, handouts) to conduct parent involvement activities to address external root cause issues, including parent leadership development. Parent workshops will be offered in order to equip parents with strategies to support their child's learning.	0.000	35374.00
6300	130	<u>Other Certified Instructional Personnel</u> Salaries to extend teacher contract time for data analysis in order to get to the predetermined root cause of Black, Hispanic and Students with Disabilities not making AYP in mathematics and reading. The teachers will ensure that the curriculum is aligned to the necessary instruction for these students.	2.690	168000.00
6300	130	<u>Other Certified Instructional Personnel</u> Salaries to extend teacher contract time to perform curriculum mapping and create instructional focus calendars. Teachers will implement the Florida Continuous Improvement Model. Teachers will work collaboratively to correlate their academic calendar to the Next Generation Sunshine Standards, ensuring that every standard is taught within the first 120 days of the school year. Teachers will also work cooperatively to create a series of mini-lessons that will be taught according to the curriculum map they generate. Teachers will use frequent assessments, as often as every 5 days, to monitor the progress of their students. Based upon the data and results students will receive additional instruction that either remediates their learning, sustains their learning or enhances their learning of essential concepts within the standards.	1.950	40000.00
6300	210	<u>Retirement</u> Retirement benefits for classroom teachers to extend their contracted hours (curriculum mapping, data analysis).	0.000	9755.31
6300	220	<u>Social Security</u> Social Security & Medicare benefits for classroom teachers to extend their contracted hours (curriculum mapping, data analysis).	0.000	7576.25
6300	231	<u>Health and Hospitalization</u> Health and Hospitalization benefits for teachers to extend their contracted hours (curriculum mapping, data analysis).	0.000	8312.50
6300	232	<u>Life Insurance</u> Life Insurance for classroom teachers to extend their contracted hours (curriculum mapping, data analysis).	0.000	1760.82
6400	120	<u>Classroom Teachers</u> Stipends for teachers attending professional development for differentiated instruction as well as strategies on best teaching practices to help students reach their highest level of achievement.	3.180	18000.00
		<u>Other Certified Instructional Personnel</u> Salaries for literacy and math/science coaches to provide professional development on differentiated instruction to classroom teachers. Literacy/Reading, Math/Science and schoolwide instructional coaches will work with teams of teachers in order to train them		

6400	130	in differentiated instruction. The focus will primarily be placed on those teachers that have three or less years of teaching experience as well as any teacher needing the training based upon their Individual Professional Development Plan. The training will focus on what teachers should do once the necessary data has been collected and analyzed. Teachers will learn which strategies to teach based upon the deficiency of the students in either reading or mathematics. Training will also be offered to classroom teachers in ESOL in so that the achievement of English Language Learners can be raised to the level of proficiency.	0.910	150000.00
6400	210	<u>Retirement</u> Retirement benefits for literacy and math coaches to extend their contracted hours.	0.000	2053.75
6400	220	<u>Social Security</u> Social Security & Medicare benefits for literacy and math coaches to extend their contracted hours.	0.000	1595.00
6400	231	<u>Health and Hospitalization</u> Health and Hospitalization benefits for literacy and math coaches to extend their contracted hours.	0.000	1750.00
6400	232	<u>Life Insurance</u> Life Insurance for literacy and math coaches to extend their contracted hours.	0.000	370.70
6400	310	<u>Professional and Technical Services</u> Consultants to provide professional development and support to ensure that teachers have a full, indepth working knowledge of the Next Generation Sunshine State standards for mathematics.	0.000	15000.00
7200	790	<u>Miscellaneous Expenses</u> indirect costs	0.000	24626.00

E) Total: \$674,389

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: **Pinellas**B) Project Number (DOE USE ONLY): **520-2260S-0CZS1**

C) TAPS Number
10AR06

D) SPECIAL REVENUE FUND CODE
431

AARA Assur. Code	AARA Print. 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	21	D	Extend the school year for students attending two highest poverty. Correct II schools.	5100	120	Classroom Teachers Teacher salaries for extended school year	51068	0.000	0.000	20.000	307200.00
D	B4	21	S	Provide retirement benefits for classroom teachers to extend their contracted number of work days	5100	210	Retirement Retirement benefit for teachers and other certified personnel (extended contract time and extended student day)		0.000	0.000	0.000	30105.60
D	B4	21	S	Provide social security and medicare benefits for classroom teachers to extend their contracted number of work days.	5100	220	Social Security Social security and medicare benefit for teachers (extended contract time and extended day)		0.000	0.000	0.000	19046.40
D	B4	21	S	Purchase supplies and materials that will be used to implement an 8-week extended year that incorporates the arts into the curriculum	5100	510	Supplies Instructional materials and supplies (i.e., Do the Math, SRA intervention kits, science lab equipment, art supplies, music equipment) for extended school year		0.000	0.000	0.000	121178.00
N/A	N/A	N/A	D	Indirect costs	7200	790	Miscellaneous Expenses indirect costs		0.000	0.000	0.000	18098.00

E) Total: \$495,628

DOE 101-R
Created 3/09



Dr. Eric J. Smith, Commissioner