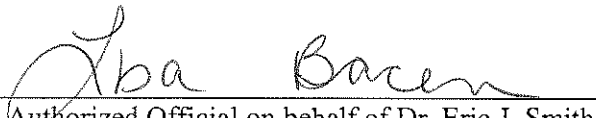
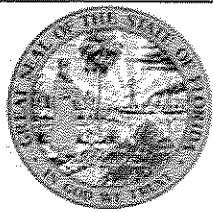
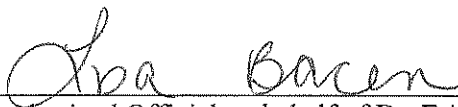
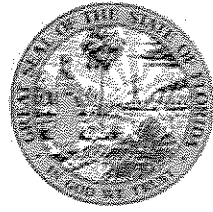


**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Polk County School District	2 PROJECT NUMBER 530-2260A-0CS01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative <p style="text-align: right;">TAPS 10A006</p>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: 1 Type of Amendment: Budget: Increase Effective Date: 02/10/2010	6 PROJECT PERIODS Budget Period: 09/04/2009 - 09/30/2010 Program Period: 09/04/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 801,448.00 Amendment Amount: \$ 39,181.00 Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 840,629.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u> Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	11 DOE FISCAL DATA DBS: 40 90 20 EO: 9A Object: 720036
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="text-align: center;"> <u>3/22/10</u> Date of Signing </div> <div style="text-align: right;">  </div> </div>	

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Polk County School District	2 PROJECT NUMBER 530-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted USDE #S389A090009A TAPS 10AR06	4 AUTHORITY 84.389 Title I A American Recovery and Reinvestment Act
5 AMENDMENT INFORMATION Amendment Number: 1 Type of Amendment: Budget: Increase Effective Date: 02/10/2010	6 PROJECT PERIODS Budget Period: 09/04/2009 - 09/30/2010 Program Period: 09/04/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 596,174.00 Amendment Amount: \$ 20,974.00 Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 617,148.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u> Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496 Comptroller's Office (850) 245-0401	11 DOE FISCAL DATA DBS: 40 90 20 EO: S7 Object: 720036
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. In addition, the sub-recipient must comply with all expenditure, transparency, accountability, and reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA), ARRA regulations, and the ARRA specific assurances agreed to in the application for ARRA funds. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 2 CFR 176.210(b) and (d), provides that recipients are to require their subrecipients to specifically identify Recovery Act funding on their Schedule of Expenditures of Federal Awards (SEFA) by identifying expenditures for Federal awards made under the Recovery Act separately on the SEFA and as separate rows on the Data Collection Form (SF-SAC) required by OMB Circular A-133. Further, in identifying Recovery Act expenditures, the prefix "ARRA" must be used in the name of the Federal program. The information allows the recipient to properly monitor subrecipient expenditure of ARRA funds as well as oversight by the Federal awarding agencies, Offices of Inspector General and the Government Accountability Office 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="text-align: center;"> <u>3/22/10</u> Date of Signing </div> <div style="text-align: right;">  </div> </div>	

FLORIDA DEPARTMENT OF EDUCATION PROJECT AMENDMENT REQUEST

RECEIVED
 2010 FEB 10 PM 2:23
 BUREAU OF
 GRANTS MANAGEMENT

Please return to: Florida Department of Education GRANTS MANAGEMENT Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 (850) 245-0496	<div style="text-align: center;">DOE USE ONLY</div> Date Received: <div style="text-align: center;">PROGRAM NAME</div> Title I School Improvement Initiative
A) Agency Name <u>Polk County School District</u>	B) Amendment Number <u>#1</u>
C) Amendment Type <div style="display: flex; justify-content: space-around;"> <input checked="" type="checkbox"/> Program <input checked="" type="checkbox"/> Budget </div>	D) Project Number <div style="display: flex; justify-content: space-between;"> <u>530-2260A-OCS01</u> TAPS Number <u>10A006</u> </div> <div style="display: flex; justify-content: space-between;"> <u>530-2260S-OCZ01</u> <u>10AR06</u> </div>

E) Amendment Request Contact Information

Name: Rhonda Ashley, Director Federal Programs	Address: P.O. Box 391 Bartow, FL 33831
Telephone: 863-534-0647	SunCom: N/A
Fax: 863-534-7496	E-mail: rhonda.ashley@polk-fl.net

F) Required Signature

Superintendent/Agency Head	
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G) Narrative

This amendment is necessary because of the increase in allocation and because of a need to amend some of the activities in the original project application.

The original proposal had quite a few staff positions in it. Because of the timing of the grant award, it was impossible to find high quality, highly qualified individuals to place in the positions without disrupting classrooms across the district. The proposed changes have been carefully thought out by the district leadership team and will address many needs of Title I schools in need of improvement (SINI). These proposed activities will further extend strategies and activities already occurring in these schools and will serve to address unmet needs.

Polk SINI have great needs in the area of math achievement. Many of the students in SINI have continued to perform below grade level in mathematics. The need of additional instructional support for mathematics learning is demonstrated through examination of rates of mathematics proficiency, defined as scoring at Achievement Level 3 or above on the 2009 FCAT Mathematics. For the 50 SINI in Polk, the mathematics proficiency rate was 58.92% . This lags behind the rate of mathematics proficiency for students in the state (67%) and in the rest of Polk County (60%). To address this need, we are proposing additional mathematics professional development for teachers in the most at risk SINI, Differentiated Accountability (DA) categories Prevent II and Correct II. The professional development is PROMISE, which has been approved by the state. Certified trainers (paid consultants) will provide the professional development during the summer to avoid disrupting teaching. Incentives will be provided to encourage teachers to attend. Stipends will be paid for attendance, and teachers will be able to keep a set of manipulatives that will be used in the training for use in their classrooms.



Polk SINI have great needs in the area of science achievement, also. Many of the students in SINI have continued to perform below grade level in science. The need of additional instructional support for science learning is demonstrated through examination of rates of science proficiency, defined as scoring at Achievement Level 3 or above on the 2009 FCAT Science. For the 50 SINI in Polk, the science proficiency rate was 35.17%. This lags behind the rate of the rest of Polk County (41.34%). To address this need, we are proposing additional science professional development for teachers in the most at risk SINI, Differentiated Accountability (DA) categories Prevent II and Correct II. The professional development is PROMISE, which has been approved by the state. Certified trainers (paid consultants) will provide the professional development during the summer to avoid disrupting teaching. Incentives will be provided to encourage teachers to attend. Stipends will be paid for attendance, and teachers will be able to keep any materials or supplies used in the training.

A significant number of Polk County students have experienced educational delays or interruptions by the time they reach middle school. This leaves a large number of middle school students who are significantly older than their grade level peers. Frequently, these students lose additional time as they move through the secondary years. Generally, the poverty level, as defined by free or reduced price lunch status, is greater among overage students than among those students whose age matches their grade level. Further, academic performance deficiencies are observed among overage middle school students. As an example, at one of the SINI middle schools, 30 students in sixth and seventh grade were identified as two or more years overage. Of these students 17% (5) were at achievement level 3 on the 2009 FCAT Reading; 33% (10) were at achievement level 2; and 40% were at achievement level 1. Three students (10%) did not have prior year FCAT scores. Of 30 overage students, 85% were eligible for free/reduced price lunch.

Research continues to show that the more years a student is overage, the less likely the chance of high school graduation. In order to address this situation, this amendment will allow for the purchase of licenses and staff for a credit recovery/acceleration program for students at nine SINI middle schools during the summer. This credit recovery program will be designed to accelerate students' progress through math and reading standards and will be mastery-based to ensure that students are prepared to move to the next grade level. By beginning with sixth and seventh grade level students, there is a greater chance of catching them up before they reach high school. The program will be continued into the fall semester, as well. If the program proves to be as successful as we believe it will be, it will be continued and expanded through other funding. (Title I, Part A, or technology funds).

To facilitate the implementation of the credit recovery/acceleration program, grant funds will be used to purchase a mobile laptop cart with approximately 26 laptop computers on each for each of the nine SINI middle schools. This laptop cart will be used exclusively by the middle schools for this credit recovery/acceleration program. Having the computers on the cart will allow the program to be set up in any classroom on the campus, thus not requiring additional wiring and set up in the school. With the increase in computer-based testing and with other online programs that are already in schools, computer labs are already in use for the entire school day. If schools had to designate existing computers for this purpose, they would have to prioritize usage and eliminate some other program.

Polk has had a significant project for the last several years to implement Learning Focused Strategies (LFS). Many administrators and teachers in SINI have been trained; however, there continues to be a need to provide additional basic training for new teachers and teachers new to SINI, as well as more advanced training for specialized areas; e.g., vocabulary, flexible grouping, scaffolding, etc. to build upon what is already being implemented. Some of these specialized courses speak specifically to subgroups that are struggling, especially Students with Disabilities and Limited English Proficient students. In addition, all SINI would receive a Conferencing session, with a consultant being on-site in the school to observe teachers in the classroom and provide feedback. Grant funds will provide the consultant fee and teacher stipends for attending during the summer.

A recommended strategy of LFS is for previewing. This is a strategy that has proven to be effective with children of poverty. These children most often do not have vocabulary and background to help them with comprehension. Previewing allows time for teachers to present key vocabulary and concepts that will be used in upcoming lessons. School Improvement grant funds will be used to provide a previewing session prior to the beginning of school in the fall of 2010 to allow students in SINI to get a head start on the school year. This session will not pre-teach the lessons, but will seek to expand children's vocabulary and exposure to concepts that will help them succeed. The funds will be used for teacher stipends for the off-contract days prior to the beginning of school.

Schools, especially SINI, have a continuing need for data analysis and coaching. There will be professional development for administrators and key teachers in each SINI to have data analysis training and data coaching from the district's Senior Director of Accountability, Assessment and Evaluation and from an outside consultant. The district person will do more of the data analysis and teach the staff how to access data and manipulate it to apply to specific classrooms and individual children. The consultant will provide more of a data coaching model. As a former administrator who has turned around a low-performing school, the consultant has experience with looking at data and translating it into action in the schools. She will be able to assist the schools in using the data to influence instruction in the schools. We have found that schools are becoming more proficient in analyzing their data but do



not then know how to necessarily adjust instruction to effect change. The School Improvement funds will be used for stipends for staff who are off contract and for the consultant's fees. They will also be used for some substitutes during the LFS conferencing sessions so teachers may meet with the consultant after the classroom observations.

One last strategy for the School Improvement funds will be to provide School Improvement planning for teams from each SINI. This planning will be done earlier than usual to allow teams time to really focus on what has worked and what has not worked. The district is developing a set of academic prevention and intervention models for schools that fail to make Adequate Yearly Progress. These models will be incorporated into the School Improvement Plans prior to 2010-11 and will require specific strategies to address specific needs of the school. Specific scheduling models, as well as extended year/day strategies will be specified, along with specific interventions. Professional development and expenditures will be aligned more closely with the strategies. The grant funds will be used for substitutes for teachers participating on the school planning teams and possibly for stipends if additional work is required during the summer, prior to the submission of the School Improvement Plan.

The district leadership team, including Title I Coordinators and Differentiated Accountability staff will assist with the implementation of these strategies in schools. The Title I Evaluator, along with the district Senior Director for Assessment, Accountability and Evaluation will also assist with monitoring and evaluation of the implementation.



A) Polk County School District
District/Agency Name

B) 530-2260A-OCS01 /
Project Number

10A006
TAPS Number

C) # 1
Amendment Number

FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ 801,448.00 ✓	E) Total Project Amount resulting from this Budget Amendment \$ 840,629.00 ✓
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F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5100	120	Salaries – Classroom Teachers – Stipends for Classroom Teachers (120) for working during the summer when off contract in a Credit Recovery Program for schools in need of improvement		88,432.00	
5100	130	Salaries – Stipends for Other Certified Personnel - Resource Teachers (40) for working during the summer when off contract in a Credit Recovery Program for schools in need of improvement		30,000.00	
5100	140	Salaries – Permanent Substitutes - Stipends for Permanent Substitute Teachers (6) for working during the summer in a Credit Recovery Program for schools in need of improvement.		5,000.00	
5100	150	Salaries – Paraprofessionals - Stipends for Classroom Paraprofessionals (9) for working during the summer in a Credit Recovery Program for schools in need of improvement.		8,640.00	
5100	210	Retirement – Instruction – for employees Working in the Credit Recovery Program		13,010.00	
5100	220	Social Security – Instruction – for employees Working in the Credit Recovery Program		10,104.00	
5100	240	Worker's Compensation – Instruction – for Employees working in the Credit Recovery Program		1,665.00	
5100	360	225 Site Licenses for internet use for 9 Middle Schools that are in need of improvement		80,840.00	
				Total	Total



A) Polk County School District
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Project Number

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Amendment Number

FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved	E) Total Project Amount resulting from this Budget Amendment
\$ 801,448.00	\$ 840,629.00

F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5100	510	Supplies – Expenditures for consumable supplies that are needed for the development		92,555.00	
		of phonemic awareness, phonics, fluency vocabulary and oral language, placement tests.			
		in-program tests, reading mastery lessons (SRA Program), headsets, software-SMART classrooms			
5100	643	Instructional Computer –related hardware with a cost of more than 750.00 – laptops (26) and		197,010.00	
		specialized carts that house, charge and update laptops at the end of each day after use			
5100	644	Instructional Computer –related hardware with a cost of more than 250.00 but less than 750.00 -		8,406.00	
		wireless access points to be used with laptops			
5100	692	Instructional Software — Microsoft Office Suite for 26 laptop computers		5,705.00	
		to be used for SMART classrooms			
6120	130	Other Certified Instructional Personnel – Guidance Counselors to counsel and encourage			488,670.00
		students to graduate in the middle schools that are in need of improvement			
6120	210	Retirement – Retirement benefits for Guidance Counselors			48,134.00
6120	220	Social Security – Social Security benefits for Guidance Counselors			37,383.00
6120	231	Health and Hospitalization – Health Insurance for Guidance Counselors			47,385.00
6120	232	Life Insurance for Guidance Counselors			270.00

Total

Total



A) Polk County School District
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FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ 801,448.00	E) Total Project Amount resulting from this Budget Amendment \$ 840,629.00
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F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
6120	240	Worker's Compensation – Worker's Compensation for Guidance Counselors			6,157.00
6300	120	Curriculum Development – Stipends for Classroom Teachers (362) working off contract		80,000.00	
		hours for school improvement planning for schools in need of improvement			
6300	130	Curriculum Development – Stipends for Other Certified Personnel (13) working off contract		3,000.00	
		hours for school improvement planning for schools in need of improvement - (Resource Teachers)			
6300	140	Curriculum Development – Stipends for Permanent Substitutes (4) working off contract		938.00	
		hours for school improvement planning for schools in need of improvement			
6300	210	Retirement - Retirement benefits for employees working on school improvement		8,268.00	
		planning for schools in need of improvement.			
6300	220	Social Security - Social Security benefits for employees working on school improvement		6,422.00	
		planning for schools in need of improvement.			
6300	240	Worker's Compensation - Worker's Compensation benefits for employees		1,058.00	
		working on school improvement planning for schools in need of improvement.			
6400	120	Staff Development – In-service stipends for Classroom Teachers (10) being trained		314.00	
		to implement a Credit Recovery Program for schools in need of improvement.			
				Total	Total



A) Polk County School District
District/Agency Name

B) 530-2260A-OCS01
Project Number

10A006
TAPS Number

C) # 1
Amendment Number

FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ 801,448.00	E) Total Project Amount resulting from this Budget Amendment \$ 840,629.00
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F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
6400	130	Staff Development – In-service stipends for Other Certified Personnel (2.5) being trained to implement a Credit Recovery Program for schools in need of improvement - (Resource Teachers)			300.00
6400	140	Staff Development – In-service stipends for Permanent Substitutes (1.5) being trained to implement a Credit Recovery Program for schools in need of improvement			150.00
6400	220	Social Security – Social Security benefits for employees being trained to use the Credit Recovery Program			173.00
6400	240	Worker's Compensation – Worker's Compensation benefits for employees being trained to use the Credit Recovery Program			25.00
6400	310	Staff Development – Contracted Services – Consultant Fees for Kagan Coaching – 13 days		22,400.00	
6400	750	Other Personnel Services – Payment for Substitutes (12.5) used while teachers are being trained to use the Credit Recovery Program			2,120.00
7200	790	Miscellaneous Expense – Indirect Cost of 2.93% for the School Improvement Grant			5,695.00
7300	110	Salaries – School Administrators – Stipends for Assistant Principals (13) for working during the summer when off contract in a Credit Recovery Program for schools in need of improvement		10,000.00	
				Total	Total



10A006
TAPS Number

FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved	E) Total Project Amount resulting from this Budget Amendment
\$ 801,448.00 ✓	\$ 840,629.00 ✓

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
7300	210	Retirement – Administrative – for employees Working in the Credit Recovery Program		985.00	
7300	220	Social Security – Administrative – for employees Working in the Credit Recovery Program		765.00	
7300	240	Worker's Compensation – Administrative– for Employees working in the Credit Recovery Program		126.00	
				675,643.00	636,462.00

Total



A) Polk County School District
District/Agency Name

B) 530-2260S-OCZ01 /
Project Number

10AR06
TAPS Number

C) # 1
Amendment Number

FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ 596,174.00 ✓	E) Total Project Amount resulting from this Budget Amendment \$ 617,148.00 ✓
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F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5100	510	Supplies – Consumable expenditures for the purchase of scientifically research based			22,427.00
		Voyager materials to use with low performing students requiring academic intervention.			
5500	120	Classroom Teachers - Four Pre Kindergarten teachers assigned to schools in need of improvement to give direct instruction to students.			184,591.00
5500	210	Retirement – Retirement benefits for Pre Kindergarten teachers assigned to schools in need of improvement.			18,182.00
5500	220	Social Security – Social Security benefits for Pre Kindergarten teachers assigned to schools in need of improvement.			14,121.00
5500	231	Health and Hospitalization – Health Insurance for Pre Kindergarten teachers assigned to schools in need of improvement.			21,060.00
5500	232	Life Insurance – Life Insurance for Pre Kindergarten teachers assigned to schools in need of improvement.			120.00
5500	240	Workers Compensation – Workers Compensation for Pre Kindergarten teachers assigned to schools in need of improvement.			2,326.00
				Total	Total



A) Polk County School District
District/Agency Name

B) 530-2260S-OCZ01 /
Project Number

10AR06
TAPS Number

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FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved	E) Total Project Amount resulting from this Budget Amendment
\$ 596,174.00	\$ 617,148.00

F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
6300	130	Other Certified Instructional Personnel – Three Curriculum Coordinators to monitor			181,134.00
		progress and align curriculum and coordinate English Language Learners curriculum.			
6300	210	Retirement – Retirement benefits for Curriculum Coordinators			17,842.00
6300	220	Social Security – Social Security benefits for Curriculum Coordinators			13,857.00
6300	231	Health and Hospitalization – Health Insurance for Curriculum Coordinators			15,795.00
6300	232	Life Insurance – Life Insurance for Curriculum Coordinators			90.00
6300	240	Workers Compensation – Workers compensation for Curriculum Coordinators			2,282.00
6400	120	In-service Stipends for Staff Development - Classroom Teachers		80,578.00	
6400	130	In-service Stipends for Staff Development - Other Certified Personnel-Resource Teachers		22,000.00	
6400	140	In-service Stipends for Staff Development - Permanent Substitute Teachers		10,129.00	
6400	210	Retirement – Retirement benefits for Staff Development used for permanent substitutes		13.00	
6400	220	Social Security – Social Security benefits used while teachers are being trained.		6,655.00	
6400	240	Workers Compensation – Workers Compensation benefits used while teachers are being trained.		1,096.00	
				Total	Total



A) Polk County School District
District/Agency Name

B) 530-2260S-OCZ01
Project Number

10AR06
TAPS Number

c) _____ # 1
Amendment Number

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET AMENDMENT NARRATIVE FORM**

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\$ 596,174.00 ✓	\$ 617,148.00 ✓

F) Line Item Description

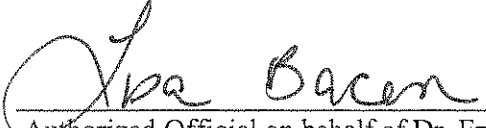
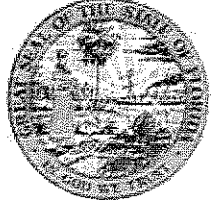
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
6400	310	Professional and Technical Services – Data Coaching and Consultants provided to schools that are in need of improvement.		294,050.00	
		Summer Promise Math and Science Training, and Learning Focused Solutions Sessions			
6400	360	Staff Development Facility Rental for Training Purposes		500.00	
6400	510	Supplies – Staff Development Supplies that will be used for staff development. Math manipulatives, books for science and math, books for Learning Focused Solutions training (consumable supplementary materials)		132,441.00	
6400	750	Staff Development Substitutes used for In-service training for teachers			22,989.00
7200	790	Miscellaneous Expenses – Indirect Cost 2.93%			9,672.00
				547,462.00 ✓	526,488.00 ✓

Total

Total



**Florida Department of Education
Project Award Notification**

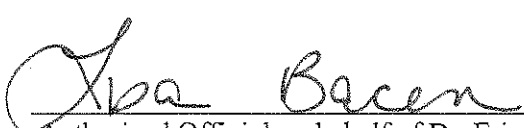

1 PROJECT RECIPIENT Polk County School District	2 PROJECT NUMBER 530-2260A-0CS01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative TAPS 10A006	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 09/04/2009 - 09/30/2010 Program Period: 09/04/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 801,448.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 801,448.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 09/30/2010 Date that all obligations are to be liquidated and final disbursement reports submitted: 11/20/2010 Last date for receipt of proposed budget and program amendments: 09/30/2010 Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	11 DOE FISCAL DATA DBS: 40 90 20 EO: 9A Object: 720036
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  _____ Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="text-align: center;"> 9/29/09 _____ Date of Signing </div> <div style="text-align: center;">  </div> </div>	

DOE-200
Revised 02/05

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 Polk County School District	2 PROJECT NUMBER 530-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted <p style="text-align: right;">TAPS 10AR06</p>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 09/04/2009 - 09/30/2010 Program Period: 09/04/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 596,174.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 596,174.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u> Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	11 DOE FISCAL DATA DBS: 40 90 20 EO: TX Object: 720036
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. In addition, the sub-recipient must comply with all expenditure, transparency, accountability, and reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA), ARRA regulations, and the ARRA specific assurances agreed to in the application for ARRA funds. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
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>9/29/09</u> _____ Date of Signing </div> <div style="text-align: right;">  </div> </div>	

DOE-200
Revised 02/05

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

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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 NUMBERS: 1. 10A006 2. 10A005 3. 10AR06 4. 10AR05			
Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Name and Address of Eligible Applicant: <div style="text-align: center;"> Polk PO BOX 391 BARTOW, FL 33831 </div>		DOE USE ONLY Date Received: 2009 SEP-4 PM 1:22
B) Applicant Contact Information			
Contact Name: First Name: Rhonda MI: Last Name: Ashley		Mailing Address: PO BOX 391 City: BARTOW State: FL Zip: 33831	
Telephone Number: 863-534-0647		Ext:	
Fax Number: 863-534-7496		E-mail Address: rhonda.ashley@polk-fl.net	
Title I School Improvement Initiative [1003(a)] Project Number: 530-2260A-0CS01 Total Funds Requested: \$801448.00 <i>#801,448.00</i>	Title I School Improvement Initiative [1003(a)] ARRA Project Number: 530-2260S-0CZS1 <i>00201</i> Total Funds Requested: \$596174.00 <i>#596,174.00</i>	Title I School Improvement Fund [1003(g)] Project Number: 530-1260A-0CS01 Total Funds Requested: \$0.00	Title I School Improvement Fund [1003(g)] ARRA Project Number: 530-1260S-0CZS1 Total Funds Requested: \$0.00
CERTIFICATION			
I (first name) Gail F. (last name) McKinzie 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) <u><i>Gail F. McKinzie</i></u> Signature of Agency Head			

Save

DOE 100A



Dr. Eric J. Smith, Commissioner

FLORIDA DEPARTMENT OF EDUCATION BUDGET DESCRIPTION FORM - School Improvement Initiative

A) NAME OF ELIGIBLE RECIPIENT: Polk

B) Project Number (DOE USE ONLY): 530-2260A-0CS01

C) TAPS Number
10A006

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	510	<u>Supplies</u> Expenditures for consumable supplies that are needed for the development of phonemic awareness, phonics, fluency, vocabulary and oral language; placement tests, in-program tests, reading mastery lessons (SRA program)	0.000	145003.00
6120	130	<u>Other Certified Instructional Personnel</u> Guidance Counselors to counsel and encourage students to graduate in the middle schools that are in need of improvement.	9.000	488670.00
6120	210	<u>Retirement</u> Retirement benefits for Guidance Counselors	0.000	48134.00
6120	220	<u>Social Security</u> Social Security benefits for Guidance Counselors	0.000	37383.00
6120	231	<u>Health and Hospitalization</u> Health Insurance for Guidance Counselors	0.000	47385.00
6120	232	<u>Life Insurance</u> Life Insurance for Guidance Counselors	0.000	270.00
6120	240	<u>Workers Compensation</u> Workers Compensation benefits for Guidance Counselors	0.000	6157.00
6400	120	<u>Classroom Teachers</u> Stipends for classroom teachers to be trained to use the SRA program for students that are in the schools that are in need of improvement.	0.000	610.00
6400	130	<u>Other Certified Instructional Personnel</u> Stipends for program facilitators and other certified employees to be trained to use the SRA program for students that are in the schools that are in need of improvement.	0.000	500.00
6400	140	<u>Substitute Teachers</u> Stipends for permanent substitute teachers to be trained to use the SRA program for students that are in the schools that are in need of improvement.	0.000	250.00
6400	220	<u>Social Security</u> Social Security benefits for employees being trained to use SRA.	0.000	349.00
6400	240	<u>Workers Compensation</u> Workers Compensation benefits for employees being trained to use SRA.	0.000	54.00
6400	750	<u>Other Personal Services</u> Payment for substitutes used while school employees are trained to use the SRA program.	0.000	3200.00
7200	790	<u>Miscellaneous Expenses</u> Indirect Cost of 2.93% for the School Improvement Grant.	0.000	23483.00

E) Total: \$801,448

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: **Polk**B) Project Number (DOE USE ONLY): **530-2260S-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	21	D	Voyager Program Supplies	5100	510	Supplies Consumable expenditures for the purchase of scientifically research based Voyager materials to use with low performing students requiring academic intervention.		0.000	0.000	0.000	22425.00
D	A	21	S	Pre K Teachers	5500	120	Classroom Teachers Four Pre Kindergarten teachers assigned to schools in need of improvement to give direct instruction to students.	55052	0.000	4.000	0.000	184591.00
D	A	21	S	Retirement for Pre K Teachers	5500	210	Retirement Retirement benefits for Pre Kindergarten teachers assigned to schools in need of improvement.		0.000	0.000	0.000	18182.00
D	A	21	S	Social Security for Pre K Teachers	5500	220	Social Security Social Security benefits for Pre Kindergarten teachers assigned to schools in need of improvement.		0.000	0.000	0.000	14121.00
D	A	21	S	Health Insurance for Pre K Teachers	5500	231	Health and Hospitalization Health Insurance for Pre Kindergarten teachers assigned to schools in need of improvement.		0.000	0.000	0.000	21060.00
D	A	21	S	Life Insurance for Pre K Teachers	5500	232	Life Insurance Life Insurance for Pre Kindergarten teachers assigned to schools in need of improvement.		0.000	0.000	0.000	120.00
D	A	21	S	Workers Compensation for Pre K Teachers	5500	240	Workers Compensation Workers Compensation benefits for Pre Kindergarten teachers assigned to schools in need of improvement.		0.000	0.000	0.000	2326.00
C3	A	8	S	Curriculum Coordinator Salaries	6300	130	Other Certified Instructional Personnel Three Curriculum Coordinators to monitor progress and align curriculum and coordinate English Language Learners (ELL) curriculum.	63008	0.000	3.000	0.000	181134.00
C3	A	8	S	Curriculum Coordinator Retirement	6300	210	Retirement Retirement benefits for Curriculum Coordinators		0.000	0.000	0.000	17842.00
C3	A	8	S	Curriculum Coordinator Social Security	6300	220	Social Security Social Security benefits for Curriculum Coordinators		0.000	0.000	0.000	13857.00
C3	A	8	S	Curriculum Coordinator Health Insurance	6300	231	Health and Hospitalization Health Insurance for Curriculum Coordinators		0.000	0.000	0.000	15795.00
C3	A	8	S	Curriculum Coordinator Life Insurance	6300	232	Life Insurance Life Insurance for Curriculum Coordinators		0.000	0.000	0.000	90.00
C3	A	8	S	Curriculum Coordinator Workers Compensation	6300	240	Workers Compensation Workers Compensation for Curriculum Coordinators		0.000	0.000	0.000	2282.00
D	A	8	D	Social Security Benefits for Substitutes	6400	220	Social Security Social Security benefits for substitutes used while classroom teachers are being trained to use Voyager materials		0.000	0.000	0.000	1958.00
D	A	8	D	Workers Compensation Benefits for Substitutes	6400	240	Workers Compensation Workers compensation benefits for substitutes used while classroom teachers are being trained to use Voyager materials		0.000	0.000	0.000	323.00
D	B4	19	S	Learning Focused Solutions Data Coaching	6400	310	Professional and Technical Services Data Coaching provided by Learning Focused Solutions for all schools that are in need of improvement and are using LFS to increase student achievement.		0.000	0.000	0.000	57000.00
D	A	8	D	Pay for Substitute Teachers	6400	750	Other Personal Services Payment for substitutes used while classroom teachers are being trained to use Voyager materials		0.000	0.000	0.000	25600.00
D	C	21	D	Indirect Cost	7200	790	Miscellaneous Expenses Indirect Cost of 2.93%		0.000	0.000	0.000	17468.00

E) Total: \$596,174

DOE 101-R
Created 3/09

Dr. Eric J. Smith, Commissioner

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION - School Improvement Initiative			
TAPS NUMBERS: 1. 10A006 2. 10A005 3. 10AR06 4. 10AR05			
Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Name and Address of Eligible Applicant: <div style="text-align: center;"> Polk PO BOX 391 BARTOW, FL 33831 </div>		DOE USE ONLY Date Received: SEP-4 PM 1:22
B) Applicant Contact Information			
Contact Name: First Name: Rhonda MI: Last Name: Ashley		Mailing Address: PO BOX 391 City: BARTOW State: FL Zip: 33831	
Telephone Number: 863-534-0647		Ext:	
Fax Number: 863-534-7496		E-mail Address: rhonda.ashley@polk-fl.net	
Title I School Improvement Initiative [1003(a)] Project Number: 530-2260A-0CS01 Total Funds Requested: \$801448.00	Title I School Improvement Initiative [1003(a)] ARRA Project Number: 530-2260S-0CZS1 <div style="text-align: center;">00201</div> Total Funds Requested: \$596174.00	Title I School Improvement Fund [1003(g)] Project Number: 530-1260A-0CS01 Total Funds Requested: \$0.00	Title I School Improvement Fund [1003(g)] ARRA Project Number: 530-1260S-0CZS1 Total Funds Requested: \$0.00
CERTIFICATION			
I (first name) Gail F. (last name) McKinzie 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) <u>Gail F. McKinzie</u> Signature of Agency Head			
<input type="button" value="Save"/>			

DOE 100A



Dr. Eric J. Smith, Commissioner

Title I, Part A School Improvement Grants POLK

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: <div style="text-align: center;"> Polk PO BOX 391 BARTOW, FL 33831 </div>	DOE USE ONLY Date Received
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B) Applicant Contact Information	
Contact Name: First Name: Rhonda MI: Last Name: Ashley	Mailing Address: PO BOX 391 City: BARTOW State: FL Zip: 33831
Telephone Number: 863-534-0647	Ext:
Fax Number: 863-534-7496	E-mail Address: rhonda.ashley@polk-fl.net

Title I School Improvement Initiative [1003(a)]	Title I School Improvement Initiative [1003(a)] ARRA	Title I School Improvement Fund [1003(g)]	Title I School Improvement [1003(g)] ARRA
Project Number: 530-2260A-0CS01	Project Number: 530-2260S-0CZS1	Project Number: 530-1260A-0CS01	Project Number: 530-1260S-0CZS1
Total Funds Requested: \$801,448.00	Total Funds Requested: \$596,174.00	Total Funds Requested: \$0.00	Total Funds Requested: \$0.00

CERTIFICATION

I **Gail F. McKinzie** 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. 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

1781	DUNDEE ELEMENTARY SCHOOL	84.82	Correct II	6	3610.08	0.00	0.00	0.00
1811	CLARENCE BOSWELL ELEM. SCHOOL	76.44	Correct I	4	2848.32	0.00	0.00	0.00
1841	R. CLEM CHURCHWELL ELEMENTARY	65.08	Correct II	4	3734.28	0.00	0.00	0.00
1851	DR. N. E. ROBERTS ELEMENTARY	60.88	Prevent I	1	3427.92	0.00	0.00	0.00
1901	SOCRUM ELEMENTARY SCHOOL	72.99	Prevent I	2	3312.00	0.00	0.00	0.00
1921	BEN HILL GRIFFIN JR ELEM SCHL	78.28	Correct I	6	2566.80	0.00	0.00	0.00
1941	LOUGHMAN OAKS ELEMENTARY SCHL	77.31	Correct I	6	4852.08	0.00	0.00	0.00
1971	SLEEPY HILL MIDDLE SCHOOL	76.88	Correct II	3	97348.02	0.00	0.00	0.00
1981	DUNDEE RIDGE MIDDLE SCHOOL	85.70	Correct II	3	86978.87	0.00	0.00	0.00

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: To support School Improvement Planning, the Polk District Accountability office provides Principals with an overview of SIP requirements and relevant trend data during the summer. Title I coordinators schedule team planning meetings for all Title I schools, including SINI schools in the Prevent I and Correct I Differentiated Accountability categories, to help with the Comprehensive Needs Assessment process for each school and to provide support for SIP teams as they develop each school's plan. All required materials are assembled, assistance with data analysis is provided, and guidance is offered to each school's SIP development team in the area(s) of need.

The Polk Office of Accountability manages a Peer Review process that ensures that each School Improvement Plan is reviewed by members of a leadership team in another Title I school. Feedback is provided to the school submitting the plan, and an opportunity to revise the plan is provided. This level of scrutiny and support provides feedback for Prevent I and Correct I schools. The School Improvement Plans from all Correct II schools are also reviewed by a District team of instructional leaders, curriculum experts, and instructional support facilitators. The feedback from this review ensures the highest quality standards for the School Improvement planning carried out in Prevent II and Correct II schools.

Some FCIM training has been provided for both leadership teams and teachers in Prevent II and Correct II schools. Additional training will be scheduled to support all Title I schools placed in Differentiated Accountability categories.

LFS monitoring: A baseline assessment using a self-assessment of LFS strategy implementation, the Learning Focused Implementation Tool (LFIT), is being collected from each school during the first month of the 2009-2010 school year. This baseline will provide a foundation for self-monitoring of strategy implementation within each school by tracking progress in implementation throughout the year.

Title I established new positions for a Senior Director of School Improvement for elementary schools and a Principal on Assignment for School Improvement for Middle schools to provide School Improvement coaching for Title I Prevent II and Correct II schools.

In addition, Senior Directors for elementary and middle schools have assumed additional management responsibilities and authority at SINI schools, in particular Correct I and Prevent I. The additional oversight for Prevent II and Correct II schools will be undertaken by the Principal on Assignment and Senior Director of School Improvement. The K-12 Reading Department conducts Fidelity reviews for reading instruction in schools at least two times each year. Title I Program coordinators provide support to schools to monitor SIP implementation, LFS implementation, and effective use of Title I resources throughout the year. Data Day (September 21) will be extended into a year-long emphasis on effective use of student achievement data by teachers to focus instruction according to identified needs.

Max Thompson, Director of Learning Focused Solutions, has contracted with the District to support and monitor 17 Prevent II and Correct II schools throughout the year. This will be implemented as a focused intervention for each school's leadership team. Max Thompson will visit and review each school monthly, will make recommendations, and develop Action Plans for which each school will be held responsible. Through LFS, Cecilia Garcia will provide data coaching to each of the 17 schools to support the development of effective practice in analyzing data to focus needed instructional changes.

Focused Solutions (LFS) in implementing strategies in their classrooms like summarizing, extending thinking skills, vocabulary in context, graphic organizers, and non-verbal representations. The positive impact on learning of specific high-yield instructional strategies has been documented in meta-analysis by Marzano (1998).

However, classroom monitoring efforts at the district level as well as systematic classroom observations at the school level have revealed significant disparity among teachers within each school in the effective use of student data to inform instructional planning. Documentation of this disparity in consistent use of data to plan targeted instruction has been drawn from reports from monitoring visits made by District supervisors and curriculum support personnel that were consistent with the feedback reports generated in schools during classroom monitoring by school administrators. Support and structure for teachers in effective and informative data analysis will enable them to use data effectively to target student's learning needs, to increase the capacity of teachers and SINI schools to meet the learning needs of students, and to impact this root cause of student performance deficits in Polk's SINI schools.

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

Response: This Data Coaching will directly target instructional leaders at low performing Prevent II and Correct II schools. Through the Instructional leadership at each school, all teachers in these SINI schools will receive support to develop data analysis and use strategies. The results of effective data use will impact students as instruction is tailored to meet their specific learning needs.

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

Response: This is a "New Strategy" in Polk County that is designed to support the effective use of Learning Focused Strategies (LFS) to deliver targeted instruction. The Polk County School District uses Title I Part A and Title II funds to support extensive professional development for all teachers in LFS. Using state and local funds, the Polk County School District has developed IDEAS, an integrated database of student assessment data which provides direct access to student data for the teachers of those students and 'how-to' support for accessing those data stores. General data training is available to schools and teachers through the district Accountability office (state and local funds) and the Title I Evaluation Coordinator (Title I Part A funds). This Data Coaching will go beyond data access to provide a framework for teachers to effectively use the data in instructional planning.

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: Data Coaching will take place in schools in anticipation of monthly coaching and monitoring visits from Dr. Max Thompson who is working directly with the identified schools to turn around their student academic performance trends. Data Coaching visits at each school will continue from September, 2009 through March, 2010. The resultant process of ongoing data analysis and use of that analysis by teachers to target instruction will continue on a regular basis throughout the school year using the vehicle of grade level Professional Learning Communities that meet at least weekly.

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

Response: Dr. Max Thompson will monitor the process and outcomes of the Data Coaching in the 14 selected schools in conjunction with Debra Edmiston, Senior Coordinator for School Improvement for Elementary Schools, and Eileen Castle, Principal on Assignment for School Improvement for Middle Schools.

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:

II

1a. Identify the Need: Title I SINI schools have a large proportion of K-2 students performing below grade level in Reading

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

Response: SAT 10 Reading results in 2009: 48% of students in Grades 1 and 2 scored below the 40th percentile

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

- COMBEE ELEMENTARY SCHOOL
- CRYSTAL LAKE ELEMENTARY SCHOOL
- PHILIP O'BRIEN ELEMENTARY SCHOOL
- NORTH LAKELAND ELEMENTARY SCHL
- SOUTHWEST ELEMENTARY SCHOOL
- ALTA VISTA ELEMENTARY SCHOOL
- ELBERT ELEMENTARY SCHOOL
- FRED G. GARNER ELEMENTARY SCHL
- INWOOD ELEMENTARY SCHOOL
- JOHN SNIVELY ELEM. SCHL/CHOICE
- WAHNETA ELEMENTARY SCHOOL
- LEWIS ANNA WOODBURY ELEMENTARY SCHOOL
- LENA VISTA ELEMENTARY SCHOOL
- AUBURNDALE CENTRAL ELEMENTARY
- WALTER CALDWELL ELEM. SCHOOL
- FLORAL AVENUE ELEMENTARY SCHL
- GIBBONS STREET ELEMENTARY SCHOOL
- ALTURAS ELEMENTARY SCHOOL
- PURCELL ELEMENTARY SCHOOL
- KINGSFORD ELEMENTARY SCHOOL
- KATHLEEN ELEMENTARY SCHOOL
- GRIFFIN ELEMENTARY SCHOOL
- JESSE KEEN ELEMENTARY SCHOOL
- WINSTON ELEMENTARY SCHOOL
- FROSTPROOF ELEMENTARY SCHOOL
- POLK AVENUE ELEMENTARY SCHOOL
- HILLCREST ELEMENTARY SCHOOL
- SPOOK HILL ELEMENTARY SCHOOL
- JANIE HOWARD WILSON SCHOOL
- EDGAR L. PADGETT ELEMENTARY
- OSCAR J. POPE ELEMENTARY SCHOOL
- EAGLE LAKE ELEMENTARY SCHOOL
- PINWOOD ELEMENTARY SCHOOL
- JAMES E. STEPHENS ELEM. SCHOOL
- DUNDEE ELEMENTARY SCHOOL
- CLARENCE BOSWELL ELEM. SCHOOL
- R. CLEM CHURCHWELL ELEMENTARY
- DR. N. E. ROBERTS ELEMENTARY
- SOCRUM ELEMENTARY SCHOOL
- BEN HILL GRIFFIN JR ELEM SCHL
- LOUGHMAN OAKS ELEMENTARY SCHL

Response: This is a New Strategy/program being implemented in SINI schools in Polk County. Significant progress has been made to ensure that highly qualified teachers are in place in all District schools to support the effective teaching of reading. This purchase will help equip a group of primary grade teachers with curriculum materials designed to address the reading needs of their most struggling students. These materials will provide this intervention for SINI schools in Polk County with the greatest learning needs among their students.

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: Small Group instruction will occur daily for thirty minutes beginning upon receipt of the SRA Instructional materials and delivery of preparatory teacher training (anticipated by October 1, 2009).

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

Response: Paula Leftwich, Ph.D., Senior Director of K-12 Reading and Julie Noel, Senior Coordinator of Elementary Reading, will coordinate and monitor the implementation of this program in Title I SINI elementary schools.

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

Response: FAIR will be used to monitor progress of all students served in Reading during the course of the school year. In addition, teachers will use SRA placement tests to identify appropriate instruction for individual students, and will use feedback from assessment and observation tools integrated into program components to monitor each student's learning progress.

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

Response: FAIR will be administered 3 times a year with Ongoing Progress Monitoring continuing every 20 days for those students receiving supplemental and Intensive interventions in Reading. SRA Reading Mastery Signature provides integrated program tests every 5 to 10 lessons, depending on the level of the program. These tests monitor student mastery of phonemic awareness, phonics, fluency, vocabulary and comprehension.

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

Response: SRA activities will supplement reading interventions already in place for students who have a history of low academic performance. It will provide an additional intensive intervention for students in need at Schools in Need of Improvement (SINI). SES tutoring efforts will use different time periods and different materials to support student learning. This purchase will supplement other materials provided by the district. The K-12 Reading Department maintains a list of materials approved for use to support reading instruction and monitors the implementation of those that are purchased.

6. Strategic Imperative this strategy addresses: 1.1

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

Reading

Strategies to Be Implemented

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

1a. Identify the Need: Elementary Title I SINI schools receive many Kindergarten students with a low rate of readiness

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

Response: FLKRS results in 2008: 31% of new students were not yet demonstrating initial Kindergarten skills

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

- ALTA VISTA ELEMENTARY SCHOOL
- LEWIS ANNA WOODBURY ELEMENTARY SCHOOL
- ALTURAS ELEMENTARY SCHOOL
- EDGAR L. PADGETT ELEMENTARY
- JAMES E. STEPHENS ELEM. SCHOOL
- DUNDEE ELEMENTARY SCHOOL
- R. CLEM CHURCHWELL ELEMENTARY

1d. Name of strategy

Response: Four Pre-K teachers to expand capacity to serve Pre-K students in SINI schools

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

Response: Four additional Highly Qualified Pre-K teachers will be placed into each of seven classrooms to improve the quality of teaching for Pre-K students and to model successful teaching strategies for the CDA's currently assigned to these classes. Three of the teachers will provide a half day of instruction at each of two schools, and the fourth teacher will provide instruction at Lewis Anna Woodbury for the full day. The purpose of this placement is to expand the capacity of the Pre-K program at identified sites to meet the learning needs of the children attending Pre-K at each SINI school.

Effectiveness research: Research done by R. J. Marzano (2004) and his colleagues points out that instruction that constructs prior knowledge for students leads to long-term improved academic performance. According to a Showers study on peer coaching (1984), coached teachers were more likely than non-coached peers to transfer newly acquired teaching practices into classroom use. Also, coaching contributed significantly to higher student achievement scores as measured by a concept attainment measure.

Marzano, R. J. (2004). Building background knowledge for academic achievement: Research on what works in schools. Alexandria, VA: ACSD

Showers, B. (1984). Peer coaching: A strategy for facilitating transfer of training. Eugene, OR: Centre for Educational Policy and Management.

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

Response: Students who start with a low readiness rate are more likely to be performing below Achievement Level 3 when they reach 3rd grade. High quality Pre-K instruction can provide

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:

IV

1a. Identify the Need: Title I SINI have a large proportion of students in gr. 3-7 performing below grade level in reading

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

Response: FCAT Reading results in 2009: 44% of students in Grades 3 - 7 scored below Achievement Level 3

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

- COMBEE ELEMENTARY SCHOOL
- CRYSTAL LAKE ELEMENTARY SCHOOL
- PHILIP O'BRIEN ELEMENTARY SCHOOL
- NORTH LAKELAND ELEMENTARY SCHL
- SOUTHWEST ELEMENTARY SCHOOL
- SHELLEY S. BOONE MIDDLE SCHOOL
- ALTA VISTA ELEMENTARY SCHOOL
- WESTWOOD MIDDLE SCHOOL
- ELBERT ELEMENTARY SCHOOL
- FRED G. GARNER ELEMENTARY SCHL
- INWOOD ELEMENTARY SCHOOL
- JOHN SNIVELY ELEM. SCHL/CHOICE
- WAHNETA ELEMENTARY SCHOOL
- LEWIS ANNA WOODBURY ELEMENTARY SCHOOL
- LENA VISTA ELEMENTARY SCHOOL
- AUBURNDALE CENTRAL ELEMENTARY
- WALTER CALDWELL ELEM. SCHOOL
- COMPASS MIDDLE CHARTER SCHOOL
- FLORAL AVENUE ELEMENTARY SCHL
- GIBBONS STREET ELEMENTARY SCHOOL
- ALTURAS ELEMENTARY SCHOOL
- PURCELL ELEMENTARY SCHOOL
- KINGSFORD ELEMENTARY SCHOOL
- KATHLEEN MIDDLE SCHOOL
- KATHLEEN ELEMENTARY SCHOOL
- GRIFFIN ELEMENTARY SCHOOL
- JESSE KEEN ELEMENTARY SCHOOL
- WINSTON ELEMENTARY SCHOOL
- FROSTPROOF ELEMENTARY SCHOOL
- MCLAUGHLIN MIDDLE SCHOOL
- POLK AVENUE ELEMENTARY SCHOOL
- HILLCREST ELEMENTARY SCHOOL
- SPOOK HILL ELEMENTARY SCHOOL
- JANIE HOWARD WILSON SCHOOL
- EDGAR L. PADGETT ELEMENTARY
- CRYSTAL LAKE MIDDLE SCHOOL
- OSCAR J. POPE ELEMENTARY SCHOOL
- LAKE ALFRED-ADDAIR MIDDLE SCHOOL
- EAGLE LAKE ELEMENTARY SCHOOL
- PINWOOD ELEMENTARY SCHOOL
- JAMES E. STEPHENS ELEM. SCHOOL
- DUNDEE ELEMENTARY SCHOOL

- CLARENCE BOSWELL ELEM. SCHOOL
- R. CLEM CHURCHWELL ELEMENTARY
- DR. N. E. ROBERTS ELEMENTARY
- SOCRUM ELEMENTARY SCHOOL
- BEN HILL GRIFFIN JR ELEM SCHL
- LOUGHMAN OAKS ELEMENTARY SCHL
- SLEEPY HILL MIDDLE SCHOOL
- DUNDEE RIDGE MIDDLE SCHOOL

1d. Name of strategy

Response: Implementing Voyager Passport and Passport Reading Journeys in Grades 3-7

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

Response: Voyager Passport Reading and Passport Reading Journeys provide supplemental reading interventions that promote explicit instruction to help students who are struggling readers move toward proficiency. Students whose reading performance is weaker than their peers need extra time and intense focused instruction to make significant improvements in reading (Torgeson, 2002). This intervention will support vocabulary, comprehension, and fluency instruction, to support those students who have failed to achieve at grade level, providing tools to implement differentiated instruction effectively. As low performing students' learning needs are addressed, the performance of subgroups on FCAT will be impacted.

This intervention program responds to the specific needs of each low performing student served in order to promote significant improvement in reading. Teacher kits and Student packs will be provided or replenished at the 3rd, 4th, and 5th grade levels in 41 elementary schools and at the 6th and 7th grade levels in 9 middle schools. Voyager Passport focuses on the critical components of reading instruction (phonemic awareness, phonics, vocabulary, fluency, and comprehension) to build skills that need further development in low performing readers.

A study completed in Manatee County in 2007 where 713 struggling students who participated in Voyager Passport showed significant gains in oral reading fluency as measured by the DIBELS™ Oral Reading Fluency assessment provides evidence of program effectiveness. (http://www.voyagerlearning.com/ResearchStudyDocuments/Manatee_PP_Study.pdf) Further, a quasi-experimental study of program outcomes in Dallas Schools showed Voyager Passport to be more effective in improving reading skills of low performing students across all race and economic subgroups than traditional instruction based on student performance growth on the ITBS and the Texas Assessment of Knowledge and Skills (TAKS) in 2006 (Denson, 2008).

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

Response: Many students who struggle to read effectively at grade level need additional focused reading instruction and time to learn. The pattern of low performance in Reading in high poverty SINI schools is a root cause for the failure of these schools to meet the criteria required to meet Adequate Yearly Progress. Across all SINI schools in Polk County, an average of 45% of the students in tested grades are performing at Achievement Level 1 or Achievement Level 2 in Reading. Of the 50 SINI schools in the Polk District, 13 schools have more than 50% of their tested students who received FCAT scores below the proficiency level for their grade.

Their low performance in reading puts these students at risk for additional learning delays as they progress through the grade levels. These students need a comprehensive reading intervention in

Response: Assessment tools for monitoring are embedded in Voyager Passport Reading Journeys program. A Reading Benchmark Assessment is administered three times a year and results are used to position students properly in levels of the intervention program. Vital Indicators of Progress (VIP), an instrument comparable to DIBELS that includes standardized oral fluency probes, is used to provide progress information for individual students.

Comprehension and Vocabulary Assessments are criterion-referenced instruments that occur consistently throughout the reading program at the end of Expeditions to provide progress information on comprehension for students and teachers.

In addition, the program provides continuous feedback to help each student make a self-assessment of reading progress.

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

Response: Benchmark Assessments and VIP Assessments are administered three times a year. Comprehension and Vocabulary Assessments are administered as progress checks at the end of each program section.

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

Response: Voyager is a supplemental Reading Intervention program that has not been made available to other schools in Polk County. This supplemental instruction will increase the amount of reading instruction received by these low performing readers and will not replace other reading instruction. Because this instruction will be implemented during the school day, there will be no conflict with school-based extended learning programs or SES tutoring.

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

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

Reading

Response: Students with a pattern of school failure often have low interest and low motivation to succeed in the classroom. The retention rate increased at the nine identified Middle schools from 2.9% in 2007-2008 to 3.6% in 2008-2009. Once low performance is established, it may be accompanied by a pattern of consistent behaviors that present barriers to learning. Students who have been retained will be older than their grade level peers. Poor performance patterns also lead to disengagement from the learning process and bring students to consider dropping out of school.

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

Response: Retained students who are older than grade level peers and students at-risk of dropping out of school are the targeted population for the services of these Guidance counselors. The work of these coaches will also have direct impact on the performance of each school when behavior and academic performance patterns are reversed for low performing, disengaged students.

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

Response: This is a "New Strategy" for Polk County Middle Schools identified as Schools In Need of Improvement. Prior to the placement of these coaches, Problem Solving/Response to Intervention/Instruction has been implemented in all Polk County middle schools directed by the RtI leadership team in each School. These guidance counselors will provide an additional layer of support for the identified SINI schools, enabling them to carry out appropriate prescribed interventions to meet the needs of their high-risk students. These coaches will work with the Supplemental Education Services personnel at each school to be sure academic needs of free and reduced-price lunch students are supported through appropriately focused tutoring needs designed to meet individual needs.

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: Guidance Counselors will interact at least weekly with each targeted student. In addition, meetings will occur as needed to support recommended interventions.

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

Response: Eileen Castle, Principal on Assignment for School Improvement in Middle Schools, will monitor the activities and efforts of the Guidance Counselors in their role as middle school graduation coaches. She will be responsible to monitor their planning to be sure that coaching efforts make progress toward the goal of re-engagement of targeted students in the learning process.

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

Response: Observations of Individual students will be recorded in logs maintained by coaches to track the progress of identified students. Progress monitoring tests at the school site will be used to track academic performance and to look for changes in student learning and engagement.

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

Response: Weekly observations will be recorded by each graduation coach relative to each targeted student. Each coach will compile a monthly report that includes test scores for Eileen Castle to track student progress and to identify components of an action plan for future

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:

VI

1a. Identify the Need: **Inadequate Progress Monitoring support, curriculum alignment, and effective ELL strategy delivery**

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

Response: LFIT Baseline report indicates needs in these three areas for support for all SINI schools

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

- COMBEE ELEMENTARY SCHOOL
- CRYSTAL LAKE ELEMENTARY SCHOOL
- PHILIP O'BRIEN ELEMENTARY SCHOOL
- NORTH LAKELAND ELEMENTARY SCHL
- SOUTHWEST ELEMENTARY SCHOOL
- SHELLEY S. BOONE MIDDLE SCHOOL
- ALTA VISTA ELEMENTARY SCHOOL
- WESTWOOD MIDDLE SCHOOL
- ELBERT ELEMENTARY SCHOOL
- FRED G. GARNER ELEMENTARY SCHL
- INWOOD ELEMENTARY SCHOOL
- JOHN SNIVELY ELEM. SCHL/CHOICE
- WAHNETA ELEMENTARY SCHOOL
- LEWIS ANNA WOODBURY ELEMENTARY SCHOOL
- LENA VISTA ELEMENTARY SCHOOL
- AUBURNDALE CENTRAL ELEMENTARY
- WALTER CALDWELL ELEM. SCHOOL
- COMPASS MIDDLE CHARTER SCHOOL
- FLORAL AVENUE ELEMENTARY SCHL
- GIBBONS STREET ELEMENTARY SCHOOL
- ALTURAS ELEMENTARY SCHOOL
- PURCELL ELEMENTARY SCHOOL
- KINGSFORD ELEMENTARY SCHOOL
- KATHLEEN MIDDLE SCHOOL
- KATHLEEN ELEMENTARY SCHOOL
- GRIFFIN ELEMENTARY SCHOOL
- JESSE KEEN ELEMENTARY SCHOOL
- WINSTON ELEMENTARY SCHOOL
- FROSTPROOF ELEMENTARY SCHOOL
- MCLAUGHLIN MIDDLE SCHOOL
- POLK AVENUE ELEMENTARY SCHOOL
- HILLCREST ELEMENTARY SCHOOL
- SPOOK HILL ELEMENTARY SCHOOL
- JANIE HOWARD WILSON SCHOOL
- EDGAR L. PADGETT ELEMENTARY
- CRYSTAL LAKE MIDDLE SCHOOL
- OSCAR J. POPE ELEMENTARY SCHOOL
- LAKE ALFRED-ADDAIR MIDDLE SCHOOL
- EAGLE LAKE ELEMENTARY SCHOOL
- PINWOOD ELEMENTARY SCHOOL
- JAMES E. STEPHENS ELEM. SCHOOL
- DUNDEE ELEMENTARY SCHOOL
- CLARENCE BOSWELL ELEM. SCHOOL

Polk County has developed excellent Curriculum Maps based on the Next Generation Sunshine State Standards to guide effective instruction in all subjects at all grade levels. These Maps require continuous maintenance and review to be sure that they effectively mirror the Standards, that the context for instructional delivery has not altered the content or skills specified, that assessments accurately reflect the content and skills addressed in the Standards, and that teaching strategies effectively support instruction that is faithful to the intent of the Standards.

The recommended Curriculum Coordinators for Progress Monitoring, Curriculum Alignment, and ELL Reading Strategies will help ensure that the information quality that supports instruction in SINI schools is adequate to support high quality teaching.

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

Response: These Curriculum Coordinators will provide support for effective instruction to all instructional leaders and teachers in all SINI schools. This support for instruction will impact learners as teachers deliver consistent quality instruction.

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

Response: This is a "New Strategy" that will build on the foundation provided by the Polk County Curriculum Maps and Timelines developed with state and local funds, Title III supports, and efforts of the District Accountability department funded with state and local funds to provide school support. Curriculum Maps have already been established, and assessments are identified consistent with the content and skills in the Maps through the efforts of District curriculum coordinators. Systems for review and refinement and relevance to classroom teaching must be established to maintain the value of the Maps to support quality instruction in SINI schools. The Curriculum Alignment Coordinator will be responsible for establishing review systems for the Curriculum Maps and supporting and training for their use by teachers in SINI schools. The ELL Reading Strategies Curriculum Coordinator will supplement and guide efforts being implemented through Title III to serve the reading needs of ELL students. The Progress Monitoring Curriculum Coordinator will support the development and cataloguing of mini-assessments to follow instructional focus lessons planned within the FCIM. Under the guidance of the Director of School Improvement for Differentiated Accountability (who is funded through Title I Part A ARRA funds), this Coordinator will also provide support to SINI schools to promote effective data analysis and use by teachers with the greatest learning needs among their students.

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

Response: These positions will be ongoing, providing a regular system of review and improvement.

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

Response: Wilma Ferrer, Director of Assessment, Accountability, and Evaluation, will be responsible for guiding the efforts of the Curriculum Coordinator for Progress Monitoring.

Eileen Castle, Principal on Assignment for School Improvement for Middle Schools, will be responsible for guiding and monitoring the activities and systems developed by the Curriculum Coordinator for Curriculum Alignment.

Paula Leftwich, Senior Director of K-12 Reading, will be responsible to direct the efforts of the Curriculum Coordinator for Strategies for English Language Learners.

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 about this School Improvement Grant application and the strategies outlined will be shared with stakeholders (school staffs, parents, school district staff, and the community) by all of the following:

- School Newsletters published monthly contain website access information with explanations for performance data and reports on many school programs and initiatives throughout the school year. These newsletters are translated into Spanish and other languages as needed at each particular school. Information in this application and the strategies planned that are relevant to each school will be provided in the monthly newsletter after the approval of the application. This notification will address parents, staff, and students. This will be a one-time notification.
- School Improvement Plans, updated at the beginning of each school year and maintained online for each school on Polk County School Board's website, are available to all stakeholders from the beginning of the school year. Title I provided School Improvement Planning sessions in late summer, 2009 where School Improvement Teams consisting of school administration, teachers, and parents reviewed and revised School Improvement Plans. The revised plan is reviewed and approved by each school's School Advisory Council which may also include participation of community members and business partners.
- Title I maintains a website linked to the Polk County School Board website that features general information, contact information, and an extensive array of parent information resources. Information about planned resources and strategies under this grant will be posted upon approval of application and be accessible continuously.
- Parents receive letters and reports detailing their student's academic progress throughout the year, and every effort is made to conference with each parent in the fall and the spring regarding student progress during the school year.
- The Title I Parent Involvement Plan is distributed to all parents and staff during October, 2009. Each Title I school holds an Annual Title I meeting for teachers and parents in the Fall, 2009 to explain Title I procedures and opportunities. When the Title I Project application to the State is reviewed locally for approval, the School Board meeting is televised.
- In addition, a variety of LEA published reports, local newspaper articles, and school-based parent outreach activities are used to communicate with parents.

These parent and community communications are translated into Spanish and Haitian-Creole most often. Other translations are made upon request.

Student and school performance outcomes and specific project and program outcomes within Title I schools will be reported to parents and other district and school stakeholders with communication tools that are translated into Spanish, Haitian-Creole, and other languages as requested. Translators will be available at school meetings throughout the year to facilitate communication with parents. Reports of individual students' FCAT scores are made available to parents on release of FCAT scores in May. In addition, school FCAT

Evaluation of Previous Year's Title I School Improvement

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

Response: The following strategies identified in the 2008-2009 School Improvement Grant application were implemented during the 2008-2009 school year. They included LFS Acquisition Lesson Development in Reading and Mathematics, Collaborative Planning for teachers, Voyager Reading Passport Journeys, and Classroom Libraries. All of these implementations were focused on building capacity at SINI schools to address the root causes of the low academic performance outcomes among students in these schools. These strategies could not be linked directly with individual student progress because they were applied to the context and set of tools used to support student learning. To get an overall measure of progress in student academic achievement attributed to the implementation of these strategies along with everything else that happened in SINI schools to promote the academic progress of children, The percent of students from these SINI schools scoring in Levels 1 or 2 on the 2009 FCAT was compared with the percent of students from the same schools scoring in Levels 1 or 2 on the 2008 FCAT. In 2008, 44.8% of the students in the 46 SINI schools who participated in the use of these School Improvement funds performed at Levels 1 or 2 on the FCAT Reading, and 43.5% of the students in the 46 SINI schools performed at Levels 1 or 2 on the FCAT. In 2009, student academic performance improved on both FCAT Reading and FCAT Math. The percent of students scoring in Level 1 or 2 had decreased to from 44.8% to 42% in Reading and the percent of students scoring in Level 1 or 2 had decreased to from 43.5% to 40.7%. Since the reported academic performance could not be attributed directly to the strategies identified in the School Improvement Grant application, each implementation process was closely monitored to ensure that maximum benefit would accrue to the schools implementing these strategies.

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

Response: Strategies could not be fully implemented prior to the 2009 FCAT testing because delivery, monitoring and training processes were still being developed into the Spring term. Model lessons developed with the LFS Acquisition Lesson Development in Reading and Mathematics strategy have been posted for all teachers to use. Teachers have begun to access and use them. Regular, structured feedback mechanisms to drive quality improvement are being established and will be continued through the 2009-2010 year. This intervention is expected to build significant capacity for improving student academic performance that will continue to be realized beyond the grant period. This is consistent with the purpose of these grant funds. Collaborative Planning for teachers was monitored by Principals in each school to be sure that planning sessions were focused and productive. For all planning sessions, teachers were required to describe the body of work they would address for the grade level team. They were also required to document the work accomplished in terms of products, such as, unit plans, focus lessons, summative and formative assessment instruments, and mini-assessments. The LEA monitoring these planning activities through reports from the Principals. Voyager Reading Passport Journeys and Classroom Libraries were purchased and were delivered to schools in February, 2009. Professional development was initiated for teachers who would use these materials with students, but there was limited time for implementation with students before the 2009 FCAT. Teacher training is currently ongoing and student participants with intensive intervention needs have been identified. These students began to participate in the Voyager Reading Passport program in the late Spring of 2009 and that participation is continuing into the 2009-2010 school year. Classroom libraries are available in designated classrooms, and teachers are reporting on level of use among students with learning needs.

FLORIDA DEPARTMENT OF EDUCATION BUDGET DESCRIPTION FORM - School Improvement Initiative

A) NAME OF ELIGIBLE RECIPIENT: Polk

B) Project Number (DOE USE ONLY): 530-2260A-0CS01

C) TAPS Number
10A006

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	510	<u>Supplies</u> Expenditures for consumable supplies that are needed for the development of phonemic awareness, phonics, fluency, vocabulary and oral language; placement tests, in-program tests, reading mastery lessons (SRA program)	0.000	145003.00
6120	130	<u>Other Certified Instructional Personnel</u> Guidance Counselors to counsel and encourage students to graduate in the middle schools that are in need of improvement.	9.000	488670.00
6120	210	<u>Retirement</u> Retirement benefits for Guidance Counselors	0.000	48134.00
6120	220	<u>Social Security</u> Social Security benefits for Guidance Counselors	0.000	37383.00
6120	231	<u>Health and Hospitalization</u> Health Insurance for Guidance Counselors	0.000	47385.00
6120	232	<u>Life Insurance</u> Life Insurance for Guidance Counselors	0.000	270.00
6120	240	<u>Workers Compensation</u> Workers Compensation benefits for Guidance Counselors	0.000	6157.00
6400	120	<u>Classroom Teachers</u> Stipends for classroom teachers to be trained to use the SRA program for students that are in the schools that are in need of improvement.	0.000	610.00
6400	130	<u>Other Certified Instructional Personnel</u> Stipends for program facilitators and other certified employees to be trained to use the SRA program for students that are in the schools that are in need of improvement.	0.000	500.00
6400	140	<u>Substitute Teachers</u> Stipends for permanent substitute teachers to be trained to use the SRA program for students that are in the schools that are in need of improvement.	0.000	250.00
6400	220	<u>Social Security</u> Social Security benefits for employees being trained to use SRA.	0.000	349.00
6400	240	<u>Workers Compensation</u> Workers Compensation benefits for employees being trained to use SRA.	0.000	54.00
6400	750	<u>Other Personal Services</u> Payment for substitutes used while school employees are trained to use the SRA program.	0.000	3200.00
7200	790	<u>Miscellaneous Expenses</u> Indirect Cost of 2.93% for the School Improvement Grant.	0.000	23483.00

E) Total: \$801,448

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: Polk

B) Project Number (DOE USE ONLY): 530-2260S-0CZS1

C) TAPS Number
10AR06

D) SPECIAL REVENUE FUND CODE
431

AARA Assur. Code	AARA Prin. Code	AARA Strat. Code	School District Based	Activity	Function	Object	Account Title and Description	FTE Pos. Code	FTE Saved	FTE Created	FTE Cont.	Amount
D	B4	21	D	Voyager Program Supplies	5100	510	Supplies Consumable expenditures for the purchase of scientifically research based Voyager materials to use with low performing students requiring academic intervention.		0.000	0.000	0.000	22425.00
D	A	21	S	Pre K Teachers	5500	120	Classroom Teachers Four Pre Kindergarten teachers assigned to schools in need of improvement to give direct instruction to students.	55052	0.000	4.000	0.000	184591.00
D	A	21	S	Retirement for Pre K Teachers	5500	210	Retirement Retirement benefits for Pre Kindergarten teachers assigned to schools in need of improvement.		0.000	0.000	0.000	18182.00
D	A	21	S	Social Security for Pre K Teachers	5500	220	Social Security Social Security benefits for Pre Kindergarten teachers assigned to schools in need of improvement.		0.000	0.000	0.000	14121.00
D	A	21	S	Health Insurance for Pre K Teachers	5500	231	Health and Hospitalization Health Insurance for Pre Kindergarten teachers assigned to schools in need of improvement.		0.000	0.000	0.000	21060.00
D	A	21	S	Life Insurance for Pre K Teachers	5500	232	Life Insurance Life Insurance for Pre Kindergarten teachers assigned to schools in need of improvement.		0.000	0.000	0.000	120.00
D	A	21	S	Workers Compensation for Pre K Teachers	5500	240	Workers Compensation Workers Compensation benefits for Pre Kindergarten teachers assigned to schools in need of improvement.		0.000	0.000	0.000	2326.00
C3	A	8	S	Curriculum Coordinator Salaries	6300	130	Other Certified Instructional Personnel Three Curriculum Coordinators to monitor progress and align curriculum and coordinate English Language Learners (ELL) curriculum.	63008	0.000	3.000	0.000	181134.00
C3	A	8	S	Curriculum Coordinator Retirement	6300	210	Retirement Retirement benefits for Curriculum Coordinators		0.000	0.000	0.000	17842.00
C3	A	8	S	Curriculum Coordinator Social Security	6300	220	Social Security Social Security benefits for Curriculum Coordinators		0.000	0.000	0.000	13857.00
C3	A	8	S	Curriculum Coordinator Health Insurance	6300	231	Health and Hospitalization Health Insurance for Curriculum Coordinators		0.000	0.000	0.000	15795.00
C3	A	8	S	Curriculum Coordinator Life Insurance	6300	232	Life Insurance Life Insurance for Curriculum Coordinators		0.000	0.000	0.000	90.00
C3	A	8	S	Curriculum Coordinator Workers Compensation	6300	240	Workers Compensation Workers Compensation for Curriculum Coordinators		0.000	0.000	0.000	2282.00
D	A	8	D	Social Security Benefits for Substitutes	6400	220	Social Security Social Security benefits for substitutes used while classroom teachers are being trained to use Voyager materials		0.000	0.000	0.000	1958.00
D	A	8	D	Workers Compensation Benefits for Substitutes	6400	240	Workers Compensation Workers compensation benefits for substitutes used while classroom teachers are being trained to use Voyager materials		0.000	0.000	0.000	323.00
D	B4	19	S	Learning Focused Solutions Data Coaching	6400	310	Professional and Technical Services Data Coaching provided by Learning Focused Solutions for all schools that are in need of improvement and are using LFS to increase student achievement.		0.000	0.000	0.000	57000.00
D	A	8	D	Pay for Substitute Teachers	6400	750	Other Personal Services Payment for substitutes used while classroom teachers are being trained to use Voyager materials		0.000	0.000	0.000	25600.00
D	C	21	D	Indirect Cost	7200	790	Miscellaneous Expenses Indirect Cost of 2.93%		0.000	0.000	0.000	17468.00

E) Total: \$596,174

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: Polk

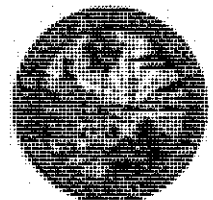
B) Project Number (DOE USE ONLY): 530-2260S-0CZS1

C) TAPS Number
10AR06

D) SPECIAL REVENUE FUND CODE
431

AARA Assur. Code	AARA Prin. Code	AARA Strat. Code	School District Based	Activity	Function	Object	Account Title and Description	FTE Pos. Code	FTE Saved	FTE Created	FTE Cont.	Amount
D	B4	21	D	Voyager Program Supplies #4	5100	510	Supplies Consumable expenditures for the purchase of research based Voyager materials for use with low performing students in need of intervention.		0.000	0.000	0.000	22425.00
D	A	21	S	Pre K Teachers #3	5500	120	Pre Kindergarten teachers in need of intervention to	55052	0.000	4.000	0.000	184591.00
D	A	21	S	Retirement for Pre K Teachers	5500				0.000	0.000	0.000	18182.00
D	A	21	S	Social Security for Pre K Teachers	5500	220			0.000	0.000	0.000	14121.00
D	A	21	S	Health Insurance for Pre K Teachers	5500	231			0.000	0.000	0.000	21060.00
D	A	21	S	Life Insurance for Pre K Teachers	5500	232			0.000	0.000	0.000	120.00
D	A	21	S	Workers Compensation for Pre K Teachers	5500	240			0.000	0.000	0.000	2326.00
C3	A	8	S	Curriculum Coordinator Salaries #6	6300	130	Other Certified Instructional Personnel Three Curriculum Coordinators to monitor progress and align curriculum and coordinate English Language Learners (ELL) curriculum.	63008	0.000	3.000	0.000	181134.00
C3	A	8	S	Curriculum Coordinator Retirement	6300	210	Retirement Retirement benefits for Curriculum Coordinators		0.000	0.000	0.000	17842.00
C3	A	8	S	Curriculum Coordinator Social Security	6300	220	Social Security Social Security benefits for Curriculum Coordinators		0.000	0.000	0.000	13857.00
C3	A	8	S	Curriculum Coordinator Health Insurance	6300	231	Health and Hospitalization Health Insurance for Curriculum Coordinators		0.000	0.000	0.000	15795.00
C3	A	8	S	Curriculum Coordinator Life Insurance	6300	232	Life Insurance Life Insurance for Curriculum Coordinators		0.000	0.000	0.000	90.00
C3	A	8	S	Curriculum Coordinator Workers Compensation	6300	240	Workers Compensation Workers Compensation for Curriculum Coordinators		0.000	0.000	0.000	2282.00
D	A	8	D	Social Security Benefits for Substitutes #4	6400	220	Social Security Social Security benefits for substitutes used while classroom teachers are being trained to use Voyager materials		0.000	0.000	0.000	1958.00
D	A	8	D	Workers Compensation Benefits for Substitutes	6400	240	Workers Compensation Workers compensation benefits for substitutes used while classroom teachers are being trained to use Voyager materials		0.000	0.000	0.000	323.00
D	B4	19	S	Learning Focused Solutions Data Coaching #1	6400	310	Professional and Technical Services Data Coaching provided by Learning Focused Solutions for all schools that are in need of improvement and are using LFS to increase student achievement.		0.000	0.000	0.000	57000.00
D	A	8	D	Pay for Substitute Teachers #4	6400	750	Other Personal Services Payment for substitutes used while classroom teachers are being trained to use Voyager materials		0.000	0.000	0.000	25600.00
D	C	21	D	Indirect Cost	7200	790	Miscellaneous Expenses Indirect Cost of 2.93%		0.000	0.000	0.000	17468.00

E) Total: \$596,174



Dr. Eric J. Smith, Commissioner

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

A) NAME OF ELIGIBLE RECIPIENT: Polk

B) Project Number (DOE USE ONLY): 530-2260A-0CS01

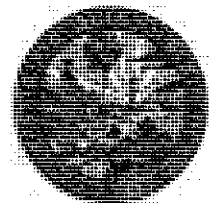
C) TAPS Number
10A006

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	510 #2	Supplies Expenditures for consumable supplies that are needed for the development of phonemic awareness, phonics, fluency, vocabulary and oral language; placement tests, in-program tests, reading mastery lessons (SRA program)	0.000	145003.00
6120	130 #5	Other Certified Instructional Personnel Guidance Counselors to counsel and encourage students to graduate in the middle schools that are in need of improvement.	9.000	488670.00
6120	210	Retirement Retirement benefits for Guidance Counselors	0.000	48134.00
6120	220	Social Security Social Security benefits for Guidance Counselors	0.000	37383.00
6120	231	Health and Hospitalization Health Insurance for Guidance Counselors	0.000	47385.00
6120	232	Life Insurance Life Insurance for Guidance Counselors	0.000	270.00
6120	240	Workers Compensation Workers Compensation benefits for Guidance Counselors	0.000	6157.00
6400	120	Classroom Teachers Stipends for classroom teachers to be trained to use the SRA program for students that are in the schools that are in need of improvement.	0.000	610.00
6400	130	Other Certified Instructional Personnel Stipends for program facilitators and other certified employees to be trained to use the SRA program for students that are in the schools that are in need of improvement.	0.000	500.00
6400	140 #2	Substitute Teachers Stipends for permanent substitute teachers to be trained to use the SRA program for students that are in the schools that are in need of improvement.	0.000	250.00
6400	220	Social Security Social Security benefits for employees being trained to use SRA.	0.000	349.00
6400	240	Workers Compensation Workers Compensation benefits for employees being trained to use SRA.	0.000	54.00
6400	750	Other Personal Services Payment for substitutes used while school employees are trained to use the SRA program.	0.000	3200.00
7200	790	Miscellaneous Expenses Indirect Cost of 2.93% for the School Improvement Grant.	0.000	23483.00

E) Total: \$801,448

DOE 101-R
Created 3/09



Dr. Eric J. Smith, Commissioner