



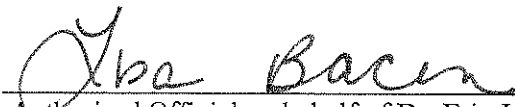
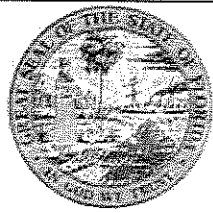
**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Putnam County School District	2 PROJECT NUMBER 540-2260A-0CS01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative <div style="text-align: right;">TAPS 10A006</div>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 08/26/2009 - 09/30/2010 Program Period: 08/26/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 313,828.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 313,828.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 09/30/2010 Date that all obligations are to be liquidated and final disbursement reports submitted: 11/20/2010 Last date for receipt of proposed budget and program amendments: 09/30/2010 Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400; Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="text-align: center;">Comptroller's Office (850) 245-0401</div> <div style="text-align: right;"> 11 DOE FISCAL DATA DBS: 40 90 20 EO: 9A Object: 720036 </div>
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> 13 APPROVED: <div style="text-align: center;">  _____ Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> </div> <div style="width: 45%; text-align: center;"> <div style="font-size: 1.5em; font-family: cursive;">9/28/09</div> _____ Date of Signing </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>	

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

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

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Putnam County School District	2 PROJECT NUMBER 540-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted <div style="text-align: right;">TAPS 10AR06</div>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 08/26/2009 - 09/30/2010 Program Period: 08/26/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 235,232.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 235,232.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 09/30/2010 Date that all obligations are to be liquidated and final disbursement reports submitted: 11/20/2010 Last date for receipt of proposed budget and program amendments: 09/30/2010 Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="text-align: center;">Comptroller's Office (850) 245-0401</div> <div style="text-align: right;"> 11 DOE FISCAL DATA DBS: 40 90 20 EO: TX Object: 720036 </div>
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. In addition, the sub-recipient must comply with all expenditure, transparency, accountability, and reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA), ARRA regulations, and the ARRA specific assurances agreed to in the application for ARRA funds. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> 13 APPROVED: <div style="text-align: center;">  Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> </div> <div style="width: 45%; text-align: center;"> <div style="font-size: 1.5em; margin-bottom: 5px;">9/28/09</div> Date of Signing </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>	

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

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

FLORIDA DEPARTMENT OF EDUCATION PROJECT 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: Putnam 200 S 7TH ST PALATKA, FL 32177	DOE USE ONLY Date Received: 2009 06 26 PM 2:19 RECEIVED OFFICE OF GRANTS MANAGEMENT
---	--	--

B) Applicant Contact Information	
Contact Name: First Name: Mary Beth MI: Last Name: Hedstrom	Mailing Address: 200 S 7TH ST City: PALATKA State: FL Zip: 32177
Telephone Number: 386-329-0543	Ext:
Fax Number: 386-329-0643	E-mail Address: mhedstrom@putnamschools.org

Title I School Improvement Initiative [1003(a)] 10AR05 Project Number: 540-2260A-0CS01 Total Funds Requested: \$313,828.00	Title I School Improvement Initiative [1003(a)] ARRA 10AR05 Project Number: 540-2260S-0CZS1 Total Funds Requested: \$235,232.00	Title I School Improvement Fund [1003(g)] Project Number: 540-1260A-0CS01 Total Funds Requested: \$0.00	Title I School Improvement Fund [1003(g)] ARRA Project Number: 540-1260S-0CZS1 Total Funds Requested: \$0.00
--	--	---	--

CERTIFICATION

I **Thomas Townsend** 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) Thomas D Townsend
 Signature of Agency Head

DOE 100A



Dr. Eric J. Smith, Commissioner

General Assurances

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

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

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

School Districts, Community Colleges, Universities and State Agencies

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

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

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

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

School Information

School #	School	% Poverty	Differentiated Accountability Category	SINI	Allocation 1003(a) Regular	Allocation 1003(a) ARRA	Allocation 1003(g) Regular	Allocation 1003(g) ARRA
0091	MELLON ELEMENTARY SCHOOL	81.79	Correct I	6	23884.58	17903.15	0.00	0.00
0151	JAMES A. LONG ELEMENTARY SCHL	81.80	Correct I	6	33298.84	24959.88	0.00	0.00
0201	INTERLACHEN ELEMENTARY SCHOOL	74.97	Prevent I	1	50645.77	37962.54	0.00	0.00
0211	BROWNING-PEARCE ELEM. SCHOOL	71.09	Prevent I	2	44805.38	33584.76	0.00	0.00
0231	GEORGE C. MILLER, JR. INTRM.	91.23	Correct I	6	36262.72	27181.44	0.00	0.00
0251	MIDDLETON-BURNEY ELEMENTARY	93.50	Prevent I	1	51430.30	38550.60	0.00	0.00
0341	OCHWILLA ELEMENTARY SCHOOL	76.21	Correct I	4	27371.38	20516.76	0.00	0.00
0351	RIVERBREEZE ELEMENTARY SCHOOL	88.66	Prevent I	3	46128.93	34572.86	0.00	0.00

Data Analysis during Project Period

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

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

Response: The district provided professional development to all teachers in data analysis as part of the district curriculum and instruction professional development initiative that began in April of 2009 and will be ongoing throughout the year. Components of the professional development activities include training in Reading, Math and Cooperative Learning through the Success for All Foundation, Inc., Positive Behavior Support and Response to Intervention through the University of South Florida, and REPS (Rigor, Active Student Engagement and Power Standards) through the District Instructional Team (Assistant Superintendent for Curriculum and Instruction, Director of Secondary Education, Director of Elementary Education, Director of Federal Programs, District Curriculum Teachers). These professional development activities incorporate data analysis as the starting point for all our efforts in continuous improvement. Activities were delivered by representatives from Success For All, Positive Behavior Support, as well as members of the District Instructional Team (LEA Support Team). Ongoing progress monitoring of the depth of data analysis at each school will be done the District Instructional Team. Data analysis will take place each quarter for all schools in Prevent I/Correct I. Schools in Prevent II/Correct II will have data analysis twice per quarter. The Florida Continuous Improvement Model will be the format for data analysis. After each data analysis meeting, teachers will adjust their curriculums to meet the needs of their students.

LEA Support Teams

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

Response: The LEA Support Team will meet monthly to review school progress toward meeting the implementation strategies for Differentiated Accountability as prescribed in the 2009-2010 Strategies and Support for Differentiated Accountability crosswalk. All schools in all categories will be visited monthly by team members and a checklist will be used to document observations and interviews with school staff. School visits will be random and on a varied schedule so that team members may make observations and conduct interviews throughout the day.

Checklist includes:

- School leader is highly visible in classrooms
- Formative student assessment data is being used to drive instruction
- Summative student assessment data is being used to make curriculum decisions
- Priority areas have been identified for instructional focus
- Professional development is targeted to teacher need as reflected in Individual Professional Development Plans
- Professional development is targeted to subject areas identified for instructional improvement and teachers of subgroup populations
- Curriculum alignment with state standards is in progress
- Instruction is taking place at rigorous levels
- Students are engaged in the learning process
- Project-based activities are taking place
- Instruction is being differentiated
- Reviews of attendance data
- Reviews of discipline data
- Curriculum Resource Teachers are being used only for professional development

These activities will be ongoing beginning September, 2009 through May, 2010.

The LEA Support Team consists of the Assistant Superintendent for Curriculum and Instruction, the Director of Elementary Education, the Director of Secondary Education, the Director of Federal Programs, the NCLB Coordinator and the District Curriculum Resource Teachers.

Strategies to Be Implemented

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

1a. Identify the Need: **Increase Student Achievement in reading, math, and writing**

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

Response: 2009 FCAT Data - 12.5% of the identified schools made AYP

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

- MELLON ELEMENTARY SCHOOL
- JAMES A. LONG ELEMENTARY SCHL
- INTERLACHEN ELEMENTARY SCHOOL
- BROWNING-PEARCE ELEM. SCHOOL
- GEORGE C. MILLER, JR. INTRM.
- MIDDLETON-BURNEY ELEMENTARY
- OCHWILLA ELEMENTARY SCHOOL
- RIVERBREEZE ELEMENTARY SCHOOL

1d. Name of strategy

Response: Instructional Interventions by Highly Qualified Teachers

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

Response: From "Teaching All Student to Read: Practices from Reading First Schools with Strong Intervention Outcomes" by Elizabeth Crawford and Joseph Torgesen, research identifies why work must be done at the school level to provide effective interventions. Children enter school with very diverse instructional needs. They differ in: their talent and their preparation for learning to read words accurately and fluently, their oral language knowledge and abilities - vocabulary and world knowledge, their abilities to manage their learning behaviors and their motivation to apply themselves to learning. Some children may require instruction that is 4 or 5 times more powerful than the rest of the students. The classroom teacher, alone, may not be able to provide sufficiently powerful instruction to meet the needs of all students.

This strategy will support the implementation of Differentiated Accountability by implementing state-adopted materials, aligning instruction to Next Generation Sunshine State Standards, ensuring that students are properly placed in rigorous coursework, and implementing the K-12 Reading Plan with fidelity.

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

Response: Low student achievement in the SINI schools has been linked to inadequate instructional interventions caused by lack of resources. Data analysis shows students receiving intensive instructional interventions, such as one on one or small group tutoring, score higher than their peers who do not receive interventions. By using these funds to contract with highly qualified teachers to tutor during the school day, identified students will increase their FCAT scores. The desired outcome for this strategy is to eliminate non-proficiency.

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

Response: Targeted Populations include:

Mellon - Black subgroup in Math

James A. Long - Black subgroup in Math, Students with Disabilities in Reading

Interlachen Elementary - Students with Disabilities in Reading and Math

Browning Pearce - All subgroups in Reading and Math

Miller Intermediate - Total, Hispanic, Economically disadvantaged, English language learners, and Students with Disabilities in Math

Middleton Burney Elementary School - English Language learners in Reading

Ochwilla Elementary School - Economically disadvantaged in Reading and Students with disabilities in Math

RiverBreeze Elementary School (Moseley) - Total in Reading and Math, Black in Reading, Economically disadvantaged in Reading and Math, and Students with Disabilities in Reading and Math

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

Response: The current capacity to implement this strategy includes extensive professional development in Reading, Math and cooperative learning through the Success for All Foundation beginning in April, 2009 and ongoing through June 2010. The cycle of effective instruction is the foundation for the professional development and includes follow up with the foundation during the year.

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

Response: This strategy will take place for up to 6 hours per day, five days per week, during student contact time beginning September, 2009 and continuing through May, 2010 (pending funding of 1003(g) funds). Tutoring will use pullout model for small groups of children, or in some cases, be one-on-one depending on student needs.

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

Response: The Director of Federal Programs will be in charge of monitoring the implementation of this strategy.

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

Response: Scholastic Reading Inventory, Think Link, FAIR, classroom work and teacher input will be used to monitor progress of students and track effectiveness of coaching. Classroom walk through data on the level of complexity of the work, the level of active student engagement and the teaching of the power standards for FCAT will be compiled and used to monitor effectiveness.

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

Response: This strategy will be monitored after each data administration and will include monthly meetings with LEA Support Team to discuss continuous improvement and data collected during the ongoing, random classroom walk-throughs.

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

Response: This strategy is supplemental to instructional interventions already in place at the

school.

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

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

Reading

Mathematics

Strategies to Be Implemented

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

1a. Identify the Need: **Increase Leadership Development**

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

Response: 2009 FCAT Data - 12.5% of the identified schools made AYP

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

- MELLON ELEMENTARY SCHOOL
- JAMES A. LONG ELEMENTARY SCHL
- INTERLACHEN ELEMENTARY SCHOOL
- BROWNING-PEARCE ELEM. SCHOOL
- GEORGE C. MILLER, JR. INTRM.
- MIDDLETON-BURNEY ELEMENTARY
- OCHWILLA ELEMENTARY SCHOOL
- RIVERBREEZE ELEMENTARY SCHOOL

1d. Name of strategy

Response: Principal Effectiveness Project

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

Response: Effective school research says the principal sets the instructional agenda, models institutional values, establishes clear expectations, and defines the culture. In any chronically underperforming school, the principal is failing in one or more of these responsibilities.

Our purpose is to:

I. Intervene directly in the management of struggling schools to put the methods of proven, highly effective administrators into practice in less successful schools.

II. Improve the school leadership culture to build a culture of trust, collegiality and shared mission among school leadership teams.

III. Increase administrator time available for leadership and faculty development activities and instructional quality improvement activities by assessing current data-related business processes at school level, identifying opportunities for streamlining of activities, and developing bridging technologies and mini-applications that will minimize time spent collecting, manipulating, analyzing and reporting data.

IV. Build a curriculum for leadership development practicum to codify the best practices in teaching strategy deployment and evaluation, data driven instruction strategies, student scheduling, class size management and personnel allocation/optimization.

This strategy will support Differentiated Accountability by utilizing a District-based leadership team to develop, support, and facilitate the implementation of policy and procedures that guide school-based teams with direct support systems to plan for systems change toward problem solving and Response to Intervention. It also allows for the district to review and/or replace members of the school leadership team, as necessary. This strategy ensures that appropriate resources are provided to support the school to redesign the master schedule to provide common planning time for data-based decision making within the problem solving process and the efficient and effective collection and analysis of data.

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

Response: The root cause addressed by this strategy is inadequate administrator professional development in organizational culture, school turnaround principles, instructional leadership and monitoring due to a fairly young, inexperienced group of school administrators caused by attrition. By developing current and future school administrators, low academic achievement will be addressed. School administrator evaluations, both quantitative and qualitative, show improvement is needed in instructional leadership areas.

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

Response: Targeted Populations for this strategy are current and future administrators at Mellon Elementary, James A. Long Elementary, Interlachen Elementary, Browning Pearce Elementary, Miller Intermediate, Middleton Burney Elementary, Ochwilla Elementary and Moseley Elementary (formerly River Breeze Elementary), thereby targeting the low academic performance of the subgroups at each school. (not enough space to list - see strategy number 1)

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

Response: Resources that are already in place to address the strategy include the foundation of leadership development activities that was accomplished using 1003(a) and 1003(g) funds during the 2008-2009 year for the same purpose. Beginning in March, 2009 ongoing professional leadership development has been provided in utilizing the newly created mini-application technologies for building master schedules, accessing data on teacher certification for ensuring highly qualified instructors in core academic subjects and the collection of classroom walk through data to drive instructional focus. This strategy will allow for continued improvement and follow-up activities in leadership development.

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: Ongoing beginning September, 2009 through July, 2010.

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

Response: The LEA Support Team will be in charge of monitoring this strategy.

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

Response: Scholastic Reading Inventory, Think Link, FAIR, classroom work and teacher input will be used to monitor progress of students and track effectiveness of leadership and coaching. Classroom walk through data on the level of complexity of the work, the level of active student engagement and the teaching of the power standards for FCAT will be compiled and used to monitor effectiveness.

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

Response: This strategy will be monitored after each data administration and will include monthly meetings with LEA Support Team to discuss continuous improvement and data collected during the ongoing, random classroom walk-throughs.

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

Response: This strategy is designed to supplement the professional development efforts offered by the LEA through Title I Part A, Title II Part A for the leadership component required for cooperative learning, the Cycle of Effective Instruction to increase level of rigor and active

student engagement.

6. Strategic Imperative this strategy addresses: 1.1

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

Reading
Mathematics
Science

Dissemination/Marketing and Reporting Student Outcomes

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

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

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

Student Outcomes will be reported quarterly by using Report Cards and information will be provided mid-quarter to parents of students who are performing below performance targets.

School Websites that receive services from this grant: This will provide information to staff, parents, the community, and students who have access to the internet. This information will be posted upon approval of application and be accessible 24/7 until the project period ends September 30, 2010.

School Newsletters that receive funds: Information on the application 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 through this method.

Student Advisory Council - Information on the application will be provided to SAC to gain input on how to expend funds to best assist each school. This notification will address parents, staff, students, and the community. This was done in the August 2009 meeting for planning purposes. The SAC will be notified upon approval of the application and receive monthly updates for the remainder of the school year on progress toward meeting student achievement goals.

There will be a note on each of these methods that the application will be available in hard copy format for the home language of the parent. The copy of the application will be available at the school their child attends or at the district office. This notation will be provided in English, Spanish, Haitian or in a format the parents understand.

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: To evaluate the outcomes of student academic achievement as a result of implementing last year's strategies for school improvement, extensive qualitative data analysis was done at each participating school. This analysis included overall performance indicators in Reading and Math, performance by each subgroup after disaggregation, performance by class and identification of trend data. Dialogue between the LEA Support Team and school administrators generated qualitative data for the strategies implemented.

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

Response: The intensive focus on improving academic achievement contributed to moving closer to meeting the desired outcome of proficiency for all students; however tracking each strategy toward achievement and teasing out the affect of one strategy versus another remains a challenge. To measure effectiveness of a strategy, the LEA will continue to use qualitative and quantitative data analysis specific to the strategy, such as pre and post tests.

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

Response: Increased instructional interventions for non-performing students were effective in moving toward proficiency and continuation of this strategy is needed. A renewed and intensive focus on leadership development has increased the positive culture and accountability for academic achievement.

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

Response: Strides were made toward our desired outcome of high academic achievement for all students, however our evaluation points to the need for continuation of these strategies for continued growth.

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

Response: The biggest contribution to the success of our program implementation was having the resources available. Funding allowed for resources to be directed to the areas of highest need.

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

A) NAME OF ELIGIBLE RECIPIENT: **Putnam**C) TAPS Number
10A006B) Project Number (DOE USE ONLY): **540-2260A-0CS01**

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	310	Professional and Technical Services Eighteen teacher tutors to provide intensive instructional intervention to targeted low-performing students at the Title I Schools in Need of Improvement	0.000	185159.00
6400	310	Professional and Technical Services Consultants to provide ongoing professional development for administrators and deployment of online learning content related to leadership development activities. Three contracts @ 24556	0.000	73669.00
6400	590	Other Materials and Supplies Professional books for creation of book studies in professional learning communities for administrators, ink and paper for printing	0.000	10000.00
6400	641	Furniture, Fixtures and Equipment Capitalized Large format printing equipment to produce the school dashboards and classroom progress monitoring charts including Epson Stylus 9900 44" 1200 dpi aqueous based inkjet printer	0.000	15000.00
6400	643	Computer Hardware Capitalized Webcams for video conferencing for professional learning communities	0.000	10000.00
6400	643	Computer Hardware Capitalized Computers to facilitate large format printing, video conferencing and webinars for professional development	0.000	5000.00
6400	692	Computer Software Non-Capitalized Reliable highly capable web conferencing software such as Adobe Connect or Elluminate	0.000	15000.00

E) Total: **\$313,828**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: Putnam

B) Project Number (DOE USE ONLY): 540-2260S-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	S	Fourteen teacher tutors to provide intensive instructional interventions to targeted low-performing students at the Title I Schools in Need of Improvement	5100	310	Professional and Technical Services Contracted teacher tutors to provide intensive interventions to low-performing students		0.000	0.000	0.000	138782.00
D	B4	19	D	Development and deployment of online learning content related to leadership development activities in organizational culture, instructional leadership and monitoring for administrators	6400	310	Professional and Technical Services Consultants to provide ongoing professional development for administrators and deployment of online learning content related to leadership development. Four contracts @ 24112		0.000	0.000	0.000	96450.00

E) Total: \$235,232

DOE 101-R
Created 3/09



Dr. Eric J. Smith, Commissioner




THOMAS D. TOWNSEND
Superintendent of Schools

PUTNAM COUNTY SCHOOL DISTRICT

200 SOUTH SEVENTH STREET - PALATKA, FLORIDA 32177

In God We Trust

To: Office of Grants Management

From: Mary Beth Hedstrom 
Director of Federal Programs

Date: August 27, 2009

Re: School Improvement Initiative Grants 1003(a) and 1003(a)ARRA

Please find attached the budget narrative (DOE 101-R) for the School Improvement Initiative grants 1003(a) and 1003(a)ARRA, along with the checked assurances for PUTNAM county. The original signed DOE 100 was sent previously; however I failed to include these documents. Please add these to PUTNAM's documentation. THANK YOU for your assistance and I apologize for any inconvenience this has caused.

BOARD MEMBERS

John D. Milton
District I

Terry Wright
District II

Lisa Parsons
District III

C.L. Overturf, Jr.
District IV

Joann Barber
District V

Education - There's Nothing Like It!

AN EQUAL OPPORTUNITY EMPLOYER