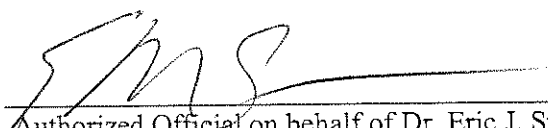



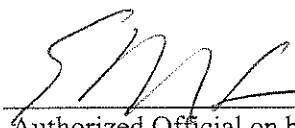
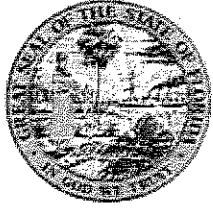
**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Santa Rosa County School District	2 PROJECT NUMBER 570-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted <p style="text-align: center;">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: 10/15/2009 - 09/30/2010 Program Period: 10/15/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 156,735.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 156,735.00	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-start;"> <div style="width: 45%;"> 13 APPROVED:  _____ Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="width: 45%; text-align: center;"> 11/13/09 _____ Date of Signing </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>	

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

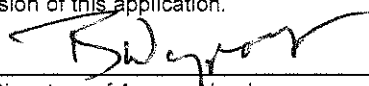
- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project 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 Santa Rosa County School District	2 PROJECT NUMBER 570-2260A-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: 10/15/2009 - 09/30/2010 Program Period: 10/15/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 226,100.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 226,100.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>09/30/2010</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2010</u> Last date for receipt of proposed budget and program amendments: <u>09/30/2010</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="text-align: center;">Comptroller's Office (850) 245-0401</div> <div style="text-align: right;"> 11 DOE FISCAL DATA DBS: 40 90 20 EO: 9A Object: 720036 </div>
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;"> 13 APPROVED: <div style="text-align: center;">  <hr style="width: 100%;"/> 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;">11/13/09</div> <hr style="width: 100%;"/> Date of Signing </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>	

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
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- 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 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;"> Santa Rosa 5086 CANAL ST MILTON, FL 32570 </div>		DOE USE ONLY Date Received: CT 15 AM 10:55 <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> OFFICE OF GRANTS MANAGEMENT </div>
B) Applicant Contact Information			
Contact Name: First Name: <u>Carol</u> MI: <u>S</u> Last Name: <u>Calfee</u>		Mailing Address: <u>5086 CANAL ST</u> City: <u>MILTON</u> State: <u>FL</u> Zip: <u>32570</u>	
Telephone Number: <u>850-983-5001</u>		Ext: _____	
Fax Number: <u>850-983-5011</u>		E-mail Address: <u>CalfeeC@mail.santarosa.k12.fl.us</u>	
Title I School Improvement Initiative [1003(a)] Project Number: <u>570-2260A-0CS01</u> Total Funds Requested: <u>\$229808.00</u> <u>226,100.00</u>	Title I School Improvement Initiative [1003(a)] ARRA Project Number: <u>570-2260S-0CZS1</u> <u>OCZDI</u> Total Funds Requested: <u>\$160050.00</u> <u>156,735.00</u>	Title I School Improvement Fund [1003(g)] Project Number: <u>570-1260A-0CS01</u> Total Funds Requested: <u>\$0.00</u>	Title I School Improvement Fund [1003(g)] ARRA Project Number: <u>570-1260S-0CZS1</u> Total Funds Requested: <u>\$0.00</u>
CERTIFICATION			
I (first name) <u>Tim</u> (last name) <u>Wyrosdick</u> 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></u> Signature of Agency Head			
<input type="button" value="Save"/>			

DOE 100A



Dr. Eric J. Smith, Commissioner

Murphy, Kinisha

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

FYI

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

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

Dear Title I Coordinators:

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

For those LEAs that are receiving decreased allocations:

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

For those LEAs that are receiving increased allocations:

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

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

Sincerely,

Cynthia D. Milton

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

11/9/2009

FLORIDA DEPARTMENT OF EDUCATION BUDGET DESCRIPTION FORM For TAPS 10A006

Go to data input

FLORIDA DEPARTMENT OF EDUCATION BUDGET DESCRIPTION FORM - School Improvement Initiative

A) NAME OF ELIGIBLE RECIPIENT: **Santa Rosa**

B) Project Number (DOE USE ONLY): **570-2260A-0CS01**

C) TAPS Number
10A006

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	220	Social Security Social Security (FICA) @ 7.65%	0.000	3155.63
5100	730	Dues and Fees "On-Line Subscription to research-based software, 12 licenses @\$2,400.00/license to provide tier 2 and tier 3 interventions, Strategy 3 (Rtl)"	0.000	28800.00
5100	750	Other Personal Services "Substitute Funds - Focus Calendars: Teams of 6 teachers from each of the 5 schools for 5 days for math, science, and reading to develop math focus calendars, participate in Rtl training and participation in the train-the-trainer workshop for parent involvement. A total of 550 substitute days @ \$75.00/day, Strategy 2 (Focus Calendars) and 3 (Rtl)"	0.000	41250.00
5910	312	Subagreements greater than \$25,000 "SES Vouchers - in addition to the required 20% set-aside in Title I, Part A. The District has over-enrolled students. Strategy 1 - Extended School Day"	0.000	106800.00
6150	330	Travel 5 registrations @ \$795.00 each for train the trainer workshop in parent involvement with low-income families. Strategy 3 - Improving Parent Involvement in Rtl.	0.000	3975.00
6300	510	Supplies Supply materials needed to provide individual and small group instruction of math and reading concepts to students. Strategies 1, 2 and 3	0.000	26856.02
6500	643	Computer Hardware Capitalized "Computer Hardware < \$1,000: Computer scanners for accelerated math and other necessary hardware for implementation of Rtl. Strategy 3"	0.000	3000.00
6500	691	Computer Software Capitalized "Computer Software >\$1,000 for differentiated instruction of at-risk groups. Strategy 3 (Rtl)"	0.000	12500.00
7200	790	Miscellaneous Expenses Indirect costs @ 3.34%	0.000	3471.35

E) Total: **\$229,808**

DOE 101-R
Created 3/09



Dr. Eric J. Smith, Commissioner

Unclaimed

Max -

new
object
costs

3.34% Indirect Costs 0.00

Decrease →

ALLOCATION
CHANGE 0.00

570-2260A-0CS01

3,906.70 +
3,871.35 +
3,775.35 *

3,906.70 +
3,871.35 +
3,775.35 *

3,906.70 +
3,871.35 +
3,775.35 *

3,906.70 +
3,871.35 +
3,775.35 *

3,906.70 +
3,871.35 +
3,775.35 *

Go to data input

C) TAPS Number
10AR06

B) Project Number (DOE USE ONLY): 570-2260S-0CZS1

D) SPECIAL REVENUE FUND CODE
431

E) Total: \$160,050



Dr. Eric J. Smith, Commissioner

Unclaimed 945-28*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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The figure consists of 12 small diagrams arranged vertically, each showing a grid of points. The diagrams illustrate the steps of the algorithm for identifying the boundary of a set S . The diagrams show the grid with various regions highlighted in black or white, representing the iterative process of identifying the boundary of the set S .

[illegible]

570-22605-00261	0.0
3.34% INDIRECT COSTS	

Decrease

	Old	New
1	100.00	100.00
2	100.00	100.00
3	100.00	100.00
4	100.00	100.00
5	100.00	100.00
6	100.00	100.00
7	100.00	100.00
8	100.00	100.00
9	100.00	100.00
10	100.00	100.00
11	100.00	100.00
12	100.00	100.00
13	100.00	100.00
14	100.00	100.00
15	100.00	100.00
16	100.00	100.00
17	100.00	100.00
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21	100.00	100.00
22	100.00	100.00
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38	100.00	100.00
39	100.00	100.00
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86	100.00	100.00
87	100.00	100.00
88	100.00	100.00
89	100.00	100.00
90	100.00	100.00
91	100.00	100.00
92	100.00	100.00
93	100.00	100.00
94	100.00	100.00
95	100.00	100.00
96	100.00	100.00
97	100.00	100.00
98	100.00	100.00
99	100.00	100.00
100	100.00	100.00

ALLOCATION	0.0
CHANGE	

Title I, Part A School Improvement Grants SANTA ROSA

General Assurances

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

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

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

School Districts, Community Colleges, Universities and State Agencies

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

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

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

- ✧ Coordinate and collaborate, to the extent feasible and necessary as the LEA determines, with the State Educational Agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116.
- ✧ Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the LEA and receiving Title I, Part A funds to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) by the 2013-2014 school year.
- ✧ Spends funds quickly, consistent with NLCB's reporting and accountability requirements, to help drive the nation's economic recovery.

✓ Improve student achievement through school improvement and reform and help close the achievement gap by: 1) making progress toward rigorous college- and career-ready standards and high-quality assessments; 2) establishing pre-K to college and career data systems that track progress and foster continuous improvement; 3) improving teacher effectiveness and the equitable distribution of qualified teachers; and 4) providing intensive support and effective interventions for the lowest-performing schools.

✓ Ensure transparency, reporting, and accountability to accurately measure and track funds and publicly report on how funds are used.

✓ Invest ARRA funds thoughtfully in ways that do not result in unsustainable continuing commitments after the funding expires.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION - School Improvement Initiative

TAPS: 10AR05

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496		A) Name and Address of Eligible Applicant: Santa Rosa 5086 CANAL ST MILTON, FL 32570		DOE USE ONLY Date Received
B) Applicant Contact Information				
Contact Name: First Name: Carol MI: S Last Name: Calfee		Mailing Address: 5086 CANAL ST City: MILTON State: FL Zip: 32570		
Telephone Number: 850-983-5001 Fax Number: 850-983-5011		Ext: E-mail Address: CalfeeC@mail.santarosa.k12.fl.us		
Title I School Improvement Initiative [1003(a)] Project Number: 570-2260A-0CS01 Total Funds Requested: \$226,100.00	Title I School Improvement Initiative [1003(a)] ARRA Project Number: 570-2260S-0CZS1 Total Funds Requested: \$156,735.00	Title I School Improvement Fund [1003(g)] Project Number: 570-1260A-0CS01 Total Funds Requested: \$0.00	Title I School Improvement Fund [1003(g)] ARRA Project Number: 570-1260S-0CZS1 Total Funds Requested: \$0.00	

CERTIFICATION

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

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

submission of this application.

E) _____

Signature of Agency Head _____

DOE 100A



Dr. Eric J. Smith, Commissioner

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
0051	BAGDAD ELEMENTARY SCHOOL	58.68	Correct I	4	46000.00	32000.00	0.00	0.00
0071	EAST MILTON ELEMENTARY SCHOOL	78.16	Correct I	4	46000.00	32000.00	0.00	0.00
0142	JAY ELEMENTARY SCHOOL	41.58	Correct I	4	46000.00	32000.00	0.00	0.00
0171	S. S. DIXON PRIMARY SCHOOL	35.31	Prevent I	1	46000.00	32000.00	0.00	0.00
0191	W. H. RHODES ELEMENTARY SCHOOL	71.27	Correct I	4	46000.00	32000.00	0.00	0.00

Data Analysis during Project Period

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

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

Response: 1. Comprehensive Needs Assessments are generated at each school, based upon School Improvement Plans, Professional Development Plans and teachers' Educator Growth Plans. The district in-service office analyzes needs submitted by schools and disaggregated achievement data and then designs professional development to meet those needs. Each school has developed a school-based data team. The Professional Development Center annually provides in-depth data coach training to assist teams in analyzing school data. In addition to Data Coach training to help analyze data, the in-service department also provides training on the integration of technology into all curriculum areas, with 15 hours of technology integration targeting areas of identified need, (addressing reading, writing and math areas) and online technology professional development to address reading, math, data analysis and ESOL deficiencies. Training sessions are listed for teachers and administrators on the district web page. An on-line Electronic Registration System tracks training completion to individuals at each school location, and the system provides on-going evaluation of in-service activities.

Data analysis will take place each quarter for 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.

2 and 3 (Assessments and Timeline)

a. CELLA - Kindergarten through Grade 12-The Comprehensive English Language Learning Assessment (CELLA) is a test for students who are learning English. In the spring, this assessment measures how well students who are English Language Learners (ELLs) are gaining the English skills they need to be successful in school.

b. STAR Early Literacy – Kindergarten- STAR Early Literacy is a computer-adaptive assessment designed to

measure the early literacy skills of beginning readers. These assessments are given periodically and are used to guide instruction as well as monitor the progress of children as they acquire key early literacy skills. All students are given these assessments.

c. Harcourt Storytown Benchmark Assessments- The Harcourt Storytown Benchmark Assessments may be by given First Grade through Grade 5; however, since all grades will be implementing the FAIR, the Harcourt Benchmark Assessments are optional. These assessments monitor student mastery of reading skills taught in the 90 minute reading block.

d. FAIR- Kindergarten through Grade 6 - Each school district is required to administer this statewide screening to Kindergarten students within the first 30 days of school each year. Additionally, for progress monitoring of "at risk" students in Kindergarten through grade 5/6, FAIR will be used to measure students' skills in core areas of reading 3 times during the year. Schools will administer base-line, mid-year, and end-of-year FAIR assessment.

e. ECHOS – Kindergarten- The Early Childhood Observation System (ECHOS) is the other part of the FLKRS program. The ECHOS is an observational instrument that is used to monitor the skills, knowledge, and behaviors a student demonstrates or needs to develop.

f. Monitoring Assessments (i.e., Running Records, Fluency Checks, student progress reports from SuccessMaker, Read 180, Accelerated Reader, FASTT math, Writing Rubrics, Teacher Observations, Teacher-generated tests) are used weekly for monitoring progress toward benchmarks.

g. Think Link, a benchmark assessment tool will be administered to students in reading and math in grades 3-6. Schools will administer base-line, mid-year, and end-of-year math and science assessment.

h. Write Score, a progress monitoring tool for writing, will be administered to students in 3rd and 4th grade. A minimum of base-line and mid-year assessment will be conducted.

4. How will information be used: As part of the Early Intervention Program in grades K-3, an Academic Intervention Specialist will meet at least twice per month with grade level teachers to review benchmark testing results along with other informal assessments (SuccessMaker, Read 180, Accelerated Reader, etc.) to modify individual student instruction and identify needs for additional professional development. In grades K-6, each school will identify a Continuous Improvement Team. The team will meet after school, five times per year for a minimum of 1 hour per session. Each team will include grade-level chairs, learning community chairs, regular education and special education teachers, reading coaches (where applicable), the media specialist, the data coach, and the technology specialist. Both teams will use data analysis to modify instruction and assess the need for professional development.

In addition, grade level teachers and school data teams will analyze progress monitoring data a minimum of once per month. Data will be used to identify benchmarks for which students have not demonstrated mastery. Instructional focus calendars and focus lessons will be developed, base on the data to provide instruction necessary for benchmark mastery. Differentiated instruction will also be provided in whole group, small group, and one-on-one settings. For students who are not proficient, Progress Monitoring Plans will be developed and Tier 1, 2, and 3 interventions will be implemented to meet each student's needs.

2

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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: LEA Support Team

- 1 Kenny McCay, Coordinator of Literacy
 - 2 Charlene Kincaid, Coordinator of Mathematics
 - 3 Sharon Diamond, Director of Elementary Education
 - 4 Linda Novota, Director of Exceptional Student Education
 - 5 Lisa Bourdon, Program Facilitator, Exceptional Student Education
 - 6 Carol Calfee, Director of Federal Programs
 - 7 Vickie Beagle, Director of Technology and Professional Development
 - 8 Martha Todd, Teacher Leader, Early Intervention Program
 - 9 Karen Barber, Coordinator of Continuous Improvement
 - 10 Bill Price, Assistant Superintendent of Instruction
- East Milton, Bagdad, Jay, and Rhodes are Sini 4, Planning for Restructuring/Correct I Schools. S. S. Dixon Primary is a SINI 1, Prevent 1 School.

The LEA Support Team will meet provide support through the following activities for all 5 schools:

1. Assistance with the development of the School Improvement Plan (3 planning sessions)
2. Individual Differentiated Accountability meetings were conducted on the campus of each school. During the

meeting, the DA checklist and the Prevent 1 and Correct 1 School, District, and DOE responsibilities were reviewed. Strategies for compliance were generated.

2. Progress monitoring meetings will be conducted a minimum of four times during the school year to review school progress toward the reform model implementation
3. A combination of site visits and review of minutes from all Early Intervention and Continuous Support Team meetings to ensure that data analysis results in academic interventions and identification of needs for additional professional development. A minimum of 4 sites visits will be made at each school, and a minimum of 2 sets of minutes from each school will be reviewed. A checklist for review of visits and minutes will document the following activities:
 - a. Formative student assessment data is being used to drive instruction
 - b. Summative student assessment data is being used to make curriculum decisions
 - c. Priority areas have been identified for instructional focus
 - d. Professional development is targeted to teacher need as reflected in Individual Professional Development Plans. In addition, goals, professional development and strategies are developed based on the data reflecting the students in subgroups who are not proficient.
 - e. Curriculum alignment with state standards is in progress. Pacing guides in reading, math, science and writing are being developed or revised. Instructional focus calendars and focus lessons are being developed and revised to meet the needs of all students.
 - f. Assess progress toward the completion of math pacing guides
 - g. Assess progress toward the completion of the ESE/General Education data analysis
 - h. Monitor the development of professional development activities and the evaluation of completed sessions (Strategy 3)
 - i. Monitor the implementation of extended school day tutoring
 - j. Review the data analysis activities conducted by teams
 - k. Monitor the implementation of research-based strategies outlined in school improvement and corrective

action plans (i.e., FASTT Math, My Reading Coach, RtI Interventions, Small Group and Differentiated Instruction strategies)

4. LEA Support Team members will work with building-level principals to utilize the Classroom Walk-through observational method.

5. On behalf of the LEA Support Team, The Director of Elementary Education will conduct at least one on-site visit to ensure the administration's Professional Development Goal(s) are aligned to areas in need of improvement and the school leader is highly visible in classrooms.

For Planning for Restructuring

6. A combination of site visits and review of minutes from all Early Intervention and Continuous Support Team meetings to ensure that data analysis results in academic interventions and identification of needs for additional professional development. A minimum of 6 site visits will be made at each school, and a minimum of 3 sets of minutes from each school will be reviewed. A checklist for review of visits and minutes will document the following activities:

- a. Formative student assessment data is being used to drive instruction
- b. Summative student assessment data is being used to make curriculum decisions
- c. Priority areas have been identified for instructional focus
- d. Professional development is targeted to teacher need as reflected in Individual Professional Development Plans
- e. Curriculum alignment with state standards is in progress
- f. Assess progress toward the completion of each strategy.
6. LEA Support Team members will work with building-level principals to utilize the Classroom Walk-through observational method.
7. On behalf of the LEA Support Team, The Director of Elementary Education will conduct at least two on-site visits to ensure the administration's Professional Development Goal(s) are aligned to areas in need of improvement and the school leader is highly visible in classrooms.

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: **Extended learning time for low-income students.**

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

Response: Students in subgroups at all five schools did not meet the required proficiency in reading and math.

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

- BAGDAD ELEMENTARY SCHOOL
- EAST MILTON ELEMENTARY SCHOOL
- JAY ELEMENTARY SCHOOL
- S. S. DIXON PRIMARY SCHOOL
- W. H. RHODES ELEMENTARY SCHOOL

1d. Name of strategy

Response: Extended Learning Activities (SES, Before-and after-school, Saturdays and summer)

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

Response: The Director of Elementary Education reviewed the academic schedule of each low performing school. There is minimal time and resources to provide intensive training for low performing students supplemental to the curriculum. OT here is minimal time for additional professional development for primary teachers in curriculum and strategies that have proven effective in early interventions. Extended Learning Activities are required at all Differentiated Accountability Schools. Strategies: Low performing schools will provide extended school day activities through tutoring for low performing students in Reading, Math, science and/or writing with a required parent involvement component. To encourage participation, transportation will be provided through a contract for services with the District transportation provider. Additional funding to SES will provide services to students who are on waiting lists. Research base: A meta-

analysis of findings from 65 independent evaluations of school tutoring programs showed that these programs have positive effects on the academic performance and attitudes of those who receive tutoring. Tutored students outperformed control students on examinations, and they also developed positive attitudes toward the subject matter covered in the tutorial programs.

(Educational Outcomes of Tutoring: A Meta-analysis of Findings by Peter A Cohen , American Educational Research Journal, Vol. 19, No. 2, 237-248 (1982). One teacher at each SINI school will complete a "train the trainer" session addressing the needs of low-performing students from low-income homes. After completion of the certification course, the trainer will provide professional development workshops for all teachers and staff facilitating parent involvement with low-income families in academic programs.

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

Response: Organizational lack of extended learning time.

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

Response: Selection will be based on low performing students as determined by FCAT, standardized test scores, and/or teacher selection.

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

Response: All five schools implemented extended day learning opportunities during the 2008-2009 school year. An organization structure, including data analysis, progress monitoring, and highly trained teachers and tutors exists. Programs and materials including My Reading Coach, Read 180, SRA Reading Mastery, Success Maker Enterprise Reading and Math, and math intervention programs created by Teacher Created Materials are available. Transportation through Durham Services is available for students who participate after school or during the summer.

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

Response: Activities will include before- and/or after-school tutoring sessions during the school year, optional Saturday classes, and summer school extended learning opportunities. The duration will be approximately 20 hours per session.

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

Response: The school principal will monitor the implementation extended day learning opportunities. The Academic Intervention Specialist and Math Coach at each participating schools will assist in the selection of students and implementation of the program. Classroom teachers will assist in selection of students based on Title I criteria, and highly qualified teachers with a record of successful academic performance will be chosen for tutoring. School administrators complete an on-line survey documenting the extended learning plan including scheduling, selection of materials, selection of research-based materials, plan for progress monitoring, and plans for parent communication.

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

Response: a. FAIR- Kindergarten through Grade 6 - FAIR will be used to measure students' skills in core areas of reading 3 times during the year. Schools will administer base-line, mid-year, and end-of-year FAIR assessment.

b. Monitoring Assessments (i.e., Running Records, Fluency Checks, student progress reports from SuccessMaker, Read 180, Accelerated Reader, FASTT math, Writing Rubrics, Teacher Observations, Teacher-generated tests) are used weekly for monitoring progress toward benchmarks.

c. Think Link, a benchmark assessment tool will be administered to students in reading and math in grades 3-6. Schools will administer base-line, mid-year, and end-of-year math and science assessment.

d. Write Score, a progress monitoring tool for writing, will be administered to students in 3rd and 4th grade. A minimum of base-line and mid-year assessment will be conducted.

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

Response: At the school level, a minimum of base-line, mid-year and end-of-year progress monitoring will occur. Data teams will meet a minimum of once a month to evaluate student progress and modify instruction as needed. During tutoring sessions, a minimum of baseline and end-of session reports will document student progress.

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

provided to eligible students.

Response: The District has a history of over-enrolling students in the Supplemental Educational Services (SES) after-school tutoring program. Extended learning activities are not scheduled until the completion of the SES program. Schools are restricted from removing students from the SES program to participate in any additional extended learning activities at the school. Accounting practices for the SES program document implementation of the program and funds are tracked back to individual students at each school site. Accounting practices separate the SES program from the extended school year program. Accounting practices ensure that activities to get teachers highly qualified are above and beyond the required 5% set-aside. Activities for parent involvement will supplement the requirements of Title I, Part A.

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

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

Reading
Mathematics
Science

Strategies to Be Implemented

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

1a. Identify the Need: **To ensure the timely presentation and mastery of the core benchmarks, schools need focus calendars.**

1b. Provide the Data Source(s) and the Actual Outcome(s) as the basis for the identified Need.
Response: 2009 FCAT writing scores, see 1g.

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

- BAGDAD ELEMENTARY SCHOOL
- EAST MILTON ELEMENTARY SCHOOL
- JAY ELEMENTARY SCHOOL
- S. S. DIXON PRIMARY SCHOOL
- W. H. RHODES ELEMENTARY SCHOOL

1d. Name of strategy

Response: Focus Calendar Writing Sessions

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

Response: This is a Differentiated Accountability Requirement not currently being met at the 5 SINI schools. Instructional Methods: Pacing Guide revisions in Math and the development of pacing guides in reading, writing, and science. The development of Instructional Focus Calendars and Focus Lessons for each grade level.

a. Data/Document: The Coordinator of Math and science and the Coordinator of Language Arts for the school district surveyed all five Title I schools for access to Pacing Guides. Pacing guides in math were utilized to ensure the timely presentation and mastery of benchmarks. One of the five schools has developed pacing guides for reading, writing, and science. However, these guides need revision and the instructional focus calendars and focus lessons, based on student

achievement data are needed at all five schools.

b. Strategy: By involving general education and exceptional education teachers in the development of Elementary pacing guides, Instructional Focus Calendars, and Focus Lessons, schools will be able to provide more focused instruction and cover all content areas.

c. Outcome: The anticipated outcome is completed pacing guides, Instructional Focus Calendars, and Focus Lessons for elementary schools K-5, more focused curriculum content, and 100% of teachers will cover all required reading, writing, science, and math content during the instructional year. This strategy will address increased in target goals for math for all five SINI schools in the following groups: Bagdad, ED and SWD subgroups in reading and math; East Milton, ED math and SWD reading and math; Jay Elementary, ED math; Dixon Primary, ED and SWD math; Rhodes Elementary, Black and SWD reading and math.

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

Response: The LEA identified lack of timely instruction in reading and math as a root cause to academic achievement for last year's grant. This root cause was identified for writing this year.

To ensure that students have received instruction in a timely manner, sufficient to develop mastery, students who have failed to meet AYP proficiency in reading and math will benefit from instructional pacing guides and focus calendars. Math pacing guides exist for all 5 schools; however, pacing guides for reading, writing, and science need to be developed.

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

Response: To meet the needs of struggling learners in all subgroups, pacing guides, instructional focus calendars and focus lessons will be developed at each school. Once the pacing guide, including the benchmarks for reading, mathematics, and science are developed, each school and grade level will analyze their students' achievement data to meet the unique learning needs of their students. The calendars, and focus lessons will be reviewed and monitored and adjustments will be made, based on progress monitoring results throughout the school year.

2009 Writing scores

Bagdad- 91

East Milton- 95

Jay- 95

SS Dixon- 94

WM Rhodes- 92

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

Response: New Strategy : Math pacing guides were developed during the 2008-2009 school year. Therefore, a format already exists. Reading coaches, math coaches, and academic intervention specialists serve at each school and each school's data team received training in data analysis of FCAT, Stanford 10 and various progress monitoring tools. With the support of content area experts and training in data analysis, each school will have the support and expertise required to develop meaningful and effective pacing guides, instructional focus calendars, and focus lessons. District level subject matter experts in Language Arts and Math/Science will provide leadership and review of focus calendars.

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: Pacing guides, instructional focus calendars and focus lessons should be revised, based on student progress monitoring data throughout the school year. This project will be ongoing throughout the 2009-2010 school year. Teachers representing all five grade levels from each of the 5 schools plus ESE representatives (32 teachers total) will meet 5 days during the regular school day with substitutes provided under the guidance of District Coordinators to complete the task. There will be a total of 3 teams of 32 teachers each - one for math, one for reading, and one for science.

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

Response: District coordinators will be in charge of monitoring the development of the instructional focus calendars and focus lessons. The school principal will monitor the development and implementation of pacing guides, focus calendars, and focus lessons in the classroom.

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

Response: a. FAIR- Kindergarten through Grade 6 - FAIR will be used to measure students' skills in core areas of reading 3 times during the year. Schools will administer base-line, mid-year, and end-of-year FAIR assessment.

b. Monitoring Assessments (i.e., Running Records, Fluency Checks, student progress reports from SuccessMaker, Read 180, Accelerated Reader, FASTT math, Writing Rubrics, Teacher Observations, Teacher-generated tests) are used weekly for monitoring progress toward benchmarks.

c. Think Link, a benchmark assessment tool will be administered to students in reading and math in grades 3-6. Schools will administer base-line, mid-year, and end-of-year math and science assessment.

d. Write Score, a progress monitoring tool for writing, will be administered to students in 3rd and 4th grade. A minimum of base-line and mid-year assessment will be conducted.

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

Response: A minimum of base-line, mid-year and end-of-year progress monitoring will occur. Data teams will meet a minimum of once a month to evaluate student progress and modify instruction as needed. Focus calendars and focus lessons will be modified, based on progress monitoring data.

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

Response: The LEA ensures that these activities are supplementing existing services based on an inventory of existing professional practices. The District is not providing funding for the refinement of existing focus calendars or the development of pacing guides. This strategy is only supported by this grant at schools identified for improvement under Title I, part A.

6. Strategic Imperative this strategy addresses: 1.1

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

Reading
Mathematics
Science

Strategies to Be Implemented

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

1a. Identify the Need: **Increased skill and knowledge base for meeting needs of struggling learners**

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

Response: 2009 FCAT reading and math scores for each schools' subgroups below proficiency targets, see 1g.

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

- BAGDAD ELEMENTARY SCHOOL
- EAST MILTON ELEMENTARY SCHOOL
- JAY ELEMENTARY SCHOOL
- S. S. DIXON PRIMARY SCHOOL
- W. H. RHODES ELEMENTARY SCHOOL

1d. Name of strategy

Response: Professional Development in Response to Intervention

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

Response: School-based RtI teams will receive professional development utilizing a "train the trainer" model using School Based Leadership Team Big Ideas in PS/RtI, Problem Solving and Response to Intervention.

All five of the selected schools are currently schools in corrective action and accountable for the delivery of differentiated instruction and RtI is one of the requirements of Differentiated Accountability. The professional development provided will include the following topics: Data Analysis, Documentation and graphic representation of student achievement, Tier I, Tier II, and Tier III interventions and progress monitoring. Participants will complete a series of workshops that include the stages of implementing RtI, including Consensus building, Infrastructure

development, and Implementation of RtI.

Embedded professional development is a research-based strategy for improving the performance of classroom teacher. Differentiated Instruction and small group intervention are recognized RtI implementation strategies. The District will employ an outside consultant and provide instructional materials for school-based professional development in RtI strategies. Funding will also be provided for substitutes to enable teachers time for observation of best practices in peer classrooms implementing RtI strategies. Additional computer hardware and software to support RtI implementation will be purchased.

One individual from each school will attend a "train the trainer" certification class entitled, "Understanding Poverty." The trainers will in turn provide school-based workshops to improve the parent involvement participation rates of low-income students.

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

Response: Root causes include: lack of pre-kindergarten experiences that affect the school readiness level of students, core academic programs that are not sufficient enough to meet some students' academic needs, the lack of specific interventions with sufficient intensity and duration to enable students to achieve academic proficiency.

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

Response: Teachers of students who have demonstrated academic achievement that is below the proficiency level in grades K-5 (6) will participate in professional development. Materials will be purchased for students identified for RtI implementation strategies. Teachers will use standardized achievement test data, on-going progress monitoring data, and/or teacher recommendation as detailed in the District RtI plan to identify students participating in the program.

Bagdad- ED r64, m66, SWD r55, m58

East Milton- ED m66, SWD r59, m57

Jay- ED m62

SS Dixon- ED m65, SWD r61, m62

WM Rhodes- B- r59, m63, SWD r48, m56

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

Response: This new strategy will be implemented successfully, due to the preparation and training of the district RtI team, prior to the beginning of the 2009-2010 school year. District team members participated in the RtI Training, P/S/RtI Training of Trainers Implementation Handbook, provided by the University of South Florida. In addition, the district team visited RtI pilot schools in Walton and Escambia County.

To provide professional development that will meet the needs of each school based team, all instructional staff completed the Problem Solving/Response to Intervention Belief Survey. Results were analyzed by the district team to establish a base line of knowledge regarding RtI and academic intervention at the school level. To determine current practices and programs at each school, an RtI Inventory of Tier I, II, and III programs, strategies, and progress monitoring tools was completed.

To increase the efficacy of all teachers regarding RtI and interventions, reading coaches, math coaches, and academic intervention specialists serve at all five schools to provide support and professional development. The establishment of the Early Reading Intervention Program, the elementary Mathematics Intervention program, and an evaluation study, conducted by the University of West Florida CORAL Center, will further enable schools to develop RtI programs that meet the academic needs of 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: Professional development for Response to Intervention will occur throughout the school year. Initial training for school based teams will begin during November. Implementation of intervention and prevention strategies will increase in early December and continue through the remainder of the 2009-2010 school year. School-based RtI teams will select materials and software necessary for implementation beginning in November and continuing through May. Teacher observation of best practices will begin in November and continue through May.

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

Response: The school principal, who will serve as the chairperson of the school based team will

monitor implementation. At the district level, the Coordinator of Continuous Improvement will ensure the timely completion of training the and fidelity of implementation at each school. At the district level, the Coordinator of Language Arts and Math/Science will provide guidance in purchasing research-based materials and supplies necessary for implementation.

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

Response: a. FAIR- Kindergarten through Grade 6 - FAIR will be used to measure students' skills in core areas of reading 3 times during the year. Schools will administer base-line, mid-year, and end-of-year FAIR assessment.

b. Monitoring Assessments (i.e., Running Records, Fluency Checks, student progress reports from SuccessMaker, Read 180, Accelerated Reader, FASTT math, Writing Rubrics, Teacher Observations, Teacher-generated tests) are used weekly for monitoring progress toward benchmarks.

c. Think Link, a benchmark assessment tool will be administered to students in reading and math in grades 3-6. Schools will administer base-line, mid-year, and end-of-year math and science assessment.

d. Write Score, a progress monitoring tool for writing, will be administered to students in 3rd and 4th grade. A minimum of base-line and mid-year assessment will be conducted.

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

Response: Progress monitoring will occur with the implementation of base-line, mid-year, and end-of-year benchmark testing. In addition, more frequent monitoring will occur on a weekly basis. Data chat meetings will occur a minimum of once per month.

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

Response: The Title I schools are currently completing an inventory of Rtl materials, supplies, and practices. All activities and materials provided through the funding will be supplemental to existing resources. Professional development activities will not replace those activities described in the Title I Part A application required to get teachers highly qualified. Accounting practices document the separation of program activities and funding.

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: In August-September, the Director of Federal makes this application available to the general public, school administrators, teachers, parents/guardians, and the general public by completion of the following activities:

- 1) Presenting the application one time to the Santa Rosa County School Board for review and approval
- 2) Posting the application on the district Title I, Part A web site for continuous review
- 3) Providing a copy of the completed application to be kept at each Title I school participating in the grant

In October, the Director completes the following activities:

- 1) Reviewing the application with the LEA Support Team and building-level administrators
- 2) Ensuring administrator-led meetings at each school site with an explanation of the application for all parents and guardians

In November, the Director completes the following activity:

- 1) Provide an overview of the strategies for implementation and program outcomes for the Instructional Services Department

In October and/or March, the Director completes the following activity:

- 1) Providing an overview of the application to the joint Parent Advisory Council that includes family representation from Title I, ESOL, Migrant, and Homeless programs

Reporting student outcomes to stakeholders:

1. Annual Report Card: August-September: Publication and dissemination of the SCHOOL PUBLIC ACCOUNTABILITY REPORTS (SPAR): The Title I office generates a newsletter with a general description of the SPAR report and announcing the availability of the report in the front office of each school. Schools disseminate the newsletters through backpacks. In addition, schools include results of the SPAR report in a school advisory council meeting, and in a PTO meeting (if applicable). The District posts the SPAR on each school web site. Elementary school report cards include a notification that the SPAR report is available in the front office of each school and school handbooks include a summary of the report.
2. Individual student assessment reports: (June-July) The FLDOE sends the FCAT Report to schools for individual students. Schools notify parents that reports are available using a district-wide parent notification system. The system tracks delivery of messages to individual households. The Principal mails any reports not picked up by parents to each household.
3. Progress review: The District uses STANDARDIZED REPORT CARDS in October, January and April. Schools also disseminate MID-TERM REPORTS in September, November, February, and May. June-July

Note: Title I translates pertinent communication documents related to this plan into Spanish. As need arises, documents may be translated into Russian and Vietnamese.

Evaluation of Previous Year's Title I School Improvement

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

Response: At the beginning of the 2008-09 school year, Bagdad Elementary was a SINI Y4 and Prevent 1 with AYP deficiencies (from 2007-08) in SWD reading and math and did not make the writing proficiency. At the end of the 2008-09 school year, Bagdad met writing proficiency, but their ED and SWD did not meet proficiency in reading or math. At the beginning of the 2008-09 school year, East Milton was a SINI Y4 and Correct 1 with AYP deficiencies (from 2007-08) in ED math, SWD reading and math, and writing. At the end of the 2008-09 school year, East Milton met all AYP requirements and made a grade of A. At the beginning of the 2008-09 school year, W.H. Rhodes was a SINI Y3 and Correct 1 with deficiencies (from 2007-08) in writing and SWD math. At the end of the 2008-09 year, Rhodes made the writing, but SWD reading and math and B reading and math did not make AYP. At the beginning of the 2008-09 school year, Jay Elementary was a SINI Y3 and Prevent 1 with deficiencies (from 2007-08) in writing. At the end of the 2008-09 year, Jay met the writing proficiency but the ED population in math did not meet proficiency. At the beginning of the 2008-09 school year, Dixon Primary was not a SINI school, but based on AYP results from Dixon Intermediate the 2007-08 school year showed deficiencies in SWD math. At the end of the 2008-09 school year, Dixon Intermediate did not make AYP in ED math and SWD reading and math.

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

Response: All five schools improved in writing through the implementation of Write Score, a writing progress monitoring tool that provides specific feedback on individual student performance. Teachers were able to differentiate instruction on student needs. The SWD population continues to be a challenge. As the NCLB proficiency level increases, further interventions are needed in achieving proficiency. There is also a significant need for RtI intervention for all students to ensure that the needs of all students are identified and effective instructional support is provided.

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

Response: In all four schools, Write Score progress monitoring is an effective tool for differentiating instruction in writing. East Milton's Corrective Action plan required strategic interventions that resulted in significant improvement in the following areas: ED math (increased by 8%), SWD (increased by 11%) and math (9%) - well exceeding the requirement for Safe Harbor.

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

Response: At Bagdad Elementary, additional professional development is indicated in reading and math. They have had a lack of continuity in leadership at the school. There have been 3 principals assigned to the school during the past 5 years; however, an effective principal is in place and beginning her second year. This continuing effective leadership in combination with additional strategies proposed in this funding application will result in improved academic performance. At Rhodes Elementary, the SWD population continues to be a challenge. They did make Safe Harbor in math with SWD, but their percentage of students below proficiency in reading increased from 41% in 08 to 52% in 09. Additional intensive RtI intervention strategies and increased progress monitoring in reading and math in the benchmarks are part of this school's corrective action plan for 2009-2010. At Jay Elementary, their percent below proficiency increased to 33 in 2008 to 38 in 2009 in math ED. Part of the program is that students lacked fluency in mathematics operations. Implementation of FAST Math with fidelity and the addition of a Math Coach as part of this school's corrective action plan. Dixon Primary is now coordinating efforts with Dixon Intermediate to provide early intervention in the areas identified as in need of improvement.

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

Response: Intensive professional development, the full implementation of RtI, expanded understanding of parent involvement in the the academic program for low income children, the acquisition of research-based materials and supplies, the development and implementation of instructional focus calendars (based on achievement data) and extended day learning opportunities are needed to ensure schools make adequate yearly progress.

FLORIDA DEPARTMENT OF EDUCATION BUDGET DESCRIPTION FORM - School Improvement Initiative

A) NAME OF ELIGIBLE RECIPIENT: **Santa Rosa**B) Project Number (DOE USE ONLY): **570-2260A-0CS01**C) TAPS Number
10A006

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	220	Social Security Social Security (FICA) @ 7.65%	0.000	3155.63
5100	730	Dues and Fees "On-Line Subscription to research-based software, 12 licenses @\$2,400.00/license to provide tier 2 and tier 3 interventions. Strategy 3 (Rti)"	0.000	28800.00
5100	750	Other Personal Services "Substitute Funds - Focus Calendars: Teams of 6 teachers from each of the 5 schools for 5 days for math, science, and reading to develop math focus calendars, participate in Rti training and participation in the train-the-trainer workshop for parent involvement. A total of 550 substitute days @ \$75.00/day. Strategy 2 (Focus Calendars) and 3 (Rti) "	0.000	41250.00
5910	312	Subagreements greater than \$25,000 "SES Vouchers - in addition to the required 20% set-aside in Title I, Part A. The District has over-enrolled students. Strategy 1 - Extended School Day"	0.000	106800.00
6150	330	Travel 5 registrations @ \$95.00 each for train the trainer workshop in parent involvement with low-income families. Strategy 3 - Improving Parent Involvement in Rti.	0.000	3975.00
6300	510	Supplies Supply materials needed to provide individual and small group instruction of math and reading concepts to students. Strategies 1, 2 and 3	0.000	26856.02
6500	643	Computer Hardware Capitalized "Computer Hardware < \$1,000. Computer scanners for accelerated math and other necessary hardware for implementation of Rti. Strategy 3"	0.000	3000.00
6500	691	Computer Software Capitalized "Computer Software >\$1,000 for differentiated instruction of at-risk groups. Strategy 3 (Rti)"	0.000	12500.00
7200	790	Miscellaneous Expenses Indirect costs @ 3.34%	0.000	3471.35
E) Total: \$229,808				

DOE 101-R
Created 3/09

Dr. Eric J. Smith, Commissioner



FLORIDA DEPARTMENT OF EDUCATION

FLORIDA DEPARTMENT OF EDUCATION BUDGET DESCRIPTION FORM - School Improvement Initiative

A) NAME OF ELIGIBLE RECIPIENT: **Santa Rosa**B) Project Number (DOE USE ONLY): **570-2260S-0CZS1**

C) TAPS Number 10AR06

D) SPECIAL REVENUE FUND CODE 431

AARA Assur. Code	AARA Prin. Code	AARA Strt. 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	"Extended learning activities to include before- and after-school sessions, Saturdays, or summer for high risk students. Strategy 1 "	5190	120	Classroom Teachers' Teacher salaries - \$30.00 /hour for extended school learning activities.	0.000	0.000	0.000	0.000	86000.00
D	B4	21	S	Benefits on salary, Strategy 1	5190	210	Retirement Retirement @ 9.85% for Extended school learning activities.	0.000	0.000	0.000	0.000	8471.00
A	B4	21	S	Benefits on salary, Strategy 1	6300	220	Social Security Social Security (FICA) @ 7.65% for Extended school learning activities.	0.000	0.000	0.000	0.000	6579.00
D	B4	13	S	Materials and supplies necessary for small group differentiation and implementation of RtI strategies. Strategies 1, 2, & 3.	6300	510	Supplies "Materials and Supplies Supply materials needed to provide individual and small group instruction of math and reading concepts to students with identified needs. Additional fund will be used to purchase supplies for students, teachers including paper, pens, notebooks etc.	0.000	0.000	0.000	0.000	281.53
D	B3	8	S	Contract with Educational Specialist for embedded intensive Professional Development in RtI small group and differentiated instructional strategies. Strategy 3	6400	391	Subagreements up to \$25,000 Other professional services. Strategy 3 (RtI)	0.000	0.000	0.000	0.000	10000.00
D	B4	13	S	"Provide necessary technology for reading, math and science for all students including ELL and SWD" Strategy 3	6500	691	Computer Software Capitalized "Software >= \$1,000 " to support RtI implementation.	0.000	0.000	0.000	0.000	12500.00
N/A	C	N/A	D	Administrative. Strategies 1, 2 & 3.	7200	790	Miscellaneous Expenses Indirect costs @ 3.34%	0.000	0.000	0.000	0.000	3718.47
A	B4	21	S	"Extended learning activities to include before- and after-school sessions, Saturdays, or summer for high risk students" Strategy 1	7800	392	Subagreements greater than \$25,000 Other professional services - contract with school district transportation provider for Extended School learning activities. Strategy 1	0.000	0.000	0.000	0.000	32500.00

DOE 101-R
Created 3/09

Dr. Eric J. Smith, Commissioner

