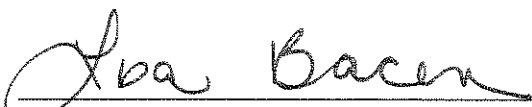



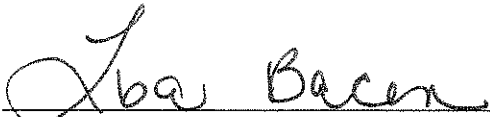

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Sarasota County School District	2 PROJECT NUMBER 580-2260A-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: 08/13/2009 - 09/30/2010 Program Period: 08/13/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 266,149.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 266,149.00	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-start;"> <div style="width: 60%;"> 13 APPROVED: <div style="text-align: center;">  _____ Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> </div> <div style="width: 35%; text-align: center;"> <div style="margin-bottom: 10px;">10/9/09</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 Sarasota County School District	2 PROJECT NUMBER 580-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted <p style="text-align: right;">TAPS 10AR06</p>	4 AUTHORITY 84.010A School Improvement - Title I, Part A
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 08/13/2009 - 09/30/2010 Program Period: 08/13/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 193,444.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 193,444.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 09/30/2010 Date that all obligations are to be liquidated and final disbursement reports submitted: 11/20/2010 Last date for receipt of proposed budget and program amendments: 09/30/2010 Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	11 DOE FISCAL DATA DBS: 40 90 20 EO: TX Object: 720036
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. In addition, the sub-recipient must comply with all expenditure, transparency, accountability, and reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA), ARRA regulations, and the ARRA specific assurances agreed to in the application for ARRA funds. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> 13 APPROVED:  _____ Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="width: 40%; text-align: center;"> 10/9/09 _____ Date of Signing </div> <div style="width: 10%; text-align: center;">  </div> </div>	

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

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- 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).
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 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
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- 12 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 13 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION - School Improvement Initiative

TAPS: ~~10AR05~~ 10AR06 10AR06

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Name and Address of Eligible Applicant: Sarasota 1960 LANDINGS BLVD SARASOTA, FL 34231	DOE USE ONLY Date Received: 2009 AUG 13 AM 11:03 RECEIVED
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B) Applicant Contact Information

Contact Name: First Name: Jane MI: F Last Name: Mahler	Mailing Address: 1960 LANDINGS BLVD City: SARASOTA State: FL Zip: 34231
Telephone Number: 941-927-9000	Ext: 34061
Fax Number: 941-927-4182	E-mail Address: Jane_Mahler@sarasota.k12.fl.us

Title I School Improvement Initiative [1003(a)] TAPS: 10AR06 Project Number: 580-2260A-0CS01 Total Funds Requested: \$266,149.00 \$266,149.00	Title I School Improvement Initiative [1003(a)] ARRA TAPS: 10AR06 Project Number: 580-2260S-0CZS01 CCZ01 Total Funds Requested: \$193,444.00 \$193,444.00	Title I School Improvement Fund [1003(g)] Project Number: 580-1260A-0CS01 Total Funds Requested: \$0.00	Title I School Improvement Fund [1003(g)] ARRA Project Number: 580-1260S-0CZS01 Total Funds Requested: \$0.00
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CERTIFICATION

I **Lori White** 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) *Lori White*
 Signature of Agency Head

DOE 100A



Dr. Eric J. Smith, Commissioner

Title I, Part A School Improvement Grants SARASOTA

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: <div style="text-align: center;"> Sarasota 1960 LANDINGS BLVD SARASOTA, FL 34231 </div>	DOE USE ONLY Date Received	
B) Applicant Contact Information			
Contact Name: First Name: Jane M: F Last Name: Mahler		Mailing Address: 1960 LANDINGS BLVD City: SARASOTA State: FL Zip: 34231	
Telephone Number: 941-927-9000		Ext: 34061	
Fax Number: 941-927-4182		E-mail Address: Jane_Mahler@sarasota.k12.fl.us	
Title I School Improvement Initiative [1003(a)] Project Number: 580-2260A-0CS01 Total Funds Requested: \$266,149.00	Title I School Improvement Initiative [1003(a)] ARRA Project Number: 580-2260S-0CZS1 Total Funds Requested: \$193,444.00	Title I School Improvement Fund [1003(g)] Project Number: 580-1260A-0CS01 Total Funds Requested: \$0.00	Title I School Improvement Fund [1003(g)] ARRA Project Number: 580-1260S-0CZS1 Total Funds Requested: \$0.00
CERTIFICATION			
<p>I Lori White do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>			
E) _____ Signature of Agency Head			

DOE 100A



Dr. Eric J. Smith, Commissioner

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
0012	ALTA VISTA ELEMENTARY SCHOOL	83.11	Prevent I	1	44358.17	32240.67	0.00	0.00
0201	TUTTLE ELEMENTARY SCHOOL	88.99	Correct I	5	44358.17	32240.66	0.00	0.00
0261	GOCIO ELEMENTARY SCHOOL	73.74	Prevent I	2	44358.17	32240.66	0.00	0.00
0291	WILKINSON ELEMENTARY SCHOOL	59.96	Correct I	2	44358.16	32240.67	0.00	0.00
0461	GLENALLEN ELEMENTARY SCHOOL	68.40	Prevent I	1	44358.16	32240.67	0.00	0.00
0501	EMMA E. BOOKER ELEMENTARY SCHL	90.58	Correct II	6	44358.17	32240.67	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. The district provided professional development to all principals in data analysis during the August 2009 planning meeting. This activity was presented by the district's Research, Assessment and Evaluation (RAE) Department. In addition, RAE holds monthly professional development meetings with principals and teachers to analyze and use data to inform instruction. All teachers at DA Title I schools were trained during the planning week in the administration and interpretation of the new FAIR reading assessments with particular emphasis on how to use the results to impact small group and individual instruction. This training was provided by the district curriculum and instruction reading specialist. Teachers in grades 1-4 will be trained to analyze writing scores from 2009 to determine student trends and to plan areas of focus for 2010. This training service has been contracted to be delivered by an outside writing consultant. Teachers in grades 2-5 will be trained to use SuccessMaker reports for progress monitoring purposes and to identify students with similar skill deficits in reading and math. SuccessMaker training will be provided by an outside consultant.

2. In collaboration with administration, intervention teacher, guidance counselor and the literacy team at each school, classroom teachers analyze student data regularly during weekly collaborative planning meetings. These collaborative planning meetings and teacher mentoring efforts will be utilized to ensure consistent outcomes in all areas. Ongoing progress monitoring will include classroom, district and standardized assessment measures for reading, math and science. The FAIR reading assessment will be administered three times a year. The writing scores will be reviewed two times prior to the FCAT writing administration. SuccessMaker reports are generated on a monthly basis for reading and math. The data analysis will be provided during weekly collaborative planning meetings and quarterly Differentiated Accountability team meetings, including administration and support staff.

3. All instructional staff will participate in collaborative planning teams and use the assessment data to adjust the instruction and provide academic interventions to remediate specific areas in which students demonstrate weakness. The DOE provided each school with a DVD including student writing responses from 2009. This data will be used to determine strengths and weaknesses of our writing efforts and areas needing more emphasis. The SuccessMaker reports will be used to determine which students need more time to remediate skills. The reports will also be used to group students for remediation and to identify students needing intensive remediation. After each data analysis meeting, teachers will adjust their lesson plans as needed.

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 Differentiated Accountability (DA) support team meets with leadership teams at each of the six schools identified in the DA model as Prevent I, Prevent II, Correct I and Correct II until the end of the school year. This team includes the superintendent, associate superintendent, Executive Directors and members from the following departments: Pupil Support Services, Curriculum, Professional Development, Academic Intervention Programs, and Research, Assessment and Evaluation (RAE). The LEA support team meets monthly to identify needs, design and implement professional development and other strategies, monitor, revise and evaluate progress. The LEA support team will meet with each school on a quarterly basis to provide support and needed resources to the school.

The LEA DA support team will meet with the leadership team from each school. The LEA support team will review the disaggregated AYP data for all DA designated schools, discuss the Positive Behavior Support (PBS) data for DA schools and share timelines and requirements for School Improvement Plans for DA schools. School leadership teams will be made up of administrative staff, the intervention teacher and classroom teachers.

At each meeting the LEA DA support team and school leadership team will review what strategies are working and need to be maintained and what strategies are not working and need to be abandoned. They will identify resources schools need from the district (e.g. professional development, curriculum, ESE support, ESOL support, etc.) and review the progress of the School Improvement Initiative strategies. Progress monitoring data will be provided and reviewed. Trends in student progress monitoring data will be discussed along with causes and implications.

The district RtI model and is being implemented at all schools. District and school staff were trained on the Positive Behavior Support model. PBS student data will be reviewed to insure the model is being implemented with fidelity.

The district DA support teams for Correct II schools include a wider range of district department representation than the support teams for Prevent I and Correct I schools. The Correct II teams have ad-hoc meetings between the quarterly meetings to provide more frequent support. The district does not have any Prevent II or Intervene schools.

Strategies to Be Implemented

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

1a. Identify the Need: **Increase student proficiency**

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

Response: FCAT. Students made gains in all population groups. Did not make AYP in several subgroups.

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

- ALTA VISTA ELEMENTARY SCHOOL
- TUTTLE ELEMENTARY SCHOOL
- GOCIO ELEMENTARY SCHOOL
- WILKINSON ELEMENTARY SCHOOL
- GLENALLEN ELEMENTARY SCHOOL
- EMMA E. BOOKER ELEMENTARY SCHL

1d. Name of strategy

Response: Intensive instruction during extended learning opportunities

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

Response: Purpose - To provide additional study time and access to school technology and materials in reading, math and science. Students need extended time beyond the school day in both remediation and enrichment to close the achievement gap and give them additional hours. This allows for more focused time on task for instruction. Small group environments are more conducive to learning. This will be accomplished by activities on two nights per week, on certain weekend hours and summer hours to reach the neediest students and provide a variety of activities.

Research - "Studies have found that after-school programs do have positive effects on children's academic performance as well as on other factories." www.edweek.org/rc/issues/after-school-programs/?print=1

Implementation of DA - These activities will support the implementation of Differentiated Accountability in the following ways: Schools will target subgroups and curriculum areas of deficiency to focus on more intensive instruction to support students in increasing achievement.

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

Response: The diverse populations of the identified schools includes students with disabilities, low socio-economic level and English Language Learners. These diverse populations makes consistent AYP performance a challenge. There is also low attendance to after school tutoring when transportation was not made readily available to students. To eliminate this root cause, transportation will be provided for those students participating in this tutoring program.

FCAT 2008-2009:

At the elementary level, subgroup reading proficiency at Title I schools, as demonstrated by FCAT was: Black 58%, Hispanic 70%, Low Income 73%, SWD 44% and ELL 51%.

FCAT 2008-2009:

At the elementary level, subgroup mathematics proficiency at Title I schools, as demonstrated by FCAT was: Black 58%, Hispanic 69%, Low Income 67%, SWD 46% and ELL 56%.

All of the factors indicate a need for extra student support. Students do not have enough access to technology, materials & instruction and need additional focused teaching time to close the achievement gap. With extended instructional time, students can close the achievement gap.

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

Response: For Math and Reading - lowest 25% of all students; for ELL students, all grades will be served; for Science, grade 5 will be served.

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

Response: School computer labs and curriculum already in place will be used for after school instruction. These costs have already been paid from state and local funding. Students will work with teachers from their own school. Teachers are paid from state and local funding as well as from Title I Part funding.

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

Response: Saturday school - 3 hours x 14 Saturdays; Summer Enrichment - 2 days per week for six weeks during summer; After School - 2 days per week during the school year, from October to March

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

Response: School administration and teachers

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

Response: Students will take FAIR three times a year to measure reading progress and take FOCUS in math and science two times per year to monitor growth and achievement.

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

Response: Progress monitoring in Sarasota county takes place three times a year for reading and two times a year for math and science.

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

Response: This intense after school instruction will be used to supplement SES instruction and reinforce instruction received during the school day. It will also reach students not eligible for SES. The LEA does not provide transportation for tutoring at any of its schools. The SIG is the only fund source that provides transportation as an effort to increase participation.

6. Strategic Imperative this strategy addresses: 1.1

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

Reading
Mathematics
Science

Strategies to Be Implemented

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

1a. Identify the Need: **Increase parental involvement in child's academic career.**

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

Response: FCAT. Students made gains in all population groups. Did not make AYP in several subgroups. See 1g.

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

- ALTA VISTA ELEMENTARY SCHOOL
- TUTTLE ELEMENTARY SCHOOL
- GOCIO ELEMENTARY SCHOOL
- WILKINSON ELEMENTARY SCHOOL
- GLENALLEN ELEMENTARY SCHOOL
- EMMA E. BOOKER ELEMENTARY SCHL

1d. Name of strategy

Response: Parent Involvement activities – Family Literacy nights and Parent Leadership Development

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

Response: Purpose - To provide family leadership development by contracting with a person, who will develop and present parent involvement activities that address external root cause issues impeding student performances. Family Literacy nights will provide opportunities for parents to share literacy activities with their children and to increase exposure to a variety of print and to positively impact the literacy development of the child and the family members.

Research - "The research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement." www.nwrel.org/archive/sirs/3/cu6.html

DA Implementation - When parents are involved in their child's education, there is an increase in that child's achievement. Parents become more knowledgeable about school expectations and become a partner in their child's learning.

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

Response: There are limited educational resources at home, and parents lack academic skills to assist students, which has an impact on the literacy development of the child.

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

Response: Parents/guardians at the identified schools.

At the elementary level, subgroup reading proficiency at Title I schools, as demonstrated by FCAT was: Black 58%, Hispanic 70%, Low Income 73%, SWD 44% and ELL 51%.

FCAT 2008-2009:

At the elementary level, subgroup mathematics proficiency at Title I schools, as demonstrated by FCAT was: Black 58%, Hispanic 69%, Low Income 67%, SWD 46% and ELL 56%.

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

Response: Parent Resource Centers are in use or being developed and will be used in conjunction with the Family Leadership Initiative and the Family Literacy Nights. The district Parent Involvement facilitator is available as a resource. The Parent Resource Centers and Parent Involvement Facilitator have been funded with Title I Part A funds.

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: Family Literacy nights will be held once a month. The Family Leadership Development will be ongoing throughout the year.

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

Response: The school administrators, teachers, school organizations such as SAC and PTA, and the district Parent Involvement Facilitator will be monitoring the Parental Involvement activities.

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

Response: Sign-in sheets will be used at parent events to keep track of attendance, and a Title I Parent Involvement survey will be done at the end of the school year; the PTA and SAC committees meet once a month.

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

Response: Sign-in sheets will be used at all parent events to gauge response, and the survey will be done in the Spring and will include a needs assessment for the following year.

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

Response: The Parent Involvement funding in the Title I School Improvement grant will be used to supplement those activities in the Title I Part A grant.

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

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

Reading
Mathematics
Science

Strategies to Be Implemented

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

1a. Identify the Need: **Increase student proficiency**

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

Response: The FAIR and FCAT assessments provide indicators of those requiring additional remediation.

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

- ALTA VISTA ELEMENTARY SCHOOL
- TUTTLE ELEMENTARY SCHOOL
- GOCIO ELEMENTARY SCHOOL
- WILKINSON ELEMENTARY SCHOOL
- GLENALLEN ELEMENTARY SCHOOL
- EMMA E. BOOKER ELEMENTARY SCHL

1d. Name of strategy

Response: Intensive Instruction during the school day in reading & math; language acquisition for ELL subgroup

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

Response: Purpose - Hire HQ teachers to work on a part time basis and provide intensive intervention utilizing a push-in and/or pull-out model with targeted students during the school day in reading and math for all subgroups. HQ teachers will work with ELL students to provide assistance with vocabulary, prior knowledge and language acquisition.

Research - "The researchers found that students in pull-out and push-in programs did not differ in reading comprehension gains and that these programs can be very effective." Effects of Pull-In and Pull-Out Approaches to Reading Instruction for Special Education and Remedial Reading Students Lynn M. Gelzheiser, Joel Meyers, and Robert M. Pruzek accessed on 05.27.09 and located at:
<http://www.questia.com/googleScholar.qst;jsessionid=KpMLGYCmHfWhyLGTJYgYTXi2M2pKfF4kHW2hdpWZRSBBNKsK1Zg!-1842691462!-1051885734?docId=77031103>

DA implementation - This fits into Differentiated Accountability by targeting students who are not making progress. Intervention will focus on targeted areas identified through assessment and progress monitoring.

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

Response: Selected schools have diverse populations including students with disabilities, low SES and English Language Learners. These diverse populations makes consistent AYP performance a challenge. These factors indicate a need for extra student support. Differentiated and individualized instruction will enable students to raise achievement levels.

FAIR assessments will be used to target specific need.

FCAT 2008-2009:

At the elementary level, subgroup reading proficiency at Title I schools, as demonstrated by FCAT was: Black 58%, Hispanic 70%, Low Income 73%, SWD 44% and ELL 51%.

FCAT 2009-2009:

At the elementary level, subgroup mathematics proficiency at Title I schools, as demonstrated by FCAT was: Black 58%, Hispanic 69%, Low Income 67%, SWD 46% and ELL 56%.

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

Response: For Math and Reading, the lowest quartile will be served. All ELL students will receive language acquisition instruction. Students who do not achieve proficiency scores on progress monitoring assessments or make adequate progress throughout the year will be targeted. The teachers implementing this strategy are targeted as well.

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

Response: The district has a pool of highly qualified substitutes from which to select for intensive intervention during the school hours. This grant will pay for substitutes from that pool to provide intensive instruction during the school day for targeted 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: Highly Qualified substitute teachers will be contracted to provide instruction for five hours a day, five days a week from September to April.

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

Response: School administration and teachers

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

Response: Students will take FAIR three times a year to measure reading progress and take FOCUS in math and science two times per year to monitor growth and achievement. Teachers will use weekly assessments from the core math and reading program, Harcourt, to monitor student progress

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

Response: Progress monitoring in Sarasota county takes place three times a year for reading and two times a year for math and science.

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

Response: These services will reinforce concepts in the classroom by the classroom teacher and provide follow-up activities and promote a deeper understanding of concepts.

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: **Need to provide teachers with effective instructional strategies**

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

Response: FCAT. Students made gains in all population groups. Did not make AYP in several subgroups.

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

- ALTA VISTA ELEMENTARY SCHOOL
- TUTTLE ELEMENTARY SCHOOL
- GOCIO ELEMENTARY SCHOOL
- WILKINSON ELEMENTARY SCHOOL
- GLENALLEN ELEMENTARY SCHOOL
- EMMA E. BOOKER ELEMENTARY SCHL

1d. Name of strategy

Response: Professional development, collaborative planning/training

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

Response: Purpose - Professional development builds capacity for teachers to have an increased repertoire of effective strategies to work with students. The focus of professional development has been on training for reading, and this grant will be used to broaden that scope to math, science and writing. Teachers will receive additional support in utilizing the Positive Behavior Support model which has an impact on student performance. Collaborative planning/training time allows teachers to work together, discuss student achievement, brainstorm strategies for achievement and share professional development ideas.

Research - "According to Guskey, professional development that accounts for school-wide needs allows staff to close both common student learning gaps and teacher skill gaps." Guskey, T. (1999) Apply time with wisdom. Journal of Staff Development, 20(2), 10-14 Located at: <http://www.learningpt.org/pdfs/pd/1ftb.pdf>

DA implementation - Professional development training will help teachers support students, who are not making AYP by increasing the variety of strategies used to teach all learners. Teachers will learn to differentiate instruction to meet students specific needs and areas of deficiency.

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

Response: Student FCAT data show gaps in achievement.

FCAT 2008-2009:

At the elementary level, subgroup reading proficiency at Title I schools, as demonstrated by FCAT was: Black 58%, Hispanic 70%, Low Income 73%, SWD 44% and ELL 51%.

FCAT 2009-2009:

At the elementary level, subgroup mathematics proficiency at Title I schools, as demonstrated by FCAT was: Black 58%, Hispanic 69%, Low Income 67%, SWD 46% and ELL 56%.

Staff development for teachers will maintain their skills and provide additional strategies to improve instruction and address innovative ways to ensure students close the achievement gap.

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

Response: Teachers of all subgroups, grades K-5

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

Response: Schools currently use CARE teams to monitor student behavior and academic need. PBS and RtI will enhance the work done by the current CARE team at each school. Collaborative

planning/training teams are already in place, and grant money will allow teachers more time for planning and addressing student needs. The county provides reading training through its core reading program. The grant will contribute professional development for math to address new Sunshine State Standards.

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

Response: Trainings occur monthly over the school year and until the end of the grant program.

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

Response: School administrators monitor teachers professional development plans every year. Teachers meet with the school administrators in September to develop their plan and in April to review progress of the plan.

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

Response: FCAT data is reviewed by the county and disaggregated into our EQUIP data report. Teachers professional development is monitored twice a year as part of their evaluation. Professional development records are maintained by the Professional Development department online system. In addition classroom walk-through will be used to monitor teacher performance and fidelity to core curriculum.

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

Response: Teachers professional development is monitored twice a year as part of their evaluation.

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

Response: Professional development activities funded by the Title I School Improvement grant supplement those activities funded by Title I Part A and Title II.

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: The applications of this grant will be posted upon grant approval on the district website for staff, parents, the community and students, who have access to the Internet. This grant application will be posted on the websites of the identified schools. This information will be posted through the end of the grant period.

The school newsletter of these schools will include the information one time and give notice of hard copy availability in English and Spanish in the school office. The information on the application will be provided to the Student Advisory Council and the Parent Resource Center upon grant approval and will receive quarterly updates on progress toward meeting student achievement goals. The parent notification to develop participation in the after school strategies in this grant will also include backpacked and personal call requests for targeted students in sub-groups that did not meet proficiency as determined by AYP standards.

Student report cards are send home via backpack or mail quarterly. Mid-quarter progress reports are send home via backpack.

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: 1. Monthly SINI meetings were held at each SINI school with district support personnel, school principal, data and reading coaches. School leadership teams met quarterly to review the results of FCAT, FOCUS, SRI and Stanford Achievement test data to determine academic gains and areas needing improvement. At the school there were weekly administrative team meetings, weekly collaborative planning team meetings and monthly staff updates. Progress monitoring spreadsheets were maintained by each teacher indicating specific skill deficits. We increased our Parental Involvement focus last year and started an annual Parent Institute using Title I Part A funding. Our Parent Survey showed a small increase in participation but there is still much room to grow. We are stepping up those efforts this year with use of this grant in conjunction with Title I Part A funded strategies and activities.

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

Response: 2. Additional after school intensive remediation contributed to gains in reading and math scores. Added use of SuccessMaker labs contributed to math improvements, and extensive professional development in balanced literacy improved reading proficiency. Lack of success in some areas of math and ESE was caused by a reduced number of human resources. Success has been achieved with staff commitment to school goals and participation in program applications. Our parent outreach was not as effective as we planned, and we will increase our parent contact with a family leadership liaison program.

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

Response: 3. Supplemental reading teachers provided students with additional instruction time structured at their level to meet their needs and bridge the gap. Staff commitment to school goals and programs made a positive difference. The SuccessMaker labs contributed to math gains, and extensive professional development to balanced literacy improved reading proficiency.

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

Response: 4. Based upon 2007-08 AYP data, additional support was focused on reading, and there were not enough available resources for math. Inconsistent teacher attendance for training was a factor limiting success in math and ESE. We have conducted a teacher survey and will include those results as a way to boost participation and attendance.

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

Response: 5. Improvements were attributed to supplemental support provided daily to all eligible students and the extended instruction provided after school hours.

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

A) NAME OF ELIGIBLE RECIPIENT: **Sarasota**
B) Project Number (DOE USE ONLY): **580-2260A-0CS01**

C) TAPS Number
10A006

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont	Amount
5100	145	Part time temporary personnel Part Time Temp Personnel to provide intensive instruction during the school day (Teacher Tutors)	2.550	143012.00
5100	210	Retirement Retirement @ 9.85%	0.000	14178.00
5100	220	Social Security Social Security (FICA) @ 6.20%	0.000	8523.00
5100	221	Medicare @ 1.45% Medicare @ 1.45%	0.000	2086.00
5100	292	Workers Comp @ 1% Workers Comp @ 1%	0.000	1438.00
5100	510	Supplies "Materials, supplies and supplemental books"	0.000	8685.00
6150	145	Part time temporary personnel Teacher to provide Parental involvement activities after hours	0.250	13453.00
6150	210	Retirement Retirement @ 9.85%	0.000	1282.00
6150	220	Social Security Social Security (FICA) @ 6.20%	0.000	806.00
6150	221	Medicare @ 1.45% Medicare @ 1.45%	0.000	185.00
6150	292	Workers Comp @ 1% Workers Comp @ 1%	0.000	129.00
6150	310	Professional and Technical Services Purchased Services - personal services to provide family leadership development and parent involvement activities	0.000	1000.00
6150	510	Supplies "Supply materials needed to for family leadership development and parent involvement activities. Additional fund will be used to purchase supplies for parent involvement activities including paper, pens, notebooks etc."	0.000	1158.00
6400	116	Substitute teachers Substitutes for classrooms when teachers are in training	0.000	8209.00
6400	145	Part time temporary personnel Teacher stipends to participate in Professional Development activities after hours	0.000	7076.00
6400	210	Retirement Retirement @ 9.85%	0.000	598.00
6400	220	Social Security Social Security (FICA) @ 6.20%	0.000	377.00
6400	221	Medicare @ 1.45% Medicare @ 1.45%	0.000	206.00
6400	292	Workers Comp @ 1% Workers Comp @ 1%	0.000	142.00
6400	310	Professional and Technical Services "Purchased Services - personal services to provide professional development training for teachers in math, science and writing."	0.000	21879.00
6400	510	Supplies "Supply materials needed to provide materials for specific professional development programs. Additional funds will be used to purchase supplies for teachers including paper, pens, notebooks etc."	0.000	2082.00
7200	790	Miscellaneous Expenses indirect costs @ 4.75%	0.000	12069.00
7800	460	Diesel Fuel Transportation for students attending after school day tutoring services	0.000	6743.00
7900	430	Electricity Facility cost for use of buildings after hours for teachers to attend after school day professional development training	0.000	10429.00

E) Total: \$266,149

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: **Sarasota**
B) Project Number (DOE USE ONLY): **580-2260S-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	Teacher Support - Extended school day	5100	145	Temporary Service personnel Contracted Personnel (Tutors) to provide tutoring services after school hours	51079	0.000	1.870	0.000	104671.00
D	B4	21	S	Benefits on salary	5100	210	Retirement Retirement @ 9.85%		0.000	0.000	0.000	10300.00
D	B4	21	S	Benefits on salary	5100	220	Social Security Social Security (FICA) @ 6.20%		0.000	0.000	0.000	6485.00
D	B4	21	S	Benefits on salary	5100	221	Medicare 1.45% Medicare @ 1.45%		0.000	0.000	0.000	1658.00
D	B4	21	S	Benefits on salary	5100	292	Workers Comp 1 % Workers Comp @ 1%		0.000	0.000	0.000	905.00
D	B4	21	S	Teacher Support - Extended school day	5100	510	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	6319.00
D	B4	21	S	Parent Involvement activities and development	6150	145	Temporary Service personnel Contracted Personnel to provide Parental Involvement activities after hours (Teacher-on-Special Assignment)	91012	0.000	0.170	0.000	9778.00
D	B4	21	S	Parent Involvement activities and development	6150	210	Retirement Retirement @ 9.85%		0.000	0.000	0.000	931.00
D	B4	21	S	Parent Involvement activities and development	6150	220	Social Security Social Security (FICA) @ 6.20%		0.000	0.000	0.000	586.00
D	B4	21	S	Parent Involvement activities and development	6150	221	Medicare 1.45% Medicare @ 1.45%		0.000	0.000	0.000	137.00
D	B4	21	S	Parent Involvement activities and development	6150	292	Workers Comp 1 % Workers Comp @ 1%		0.000	0.000	0.000	95.00
D	B4	21	S	Parent Involvement activities and development	6150	510	Supplies "Supply materials needed to for family leadership development and parent involvement activities. Additional fund will be used to purchase supplies for parent involvement activities including paper, pens, notebooks."		0.000	0.000	0.000	842.00
D	B4	21	S	Teacher Professional Development	6400	116	Substitute teachers Substitutes for classrooms when teachers are in training		0.000	0.000	0.000	5666.00
D	B4	21	S	Teacher Professional Development	6400	145	Teacher stipends Teacher stipends for teachers to receive training after duty hours		0.000	0.000	0.000	5144.00
D	B4	21	S	Teacher Professional Development	6400	210	Retirement Retirement @ 9.85%		0.000	0.000	0.000	434.00
D	B4	21	S	Teacher Professional Development	6400	220	Social Security Social Security (FICA) @ 6.20%		0.000	0.000	0.000	274.00
D	B4	21	S	Teacher Professional Development	6400	221	Medicare 1.45% Medicare @ 1.45%		0.000	0.000	0.000	151.00
D	B4	21	S	Teacher Professional Development	6400	292	Workers Comp 1 % Workers Comp @ 1%		0.000	0.000	0.000	104.00
D	B4	21	S	Teacher Professional Development	6400	310	Professional and Technical Services "Purchased Services - personal services to provide professional development training for teachers in math, science and writing."		0.000	0.600	0.000	15901.00
D	B4	21	S	Teacher Professional Development	6400	360	Site Licenses "Site licenses for professional development training for teachers in math, science and writing."		0.000	0.000	0.000	612.00
D	B4	21	S	Teacher Professional Development	6400	510	Supplies "Supply materials needed to provide materials for specific professional development programs. Additional funds will be used to purchase supplies for teachers including paper, pens, notebooks"		0.000	0.000	0.000	1000.00
N/A	C	N/A	D	Administrative	7200	790	Miscellaneous Expenses Indirect costs @ 4.75%		0.000	0.000	0.000	8772.00
D	B4	21	S	Teacher Support - Extended school day	7800	460	Diesel Fuel Transportation for students attending after school day tutoring services		0.000	0.000	0.000	4900.00
D	B4	21	S	Teacher Support - Extended school day	7900	430	Electricity Facility cost for use of buildings after hours for students attending after school day tutoring services and teachers to attend professional development training		0.000	0.000	0.000	7579.00

E) Total: **\$193,444**



DOE 101-R
Created 3/09

Dr. Eric J. Smith, Commissioner

