

**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Sumter County School District	<b>2 PROJECT NUMBER</b> 600-2260A-0CS01
<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Initiative  <div style="text-align: right;"><b>TAPS 10A006</b></div>	<b>4 AUTHORITY</b> 84.010A School Improvement - Title I, Part A
<b>5 AMENDMENT INFORMATION</b> Amendment Number: 1 Type of Amendment: Budget: Changes Effective Date: 02/23/2010	<b>6 PROJECT PERIODS</b>  Budget Period: 08/31/2009 - 09/30/2010 Program Period: 08/31/2009 - 09/30/2010
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 188,465.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 188,465.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: 09/30/2010</li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: 11/20/2010</li> <li>Last date for receipt of proposed budget and program amendments: 09/30/2010</li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date(s) for program reports:</li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> Michael Kilts <b>Phone:</b> (850) 245 - 9946 <b>Email:</b> <a href="mailto:Michael.Kilts@fldoe.org">Michael.Kilts@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0496	<div style="text-align: center;"><b>Comptroller's Office</b> (850) 245-0401</div> <div style="text-align: right;"> <b>11 DOE FISCAL DATA</b>           DBS: 40 90 20          EO: 9A          Object: 720036       </div>
<b>12 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>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.</li> <li>For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</li> </ul>	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> <b>13 APPROVED:</b>   <div style="text-align: center;"> <div style="border-top: 1px solid black; width: 100%;"></div>           Authorized Official on behalf of Dr. Eric J. Smith            Commissioner of Education         </div> </div> <div style="width: 40%; text-align: center;"> <div style="font-size: 1.5em; margin-bottom: 5px;">3/26/10</div> <div style="border-top: 1px solid black; width: 100%;"></div>           Date of Signing         </div> <div style="width: 10%; text-align: center;"> </div> </div>	

# FLORIDA DEPARTMENT OF EDUCATION PROJECT AMENDMENT REQUEST

RECEIVED

<b>Please return to:</b>  Florida Department of Education <b>GRANTS MANAGEMENT</b> Room <u>332</u> Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 (850) <u>245-0496</u>	<div style="text-align: right;">DOE USE ONLY 2007 FEB 23 PM 2:55</div> <b>Date Received:</b>  <div style="text-align: center;">BUREAU OF GRANTS MANAGEMENT</div> <b>PROGRAM NAME</b>  2009-10 Title I School Improvement Initiative
<b>A) Agency Name</b>  Sumter County School District	<b>B) Amendment Number</b>  1
<b>C) Amendment Type</b>  <input type="checkbox"/> Program <input checked="" type="checkbox"/> Budget	<div> <b>D) Project Number</b>                      <b>TAPS Number</b> </div> <div> <u>600-2260A-0CS01</u>                      <u>10A006</u> </div>

## E) Amendment Request Contact Information

<b>Name:</b> Sumter County School District Colleen Strickland	<b>Address:</b> 2680 West CR 476 Bushnell, FL 33513
<b>Telephone:</b> 352-793-2315 x 267	<b>SunCom:</b>
<b>Fax:</b> 352-793-4180	<b>E-mail:</b> habhabc@sumter.k12.fl.us

## F) Required Signature

Superintendent/Agency Head	
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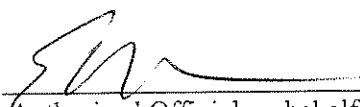
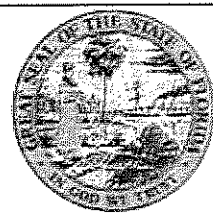
## G) Narrative

<p>Please approve the following changes to allow for benefits to be paid on salaries for curriculum development and professional development. In the original budget no funds were allocated to pay benefits for teachers participating in neither professional development nor curriculum development. Benefits need to be paid on all salaries paid to teachers. In addition, a budget line is being requested to purchase science equipment such as microscopes. In the original budget funds were allocated for this type of purchase under 5100 -510 consumable supplies. According to Red Book a purchase of an item of \$150 would not be considered consumable instead it would be equipment. All requests are in alignment with the original approved application.</p> <p>Decreases:</p> <p>5100-510 Consumable Materials and Supplies \$5,000.00</p> <p>6400- 120 Salaries Professional Development \$ 773.10</p> <p>6300-120 Salaries Curriculum Development \$1,844.00</p> <p>Increases:</p> <p>5100-642 Non-capitalized Equipment \$5,000.00</p> <p>6400- 220 Social Security \$558</p> <p>6400-260 Medicare \$130.50</p> <p>6400-240 Workman's Comp \$84.60</p> <p>6300-220 Social Security \$620.00</p> <p>6300-260 Medicare \$145.00</p> <p>6300-240 Workman's Comp \$94.00</p> <p>6300- 210 Retirement \$985.00</p>
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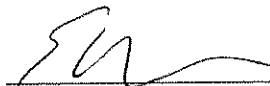
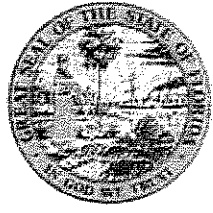
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<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 08/31/2009 - 09/30/2010 Program Period: 08/31/2009 - 09/30/2010
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<b>13 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">         _____        Authorized Official on behalf of Dr. Eric J. Smith        Commissioner of Education     </div> <div style="text-align: center;">       11/12/09        _____        Date of Signing     </div> <div style="text-align: right;">  </div> </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.
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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 Award Notification**

<b>1 PROJECT RECIPIENT</b> Sumter County School District	<b>2 PROJECT NUMBER</b> 600-2260S-0CZ01
<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Initiative-Targeted  <p align="center"><b>TAPS 10AR06</b></p>	<b>4 AUTHORITY</b> 84.010A School Improvement - Title I, Part A
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 08/31/2009 - 09/30/2010 Program Period: 08/31/2009 - 09/30/2010
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 129,374.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 129,374.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
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**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: <b>Sumter</b> 2680 WC 476 BUSHNELL, FL 33513	DOE USE ONLY Date Received: 09/16/09 PM 2:05 RECEIVED
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B) Applicant Contact Information	
<b>Contact Name:</b> First Name: Colleen MI: H Last Name: Strickland	<b>Mailing Address:</b> 2680 W CR 476 City: BUSHNELL State: FL Zip: 33513
Telephone Number: 352-793-2315	Ext: 267
Fax Number: 352-793-4377	E-mail Address: habhabc@sumter.k12.fl.us

<b>Title I School Improvement Initiative [1003(a)]</b>  Project Number: 600-2260A-0CS01  Total Funds Requested: \$195,788.00	<b>Title I School Improvement Initiative [1003(a)] ARRA</b>  Project Number: 600-2260S-0CZS1-00001  Total Funds Requested: \$134,868.00	<b>Title I School Improvement Fund [1003(g)]</b>  Project Number: 600-1260A-0CS01  Total Funds Requested: \$0.00	<b>Title I School Improvement Fund [1003(g)] ARRA</b>  Project Number: 600-1260S-0CZS1  Total Funds Requested: \$0.00
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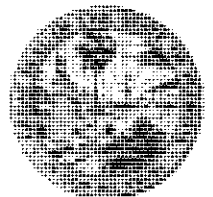
**CERTIFICATION**

I **Richard Shirley** 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) Richard A Shirley  
Signature of Agency Head

DOE 100A



Dr. Eric J. Smith, Commissioner



**Title I, Part A School Improvement Grants SUMTER**

## General Assurances

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

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

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

## School Districts, Community Colleges, Universities and State Agencies

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

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

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

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

## School Information

School #	School	% Poverty	Differentiated Accountability Category	SINI	Allocation 1003(a) Regular	Allocation 1003(a) ARRA	Allocation 1003(g) Regular	Allocation 1003(g) ARRA
0051	WEBSTER ELEMENTARY SCHOOL	79.75	Prevent I	2	0.00	63347.09	0.00	0.00
0102	WILDWOOD ELEMENTARY SCHOOL	82.47	Correct I	5	0.00	71520.91	0.00	0.00

### Data Analysis during Project Period

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

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

**Response:** The district will provide professional development to teachers in August and September. This professional development activity will be headed and delivered by the curriculum department using reports generated in the DATA STAR system. Title I funded common planning time for each teacher/grade level to meet with the principal to develop data driven Individualized Professional Development Plans in September. Data analysis will take place each semester for schools in need of improvement. Schools planning for and implementing restructuring will have data analysis each quarter. SuccessMaker, classroom work, common assessment results and teacher input have been identified as the monitoring tools for student progress. After each data analysis meeting, teachers will adjust their curriculums to meet the needs of their students. The focus of professional development will be using the districts data software Data STAR to generate individual classroom and student customized reports for goal setting. Professional development will also promote understanding AYP and prescriptive scheduling reports provided through SuccessMaker.

## 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:** Activity 1-Support the principal in developing the school leadership team

Duration: Leadership teams will meet a minimum of 6 times per year for Correct I schools and a minimum of 2 times per year for Prevent I schools.

Activity 2- Monitor effective utilization of the reading coach and resource teacher positions funded through Title I, K-12 reading allocation, Title I School Improvement and Supplemental Academic Instruction

Duration: Monthly October 2009-June 2010 via walkthroughs, student schedules and data analysis

Activity 3-Review and assist with the development of master schedules

Duration: July/August 2009 and quarterly based on student needs

Activity 4-Schedule sessions to review the school improvement plans and state progress monitoring plans to ensure that objectives and strategies address the subgroups not meeting standards

Duration: District will use School Improvement Reporting Timelines

Activity 5- Supervise local, state and federal budgets and revenue structures by district administrative staff

Duration: Monthly

Activity 6- Schedule meetings with district staff to discuss the implementation of the instructional program and its impact on student performance based on progress monitoring results

Duration: Monthly using informal data; Common Assessments Reading-October 2009, January 2010, May 2010 Math-Common Assessments January 2010, May 2010 FAIR- October 2010, February 2010, May 2010

Activity 7-Review completed math and reading benchmark assessments and correlation of data including SuccessMaker, Midyear (DA) and common assessments

Duration: September 2010, January 2010, May 2010

Activity 8-Monitor professional development activities provided by Title I, Title I School Improvement Funds and Title II to ensure that professional development activities are data driven and/or implemented with appropriate subgroup

Duration: August 2009 (197th Day), January 2010 (Professional Day), June 2010 (Professional Day)

Activity 9- District Coordinated instructional program reviews in Reading and Mathematics with a focus on sub-groups not meeting NCLB targets

Duration: 3 times per year, September 2010, December 2010, February 2010

## 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 the percent of students proficient in reading, math, and writing.**

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

**Response:** 2009 AYP Reports

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

- WEBSTER ELEMENTARY SCHOOL
- WILDWOOD ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** After School and Summer Programs

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

**Response:** After school and summer programs will be provided to students in need of academic support. Instruction will be provided following the Learning Focused Solutions programs. Learning Focused Solutions is based on research conducted by the US department of Education and Pew Educational Forum. Meta analysis of all data was completed and evaluated across five components, planning, curriculum, instruction, assessment and organization. Learning-Focused Solutions connects this data for schools and districts.

Students will receive instruction in technologically enhanced classrooms to increase student achievement and teacher effectiveness in the classrooms. Technologically enhanced classrooms will include document cameras, projectors, classroom response systems, smart pads, computers, and classroom audio enhancement projection systems. Students will have access to instructional software such as Brain Pop and Study Island.

Closing the Gap through Extended Learning Opportunities: An NEA policy brief.  
[http://www.nea.org/assets/docs/mf\\_PB04\\_ExtendedLearning.pdf](http://www.nea.org/assets/docs/mf_PB04_ExtendedLearning.pdf)

Prendergast, K.A., Spradlin T.E., & Palozzi, V.J. (2007) Is it Time to Change Indiana's School-Year Calendar?

Center for Education Evaluation and Policy, VOLUME 5, NUMBER 1, WINTER 2007 accessed 05.27.09 and located at <http://www.ecs.org/html/offsite.asp?document=http%3A%2F%2Fceep%2Eindiana%2Eedu%2Fprojects%2FPDF%2FPB%5FV5N1%5FWinter%5F2007%5FEPB%2Epdf+>

Implementation of DA

After School and Summer programs will assist in the implementation of Differentiated Accountability by following a curriculum that is prioritized and follows a pacing guide throughout the course of the program. Student progress will be measured with a baseline assessment and midyear assessment. Additional time with direct instruction and individualized computer based instruction will increase student proficiency in reading, math and writing and assist schools with meeting Adequate Yearly Progress criteria.

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

**Response:** The district has identified instructional time on task and student to teacher ratio for bottom quartile students as a root cause for low academic achievement. Currently the school offers through the 21st Century Community Learning Centers grant a 30 week 4 day per week 3 hour per day after school program and a six week summer program. The district reviewed participating student achievement data for 2nd, 3rd, 4th, and 5th grade in math, writing, science, and reading along with the average daily attendance and student schedules. The current student to teacher ratio is 22:1. Focusing resources to reduce the student to teacher ratio in the after school program will allow for more individualized instruction and tutoring and will increase student achievement by an anticipated 5-10% in reading, mathematics, writing and science. Increasing the number of after school and summer program teachers will eliminate large class sizes and allow the program to offer more customized instructional programs tailored to individual student needs.

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

**Response:** The target population for after school and summer programs will be students in grades 4 and 5 with an FCAT reading or math score of level 1 and 2; students in grades 2 and 3 with SAT 10 reading or math scores below the 45th percentile and students in Kindergarten and 1st grade with reading deficiencies as recommended by classroom teachers and district assessments.

#### 2009 AYP Reports

##### Webster Elementary

##### Reading % Proficient

Total – 75%

White- 80%

Hispanic 66%

ED-75%

SWD-46%

##### Math % Proficient

Total-81%

White-84%

Hispanic -82%

ED-80%

SWD-59%

##### Wildwood Elementary

##### Reading % Proficient

Total- 73%

White-86%

Black-63%

ED-69%

SWD-49%

Math % Proficient

Total-75%

White-86%

Black-62%

ED-72%

SWD-57%

2009 School Accountability Report

Webster Elementary % of student meeting high standards in science-55%

Wildwood Elementary % of student meeting high standards in science-35%

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

**Response:** Both Wildwood Elementary and Webster Elementary were awarded the 21st Century Community Learning Centers grant. The program provides instruction in reading, math, science and writing four days per week for 30 weeks in the after school program and six weeks in the summer. The district has purchased curriculum to be used for instruction along with developed curriculum maps and pacing guides. The program has a coordinator at each site and a teacher on special assignment that coordinates all aspects of the program. Funds for after school and summer programs will be used to reduce student to teacher ratio and also provide additional after school programs for those students in K-5 who do need special programs designed to fit their needs.

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

**Response:** After school programs will run a maximum of 4 days per week 3 hours per day for 30 weeks.

Summer programs will run a maximum of 6 weeks, 4 days per week for 6 hours per day.

After school programs will begin in September and run through April 2010.

Summer programs will begin in June and run through July 2010.

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

**Response:** 21st CCLC Grant Manager (member of district leadership team)

21st CCLC Teacher on Special Assignment

21st CCLC Coordinator at school site

School Principal

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



progress.

**Response:** PPICs Data

Classroom Grades

Success Maker Reports

FCAT Data

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

**Response:** PPICs Data (2x per year)

Classroom Grades (4x per year)

Success Maker Reports (Weekly)

FCAT Data (1x per 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 district has already staffed the after school program and budgeted all expenses. Any additional staff to reduce the student to teacher ratio during the after school or summer program will be supplemental. SES will be available to qualified students.

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 the percent of students proficient in science**

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

**Response:** 2009 School Accountability Report

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

- WEBSTER ELEMENTARY SCHOOL
- WILDWOOD ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Science lab materials, supplies and non-fiction science books

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

**Response:** Science lab materials, supplies and science related non-fiction books will be purchased. Teachers from each school have been trained in the 5 E model for science instruction. The 5 E's is an instructional model based on the constructivist approach to learning, which says that learners build or construct new ideas on top of their old ideas. The 5 E's can be used with students of all ages, including adults. Each of the 5 E's describes a phase of learning, and each phase begins with the letter "E": Engage, Explore, Explain, Elaborate, and Evaluate. The 5 E's allows students and teachers to experience common activities, to use and build on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept. In order to fully implement the 5 E model for science instruction adequate science manipulatives and lab materials and non-fiction books must be readily available for student access. Research on the 5E model can be found at Enhancing Ed's site <http://enhancinged.wgbh.org/research/eeeeee.html>

Students will receive instruction in technologically enhanced classrooms to increase student achievement and teacher effectiveness in the classrooms. Technologically enhanced classrooms will include document cameras, projectors, classroom response systems, smart pads, computers, and classroom audio enhancement projection systems. Classrooms will also have projection screens, handheld computers, printers, scanners and wireless modules. Students will have access to instructional software such as Brain Pop and Study Island.

Implementation of this strategy will support DA by increasing students' ability to "Explain, Elaborate, and Evaluate" which will impact FCAT reading and math achievement as well as science. The percent of students proficient in all tested content areas should increase as a result of higher order thinking skills.

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

**Response:** The district has identified instructional methods and teacher content knowledge as a root cause for low academic achievement. The current instructional method of generalized instruction shows students weak in academic areas where the teacher does not have a strong background. The district reviewed student achievement data for 3rd, 4th and 5th grade in math, writing, science, and reading, teacher qualifications and their educational background along with learning gains achieved by their respective students and compared teachers with high percentages of students with learning gains to those with low percentages of students with learning gains. Focusing resources to increase the availability of science lab materials and resources and science related non-fiction books in low performing Title I schools will increase

student achievement by an anticipated 5-10% in science and allow teachers to fully implement the 5E model for science instruction.

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

**Response:** Targeted populations for this strategies are students in grades K-5 in all subgroups, and science teachers for grades K-5.

2009 School Accountability Report

Webster Elementary % of student meeting high standards in science-55%

Wildwood Elementary % of student meeting high standards in science-35%

2009 AYP Reports

Webster Elementary

Reading % Proficient

Total – 75%

White- 80%

Hispanic 66%

ED-75%

SWD-46%

Math % Proficient

Total-81%

White-84%

Hispanic -82%

ED-80%

SWD-59%

Wildwood Elementary

Reading % Proficient

Total- 73%

White-86%

Black-63%

ED-69%

SWD-49%

Math % Proficient

Total-75%

White-86%

Black-62%

ED-72%

SWD-57%

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

The district currently purchases refill packs for classroom demonstration kits associated with the Harcourt Science series in grades K-5.

The district currently subscribes to Explore Learning Gizmo a virtual manipulative and science experiment software program.

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:** Science Lab materials, supplies and science related non-fiction books will be purchased in September 2009. All materials will be available to students throughout the school year.

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

**Response:** District Curriculum Department

School Principal

School Media Specialist

Classroom Teachers

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

**Response:** Lesson Plans

FCAT Science Scores

Media Center Circulation Records

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

**Response:** Lesson Plans (weekly)

FCAT Science Scores (1 x year

Media Center Circulation Records (quarterly)

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

**Response:** Funds for this strategy will be allocated at a rate above the district allocation. The district curriculum department will monitor all expenditures.

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

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

**Science**

**Science**

**Science**

## Strategies to Be Implemented

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

1a. Identify the Need: **Professional Development**

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

**Response:** 2009 AYP and School Accountability Reports

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

- WEBSTER ELEMENTARY SCHOOL
- WILDWOOD ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Professional Development

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

**Response:** Professional development will be provided in the core content areas of reading, math, science and writing for teachers in Title I schools. Professional development will consist of professional trainings, professional learning communities and district/state conferences in the content areas.

Research base: Learning Communities, National Staff Development Council, accessed 05.27.09 and located at <http://www.nsdc.org/standards/learningcommunities.cfm>

Corcoran, T. (1995, June). Helping teachers teach well: Transforming professional development. CPRE Policy Briefs. Rutgers, NJ: Consortium for Policy Research in Education, 69-79. Download in PDF form at [http://www.cpre.org/images/stories/cpre\\_pdfs/rb16.pdf](http://www.cpre.org/images/stories/cpre_pdfs/rb16.pdf)

Implementation of this strategy will support Differentiated Accountability by providing teachers will opportunities to expand their content knowledge and maintain Highly Qualified status. Focused instructional strategies will improve student proficiency in reading, math, writing and science.

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

**Response:** The district has identified instructional methods and teacher content knowledge as a root cause for low academic achievement. The current instructional method of generalized instruction shows students weak in academic areas where the teacher does not have a strong background. The district reviewed student achievement data for 3rd, 4th and 5th grade in math, writing, science, and reading, teacher qualifications and their educational background along with learning gains achieved by their respective students and compared teachers with high percentages of students with learning gains to those with low percentages of students with learning gains. Focusing resources to provide specific professional development and enhance professional learning communities in low performing Title I schools will increase student achievement by an anticipated 5-10% in reading, mathematics, writing and science. Professional development will be targeted to specific areas of weakness within the school. Accountability for implementation of training strategies will be in place.

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

**Response:** The targeted population will include teachers of students in 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 provide opportunities for professional learning communities once per month. This strategy will provide resources for professional learning communities to meet more frequently. Professional development is required by the district three times throughout the year on professional days. This strategy will provide resources to schedule expanded professional training opportunities for teachers.

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 Learning Communities- 2 x per month

Professional Development- 2 additional trainings

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

**Response:** District Curriculum Department

School Principal

District Professional Development Department

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

**Response:** Professional Learning Communities- meeting logs, Classroom walkthroughs, lesson plans

Professional Development- 2 additional trainings- Agendas, classroom walkthroughs, lesson plans

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

**Response:** Professional Learning Communities- meeting logs (2x per month), Classroom walkthroughs (weekly), lesson plans (weekly)

Professional Development- 2 additional trainings- Agendas (each training), classroom walkthroughs(weekly) , lesson plans(weekly)

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

**Response:** Each school is provided a professional development budget through the office of professional development. Funds allocated to the schools will be in addition to the base allocation. The district curriculum department will monitor the scheduling of all professional development and professional learning communities.

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

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

Reading  
Mathematics  
Science





## Dissemination/Marketing and Reporting Student Outcomes

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

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

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

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

School Newsletters that receive funds: Information on the application will be provided in the monthly newsletter after the approval of the application. This notification will address parents, staff, and students. This will be a one time notification through this method.

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

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

Student outcome will be reported at faculty meetings, school advisory council meetings and during the hearing of the school improvement plan. FCAT reports along with AYP reports will be shared. Charts and graphs of student progress toward proficiency will be generated. Reporting of DA baseline and mid year assessment results will also be shared. Outcomes will be reported quarterly and information will be disseminated to parents, teachers, and the public in English and Spanish as necessary until the project period ends September 30, 2010.

## 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:** Evaluation of student academic achievement is conducted each year after the release of FCAT scores. FCAT scores are analyzed by total performance and subtest performance. Test results are also broken down by subgroups within the district and schools. Data is compared to school, district and state performance. Correlations between student performance on district common assessments and FCAT are also prepared and analyzed. Goal setting for the upcoming year is based on the data analysis.

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

**Response:** Webster Elementary and Wildwood Elementary were designated "A" schools by the FL Department of Education in 2009. Both schools continue to see improvement in the percent of students proficient in reading, math, writing and science. Specific data driven professional development in the core academic areas for subgroups assisted the schools in closing the achievement gap. Wildwood Elementary made 100% AYP for the first time in seven years. Webster Elementary improved student performance in the subgroup-Hispanics but did not maintain the performance of Students with Disabilities despite all efforts to support and monitor that subgroup. Efforts and dollars will be used this year to support those subgroups that did not maintain performance and those that historically have not made AYP targets.

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

**Response:** Targeted Professional Development Resource Teachers in Reading After School Programs

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

**Response:** The math resource teacher initially requested was not implemented because of the late release of funds and the timing of the posting. A lack of applicants with the required qualifications resulted in the vacancy not being filled.

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

**Response:** Success can be attributed to the frequent articulation between district staff and principal, principal and teachers, teachers and students. Frequent meetings with the District Assistance Team allowed all stakeholders to collaborate and focus resources. Professional Learning Communities were utilized to study student work and study effective instructional processes. Professional development in the areas of math and writing with follow up and support were essential to the success of the school. Student specific data analysis allowed teachers and administrators to direct resources towards student academic needs.

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

A) NAME OF ELIGIBLE RECIPIENT: **Sumter**C) TAPS Number  
10A006B) Project Number (DOE USE ONLY): **600-2260A-0CS01**

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	120	<del>Classroom Teachers</del> Classroom Teachers- After School and Summer Programs. Teachers will be paid at their contracted hourly rate. Strategy 1	4.000	40716.00
5100	210	<del>Retirement</del> Benefits- Benefits will be paid at the rate of 9.85% of hourly salary. Strategy 1	0.000	4010.53
5100	220	<del>Social Security</del> Benefits- Benefits will be paid at the rate of 6.2% of hourly salary. Strategy 1	0.000	590.40
5100	240	<del>Workers Compensation</del> Benefits- Benefits will be paid at the rate of .94% of hourly salary. Strategy 1	0.000	382.73
5100	260	<del>Medicare</del> Benefits- Benefits will be paid at the rate of 1.45% of hourly salary. Strategy 1	0.000	590.40
5100	510	<del>Supplies</del> Materials and Supplies- Materials and supplies will be purchased to support science instruction and inquiry based projects. Materials will be purchased to support after school and summer instruction in the areas of reading, math and writing. Strategy 1, 2	0.000	24500.48
6200	610	<del>Library Books</del> Library Books- Nonfiction books will be purchased to enhance science instruction for media centers Strategy 2	0.000	25000.00
6300	120	<del>Classroom Teachers</del> Salaries- Curriculum Development. Curriculum Development Teacher salaries will be paid at 80% of the contract hour rate for curriculum development activities. Strategy 2, 3	0.800	10000.00
6400	120	<del>Classroom Teachers</del> Professional Development- Teacher stipends will be paid at the rate of \$10/hour for professional development activities such as attending trainings and professional learning communities. Strategy 2, 3	0.000	9000.00
6400	311	<del>Subagreements up to \$25,000</del> Professional Development- Consultants will be hired to provide training for teachers in areas that the school is not making Adequate Yearly Progress. Strategy 2, 3	0.000	16000.00
6400	750	<del>Other Personal Services</del> Substitute Teachers- Substitute teachers will be hired while teachers are engaged in district, regional or state trainings and conferences. Strategy 3	0.000	17000.00
7200	790	<del>Miscellaneous Expenses</del> Indirect Cost- Indirect costs are calculated at the rate of 4.06% Plan B	0.000	6663.46
7800	180	<del>Other Support Personnel</del> Pupil Transportation Services- Salaries Bus Drivers Students Participating in after school, extended day and summer activities will be provided transportation home at the end of each program day. Drivers will be paid according to their hourly rate a minimum of 2 hours after school and a minimum of for hours for summer programs. Strategy 1	0.000	20000.00
7800	200	<del>Employee Benefits</del> Pupil Transportation Services: Benefits Drivers Students Participating in after school, extended day and summer activities will be provided transportation home at the end of each program day. Benefits will be paid in accordance with the district payroll guidelines. Strategy 1	0.000	6000.00
7800	210	<del>Retirement</del> Benefits- Benefits will be paid at the rate of 9.85% of hourly salary. Strategy 1	0.000	1970.00
7800	220	<del>Social Security</del> Benefits- Benefits will be paid at the rate of 6.2% of hourly salary. Strategy 1	0.000	1240.00
7800	240	<del>Workers Compensation</del> Benefits- Benefits will be paid at the rate of 9.32% of hourly salary. Strategy 1	0.000	1834.00
7800	260	<del>Medicare</del> Benefits- Benefits will be paid at the rate of 1.45% of hourly salary. Strategy 1	0.000	290.00
7800	460	<del>Diesel Fuel</del> Pupil Transportation Services: Students Participating in after school, extended day and summer activities will be provided transportation home at the end of each program day. Fuel charges are based on the rate of \$1.00 /mile. Strategy 1	0.000	10000.00

E) Total: **\$195,788**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: **Sumter**B) Project Number (DOE USE ONLY): **600-2260S-0CZS1**C) TAPS Number  
10AR06D) SPECIAL REVENUE FUND CODE  
431

AARA Assur. Code	AARA Prin. Code	AARA Strat. Code	School District Based	Activity	Function	Object	Account Title and Description	FTE Pos. Code	FTE Saved	FTE Created	FTE Cont.	Amount
D	B3	13	S	Instructional Software will be purchased that assists the teachers in integrating technology and curriculum. software to be included is the operational software for new computers purchased, Brain Pop, Study Island. Strategy 1,2	5100	360	Rentals Instructional Software		0.000	0.000	0.000	40000.00
D	B3	13	S	Consumable Materials and Supplies will be purchased to support the classroom. Items to included toner for the various reports that the teacher generate to make data driven decisions and replacement projection lamps. Strategy 1,2	5100	510	Supplies Materials and Supplies		0.000	0.000	0.000	7922.35
D	B3	13	S	Classroom Technology These funds will be used to purchase technological equipment that will enhance the educational environment, increase student achievement, and to teacher effectiveness in the classroom. Items to be purchased include, but not limited, document cameras, projectors, classroom response systems, smart pads, computers, and classroom audio enhancement/projection systems. Strategy 1,2	5100	641	Furniture, Fixtures and Equipment Capitalized Capitalized Technology equipment		0.000	0.000	0.000	75000.00
D	B3	13	S	Non-Capitalized equipment - These funds will be used to purchase items that support the technology in the classroom, such as projection screens, NEO's, printers, scanners, and wireless modules. Strategy 1,2	5100	642	Furniture, Fixtures and Equipment Non-Capitalized Non-capitalized equipment		0.000	0.000	0.000	10000.00
N/A	N/A	N/A	D	Indirect Costs @ 4.06% Plan B	7200	790	Miscellaneous Expenses Indirect Cost		0.000	0.000	0.000	1945.65

**E) Total: \$134,868**DOE 101-R  
Created 3/09

Dr. Eric J. Smith, Commissioner



