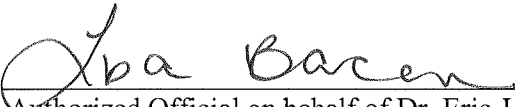



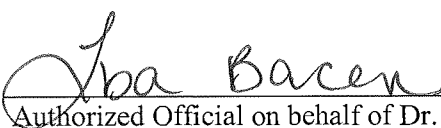

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Taylor County School District	2 PROJECT NUMBER 620-2260A-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: 08/28/2009 - 09/30/2010 Program Period: 08/28/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 226,010.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 226,010.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 09/30/2010 Date that all obligations are to be liquidated and final disbursement reports submitted: 11/20/2010 Last date for receipt of proposed budget and program amendments: 09/30/2010 Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="text-align: center;">Comptroller's Office (850) 245-0401</div> <div style="text-align: right;"> 11 DOE FISCAL DATA DBS: 40 90 20 EO: 9A Object: 720036 </div>
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> 13 APPROVED: <div style="text-align: center;">  Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> </div> <div style="width: 45%; text-align: center;"> <div style="font-size: 1.5em; margin-bottom: 5px;">12/8/09</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 Taylor County School District	2 PROJECT NUMBER 620-2260S-0CZ01
3 PROJECT/PROGRAM TITLE Title I School Improvement Initiative-Targeted USDE #S389A090009A <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: 08/28/2009 - 09/30/2010 Program Period: 08/28/2009 - 09/30/2010
7 AUTHORIZED FUNDING Current Approved Budget: \$ 163,494.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 163,494.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 09/30/2010 Date that all obligations are to be liquidated and final disbursement reports submitted: 11/20/2010 Last date for receipt of proposed budget and program amendments: 09/30/2010 Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: 	
10 DOE CONTACTS Program: Michael Kilts Phone: (850) 245 - 9946 Email: Michael.Kilts@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="text-align: center;">Comptroller's Office (850) 245-0401</div> <div style="text-align: right;"> 11 DOE FISCAL DATA DBS: 40 90 20 EO: TX Object: 720036 </div>
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. In addition, the sub-recipient must comply with all expenditure, transparency, accountability, and reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA), ARRA regulations, and the ARRA specific assurances agreed to in the application for ARRA funds. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 2 CFR 176.210(b) and (d), provides that recipients are to require their subrecipients to specifically identify Recovery Act funding on their Schedule of Expenditures of Federal Awards (SEFA) by identifying expenditures for Federal awards made under the Recovery Act separately on the SEFA and as separate rows on the Data Collection Form (SF-SAC) required by OMB Circular A-133. Further, in identifying Recovery Act expenditures, the prefix "ARRA" must be used in the name of the Federal program. The information allows the recipient to properly monitor subrecipient expenditure of ARRA funds as well as oversight by the Federal awarding agencies, Offices of Inspector General and the Government Accountability Office. 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="text-align: center;"> 12/8/09 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.
- 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.

RECEIVED

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION - School Improvement Initiative

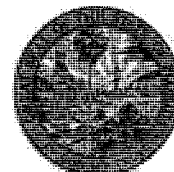
OFFICE OF GRANTS AND AGENCIES

TAPS NUMBERS: 1. 10A006 2. 10A005 3. 10AR06 4. 10AR05

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496		A) Name and Address of Eligible Applicant: Taylor 318 N CLARK ST PERRY, FL 32347		DOE USE ONLY Date Received	
B) Applicant Contact Information					
Contact Name:			Mailing Address: 318 N CLARK ST		
First Name: Wanda			City: PERRY		
MI: J			State: FL		
Last Name: Kemp			Zip: 32347		
Telephone Number: 850-838-2500			Ext:		
Fax Number: 850-838-2501			E-mail Address: wanda.kemp@taylor.k12.fl.us		
Title I School Improvement Initiative [1003(a)]		Title I School Improvement Initiative [1003(a)] ARRA		Title I School Improvement Fund [1003(g)]	
Project Number: 620-2260A-0CS01		Project Number: 620-2260S-0CZS1 0CZ01		Project Number: 620-1260A-0CS01	
Total Funds Requested: \$232129.00 224,010.00		Total Funds Requested: \$168262.00 163,494.00		Total Funds Requested: \$0.00	
Total Funds Requested: \$0.00		Total Funds Requested: \$0.00		Total Funds Requested: \$0.00	
<p align="center">CERTIFICATION</p> <p>I (first name) Paul (last name) Dyal 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> <p>E)  Signature of Agency Head</p>					

Save

DOE 100A



Dr. Eric J. Smith, Commissioner

FLORIDA DEPARTMENT OF EDUCATION BUDGET DESCRIPTION FORM - School Improvement Initiative

A) NAME OF ELIGIBLE RECIPIENT: Taylor

B) Project Number (DOE USE ONLY): 620-2260A-0CS01

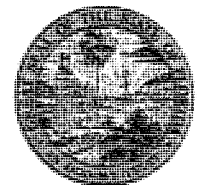
C) TAPS Number
10A006

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	120	<u>Classroom Teachers</u> 10 HQ Teachers for Bulldog Afterschool tutoring, 4 hrs/week/10 weeks	0.300	20000.00
5100	130	<u>Other Certified Instructional Personnel</u> Teacher on Special Assignment to serve as Educational Technology Specialist for 1 year	0.500	23988.50
5100	130	<u>Extra Hours for Staff for TI schools</u> 240 extra hours for staff to provide PD, technical assistance, and data analysis assistance for TI schools	0.160	8416.00
5100	160	<u>Other Support Personnel</u> Adding half position to existing Parent Liaison position at SS	0.000	9000.00
5100	210	<u>Retirement</u> Retirement for ETS	0.000	2362.87
5100	210	<u>Retirement</u> Retirement for 10 HQ teachers	0.000	1970.00
5100	210	<u>Retirement</u> Retirement for ETS	0.000	827.40
5100	220	<u>Social Security</u> SS & Medicare	0.000	642.60
5100	220	<u>Social Security</u> SS & Medicare for 10 HQ Teachers	0.000	1530.00
5100	220	<u>Social Security</u> SS & Medicare for ETS	0.000	1835.12
5100	234	<u>Cafeteria Plan</u> Health Insurance	0.000	1031.00
5100	235	<u>Workman's Compensation</u> WkMn's Comp	0.000	825.20
5100	235	<u>Workman's Compensation</u> WkMn's Comp for 10 HQ teachers	0.000	344.00
5100	235	<u>Workman's Compensation</u> WkMn's Comp for ETS	0.000	144.48
5100	362	<u>Educational software license</u> Study Island software license to be used with afterschool tutoring program at TCES	0.000	4800.00
5100	362	<u>Educational video streaming license</u> Discovery Education United streaming for all TI schools	0.000	8000.00
5100	362	<u>Software license for AIMSweb</u> Software license for AIMSweb Reading Assessment tool for PPS & SS	0.000	4000.00
5100	390	<u>Professional & Technical Services</u> PD for teachers at TI schools	0.000	14500.00
5100	390	<u>Professional & Technical Services</u> Bus Transportation for Bulldog Tutoring	0.000	5000.00
5100	510	<u>Supplies</u> Supplies for projectors, data wall, Bulldog Tutoring, poster makers, and other materials for activities in TISI Grant	0.000	19213.00
5100	641	<u>Capitalized Equipment</u> Poster Makers for PPS & TCES to make DATA WALL and other assessment tracking tools. SS will utilize one of these	0.000	10000.00
5100	641	<u>Desktop computers for each teacher at PPS</u> 39 new desktop for PPS teachers to be able to push new technology & software.	0.000	44850.00
5100	641	<u>Educational Tech Equipment</u> Installation of Elmos, projectors at TI schools	0.000	21000.00
5100	750	<u>Subs for Teachers for PD activities</u> Subs for teachers to attend PD, visit model schools.	0.000	10000.00
6400	332	<u>Out-of-County Travel, Teachers & Admin PD</u> Travel for teachers & administrators to attend conferences/workshops/school sites for PD & training	0.000	10000.00
7300	210	<u>Retirement</u> Retirement for PL at SS	0.000	886.50
7300	220	<u>Social Security</u> SS & Medicare	0.000	688.50
7300	235	<u>Workman's Compensation</u> WkMn's Comp	0.000	154.80

E) Total: \$226,010

DOE 101-R
Created 3/09



Dr. Eric J. Smith, Commissioner

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

A) NAME OF ELIGIBLE RECIPIENT: Taylor

B) Project Number (DOE USE ONLY): 620-2260S-0CZS1

C) TAPS Number
10AR06

D) SPECIAL REVENUE FUND CODE
432

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	14	D	Provide 85 LCD Projectors to all TI classrooms	5100	641	<u>Capitalized Equipment</u> 85 LCD Projectors with installation		0.000	0.000	0.000	118482.00
D	B4	14	D	85 Elmos for all TI classrooms	5100	642	<u>Non Capitalized Equipment</u> 85 Elmo Document Cameras for each TI classroom		0.000	0.000	0.000	45012.00

E) Total: \$163,494

DOE 101-R
Created 3/09



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
0041	TAYLOR COUNTY ELEMENTARY SCHL	66.03	Correct I	5	96923.88	70106.23	0.00	0.00
0111	STEINHATCHEE SCHOOL	71.70	Correct I	4	20456.22	14796.20	0.00	0.00
0141	PERRY PRIMARY SCHOOL	72.28	Correct I	5	108129.88	78215.52	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 LEA has 3 TI schools, all are Correct I, and have been provided the following PD in data analysis:

1. May, 09, aha! consultant Dr. Kim Ellis, presented on analyzing student achievement and program outcome data.
2. Ongoing - FAIR training
3. August, 09, DA-CIM provided by the DOE.
4. Ongoing - RtI training.

School level data analysis will take place on an on-going basis using the FCIM format.

District level data analysis will take place on a pre-mid-post to review and progress monitor school data of AYP & non AYP students, the effectiveness of PD, and the school improvement initiatives planned for the year.

After each data analysis meeting, teachers, with support from school administration, reading coach, math coach, and RtI Specialist, will adjust their curriculum to meet the needs of their students.

LEA Support Teams

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

Response: The LEA Support Team will follow the guidelines of the DA-CIM and provide technical and program support to the T1 schools with, but not limited to, the following: (1) Monthly meeting with principals to monitor of implementation of TISI Grant and SIP, (2) provide services of RtI Specialist, Math Coach, & Reading Coach (3) quarterly meetings with LEA Support Team to monitor progress of each subgroup, T2 & T3 students, (4) meeting each semester with faculties & staff, SACs & parent groups, and LEA Parent Committee, and (5) Pre-Mid-Post meeting with each T1 school administrator & Superintendent & DOI to monitor the progress of TISI & SIP.

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 improve Reading with nonAYP subgroups.**

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

Response: 2009 NonAYP subgroups: Black, ED, ESE

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

- TAYLOR COUNTY ELEMENTARY SCHL
- STEINHATCHEE SCHOOL
- PERRY PRIMARY SCHOOL

1d. Name of strategy

Response: PD in Reading for all teachers

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

Response: Purpose - Provide more in-depth PD to ncrease teachers effectiveness with core SRA Imagine It!, with intervention & supplemental instructional methods, and use of Data Wall.

Description - Many renowned educational researchers, including Dr. Torgeson, stress that nonAYP, struggling students benefit from extra time, progress monitoring, and immediate, individualized interventions. The use of DATA WALL is considered a fundamental best practice in the tracking of student progress and using this data to inform instructional decisions.

Strategy #1 - Year long PD from SRA, DOE, and private consultants on fidelity implementation of SRA Imagine It! as core and improvement in delivery of iii.

Strategy #2 - PD on construction, implementation, and use of DATA WALL. Data Walls are considered a best prctice of the DA-CIM model and critical to meaningful schoolwide progress monitoring of students

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

Response: Root Cause of nonAYP Reading:

1) Transition from Reading Mastery + as core to SRA Imagine It! was difficult for teachers. More specific PD will enable teachers to teacher with greater fidelity with SRA Imagine IT!.

2) Lack of success in present data monitoring tools. Learning how to construct and use the DATA WALL will provide schoolwide understanding of how to progress monitor each individual student and for teachers to monitor their own instructional delivery.

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

Response: Targeted population - (1) Identified nonAYP students (2) Teachers (3) School Staff

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

Response: Current Capacity -

1. Each school has made significant organizational restructuring changes - including 120 minutes of reading at PPS; new principal at Steinhatchee School; different placement of teachers at PPS & TCES.

2. TI schools have received PD from SRA and Modern Red Schoolhouse in Reading.

3. PD in implementation of PBS & RtI, collection & use of data to drive instruction for all students.

4. Each school now has a PBS Team, RtI Team, and Data Team to provide assistance to their colleagues.

5. In-depth PD in Math, K-5.

#2 Strategy DATA WALL is a NEW STRATEGY for the district. DOE consultants will provide the PD, with follow-up coaching. DATA WALL will track students in both reading & math performance.

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: The NEW STRATEGY of DATA WALL PD will last approximately 2 days, possibly 3, beginning Sept 4th. The DATA WALL will be used all year. Monitoring of the strategy by LEA will be monthly and by the administrators on a weekly basis during the entire school year. SRA Imagine It! will be administered at a minimum of 3 times per week for the entire school year.

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

Response: School level - Administrator, RtI Specialist, Reading & Math coaches

LEA level - Director of Instruction

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

Response: FAIR, DA-CIM assessments, AIMSweb for K-2 Math, mid-term reports, running records of teachers.

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

Response: FAIR & AIMSweb (math & reading, K-2) will be administered 3 times/year. Students identified at risk will be progress monitored more frequently as determined by the schools' RtI Plan. T2 students will be progress monitored bi-weekly while T3 & ESE students will be progress monitored weekly. AIMSweb reading & math will be used to progress monitor students at risk based on the universal screening. Weekly and bi-weekly assessments directly correlated to the IFC and focus skills and mid-term cumulative assessments are given. Teachers analyze this test data to determine differentiated instructional needs for each student.

The DATA WALL will be used on a daily/weekly/monthly basis as appropriate & necessary.

School based RtI Team will meet monthly, at minimum. District RtI Team will meet quarterly.

Principals will meet monthly with DOI to monitor their SIP strategies & the TISI Grant strategies.

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

Response: 1. Not applicable to this strategy.

2. LEA will ensure that PD is provided not only through 5%, but also 10%, ESE, TII, FEFP

Reading, and, if awarded, the TISI Grant. Activities are provided based on teacher need as measured by annual performance evaluation, epdc, and student data, as well as the guidelines of DA-CIM. Annual PD Calendars from each school are kept on file in Director of Personnel's Office.

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 update & enhance technology at TI schools**

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

Response: TCES tech. is 5 yrs old; PPS 10 years; SS 6 yrs old. No educ. tech. spec.

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

- PERRY PRIMARY SCHOOL

1d. Name of strategy

Response: Update technology and integrate to differentiate instruction.

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

Response: The use of technology is considered a best practice for today's student because it provides teachers with various means of enhancing instructional delivery and has been shown to significantly increase student engagement, thus leading to increase student learning.

Purpose of this strategy is to provide, in the first phase of TISI grant, (1) Every TI classroom equipped with Elmos & Projectors (2) Discovery Education license

(3) Provide a full-time TI Educational Technology Specialist (teacher on special assignment for 2 years) to provide on-going PD in technology as education tool, data analysis, and serve as trouble-shooter at these schools.

These strategies will support the implementation of DA by increasing teacher effectiveness in instructional delivery, knowledge & utilization of educational technology tools, and ultimately increasing student engagement in the learning process with improved academic performance.

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

Response: 1. Lack of up-to-date technology in TI schools.

TI classroom have only a few computers in each classroom, and they range in age from 5 to 10+ years. By equipping each TI classroom with Elmos, projectors, these classrooms will be brought into the 21st century technology-wise, which will improve teacher instructional delivery, knowledge of technology as an educational tool, and most importantly, enhance student engagement, making learning more meaningful and improving academic achievement.

2. Lack of teacher knowledge in technology as educational tool.

By providing services of Education Technology Specialist for 2 years, all TI teachers will learn how to effectively use technology to enhance instructional delivery & student engagement and learning. The ETS will provide on-going, on-site PD for teachers, assist with the lesson planning & delivery with the technology, and provide PD on best practices in iii.

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

Response: Targeted population:

1. All students will be targeted and will benefit from the use of educational technology, with specific interventions for nonAYP subgroups in reading and math.
2. All teachers & staff will be targeted to improve and enhance their use of technology as educational tool.

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

Response: The Current Capacity to implement the above strategy is very limited. As stated above, TI schools have computers and the Internet, but the computers are 5 to 10+ years old. Through E2T2 grants, the district's high school and middle school have been equipped with Elmos, Smart Board, and projectors, and in this small community, word very quickly spread as to how much instructional delivery was enhanced and student engagement improved.

The is a NEW STRATEGY for TI schools - to equip each TI classroom with Elmo, Smart Board, and projector and provide on-going, on-site services of ETS, for 2 years, to provide PD, assist with lesson-planning, and data analysis. (Smart Boards will be part of Phase II of TISI Grant)

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: Phase I - Equip all TI classroom with Elmo & projector. Provide ETS to deliver PD, technical assistance to all teachers & staff for 2 years.

From Sept 09 to Feb 10

Phase 2 - With second round of allocations, the LEA will equip PPS & SS with new computers in every classroom and the TI classrooms with Smart Boards. Feb 10 to SY

Services of ETS will be for 2 years, as teacher on special assignment.

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

Response: School level - Administrators.

LEA level - MIS Director & DOI

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

Response: FCAT and teacher evaluation will measure outcome effectiveness.

FAIR, DA-CIM assessments, AIMSWeb for K-2 Math, mid-term reports, running records of teachers.

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

Response: FAIR & AIMSWeb (math & reading, K-2) will be administered 3X/yr. T2 students will be progress monitored bi-weekly; T3 & ESE students will be progress monitored weekly. AIMSWeb reading & math will be used to progress monitor students at risk. Weekly and bi-weekly assessments directly correlated to IFC and focus skills and mid-term cumulative assessments are given. Teachers analyze data to differentiate instruction for each student.

The DATA WALL will be used on a daily/weekly/monthly as needed.

School RtI Team meet monthly, at minimum. District RtI Team will meet quarterly.

Principals will meet monthly with DOI to monitor their SIP strategies & the TISI Grant strategies.

The ETS will meet with each principal on a weekly basis for the first year on success of implementation, enhanced lesson delivery through the technology; second year will be bi-weekly progress monitoring.

Principals will meet monthly with DOI and report on the success of this strategy on an on-going basis.

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

Response: 1. Technology specialists are not supported at any other schools in the district. This is school improvement initiative only.

2. The ETS will provide on-site, on-going PD which is above & beyond the required 5% set-aside.

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 participation in extended learning opportunities**

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

Response: 2009 FCAT scores decreased; hundreds of students need afterschool tutoring but don't qualify for SE

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

- TAYLOR COUNTY ELEMENTARY SCHL

1d. Name of strategy

Response: Continue Bulldog Tutoring to TCES 3-5 for nonSES students, with Study Island sw to enhance program

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

Response: Purpose is to provide high quality afterschool tutoring to students who (a) were on waiting list for SES and/or (b) are not FRL, but are below proficiency level in reading/math, and (c) provide transportation to students who need it. Secondary purpose to provide Study Island software for enrichment and technology literacy for participating students

Description - Research on meaningful after school tutoring is a foundational block of NCLB. Dr. Torgeson and others state emphatically that struggling, nonproficiency student need MORE TIME to learn. In addition, evidence from leading reading & math researchers support the use of technology as an instructional to enhance learning and increase student engagement, esp. in struggling students and those who do not have daily use of technology.

Additional nonSES after-school tutoring will support DA by providing supplemental educational opportunities for nonproficient students in areas of math and reading.

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

Response: 1. TCES is nonAYP in reading & math & there are hundreds of students eligible who were put on waiting list & will probably not be served due to low turnover. By providing high quality, afterschool tutoring in addition to the SES after-school tutoring, the number of students receiving these services will be doubled.

2. Little, if any, family transportation. By providing transportation, students who otherwise would not be able to participate will have this opportunity.

3. Majority of nonproficient students are Black, ESE, & ED, and they are much less likely to have help at home. By providing 3 hours of hq tutoring for 10 weeks (30 hours), their academic achievement will improve.

4. The district moved to a staggered bus schedule this year, which means for afterschool tutoring a hour wait time before services can begin. Study Island will provide meaningful, educational activities during this wait time, which will improve students' skills.

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

Response: Specific subgroups - All subgroups will be served, the criteria will be lowest performing students who were (1) on waiting for SES and/or nonSES eligible, and (2) low-performing students.

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

Response: Current Capacity

The LEA currently serves approximately 150 students with SES services, even though almost 500+ more are eligible. Through Bulldog Tutoring, the number of nonproficient students will be almost doubled.

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: Bulldog Tutoring will begin its process of identifying students, developing their Student Learning Plan with classroom teacher & RtI Specialist in Nov-Dec 09. Actual tutoring will begin in Jan, 10, and run for 10 weeks, 3 hours per week, concluding at end of first week in March, 10.

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

Response: School administrators on a daily/weekly basis & on a quarterly basis, the LEA Support Team.

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

Response: The progress monitoring will be modeled after the district's SES TCMS private provider. Each student will be administered a pre test for baseline data. Students will be progress monitored on a daily, weekly basis; weekly progress reports sent home to parents. A post test will be given at conclusion of tutoring to determine progress of the program and academic improvement of students. All during tutoring, weekly collaboration will take place between teacher-tutor and classroom teacher to ensure quality of prescribed instruction. Ultimately, FCAT will be outcome measurement.

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

Response: The progress monitoring will be modeled after the district's SES TCMS private provider. Each student will be administered a pre test for baseline data. Students will be progress monitored on a daily, weekly basis; weekly progress reports sent home to parents. A post test will be given at conclusion of tutoring to determine progress of the program and academic improvement of students. All during tutoring, weekly collaboration will take place between teacher-tutor and classroom teacher to ensure quality of prescribed instruction. Ultimately, FCAT will be outcome measurement.

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

Response: 1. The LEA will ensure that these funds will not replace SES by allowing noneligible SES students and those who were on SES waiting list to be served. Financial monitoring will be done on monthly basis by Finance Direction; Student data will be updated on regular basis by MIS department and student lists monitored closely by school principal and DOI.

2. All teachers in TI schools in Taylor are HQ.

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: **Progress monitoring software for K-2**

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

Response: The DA-CIM guidelines require universal screening & regular prog. mon.

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

- STEINHATCHEE SCHOOL
- PERRY PRIMARY SCHOOL

1d. Name of strategy

Response: Provide AIMSWeb Reading software for PPS & SS

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

Response: Purpose - provide PPS & SS with software tool for universal & intermittent assessment better enable them to gather clean, reliable data on student progress.

Research of effectiveness - Intensive monthly analysis of individual student benchmarks provide staff with moment-to-moment information needed to prescriptive, individualized instructional decisions, esp. for T2 & T3 students. Also proven to be an excellent vehicle to scaffold PD.

Regular & frequent progress monitoring to individualize instruction is important component of DA.

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

Response: 1. No schoolwide, systematic means of gathering data, charting & graphing for instruction, & flexible student placements for administration & teachers to use for progress monitoring and RtI interventions. AIMSWeb will provide all of this, enabling schools to more accurately provide prescriptive & individualized instruction for all students.

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

Response: Targeted population is the school's administration, teachers & staff, and students.

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

Response: Current Capacity:

Title I schools are Reading First schools, and as such, have developed over the years an strong understanding of the collection & use of data to drive instruction and created its own progress monitoring assessments. The LEA has provided each school with the services of a RtI Specialist, Reading Coach, & Math Coach (3-5). In addition, each school has personnel trained in FAIR, DA-CIM Math & Science Assessments, RtI, and PBS. AIMSWeb will provide the software for all these components to be blended together for a much more thorough understanding of each student's progress, complete with graphing and individualized instructional 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: AIMSWeb will provide on-going assessments during SY for K-2 Math & Reading

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

Response: School Administration & Rtl Specialist will be in charge of monitoring implementation of this strategy, reporting monthly to DOI on implementation.

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

Response: AIMSWeb is a progress monitoring tool. The newly constructed DATA WALLs that this grant will provide schools with will be the primary tool used to track this data.

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

Response: Progress of the use of AIMSWeb will be ongoing through school year, following the DA-CIM assessment & progress monitoring schedule.

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

Response: The existing system used by the LEA has been effective, but not an all-in-one, electronic system. AIMSWeb will provide a more detailed, systematic means of collecting all data from assessments and graphing results for use by teachers, reading & math coaches, & Rtl to more accurately individualize instruction for all 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

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.**

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

Response: 2009 survey results show 78% of staff & 83% of parents indicate desire for improved PI AT SS

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

- STEINHATCHEE SCHOOL

1d. Name of strategy

Response: Implement full-time parent liaison.

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

Response: Purpose - SS is a very remote, small & rural community, with a very high poverty rate. Majority of parents have limited, if any, means of transportation &/or communication. A full time PL would be able to coordinate more meaningful PI activities, ensure better communication, including home visits.

Research - Research from the Fla. PIRC supports the importance of strong home/school connection. Stronger parent involvement leads to greater academic performance.

Meaningful PI activities is embedded in the DA model. SS is a unique school & culture. Having services of a full-time PL to work with parents, students & staff will improve and enrich parent involvement there.

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

Response: Root Causes:

1. High Poverty - Most parents have little or no means of transportation and communication that would enable them to be more participatory. This is where a full-time PL can make a difference. By fostering improved communication with parents, developing more meaningful activities, and collaborating for them with teachers, parental involvement and student achievement will improve.

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

Response: 1. Parents

2. Staff

3. Students

4. Community

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

Response: Current Capacity.

SS has a part-time PL, who also provides clerical help. Often times, it is the PL duties that have to be rescheduled or left undone. With the financial crisis facing the LEA, funds are not available to fund a full-time PL, which SS needs and faculty & parents have requested.

Enrollment is up at SS and preliminary figures indicate an increase in poverty rate, which means it is even more important for SS to have a full-time person working with parents.

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: Daily for the remainder of the school year.

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

Response: School Administration.

DOI monthly visits.

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

Response: Annual parent surveys and teacher surveys, parental attendance taken at PI events at school, and FCAT scores.

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

Response: On-going throughout year, with parent attendance at events, parent volunteering, and end of year parent & teacher surveys.

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

Response: The LEA will ensure that the full-time PL will perform those duties related to PI by monthly meetings with principal, monthly visits to SS by DOI.

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 LEA will use the following to disseminate & market this program:

1) District Website - The will provide information to district employees, parents, the community and students. Information will be posted on the web following approval of the application and be accessible 24/7 until the project period ends.

2) School Websites - TI school websites will provide information to staff, parents, community, and students. This information will be posted upon approval of the application and updated, as appropriate, throughout the school year.

3) ConnectEd Messaging - used to promote SAC meetings, SES participation, parent conferencing, parent inservice, parents night out, and encourage parent participation.

4) SAC - Information on the application will be provided to SACs to gain input on how to expend funds to best assist each school. Meeting dates of SACs will be on district & school website, promoted in school newsletter, and in the local paper. Once approved, the SAC will receive monthly updates for the remainder of school year on progress toward meeting the student achievement goals.

5) Monthly Home/School Connection newsletter - will provide information in a parent friendly format on approval of TISI grant, with follow-up info throughout the school year.

July - district-website, are used to notify parents, students, school & LEA personnel, & community at large on student outcomes regarding student achievement on the FCAT.

All communications will be in the language parents can read & understand, as feasible.

Evaluation of Previous Year's Title I School Improvement

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

Response: The process for evaluation of the outcomes of student academic achievement as result of the TISI Grant strategies occurred at the school and district level. School administrators surveyed teachers & staff and SAC, in addition to meeting the District TI Committee. Analysis of FCAT data was done and target populations tracked for determining improvement or decline in performance. The District met with principals, looked at data collected from school, and performance evaluations of each consultant as they conducted their work during the year. FCAT data was analyzed.

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

Response: Contributing to the success of the proposed outcomes were: 1. Collaboration between district & schools. 2. Collaboration between K-2 & 3-5 schools 3. Flexibility in use of funding 4. Buy-in from teachers, parents, & student with TCES Bulldog Tutoring and Summer Math Camp at SS. 5. Effectiveness of Modern Red School House evaluation and follow-up PD. 6. School leaders highly visible in classrooms. 7. Formative/summative assessments used to inform & drive instruction 8. PD targeted to specific areas as determined by student data & teacher need. Contributing to the failure of proposed outcomes were: 1. Resistance from some teachers & staff for whom change is difficult. 2. High absenteeism 3. Lack of parental support and meaningful involvement 4. Disproportionate percentage of low-ability, high poverty students. (72% FRL & 44% of adult population semi-literate.)

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

Response: The following outcomes were successfully met: 1) Bulldog tutoring - Taylor County Elementary School was able to serve an addition 100+ students in this TISI funded afterschool tutoring, modeled after the district's TCMS provider model. 40% achieved increase in reading; 32% achieved increase in math. 2) Outside evaluation by Modern Red School House. Teachers appreciated opportunity to identify root causes of inability to sustain AYP and problem areas within school; consultants were extremely effective with providing teachers at all schools with strategies that could be implemented immediately and improve student engagement. 3) Summer Math Camp at SS - Based on pre/post test data, all students showed growth with an average increase of benchmark mastery of 16%. the average pretest score was 63% mastery; post test mastery was 79%. 4) PD from Sherry Callaruso/VennLogic Consultant. All three schools indicated on surveys that the training was extremely helpful and provided them with strategies and ideas they could use immediately in classroom. (FCAT Math scores were improved district-wide in K-5). 5) Summer PD in RtI & PBS. Now, all schools have a RtI Team, PBS Team, & Data Team as results of TISI Grant funded activities. 6) Kim Ellis, aha! Process, consultant with Ruby Payne. Total connection to all three schools teachers & staff. Strategies to help with kids from poverty, use of data to drive instruction, and strategies to work with parents of poverty were especially well-received by teachers, as evidenced from their reporting on the PAEC epdc.

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

Response: 1. What did not work was total teacher buy-in. Disappointing, but LEA recognizes that transition to change takes longer with some people than others. The LEA will continue to provide PD and support to teachers to incorporate new strategies into the classroom. 2. Despite many meaningful parent involvement activities, PI continues to be very low. The LEA will continue to improve PI, working closely with PIRC during 09-10 SY.

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

Response: Overall, the TISI Grant was successful because its strategies met the needs of teachers, staff, & students. The flexibility to use the funds as needs changed also was instrumental in schools being able to provide training as needs became apparent through teacher feedback and student progress monitoring. Teachers were willing to give of their time during summer to rewrite IFCs & IFAs, participate in training, and buy-in to the changes required of the DA-CIM guidelines for Correct I Schools.