

**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Walton County School District	<b>2 PROJECT NUMBER</b> 660-2260A-0CS01
<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Initiative  <div 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: Program/Budget Effective Date: 12/16/2009	<b>6 PROJECT PERIODS</b>  Budget Period: 10/09/2009 - 09/30/2010 Program Period: 10/09/2009 - 09/30/2010
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 238,555.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 238,555.00	<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: <span style="float: right;"><u>09/30/2010</u></span></li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: <span style="float: right;"><u>11/20/2010</u></span></li> <li>Last date for receipt of proposed budget and program amendments: <span style="float: right;"><u>09/30/2010</u></span></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 align="center"><b>Comptroller's Office</b> (850) 245-0401</div> <div style="margin-top: 20px;"> <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;"> <hr style="width: 100%;"/>           Authorized Official on behalf of Dr. Eric J. Smith            Commissioner of Education         </div> </div> <div style="width: 45%; text-align: center;"> <div style="font-size: 1.5em; margin-bottom: 5px;">1/6/09</div> <hr style="width: 100%;"/>           Date of Signing         </div> </div> <div align="right" style="margin-top: 20px;"> </div>	

# FLORIDA DEPARTMENT OF EDUCATION PROJECT AMENDMENT REQUEST

<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>	<b>DOE USE ONLY</b> <b>Date Received:</b>  <b>PROGRAM NAME:</b> Title I School Improvement Initiative
<b>A) Agency Name</b>  <b>Walton County School District, 145 S Park Street Suite 5,          DeFuniak Springs, FL 32435</b>	<b>B) Amendment Number</b>  <div style="text-align: center;">1</div>
<b>C) Amendment Type</b> <div style="display: flex; justify-content: space-around;"> <div><input checked="" type="checkbox"/> Program</div> <div><input checked="" type="checkbox"/> Budget</div> </div>	<div style="display: flex; justify-content: space-between;"> <div> <b>D) Project Number</b>            660-2260A-0CS01         </div> <div> <b>TAPS Number</b>            10A006         </div> </div>

## E) Amendment Request Contact Information

<b>Name:</b> <b>Kay (Karen) Dailey</b>	<b>Address:</b> <b>145 Park Street, Suite 5          DeFuniak Springs, FL 32435</b>
<b>Telephone:</b> <b>850-892-1100 ext 1548</b>	<b>SunCom:</b>  
<b>Fax:</b> <b>850-892-1185</b>	<b>E-mail:</b> <b>daileyk@walton.k12.fl.us</b>

## F) Required Signature

Superintendent/Agency Head	
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## G) Narrative

Only changes in application narrative occur in strategy titled: **Instructional Support and Technical Assistance Personnel**, in section 1e. "Provide the purpose, description of research of effectiveness, and how each strategy will support the implementation of Differentiated Accountability."

\*These changes are highlighted.

**Response:** MSE-A support teacher will serve as the PI program coordinator, and will supervise volunteers, facilitate parent support groups, and arrange parent workshops and classes. This teacher serves as a link between school and home in regards to conferences and attendance.

ALL- Two District Resource Teachers provide specific technical and program assistance to all Title I schools. Parent Involvement, Choice, Supplemental Education Services, Professional Development, and School Improvement are focus areas when providing assistance to the schools. These DRTs attend monthly school visits and attend scheduled monthly school improvement meetings. These DRTs conduct quarterly Title I Contact meetings and District PI meetings 2x yearly. PD, based on CNAs and student achievement data, is provided throughout the year and during the summer. Research-based, job-embedded professional development and support in the areas of reading, math, writing, student motivation and engagement, teaching methods, differentiated instruction, and data analysis are scheduled for the 09-10 SY and are often facilitated and supported by these DRTs. This support is on-going throughout the 09-10 SY.

Additionally, one DRT, in collaboration with school based instructional coach, will facilitate and support teachers in curriculum alignment (with NGSSS) and development in order to better meet the needs of all students at Title I schools. This curriculum/instruction development project will be focused on science initially. In the event that there are sufficient funds and time available, social studies will be included. Participating teachers will be paid stipends and receive incentives (in the form of classroom materials to support implementation) to meet and collaborate in order to "unpack" the science NGSS, align and plan curriculum and instruction (lessons) that best meet these NGSSS, and analyze data and materials needed to address the identified areas of greatest need.



A) Walton County School District/Title I Department  
District/Agency Name

B) 660-2260A-0CS01  
Project Number

/ 10A006  
TAPS Number

C) 1  
Amendment Number

## FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved  \$243,469.00	E) Total Project Amount resulting from this Budget Amendment  \$238,555.00
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F) Line Item Description



FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5100	310	<u>Professional and Technical Services</u> Contract with the Science Center for Scholarship Science (Maude Saunders) Contract with consultant to facilitate and support teachers in curriculum alignment and development (ALL)		\$1,350.00	
6300	100	<u>Salaries</u> 25% Salary for Support Teacher for PI (Maude Saunders) 84% Salary for two (2) Resource Teachers to provide TA for PI, Choice, SES, SI, DA, Restructuring and PD & Teacher stipends for curriculum and instruction development (all schools)	1.75	\$27,770.11	
6300	210	<u>Retirement</u> Retirement @ 9.85% for 25% Salary for Support Teacher for PI (MSE) 84% Salary for two (2) Resource Teachers to provide TA for PI, Choice, SES, SI, DA, Restructuring and PD (ALL)		\$1,405.60	
6300	220	<u>Social Security</u> FICA @6.20% for 25% Salary for Support Teacher for PI (MSE) 84% Salary for two (2) Resource Teachers to provide TA for PI, Choice, SES, SI, DA, Restructuring and PD & Teacher stipends for curriculum and instruction development (ALL) and for 2 tutors		\$1,508.87	
6300	221	<u>Medi</u> Medi @ 1.45% for salary for Support Teacher for PI (MSE) 84% Salary for two (2) Resource Teachers to provide TA for PI, Choice, SES, SI, DA, Restructuring and PD & Teacher stipends for curriculum and instruction development (ALL) and for two tutors		\$352.88	
6300	230	<u>Group Insurance</u> Group Insurance for 25% Salary for Support Teacher for PI (MSE) 84% Salary for two (2) Resource Teachers to provide TA for PI, Choice, SES, SI, DA, Restructuring and PD (ALL)		\$894.13	
6300	240	<u>Workers Compensation</u> Workers Comp for 25% Salary for Support Teacher for PI (MSE) 84% Salary for two (2) Resource Teachers to provide TA for PI, Choice, SES, SI, DA, Restructuring and PD & Teacher stipends for curriculum and instruction development (ALL) and for two tutors		\$150.88	
6300	510	<u>Supplies</u> Materials and Supplies to create Independent Science Labs for Maude Saunders (\$5,359.18) and TA materials and supplies and curriculum and instruction development materials, supplies, and teacher incentives (ALL) (\$15,809.18)		\$13,305.39	
6300	750	<u>Other Personal Services</u> Payment for two tutors to work with students in reading and math 6.5 hours per day for 119 days (MSE)			\$3,433.54
6400	100	<u>Salaries</u> 75% Salary for Math Coach (all Schools) OMIT	0.75		\$37,491.43
6400	210	<u>Retirement</u> 75% retirement for Math Coach OMIT			\$3,692.91
6400	220	<u>Social Security</u> 75% social security for Math Coach OMIT			\$2,324.47
6400	221	<u>Medi</u> 75% medi for Math Coach OMIT			\$543.63
6400	230	<u>Group Insurance</u> 75% group insurance for Math Coach OMIT			\$3,736.26
6400	240	<u>Workers Compensation</u> 75% work comp for Math Coach OMIT			\$232.45
7200	790	<u>Miscellaneous Expenses</u> Indirect Cost @ 4.18%			\$197.17
				\$46,737.86	\$51,651.86

Total                      Total



# Florida Department of Education

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<b>3 PROJECT/PROGRAM TITLE</b> Title I School Improvement Initiative-Targeted USDE #S389A090009A  <b>TAPS 10AR06</b>	<b>4 AUTHORITY</b> <b>84.389 Title I A American Recovery and Reinvestment Act</b>
<b>5 AMENDMENT INFORMATION</b> Amendment Number: 1 Type of Amendment: Program/Budget Effective Date: 12/16/2009	<b>6 PROJECT PERIODS</b>  Budget Period: 10/09/2009 - 09/30/2010 Program Period: 10/09/2009 - 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;"> <u>1/6/09</u>              Date of Signing           </div> <div style="text-align: center;">  </div> </div>	

DOE-200

Revised 02/05

# FLORIDA DEPARTMENT OF EDUCATION PROJECT AMENDMENT REQUEST

RECEIVED  
 2009 DEC 16 PM 12:12  
 BUREAU OF  
 GRANTS MANAGEMENT

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<b>C) Amendment Type</b> <input checked="" type="checkbox"/> Program <input checked="" type="checkbox"/> Budget	<b>D) Project Number      TAPS Number</b> <div style="display: flex; justify-content: space-between;"> <span>660-2260S-0CZ01</span> <span>10AR06</span> </div>

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Superintendent/Agency Head	
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C) 1  
Amendment Number

# FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved	E) Total Project Amount resulting from this Budget Amendment
\$176,656.00	\$172,614.00

#### F) Line Item Description

[illegible]

Decrease  $4 \times 481 = 65 -$   
 $439 = 65 +$   
 Net  $4 \times 042 = 00 - *$

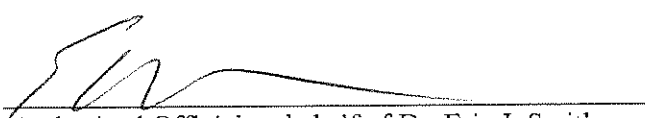
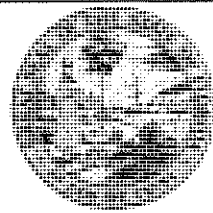
DOE 151  
Revised 12/07

NEW	176,656.00	+
TOTAL	172,614.00	*

Dr. Eric J. Smith, Commissioner



**Florida Department of Education  
Project Award Notification**



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**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**

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  - Federal Cash Advance – On-Line Reporting required monthly to record expenditures.
  - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
  - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
  - Reimbursement of Expenditures – Payment made upon submission of documented allowable expenditures.
  - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11 DOE Fiscal Data: A unique payment number assigned by the Department of Education.
- 12 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 13 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION - School Improvement Initiative

TAPS: 10AR05

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Name and Address of Eligible Applicant:  <div style="text-align: center;"> <b>Walton</b>            145 S PARK ST STE 2            DEFUNIAK SPRINGS, FL 32435         </div>	DOE USE ONLY Date Received <div style="text-align: center;">             RECEIVED              2009 OCT 9 AM 9:49              OFFICE OF              GRANTS MANAGEMENT           </div>
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B) Applicant Contact Information	
<b>Contact Name:</b> First Name: Kay (Karen) MI: D Last Name: Dailey Telephone Number: 850-892-1100 Fax Number: 850-892-1195	<b>Mailing Address:</b> 145 S PARK ST STE 2 City: DEFUNIAK SPRINGS State: FL Zip: 32435 Ext: 1548 E-mail Address: daileyk@walton.k12.fl.us

<b>Title I School Improvement Initiative [1003(a)]</b>  Project Number: <b>660-2260A-0CS01</b>  Total Funds Requested: <b>\$243,469.00</b>	<b>Title I School Improvement Initiative [1003(a)] ARRA</b>  Project Number: <b>660-2260S-0CZS1</b> <i>CCZD1</i>  Total Funds Requested: <b>\$176,656.00</b>	<b>Title I School Improvement Fund [1003(g)]</b>  Project Number: <b>660-1260A-0CS01</b>	<b>Title I School Improvement Fund [1003(g)] ARRA</b>  Project Number: <b>660-1260S-0CZS1</b>
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## CERTIFICATION

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

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

E)   
 Signature of Agency Head



DOE 100A

Dr. Eric J. Smith, Commissioner

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

## 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
0061	WEST DEFUNIAK ELEMENTARY SCHOOL	66.83	Correct I	5	35044.05	68601.71	0.00	0.00
0281	MAUDE SAUNDERS ELEMENTARY SCHOOL	78.10	Correct I	5	160486.26	29782.24	0.00	0.00
0291	FREEPORT ELEMENTARY SCHOOL	68.43	Prevent I	1	19132.99	52775.61	0.00	0.00
1111	WALTON ACADEMY, INC.	89.90	Correct I	6	19037.02	20498.26	0.00	0.00

## Data Analysis during Project Period

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

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

**Response:** 1. The District provides classroom specific, job-embedded professional development through the use of high-quality consultants, reading coaches and the addition of instructional coaches and a math coach at Title I schools. The district has contracts with national experts (Dr. Beverly Tyner - K-2 reading and 3-5 remedial reading, Dr. Kathy Oropallo - writing K-12 and Reading 3-12, Linda Walker - Mathematics K-8, and Marsha Winegarner - Science 6-12 to address the academic achievement of all students with an emphasis of differentiated instruction and meeting the learning needs of all students and subgroups. Each of these professionals and the instructional and math coaches focus on data analysis and the importance of using data to drive instruction based on student need. Additionally, the district is a member of PAEC and has purchased a subscription with PD360 which offers additional high-quality, on-line professional development opportunities that focus on data analysis. These on-line opportunities offer high-quality, research-based professional development activities to teachers at flexible times and allow them to work at their own pace.

2. Data analysis will take place three times per year for schools in Prevent I/Correct I. Data charts, grade level meetings and professional learning communities will be used to analyze data.

3. The information collected during data analysis will be used to evaluate effective teaching methods and drive the focus of instruction in order to meet the needs of every student and increase student achievement.

## 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 support team will visit the grant schools monthly or quarterly throughout SY 2009-2010 to review progress toward reform model implementation. Title I schools in restructuring (Correct I) will be visited monthly by team members and a checklist will be used to document observations and interviews with school staff. Title I schools in need of improvement but not in restructuring (Prevent 1) will be visited quarterly by team members. School visits will be scheduled in advance and will conclude with a data analysis/debriefing session with school personnel and the Support Team.

Two District Resource Teachers provide additional specific technical and program assistance to the schools. Parent Involvement, Professional Development, and School Improvement are primary areas of focus when providing assistance to the schools. These DRTs attend the monthly school visits in addition to attending scheduled monthly school improvement meetings. Additionally, the DRTs conduct quarterly Title I Contact meetings and District Parent Involvement meetings twice per year. Professional development, based on comprehensive needs assessments and student achievement data, is provided throughout the year and during the summer. Research-based, job-embedded professional development and support in the areas of reading, math, writing, student motivation and engagement, teaching methods, differentiated instruction, and data analysis are planned and scheduled for the 09-10 SY. This support is on-going throughout the 09-10 SY. Additional technical assistance and support provided to schools throughout the year include review of HQ status of teachers (Aug 2009), review of SIP for Title I compliance (Aug 2009), schedule of PD based on CNA (Jul 2009-June 2010), data analysis (after each benchmark assessment and weekly for progress monitoring), budgets and review of expenditures (ongoing submission of description & rationale before encumbering funds), development guidance and review of PI policy/plan (Oct 2009), implementation of Choice (Jul 2009-June 2010), dissemination of parental notifications (Aug 2009-June 2010), review of schedules and TE logs (Sept 2009 & Feb 2010), mid-year reports (Jan 2010), economic surveys (Feb 2010), CNA (Mar 2010), and parent and climate surveys (April 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: **Additional small group and individual instruction for students in subgroups not making AYP**

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

**Response:** 2009 FCAT results and AYP results, see 1g for details.

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

- WEST DEFUNIAK ELEMENTARY SCHOOL
- MAUDE SAUNDERS ELEMENTARY SCHOOL
- FREEPORT ELEMENTARY SCHOOL
- WALTON ACADEMY, INC.

1d. Name of strategy

**Response:** Contracted Consultants as Tutors

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

**Response:** One Title I school will begin while three others will continue to contract with tutors to provide intensive immediate intervention outside of the core curriculum and after school to assist subgroups not making AYP during the 2008-2009 school year. The tutors will be provided with reading and math resource materials, including manipulative materials for math and reading. Research from the America Reads Challenge Resource Kit contains 65 published studies that found positive achievement effects across all of the studies where tutors were utilized.

Instructional Grouping: Group Size. Research on School Effectiveness: Project Summa. Cotton, Kathleen; Savard, W.G. - Children in primary grades should receive as much small group instruction as possible. The Effectiveness of Early Intervention Tutoring Programs---When is a Research Brief Too Brief? Robert M. Schwartz, Oakland University - This brief concludes that one-on-one tutoring, led by trained adults can have a significant positive effect on students' reading, particularly for younger students.

This strategy meets the DA requirement to provide remediation, acceleration, and enrichment.

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

**Response:** FES, MSE, WAC-Instructional methods have been identified as a root cause for low academic achievement. The current instructional method of generalized instruction shows students in the subgroups of black, economically disadvantaged, ELL and SWD, are weak in academic areas where independent instruction does not include hands-on and real world relationships. Lack of flexible small group individualized instruction outside the core curriculum has been identified as a root cause for low academic achievement in reading and math for students in the subgroups of black, economically disadvantaged, ELL and SWD.

WDE-Based on the analysis of student performance data, the Leadership Team determined the root cause of our inability to meet Adequate Yearly Progress criteria is due to the lack of fidelity in implementing school and district supported instructional methods and best practices. The district has identified a lack of flexible small group individualized instruction outside the core curriculum as a root cause for low academic achievement in reading and math for Economically Disadvantaged and black subgroups at WDE.

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

**Response:** FES-READING-Core instruction effective for 70% of students in grades 1 & 2 based on 08-09 DIBELS Assessment 3. Grade 5 FCAT-69% proficient. MATH-Grades 3-5, 67% of EDD subgroup was proficient. 44% of lowest 25% population achieved gains.

MSE-FCAT proficiency: EDD-Reading 63%, Math 67%, & Science 32%; Black-Reading 54%, Math 62%, & Science 9%; ELL-no subgroup/individual student data indicates need; and SWD-no subgroup/individual student data indicates need.

WAC-FCAT proficiency: Total-Reading 24%, Math 20%, & Science 9%; White-Reading 26%, Math 21%, & Science 12%; EDD-Reading 27%, Math 22%, & Science 11%; Black- no subgroup/individual student data indicates need; ELL-no subgroup/individual student data indicates need; and SWD-no subgroup/individual student data indicates need.

WDE-FCAT proficiency: Grade 3 Reading-EDD 76%, Black 79% & Math-EDD 72%, Black 64%; Grade 4 Reading-EDD 68%, Black 63% & Math-EDD 63%, Black 47%; Grade 5 Reading-EDD 67%, Black 59% & Math-EDD 35%, Black 12%

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

**Response:** FES-New Strategy-Professional development with consultant Linda Walker for grades K-5, Math curriculum pacing guide, and Elementary district math coach. Small group reading instruction provided by consultant Beverly Tyner for grades K-2 and reading interventions for grades 3-5; Professional development with consultant Kathy Oropallo grades 3-5 targeting literacy centers; All K-5 classrooms have classroom libraries

MSE-Currently, MSE is supported with a reading coach, two instructional coaches, and professional development in content areas of reading, math, science and writing, small group reading instruction, differentiated instruction, and aligning instruction with Florida's Sunshine State Standards. Contracted tutors will support intentionally differentiated instruction by allowing small group and individual tutoring for more students.

WAC-The current strategy was implemented successfully last year. A room at WAC was remodeled and designed to accommodate tutors with small groups of students. No additional work will need to be performed in order to make this strategy effective.

WDE-Continue the strategy of contracted consultants as tutors. WDE is supported with a reading coach, an instructional coach, and professional development in content areas of reading, math, science and writing, small group reading instruction, differentiated instruction, and aligning instruction with Florida's Sunshine State Standards. Contracted tutors will support intentionally differentiated instruction by allowing small group and individual tutoring for more students.

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

**Response:** FES-This strategy will begin November 2, 2009 and continue through June 4, 2010. The instruction will be a minimum of five hours daily, during the school day. After-school tutoring will be a minimum of one hour per day, Mondays-Thursdays.

MSE-The instruction will be provided a minimum of five hours each day, during the school day. Small group and individual instruction will be in twenty to thirty minute intervals. After-school tutoring will be a minimum of one hour each day after school, Mondays through Thursdays.

WAC-This strategy will be provided four hours a day five days a week December 7, 2009 through March 5, 2010.

WDE-The strategy is to begin November 1, 2009, and continue through May, 2010. This instruction will provide a minimum of five hours each day during the school day and including

after school time if needed.

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

**Response:** FES-This strategy will be monitored by teachers, School leadership team, and administration. MSE-Leadership Team will be in charge of monitoring this strategy. WAC-This strategy will be monitored by the teachers, school Leadership Team, and administration. WDE-The classroom teacher will be in charge of daily monitoring of this strategy and also in charge of the monitoring assessments that are give three times each year. The district will monitor all schools during monthly quality assurance visits.

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

**Response:** FES-FCAT Test Maker, Harcourt Benchmark Assessment, FAIR, and classroom assessments

MSE-FCAT Test Maker, Harcourt Benchmark Assessment, Harcourt Science Adequate Yearly Progress Assessment will be administered three times annually.

WAC-Progress monitoring will be done using GMADE, GRADE, FORF, Maze, and FCAT, in addition to formal and informal classroom assessments.

WDE-Informal benchmark assessments and formal assessments, will be used

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

**Response:** FES-Progress will be monitored in January and May with formal assessments and weekly informal assessments.

MSE-Three times annually.

WAC-Progress will be monitored in September, January and May with formal assessments and weekly informal assessments.

WDE-Progress will be monitored in September, January and May with formal assessments and weekly informal assessments.

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

**Response:** District assistance in developing the grant application will help ensure all strategies supplement-not supplant-existing services. During and after school tutoring being provided with these funds will not replace after school tutoring required through SES. SES tutoring targets Free and Reduced Students. After school tutoring funds provided by this grant will serve students who did not qualify for SES tutoring, but are members of the targeted subgroups not making AYP.

6. Strategic Imperative this strategy addresses: 1.1

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

**Reading**  
**Mathematics**  
**Science**

## Strategies to Be Implemented

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

1a. Identify the Need: **Increased Access to Instructional Technology**

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

**Response:** 2009 FCAT and Benchmark Assessments and AYP results, see 1g.

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

- WEST DEFUNIAK ELEMENTARY SCHOOL
- MAUDE SAUNDERS ELEMENTARY SCHOOL
- FREEPORT ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Technology Integration

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

**Response:** FES-Purchase and install Activeboards and projectors to enhance the core curriculum during whole group instruction to assist all subgroups in making AYP.

MSE-The use of SmartBoards and/or i-flip cameras will enhance the core curriculum during whole group instruction to assist all subgroups in making AYP. These items will be used within the classroom to support project-based learning.

WDE-Document cameras, LCD cameras, wireless tablets and drops will be purchased to enhance the core curriculum during whole group instruction to assist all subgroups in making AYP. All technology integration will be used within the classroom to support project-based learning strategies with the academic areas of language arts, math and science.

Research by John Schacter (1999) concluded that students show positive gains in achievement on research constructed and national tests if they access computer assisted instruction. The Texas Center for Educational Technology, in a study by Carolyn Lucas and Larry Lucas (Eds), Practitioners write the book: What works in educational technology, showed learning gains using technology.

This strategy meets the DA requirement to provide remediation, acceleration, and enrichment.

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

**Response:** FES-Instructional methods have been identified as a root cause for low academic achievement. The generalized instructional method is weak in academic areas where independent instruction does not differentiate instruction. FES has reviewed student achievement data for grades 3-5 in reading, math, science and writing. Focusing resources to implement hands-on instructional methods in our classrooms will increase the achievement of our EDD subgroup and our lowest 25% population, by an anticipated 1% in each core subject area ; as well as, all other students within the population of FES.

MSE-Instructional methods have been identified as a root cause for low academic achievement. The current instructional method of generalized instruction shows students in the subgroups of black, EDD, ELL and SWD, weak in academic areas where independent instruction does not include hands-on and real world relationships. Lack of student motivation as indicated by a teacher survey has been identified as a root cause for low academic achievement in SWD, Black,

ELL, and EDD students. With the implementation of Project based learning, students need hands-on and real world relationships in order for learning to have meaning.

WDE-Based on the analysis of student performance data and thoroughly investigating the data findings using the "5-whys", the Leadership Team at West DeFuniak Elementary School determined the root cause of our inability to meet AYP criteria is due to the lack of fidelity in implementing school and district supported instructional methods and best practices. Teachers need additional support, which will be provided by a Curriculum and Instruction Coach, in planning, implementing, assessing and reflecting on differentiated instructional methods with fidelity in an effort to best meet the needs of all students in all subgroups.

Using and integrating technology will result in student learning gains.

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

**Response:** FES-READING-Core instruction effective for 70% of students in grades 1 & 2 based on 08-09 DIBELS Assessment 3. Grade 5 FCAT-69% proficient. MATH-Grades 3-5, 67% of EDD subgroup was proficient. 44% of lowest 25% population achieved gains.

MSE-FCAT proficiency: EDD-Reading 63%, Math 67%, & Science 32%; Black-Reading 54%, Math 62%, & Science 9%; ELL-no subgroup/individual student data indicates need; and SWD-no subgroup/individual student data indicates need.

WDE-FCAT proficiency: Grade 3 Reading-EDD 76%, Black 79% & Math-EDD 72%, Black 64%; Grade 4 Reading-EDD 68%, Black 63% & Math-EDD 63%, Black 47%; Grade 5 Reading-EDD 67%, Black 59% & Math-EDD 35%, Black 12%

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

**Response:** The district provides training on the use and effective implementation of instructional technology.

FES-New Strategy-Additional training sessions will be conducted to support teachers in classrooms receiving new technology equipment.

MSE-Continue the strategy-Currently, MSE is supported with a reading coach, two instructional coaches, and professional development in content areas of reading, math, science and writing, small group reading instruction, differentiated instruction, and aligning instruction with Florida's Sunshine State Standards. The LEA supports MSE, a Title I school, with technology hardware and software to support benchmark and progress monitoring assessment and remedial software programs. The technology hardware purchased through this grant will enhance instructional opportunities for teachers to demonstrate activities during whole group instruction and will allow students to demonstrate proficiency with active engagement using technology skills.

WDE-Continue the strategy-WDE is supported with a reading coach, an instructional coach, and professional development in content areas of reading, math, science and writing, small group reading instruction, differentiated instruction, and aligning instruction with Florida's Sunshine State Standards. The LEA supports WDE with technology hardware and software to support benchmark and progress monitoring assessment and remedial software programs. The technology hardware purchased through this grant will enhance instructional opportunities for teachers to demonstrate activities during whole group instruction and will allow students to demonstrate proficiency with active engagement using technology skills.

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:** FES-This strategy will be used daily once installation is completed.

MSE-Daily within the classroom setting, upon receipt.

WDE-This strategy will be used daily, beginning with the receipt, throughout the 2009-2010 school year.

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

**Response:** FES-This strategy will be monitored by administration.

MSE-Leadership Team will be in charge of monitoring this strategy.

WDE-The school's principal and Administrative Assistant will be in charge of monitoring this strategy twice yearly.

The district will monitor all schools during monthly quality assurance visits.

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

**Response:** FES-Informal, benchmark, and formal assessments will be used to track the effectiveness of this strategy.

MSE-FCAT Test Maker, Harcourt Benchmark Assessment, Harcourt Science Adequate Yearly Progress Assessment will be administered three time annually.

WDE-Informal, benchmark, and formal assessments will be used to track the effectiveness of this strategy.

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

**Response:** FES-Progress will be monitored in January and May with formal assessments and weekly informal assessments.

MSE-Three times annually.

WDE-Progress will be monitored in January and May with formal assessments and weekly informal assessments.

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

**Response:** District assistance in developing the grant application will help ensure all strategies supplement-not supplant-existing equipment, materials and supplies. A number of classrooms already have and use instructional technology devices such as projectors, Active/Smartboards, i-flip cameras, LCD cameras, document cameras, wireless tablets, etc. It will provide for additional classrooms to be added to the existing number of those already using this technology to improve instructional methods and student performance. Without these funds no technology improvements could be made.

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: **Additional literacy materials are needed to enhance literacy instruction and learning.**

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

**Response:** 2009 FCAT results, see 1g.

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

- WEST DEFUNIAK ELEMENTARY SCHOOL
- FREEPORT ELEMENTARY SCHOOL
- WALTON ACADEMY, INC.

1d. Name of strategy

**Response:** Development of Independent Literacy Skills

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

**Response:** FES-Literacy skills will be developed through the use of independent, small group literacy centers based on Sunshine State Standards. Students will practice specific reading skills, which have been taught during whole group instruction. Additionally, teachers will attend a make-and-take workshop on creating and implementing literacy centers. This strategy is research-based by the National Reading Panel.

WAC-Purchase a software package to integrate the use of Renaissance Learning's AR program to effectively supplement the reading program at Walton Academy in an effort to raise student performance in literacy/reading. Purchase of this program will allow the reading teacher to effectively integrate technology into the reading program. This program will allow the teacher to differentiate reading instruction and practice, effectively monitor individual students performance and target specific weaknesses while actively engaging our students in our reading program.

Research: Ryser, Beeler, McKenzie, 1995; Cognition and Technology Group at Vanderbilt, 1992) Evaluations of K-12 instructional have shown strong evidence of learning gains associated with PBL plus technology. Blumenfeld et al., 1991; Means & Olsen, 1997; Coley, Cradler, & Engel, 1996) PBL is especially effective when supported by educational technology.

WDE-Literacy skills will be developed through the use of independent small group learning centers. Students will practice specific reading skills which have been taught during whole group instruction through the use of hands-on manipulatives. This strategy is research based by the National Reading Council.

This strategy meets the DA requirement to provide remediation, acceleration, and enrichment.

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

**Response:** FES-Instructional methods have been identified as a root cause for low academic achievement. The generalized instructional method is weak in academic areas where independent instruction does not differentiated instruction. Freeport Elementary has reviewed student achievement data for grades 3-5 in reading, math, science and writing. Focusing resources to differentiate instruction and instructional methods will increase the achievement of our economically disadvantaged subgroup and our lowest 25% population, by an anticipated 1% in each core subject area; as well as, all other students within the population of FES.

WAC-The district has identified instructional methods as a root cause for low academic achievement at Walton Academy. The current instructional method of generalized instruction shows students all subgroups weak in academic areas where intentionally differentiated instruction does not include real-world, project based applications based on FCAT data along with formal and informal school assessments. Additional resources to implement differentiated instructional methods will increase the literacy/reading achievement of students within all subgroups by an anticipated 5% at Walton Academy.

WDE-The Leadership Team at West DeFuniak Elementary School determined the root cause of our inability to meet Adequate Yearly Progress criteria is due to the lack of fidelity in implementing school and district supported instructional methods and best practices. The district has identified a lack of flexible small group individualized instruction outside the core curriculum as a root cause for low academic achievement in reading for EDD and black subgroups at West DeFuniak Elementary School. Learning Centers will provide additional support to best meet the needs of all students in all subgroups.

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

**Response:** FES-All student subgroups will be targeted. Core instruction effective for 70% of students in grades 1 & 2 based on 08-09 DIBELS Assessment 3. Grade 5 FCAT-69% proficient. 08-09 FCAT proficiency for grades 3-5, EDD 67%. The target was 68%. Also, only 44% of our lowest 25% population achieved gains. The target is 50%.

WAC-FCAT proficiency: Total-Reading 24%; White-Reading 26%; EDD-Reading 27%; Black- no subgroup/individual student data indicates need; ELL-no subgroup/individual student data indicates need; and SWD-no subgroup/individual student data indicates need.

WDE-Economically disadvantaged and black subgroups as identified as non-proficient on FCAT. FCAT proficiency: Grade 3 Reading-EDD 76%, Black 79%; Grade 4 Reading-EDD 68%, Black 63%; Grade 5 Reading-EDD 67%, Black 59%

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

**Response:** FES-New Strategy-Small group reading instruction provided by consultant Beverly Tyner for grades K-2 and reading interventions for grades 3-5; Professional development with consultant Kathy Oropallo grades 3-5 targeting literacy centers; All K-5 classrooms have classroom libraries and literacy centers will provide additional resources to differentiate instruction.

WAC-New Strategy-Walton Academy already has a computer lab in place. Purchase of this program will enhance the effectiveness of our computer lab to supplement the reading program.

WDE-Professional development was provided during the 2008-2009 school year and is being provided during the 2009-2010 school year, by Dr. Tyner for small group strategies in Reading. WDE will increase the use of manipulative materials and hands-on activities to reinforce independent reading skills.

WDE-Continue the strategy-WDE is supported with a reading coach, an instructional coach, and professional development in content areas of reading, math, science and writing, small group reading instruction, differentiated instruction, and aligning instruction with Florida's Sunshine State Standards. This initiative will provide materials and supplies to support literacy instruction and extend learning into practice and application of skills.

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:** FES-Literacy centers will be used daily within the classroom environment throughout the academic year.



WAC-Students will have daily access to this program once acquired and installed.

WDE-Literacy centers will be used daily within the classroom environment throughout the academic school year.

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

**Response:** FES-This strategy will be monitored by classroom teachers, School Leadership Team, and administration.

WAC-The computer lab teacher will monitor the student's progress through use of the computers. The reading teacher will implement and monitor the program through choice of books and reports generated by the program. Classroom walkthroughs will be conducted by the principal to ensure implementation is correct and reaches all students.

WDE-The Leadership Team will be in charge of monitoring implementation.

The district will monitor all schools during monthly quality assurance visits.

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

**Response:** FES-FCAT Test Maker, Harcourt Benchmark Assessment, FAIR, and classroom assessments will be used to track effectiveness of this strategy.

WAC-AR quizzes will be used to monitor progress of this Strategy. ORF and MAZE (FAIR) assessments will also be used to track student progress.

WDE-Progress monitoring tools used will be FAIR assessments, Harcourt Benchmark Assessments, FCAT Test Maker administered three times yearly.

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

**Response:** FES-Progress will be monitored in September, January, and May with formal assessments and weekly informal classroom assessments.

WAC-AR quizzes will be given when the student finishes a book working at his/her independent level. FAIR assessments will be given three times per year.

WDE-Progress will be monitored weekly to bi-weekly with classroom assessments, Harcourt Benchmark Assessments and FCAT Test Maker will be administered three times annually.

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

**Response:** District assistance in developing the grant application will help ensure all strategies supplement-not supplant-existing equipment, materials and supplies.

FES & WDE-Materials and manipulatives are limited to literacy/reading centers. These additional materials will allow teachers to differentiate instruction so that students are working independently to master literacy skills.

WAC-The computer lab is already available to all students. This program will help enhance the computer lab's ability to supplement the reading program.

Without these funds, supplemental literacy materials and software would not be available for student use.

6. Strategic Imperative this strategy addresses: 1.1

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

**Reading**

## 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: **Hands-on science labs**

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

**Response:** 2009 FCAT Science assessment, NCLB AYP, see 1g.

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

- MAUDE SAUNDERS ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Scholarship Science

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

**Response:** A set of after-school labs will provide hands-on activities to enhance student's abilities to use and grasp science and mathematical concepts; as well as, increase reading comprehension skills. Scholarship Science labs will use the research-based techniques of project-based learning, which has been well researched by the Department of Education. (PBL Research Summary: Studies Validate Project-Based Learning, Edutopia.org, Nov. 01).

This strategy meets the DA requirement to provide remediation, acceleration, and enrichment.

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

**Response:** Instructional methods have been identified as a root cause for low academic achievement. The current instructional method of generalized instruction shows students in the subgroups of black, economically disadvantaged, ELL and SWD, weak in academic areas where independent instruction does not include hands-on and real world relationships. This strategy will provide the hands-on, real-world experiences our students need.

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

**Response:** Students not scoring proficiency level in the area of math and science, as well as, students within the subgroups of black, economically disadvantage, ELL, and SWD. MSE-FCAT proficiency: EDD-Science 32%; Black-Science 9%; ELL-no subgroup/individual student data indicates need; and SWD-no subgroup/individual student data indicates need.

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

**Response:** Currently, MSE is supported with a reading coach, two instructional coaches, and professional development in content areas of reading, math, science and writing, small group reading instruction, differentiated instruction, and aligning instruction with Florida's Sunshine State Standards. The LEA supports MSE, a Title I school, with technology hardware and software to support benchmark and progress monitoring assessment and remedial software programs. Title II, Part A funds are used to assist all teachers in becoming highly qualified through professional development and reimbursement is given for tuition and test fees.

This initiative will provide materials and supplies for math and science manipulatives and extended learning into practice and application skills. Contracted tutors will support intentionally

differentiated instruction by allowing small group and individual tutoring for more students. Science workshops and activities will support math applications and provide opportunities for students to be actively engaged in the learning process. The technology hardware purchased through this grant will enhance instructional opportunities for teachers to demonstrate activities during whole group instruction and will allow students to demonstrate proficiency with active engagement using technology skills.

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:** Once per week for a period of 18 weeks.

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

**Response:** Leadership Team will be in charge of monitoring this strategy. The district will monitor during monthly quality assurance visits.

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

**Response:** FCAT Test Maker, Harcourt Benchmark Assessment, Harcourt Science Adequate Yearly Progress Assessment will be administered three times annually.

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

**Response:** Three times annually.

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

**Response:** District assistance in developing the grant application will help ensure all strategies supplement-not supplant-existing services. Due to overwhelming student and parent response to Family Science Table Night and Scholarship Science (funded through 08-09 SIP grant), we plan to continue to provide additional hands-on science labs. Without funds provided through this grant, we would be unable to support this strategy.

6. Strategic Imperative this strategy addresses: 1.1

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

**Mathematics**  
**Science**  
**Mathematics**  
**Science**  
**Mathematics**  
**Science**

## Strategies to Be Implemented

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

1a. Identify the Need: **Increased support for Parent Involvement**

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

**Response:** 2009 FCAT Assessments and NCLB AYP, see 1g.

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

- MAUDE SAUNDERS ELEMENTARY SCHOOL

1d. Name of strategy

**Response:** Parent Involvement Center

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

**Response:** An updated Parental Center will help develop successful and effective parental involvement programs and activities that lead to improvements in student academic achievement and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children. The importance of parental involvement to student academic success is well documented through FLDOE parent involvement resources and agencies like PIRC and The Partnership. This strategy meets the DA requirement to for School Improvement Planning by increasing the capacity of parents. In conjunction with district-based leadership teams, the School Advisory Council assists in the development of the School Improvement Plan, and the leadership team implements the School Improvement Plan.

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

**Response:** MSE is a Title I school with 548 out of 652 students eligible for free and reduced lunch. Due to the high percentage of families receiving assistance, parent surveys suggest the school provide additional information, materials, and manipulatives to assist them in working with their children. These funds will allow MSE to offer additional parental involvement activities and consumable materials beyond the current Title I budget. Focusing resources to implement parental involvement materials and activities will increase the achievement of students within the subgroups of black, economically disadvantaged, ELL and SWD, by an anticipated 1% in each core subject area; as well as, all other students within the population of MSE.

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

**Response:** Parents of students not scoring proficiency level in the areas of reading, math, and science, as well as, students within the subgroups of black, economically disadvantage, ELL, and SWD. MSE-FCAT proficiency: EDD-Reading 63%, Math 67%, & Science 32%; Black-Reading 54%, Math 62%, & Science 9%; ELL-no subgroup/individual student data indicates need; and SWD-no subgroup/individual student data indicates need.

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 current parent involvement center has out-dated materials. The Title I Support Teacher meets with the Parent Advisory Council. Council members will assist the school in selecting materials for the new center and in determining appropriate activities and support materials for parent workshops.

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 during school hours for the entire school year.

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

**Response:** Leadership Team will be in charge of monitoring this strategy. The district will monitor during monthly quality assurance visits.

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

**Response:** FCAT Test Maker, Harcourt Benchmark Assessment, Harcourt Science Adequate Yearly Progress Assessment will be administered three times annually.

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

**Response:** Three times annually.

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

**Response:** District assistance in developing the grant application will help ensure all strategies supplement-not supplant-existing services. MSE currently has a Parent Resource Center. This strategy will improve and expand the existing information and materials available to parents of MSE students. Without grant funds, we could not update and expand our PI center and provide instructional materials for parents to work with their child. These activities will supplement the requirements of Title I, Part A.

6. Strategic Imperative this strategy addresses: 1.1

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

**Reading**  
**Mathematics**  
**Science**

## Strategies to Be Implemented

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

1a. Identify the Need: **Additional science materials for active learning**

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

**Response:** 2009 FCAT Assessments and NCLB AYP, see 1g.

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

- MAUDE SAUNDERS ELEMENTARY SCHOOL
- WALTON ACADEMY, INC.

1d. Name of strategy

**Response:** Development of Independent Science Skills

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

**Response:** MSE-Science labs will be developed through the use of independent, small group learning centers. Students will practice specific science skills, which have been taught during whole group instruction, using hands-on manipulatives.

WAC-The purpose of this portion of the grant would be to add a variety of science manipulatives and items needed for experimentation to be used to enhance science instruction at Walton Academy.

Science manipulatives will use the research-based techniques of project-based learning, which has been well researched by the Department of Education. PBL Research Summary: Studies Validate Project-Based Learning, Edutopia.org, Nov. 01

This strategy meets the DA requirement to identify and implement state-adopted materials and provide remediation, acceleration, and enrichment.

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

**Response:** MSE-Instructional methods have been identified as a root cause for low academic achievement. The current instructional method of generalized instruction shows students in the subgroups of black, economically disadvantaged, ELL and SWD, weak in academic areas where independent instruction does not include hands-on and real world relationships. Lack of flexible small group individualized instruction outside the core curriculum has been identified as a root cause for low academic achievement in reading and math for students in the subgroups of black, economically disadvantaged, ELL and SWD. Science labs will provide opportunities for teachers to use a range of instructional methods to differentiate instruction.

WAC-FCAT data shows that 8th and 10th grade students at Walton Academy are not proficient in science mastery standards. The district has identified instructional methods as a root cause for low academic achievement at Walton Academy. The current instructional method of generalized instruction shows students all subgroups weak in academic areas where intentionally differentiated instruction does not include real-world, project-based applications based on FCAT data along with formal and informal school assessments. Targeting professional development and additional resources to implement the project-based instructional methods in classrooms will increase the achievement of students within all subgroups in 2009-2010 by an anticipated 5% in each core subject area at Walton Academy.

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

**Response:** MSE-Students not scoring proficiency level in the area of science and math, as well as, students within the subgroups of black, economically disadvantage, ELL, and SWD. MSE-FCAT proficiency: EDD-Science 32%; Black-Science 9%; ELL-no subgroup/individual student data indicates need; and SWD-no subgroup/individual student data indicates need.

WAC-All students in all subgroups would be targeted with this strategy. WAC-FCAT proficiency: Total-Science 9%; White-Science 12%; EDD-Science 11%; Black- no subgroup/individual student data indicates need; ELL-no subgroup/individual student data indicates need; and SWD-no subgroup/individual student data indicates need.

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

**Response:** MSE-Currently, MSE is supported with a reading coach, two instructional coaches, and professional development in content areas of reading, math, science and writing, small group reading instruction, differentiated instruction, and aligning instruction with Florida's Sunshine State Standards. Professional development this summer will support teachers as they add this instructional method in their classrooms.

WAC-Although Walton Academy currently has science curriculum focused on state standards, it lacks items for a science program to be engaging to young adolescents. This would be a new strategy to benefit the basics that are already in place at the school.

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:** MSE-Daily during school hours.

WAC-Manipulatives would be used daily in science instruction.

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

**Response:** MSE-Leadership Team will be in charge of monitoring this strategy.

WAC-The science teacher, the Leadership Team, and the administration would be responsible for monitoring implementation of the program.

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

**Response:** MSE-FCAT Test Maker, Harcourt Benchmark Assessment, Harcourt Science Adequate Yearly Progress Assessment will be administered three times annually.

WAC-FCAT and benchmark assessments will be used to track effectiveness of this strategy.

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

**Response:** MSE-Three times annually.

WAC-Progress will be monitored in September, January and May with formal assessments and weekly with informal assessments.

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

**Response:** District assistance in developing the grant application will help ensure all strategies supplement-not supplant-existing services. These additional manipulatives would be as a



supplement to programs and manipulatives currently in place since no funds are currently available to implement this strategy.

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: **Appropriate and diverse literature**

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

**Response:** 2009 FCAT Assessments and NCLB AYP, see 1g.

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

- MAUDE SAUNDERS ELEMENTARY SCHOOL
- WALTON ACADEMY, INC.

1d. Name of strategy

**Response:** Increase Availability of Diverse Texts

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

**Response:** MSE-MSE currently incorporates literature and text sets into the curriculum by offering sets of diverse text for use in the classrooms. In order to make varied texts available for instructional opportunities and independent reading, additional text will be purchased for use in all classrooms. By offering a wider variety of text within the classroom, MSE will encourage the independent selection of text, as well as, provide opportunities for special interest reading.

WAC-Walton Academy currently incorporates young adolescent literature and text sets into the curriculum by offering sets of diverse text for use in classrooms. In order to make varied texts available for instructional opportunities and independent reading, additional young adult literature will be purchased for use in all classrooms. According to Reading Next (2004), given the wide range of reading and writing abilities present in almost any middle or high school classroom, this means having books available from a wide range of levels on the same topic.

This strategy meets the DA requirement to provide remediation, acceleration, and enrichment.

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

**Response:** MSE-Instructional methods have been identified as a root cause for low academic achievement. The current instructional method of generalized instruction shows students in the subgroups of black, economically disadvantaged, ELL and SWD, weak in academic areas where independent instruction does not include hands-on and real world relationships.

WAC-The district has identified instructional methods as a root cause for low academic achievement at Walton Academy. The current instructional method of generalized instruction shows students all subgroups weak in academic areas where intentionally differentiated instruction does not include real-world, project based applications based on FCAT data along with formal and informal school assessments. Targeting professional development and additional resources to implement the project based instructional methods in classrooms will increase the achievement of students within all subgroups in 2009-2010 by an anticipated 5% in each core subject area at Walton Academy.

The availability of diverse texts will support wide reading opportunities.

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

**Response:** MSE-Students not scoring proficiency level in the area of reading, as well as students within the subgroups of black, economically disadvantage, ELL, and SWD.MSE-FCAT proficiency: EDD-Reading 63%; Black-Reading 54%; ELL-no subgroup/individual student data indicates need; and SWD-no subgroup/individual student data indicates need.

WAC-WAC-FCAT proficiency: Total-Reading 24%; White-Reading 26%; EDD-Reading 27%; Black- no subgroup/individual student data indicates need; ELL-no subgroup/individual student data indicates need; and SWD-no subgroup/individual student data indicates need.

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

**Response:** MSE-New Strategy-Currently, MSE is supported with a reading coach, two instructional coaches, and professional development in content areas of reading, math, science and writing, small group reading instruction, differentiated instruction, and aligning instruction with Florida's Sunshine State Standards. The LEA supports MSE, a Title I school, with technology hardware and software to support benchmark and progress monitoring assessment and remedial software programs. This initiative will provide additional reading materials at a variety of levels.

WAC-Walton Academy currently incorporates young adolescent literature and text sets into the curriculum by offering sets of diverse text for use in classrooms. In order to make varied texts available for instructional opportunities and independent reading, additional young adult literature will be purchased for use in all classrooms. These new materials will be used to supplement current leveled texts already in place.

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:** MSE-Daily during school hours.

WAC-These sets of young adult literature will be available for use in classrooms daily.

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

**Response:** MSE-Leadership Team will be in charge of monitoring this strategy.

WAC-The reading teacher, Leadership Team and administration will monitor implementation of this strategy.

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

**Response:** MSE-FCAT Test Maker, Harcourt Benchmark Assessment, Harcourt Science Adequate Yearly Progress Assessment will be administered three times annually.

WAC-Progress will be monitored using GRADE, FORF, Maze, and FCAT along with teachers' classroom formal and informal assessments.

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

**Response:** MSE-Three times annually.

WAC-Progress will be monitored in September, January and May with formal assessments and weekly with informal assessments.

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

**Response:** District assistance in developing the grant application will help ensure all strategies

supplement-not supplant-existing services.

MSE-By offering a wider variety of text within the classroom, MSE will encourage the independent selection of text, as well as, provide opportunities for special interest reading. Without these funds, additional independent reading materials will be unavailable to students.

WAC-Walton Academy presently has a small library room, classroom libraries, and some literature sets. The addition of these new sets of adolescent/young adult literature would supplement these existing resources for teacher and student use since no other funds are available.

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

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

**Reading**

## 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: **Additional instructional support and technical assistance for schools**

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

**Response:** 2009 FCAT Assessments and NCLB AYP, see 1g.

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

- WEST DEFUNIAK ELEMENTARY SCHOOL
- MAUDE SAUNDERS ELEMENTARY SCHOOL
- FREEPORT ELEMENTARY SCHOOL
- WALTON ACADEMY, INC.

1d. Name of strategy

**Response:** Instructional Support and Technical Assistance Personnel

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

**Response:** MSE-A support teacher will serve as the PI program coordinator, and will supervise volunteers, facilitate parent support groups, and arrange parent workshops and classes. This teacher serves as a link between school and home in regards to conferences and attendance.

MSE-In an effort to implement a smaller learning community model (aligned with DA & Restructuring) a full-time Instructional Coach will support K-2 teachers. This teacher, along with another Instruction Coach (3-5), school & district Reading Coaches, Title I Math Coach, Assistant Principal and Principal, will keep Classroom Walk-Through Logs; they will submit logs to the principal weekly or after each school visit; and this team will meet to discuss areas requiring additional classroom support.

ALL-Aligned w/ DA & Restructuring, a Title I Math Coach will regularly visit the school to support classroom teachers implementing math strategies and instruction learned through job-embedded PD using PROMiSE modules materials. This Math Coach will regularly visit the school to support classroom teachers in implementing math strategies and instruction learned through job-embedded professional development with a math consultant using PROMiSE modules materials.

Two District Resource Teachers provide specific technical and program assistance to the schools. PI, PD, and School Improvement are focus areas when providing assistance to the schools. These DRTs attend monthly school visits and attend scheduled monthly school improvement meetings. These DRTs conduct quarterly Title I Contact meetings and District PI meetings 2x yearly. PD, based on CNAs and student achievement data, is provided throughout the year and during the summer. Research-based, job-embedded professional development and support in the areas of reading, math, writing, student motivation and engagement, teaching methods, differentiated instruction, and data analysis are scheduled for the 09-10 SY. This support is on-going throughout the 09-10 SY.

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

**Response:** MSE-Instructional methods have been identified as a root cause for low academic achievement. The addition of Instructional Coaches will provide classroom instructional support to differentiate instruction for subgroups and individual students. Another cause for low academic achievement is minimal parent involvement. The PI support teacher will increase communication and effective relationships between the school and families of students.

DISTRICT- Lack of parental involvement and need for targeted professional development have been identified as root causes of low academic performance in subgroup populations. The focus of increasing parental involvement, supporting classroom teachers with instructional coaches and math coaches, and providing specific technical assistance to schools will direct corrective measures at the root causes. Providing professional development and technical assistance from two District Resource Teachers will support teachers and school personnel in order to raise academic achievement.

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

**Response:** MSE-Students not scoring proficiency level in the area of reading, math, and science, as well as, students within the subgroups of black, economically disadvantage, ELL, and SWD. MSE-FCAT proficiency: EDD-Reading 63%, Math 67%, & Science 32%; Black-Reading 54%, Math 62%, & Science 9%; ELL-no subgroup/individual student data indicates need; and SWD-no subgroup/individual student data indicates need.

DISTRICT-All subgroups will be targeted with the Instructional Coach at MSE and the Title I Math Coach will focus on all subgroups in Grade 5 math, while offering support to all students in Title I schools. District-FCAT proficiency: Grade 5 Math-Total 59%, White 61%, Black 24%, Hispanic 59%, EDD 45%, SWD 34%, and ELL-no subgroup/individual student data indicates need.

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

MSE-Currently, MSE Title I, Part A & ARRA funds pay part of the salary of the school's Support Teacher and Instructional Coach.

DISTRICT-Currently the district is using Title I, Part A & ARRA funds to pay part of the salary of a district Title I Math Coach and two District Resource 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:** MSE-Daily during school hours.

DISTRICT-Daily during school hours.

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

**Response:** MSE-Leadership Team will be in charge of monitoring this strategy.

DISTRICT-School-based administration and District Leadership Team will monitor implementation of this strategy.

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

**Response:** MSE-FCAT Test Maker, Harcourt Benchmark Assessment, Harcourt Science Adequate Yearly Progress Assessment will be administered three times annually.

DISTRICT-Benchmark Assessments, FAIR results, and AYP results will be used to track the effectiveness of this strategy.

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

**Response:** Three times annually.

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

**Response:** Without these funds, MSE would not be able to employ the Support Teacher in a full-time capacity or the Instructional Coach. Also, without these funds, the district would not be able to support the full salary of the Title I Math Coach and two District Resource Teachers.

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: **Additional math manipulatives and instructional materials**

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

**Response:** 2009 FCAT Assessments and NCLB AYP

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

- WEST DEFUNIAK ELEMENTARY SCHOOL
- WALTON ACADEMY, INC.

1d. Name of strategy

**Response:** Development of Independent Math Skills

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

**Response:** WAC-Additional math manipulatives and professional development with Linda Walker on instructional support for the use of math manipulatives will be provided to Walton Academy. These math manipulatives and the professional development on how best to use these resources will enhance instructional practices and therefore improve student achievement.

Both Pestalozzi, in the 19th century, and Montessori, in the early 20th century, advocated the active involvement of children in the learning process. In every decade since 1940, the National Council of Teachers of Mathematics (NCTM) has encouraged the use of manipulatives at all grade levels. Every recent issue of the "Arithmetic Teacher" has described uses of manipulatives. In fact, the entire February 1986 issue considered answers to the practical questions of why, when, what, how, and with whom manipulative materials should be used. (Hartshorn, Robert & Boren, Sue, Experiential Learning of Mathematics: Using Manipulatives. ERIC Digest. ERIC Identifier: ED321967)

WDE-Math skills will be developed through the use of independent small group learning centers. Students will practice specific math skills which have been taught during whole group instruction through the use of hands-on manipulatives. This strategy is research based by the National Council of Teachers of Mathematics.

This strategy meets the DA requirement to provide remediation, acceleration, and enrichment.

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

**Response:** WAC-The district has identified instructional methods as a root cause for low academic achievement at Walton Academy. The current instructional method of generalized instruction shows students all subgroups weak in academic areas where intentionally differentiated instruction does not include real-world, project based applications based on FCAT data along with formal and informal school assessments. Targeting professional development and additional resources to implement the project based instructional methods in classrooms will increase the achievement of students within all subgroups in 2009-2010 by an anticipated 5% in each core subject area at Walton Academy. Mathematics instruction will be based on deficiencies of individual students concerning multiplication tables, long division, fractions, and percent.

WDE-Based on the analysis of student performance data and thoroughly investigating the data findings using the "5-whys", the Leadership Team at West DeFuniak Elementary School



determined the root cause of our inability to meet Adequate Yearly Progress criteria is due to the lack of fidelity in implementing school and district supported instructional methods and best practices. Teachers need additional support, which will be provided by a Curriculum and Instruction Coach, in planning, implementing, assessing and reflecting on differentiated instructional methods with fidelity in an effort to best meet the needs of all students in all subgroups. The district has identified a lack of flexible small group individualized instruction outside the core curriculum as a root cause for low academic achievement in reading and math for Economically Disadvantaged and black subgroups at West DeFuniak Elementary School.

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

**Response:** WAC-All subgroups will be targeted by this strategy. All populations have shown to be deficient in math skills according to state and local assessments. FCAT proficiency: Total-Math 20%; White-Math 21; EDD-Math 22%; Black-no subgroup/individual student data indicates need; ELL-no subgroup/individual student data indicates need; and SWD-no subgroup/individual student data indicates need.

WDE-Economically disadvantaged and black subgroups as identified as non-proficient on FCAT. FCAT proficiency: Grade 3 Math-EDD 72%, Black 64%; Grade 4 Math-EDD 63%, Black 47%; Grade 5 Math-EDD 35%, Black 12%

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

**Response:** WAC-Walton Academy currently incorporates manipulatives into the regular math curriculum. These new materials will be used to supplement current math curriculum and manipulatives already in place and not to replace them. Professional development is provided by consultant Linda Walker in effective use of math manipulatives.

WDE-New Strategy-Professional development was provided by math consultant, Linda Walker during the 2008-2009 school year and is being provided during the 2009-2010 school year in strategies for using independent math skills. WDE will increase the use of manipulative materials and hands-on activities to reinforce independent reading and mathematics concepts.

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:** WAC-These math manipulatives will be available for daily use in the classrooms.

WDE-Math manipulatives will be used daily within the classroom environment throughout the academic school year.

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

**Response:** WAC-The math teacher, Leadership Team and administration will monitor implementation of this strategy.

WDE-The Leadership Team will be in charge of monitoring implementation.

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

**Response:** WAC-Classroom observation, GMADE, and classroom assessments will be used to monitor student progress.

WDE-Progress will be monitored weekly to bi-weekly with classroom assessments, Harcourt Benchmark Assessments and FCAT Test Maker will be administered three times annually.

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

**Response:** WAC-GMADE will be used to assess students three times per year. Classroom assessments will be ongoing throughout the year.

WDE-Progress will be monitored weekly to bi-weekly with classroom assessments, Harcourt Benchmark Assessments and FCAT Test Maker will be administered three times annually.

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

**Response:** District assistance in developing the grant application will help ensure all strategies supplement-not supplant-existing services.

WAC-Walton Academy has a limited variety and number of math manipulatives currently on hand that have been purchased through other funds. In order to enrich and supplement the use of math manipulatives, additional, varied manipulatives will be purchased. Professional development provided by Linda Walker is provided through regular Title I funds.

WDE-Materials and manipulatives for math are present but limited. These additional materials will allow teachers to differentiate instruction so that students are working independently in math centers. This strategy will allow for increased individualized instruction outside the core curriculum with targeted, non-proficient students. Without the funds, additional resources could not be provided.

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

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

**Mathematics**  
**Mathematics**  
**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: **Classroom, grade level and school data**

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

**Response:** 09 School Grades, AYP Status and Student Achievement for multiple years-not all subgroups making AYP

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

- WEST DEFUNIAK ELEMENTARY SCHOOL
- MAUDE SAUNDERS ELEMENTARY SCHOOL
- FREEPORT ELEMENTARY SCHOOL
- WALTON ACADEMY, INC.

1d. Name of strategy

**Response:** Use Data for Instructional Decision-Making

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

**Response:** NEFEC FCAT Data Navigator is a data analysis and instructional planning tool for principals, school leadership teams, and teachers. This strategy will meet the needs of School Improvement planning and Florida Continuous Improvement Model in Differentiated Accountability.

Research: Rand Education. (2006) Making Sense of Data-Driven Decision Making in Education. Julie H Marsh, John F. Pane, and Laura S. Hamilton. Data driven decision making, its origins, implementation in education, policy implications and future directions

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

**Response:** All grant schools determined instructional methods to be a root cause. To address differentiated instruction and instructional methods, teachers need accurate data and assistance with instructional planning in meeting subgroup needs.

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

**Response:** All teachers, school 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:** New Strategy-Principals, Instructional Coaches and District Title I staff are prepared to assist teachers in data analysis and instructional planning.

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:** FCAT Data Navigator will be used at weekly grade level meetings to customize lesson planning and at monthly Title I visits to review grade and subject level data.

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

**Response:** Principals, School Leadership Teams and District Title I staff will monitor strategy implementation.

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

**Response:** The district created Accountability Compliance Verification Form which monitors all areas of differentiated accountability including student progress.

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

**Response:** FCAT Data Navigator will be used at weekly grade level meetings to customize lesson planning and at monthly Title I visits to review grade and subject level data.

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

**Response:** The use of FCAT Data Navigator will supplement existing data analysis tools and would not be available for these schools in the absence of grant funds.

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:** Student and program outcomes are reported in letters to parents, the School Public Accountability Report, school grades, FCAT reports, AYP results, and results of local assessments. The LEA also reports the progress made in attaining district goals and objectives. This process begins with our District Advisory Council. Title I will report to this council the district progress in attaining all goals and objectives. Additionally, local news agencies will be invited to attend School Board meetings to distribute information publicly. The district will continue to report progress in the local newspapers and, when invited or by request, to the local tv station and service organizations.

The LEA will inform all parent/guardians of the services and activities of the district and schools. Local interpreters are employed to attend parent workshops and district documents are translated into Spanish. The district has purchased translation devices for use during workshops and public meetings.

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 July 31, 2010 unless an extension is granted.

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 July 31, 2010 unless an extension is granted.

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.

District Advisory Council - Information on the application will be provided to DAC to gain input on how to expend funds to best assist each school. This notification will address parents, staff, students, and the community. The Coordinator of Federal Programs meets monthly with the DAC to keep all abreast of new information and changes. The DAC 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, and Spanish.

## 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:** MSE-Students were assessed prior to implementation of each strategy as well as mid-term and end of the year using the following assessments: FCAT Test Maker, Harcourt Benchmark Assessment and Harcourt Science AYP assessments, DIBELS, and classroom assessments. WAC-Both formal and informal assessments were used to track the effectiveness of each strategy. For reading related strategies, GRADE, FORF, Maze, and Read 180 assessments in conjunction with SRIs and GreatLeaps results were used. GMADE and classroom assessments were used to evaluate math strategies. WDE-Students were progress monitored three times a year using DIBEL for Oral Reading Fluency (ORF) and three times a year with Harcourt for comprehension. ORF checks were performed weekly. Additionally, students were progress monitored 3 times a year using FCAT Testmaker for math.

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

**Response:** MSE-Students that participated in Scholarship Science were successful in mastering grade level expectations by the program's end. The ability to provide a wider variety of manipulatives, resources, and technology allowed teachers to provide intentional differentiated instruction so that students were working independently in small group centers. The Reading Fair provided parents with activities they could use with students. Tutors were successful in providing small group reading instruction to at-risk students. Students in grade 5 were provided science labs during the school day that allowed for hands-on manipulation of science materials. WAC-Fast delivery of equipment and quick installation, and having good transition activities made the program a huge success. Having tutors that were able to be flexible in scheduling helped the tutoring be successful. Specific strategies were put into place based on student problem areas. A knowledgeable staff that was able to effectively implement this objective was paramount. Read 180 was already in place in our lab, and little or no preparation time was lost in implementing this strategy. The reading department used student data to determine the types of textbooks, supplemental books, and leveled readers that would be most beneficial. As a result the right kinds of resources were in place to help raise student achievement of all subgroups in reading, writing, and social studies and science. Using best practices we were able to determine what types of manipulatives to purchase. Our population of students thrives on hands on activities. WDE-Fidelity of implementation of small group instruction and targeting specific reading skills contributed to success of the strategy. Classrooms with technology integration were equipped with an Active Board, document camera, laptop and multimedia projector at a minimum. Students received individual and small group intervention daily by a certified teacher.

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

**Response:** MSE-The additional science and literacy materials provided students with hands-on, real world activities in order to introduce and demonstrate the desired benchmark. The Reading Fair was also successful because the students and parents were able to see unique ways to broaden the students reading potential. The tutor strategy was successful because it allowed the students to be exposed to an additional session of small group reading practice. WAC-The Eimo's helped teachers transition quickly between lessons and different technologies helping to make their lessons more interesting to the students. The technology was simple to install and operate. Our population of students responds well to one on one face time with a teacher. Our tutors were able to be flexible when scheduling their hours worked to specifically target at risk students that were able to benefit from tutoring. Having data available to assist the teachers and tutors made the program run smoothly, and they were able to target deficiencies in a short period of time. Having more resources greatly contributed to getting resources into the hands of children. Increasing the amount of books on hand allowed equitable access to resources by all

subgroups. Having more resources helps to ensure that all students have access to supplemental materials to help them raise world awareness and student achievement. The math manipulatives were well received by the students making them easier to implement. WDE-Daily small group instruction was efficient, effective and attainable. Students became motivated by the use of technology and more enthusiastic about learning. Tutors were all highly qualified. This strategy was implemented consistently from December, 2008, through May, 2009. During small group/individual instruction, skill weaknesses were targeted.

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

**Response:** MSE-We felt implementation of all strategies went well. The only change we could see making was, due to the large number of student and parent turn out, the Reading Fair needed to be moved to a larger location within the school. WAC-Teachers did not have immediate access to professional development to fully integrate the technology. We had very little time before standardized testing to be able to implement our plan to maximize instruction. Only a small portion of the grant was dedicated the contracted consultants. This limited exposure of the students to tutoring. Walton Academy encountered no stumbling blocks to implementing Expanding Research-based Intensive Reading, Increasing Availability of Diverse Texts and Math Enrichment strategies. WDE-One barrier that we had to overcome was creating a schedule of Educational Support Personnel to accommodate instruction and facilitate small groups. The release of funds, purchase order process, scheduling installation, and training teachers to use equipment delayed the full implementation of this strategy. Monitoring the effectiveness will be continued this year. Barriers that had to be overcome were the scheduling of tutors in all classrooms in grades 3-5 and students missing out on instruction while receiving intervention.

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

**Response:** MSE-Science, technology, and literacy strategies-The programs were very successful. Students were excited each week to participate in the hands-on activities that were provided. Having the ability to manipulate the materials also helped the students to remember the applications as well as show academic progress within the classroom and when assessed on progress monitoring instruments. Students that participated in the additional small group reading settings were excited to join in discussions within the group and the classroom settings. WAC-Once professional development was attained it greatly contributed to the success of implementing the new technology. Overall the integration of new technology has been a positive step in helping the teachers at Walton Academy raise student achievement for all sub groups. Having tutors that were certified teachers helped in implementing our plan of contracted consultants at Walton Academy. Data disaggregation already being in place helped with preparation time. Having READ 180 in place reduced preparation time for the teachers. The reading teacher was familiar with rBooks which allowed for a smooth transition. Using student data to drive the reading department towards getting books to help with specific weaknesses significantly enabled this program to be successful. Actively engaging and motivating the students made this program a success. WDE-The professional development provided by Dr. Beverly Tyner was instrumental in successful Small Group Reading. The fidelity and implementation of small group instruction as well as hiring tutors to assist teachers contributed to success. The variety of technology increased student motivation which contributed to the success of the program. Students showed positive gains because of the access to technology integration. The quality of the tutors that were hired to work with students was largely responsible for the success of this strategy.

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

A) NAME OF ELIGIBLE RECIPIENT: **Walton**B) Project Number (DOE USE ONLY): **660-2260A-OCS01**C) TAPS Number  
10A006

D) SPECIAL REVENUE FUND CODE

Function	Object	Account Title and Description	FTE Cont.	Amount
5100	310	<del>Professional and Technical Services</del> Contract with the Science Center for Scholarship Science (Maude Saunders)	0.000	12000.00
5100	510	<del>Supplies</del> Literary Texts (Maude Saunders)	0.000	2670.68
6300	100	<del>Salaries</del> 25% Salary for Support Teacher for PI (Maude Saunders) 75% Salary for Instructional Coach (Maude Saunders) 75% Salary for Resource Teacher to provide TA for SI, DA, Restructuring and PD (all schools)	1.750	91598.11
6300	210	<del>Retirement</del> Retirement @ 9.85% for 25% Salary for Support Teacher for PI 75% Salary for Instructional Coach 75% Salary for Resource Teacher to provide TA for SI, DA, Restructuring and PD	0.000	9022.42
6300	220	<del>Social Security FICA</del> @6.20% for 25% Salary for Support Teacher for PI 75% Salary for Instructional Coach 75% Salary for Resource Teacher to provide TA for SI, DA, Restructuring and PD and for 2 tutors	0.000	7753.73
6300	221	<del>Medi</del> Medi @ 1.45% for salary for Support Teacher for PI 75% salary for Instructional Coach 75% salary for Resource Teacher to provide TA for SI, DA, Restructuring and PD and for two tutors	0.000	1813.37
6300	230	<del>Group Insurance</del> Group Insurance for 25% Salary for Support Teacher for PI 75% Salary for Instructional Coach 75% Salary for Resource Teacher to provide TA for SI, DA, Restructuring and PD	0.000	6720.51
6300	240	<del>Workers Compensation</del> Workers Comp for 25% Salary for Support Teacher for PI 75% Salary for Instructional Coach 75% Salary for Resource Teacher to provide TA for SI, DA, Restructuring and PD and for two tutors	0.000	775.38
6300	360	<del>Rentals</del> Online subscription to NEFEC's FCAT Navigator for 4 schools	0.000	2000.00
6300	510	<del>Supplies</del> Materials and Supplies to create Independent Science Labs for Maude Saunders (\$5,359.18) and TA materials and Supplies for all 4 Schools (\$2,503.79)	0.000	7862.97
6300	750	<del>Other Personal Services</del> Payment for two tutors to work with students in reading and math 6.5 hours per day for 132 days	0.000	33462.00
6400	100	<del>Salaries</del> 75% Salary for Math Coach (all Schools)	0.750	37491.43
6400	210	<del>Retirement</del> 75% retirement for Math Coach	0.000	3692.91
6400	220	<del>Social Security</del> 75% social security for Math Coach	0.000	2324.47
6400	221	<del>Medi</del> 75% medi for Math Coach	0.000	543.63
6400	230	<del>Group Insurance</del> 75% group insurance for Math Coach	0.000	3736.26
6400	240	<del>Workers Compensation</del> 75% worker's compensation for Math Coach	0.000	232.45
6400	510	<del>Supplies</del> Professional Development materials and supplies and teacher incentives for attending training activities (creating classroom materials related to professional development)	0.000	8481.48
7200	790	<del>Miscellaneous Expenses</del> Indirect Cost @ 4.18% Plan B	0.000	9287.20

**E) Total: \$243,469**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: **Walton**B) Project Number (DOE USE ONLY): **660-2260S-0CZS1**C) TAPS Number  
10AR06D) SPECIAL REVENUE FUND CODE  
431

AARA Assur. Code	AARA Print. Code	AARA Strat. Code	School District Based	Activity	Function	Object	Account Title and Description	FTE Pos. Code	FTE Saved	FTE Created	FTE Cont.	Amount
D	B4	21	S	Instruction - Science/Math	5100	510	Supplies Science manipulatives (Walton Academy) and Math manipulatives (West DeFuniak)		0.000	0.000	0.000	5087.56
D	B4	21	S	Parent Involvement - Equipment	6150	641	Furniture, Fixtures and Equipment Capitalized TV for Parent Center (Maude Saunders)		0.000	0.000	0.000	2982.26
D	B4	21	S	Parent Involvement - Capitalized Computer Hardware	6150	643	Computer Hardware Capitalized Computer for Parent Center (Maude Saunders)		0.000	0.000	0.000	1058.51
D	B4	21	S	Parent Involvement - NonCapitalized Computer Software	6150	692	Computer Software Non-Capitalized Computer Software for Parent Center (Maude Saunders)		0.000	0.000	0.000	1000.00
D	B4	21	S	Instruction and Curriculum - Benefits on salary	6300	220	Social Security "Social Security (FICA) @ 6.20% for tutors to provide intervention and remediation in reading and math (West DeFuniak, Walton Academy, Freeport)"		0.000	0.000	0.000	5138.01
D	B4	21	S	Instruction and Curriculum - Benefits on salary	6300	221	Medicare Benefits "Medicare @1.45% for tutors to provide intervention and remediation in reading and math (West DeFuniak, Walton Academy, Freeport)"		0.000	0.000	0.000	1201.66
D	B4	21	S	Instruction and Curriculum - Benefits on salary	6300	240	Workers Compensation "Workers Comp @ 0.62% for tutors to provide intervention and remediation in reading and math (West DeFuniak, Walton Academy, Freeport)"		0.000	0.000	0.000	513.80
D	B4	21	S	Instruction and Curriculum - Renaissance Learning	6300	360	Rentals Online rental subscription for Renaissance Learning for fluency and comprehension assessment at Walton Academy		0.000	0.000	0.000	5597.30
D	B4	21	S	Instruction and Curriculum - Materials and Supplies	6300	510	Supplies "Materials and supplies for Science (Walton Academy, Maude Saunders), Literacy (West DeFuniak) and Math (West DeFuniak) Centers for differentiated instruction"		0.000	0.000	0.000	11840.83
D	B4	21	S	Instruction and Curriculum - Salaries for Tutors	6300	750	Other Personal Services "Salaries for tutors to provide intervention and remediation (West DeFuniak, Walton Academy, Freeport)"		0.000	0.000	0.000	82871.10
D	B3	21	S	Instructional Staff Training - Salaries (stipends)	6400	100	Salaries Stipends for teachers to attend make and take workshop (Freeport)		0.000	0.000	0.000	2700.00
D	B3	21	S	Instructional Staff Training - Benefits on salary	6400	220	Social Security Social Security (FICA) @ 6.20% for teachers to attend make and take workshop (Freeport)		0.000	0.000	0.000	167.40
D	B3	21	S	Instructional Staff Training - Benefits on salary	6400	221	Medicare Benefits Medicare @1.45% for teachers to attend make and take workshop (Freeport)		0.000	0.000	0.000	39.15
D	B3	21	S	Instructional Staff Training - Benefits on salary	6400	240	Workers Compensation Workers Comp @ 0.62% for teachers to attend make and take workshop (Freeport)		0.000	0.000	0.000	16.74
D	B4	21	S	Instructional Staff Training - Materials and Supplies	6400	510	Supplies Materials and supplies for make and take workshop (Freeport)		0.000	0.000	0.000	4399.96
D	B4	13	S	Instructional Technology - Capitalized Computer Hardware	6500	643	Computer Hardware Capitalized "ActivBoards and multi-media projectors to create 21st Century Classrooms for technology integration (West DeFuniak, Maude Saunders, Freeport)"		0.000	0.000	0.000	28642.90
D	B4	13	S	Instructional Technology - NonCapitalized Computer Hardware	6500	644	Computer Hardware Non-Capitalized "i-Flip and document cameras to create 21st Century Classrooms for technology integration (West DeFuniak, Maude Saunders)"		0.000	0.000	0.000	8600.65
D	B4	13	S	Instructional Technology - Remodeling & Renovations	6500	690	Remodeling and Renovations "Installation of ActivBoards and multi-media projectors (Maude Saunders, Freeport)"		0.000	0.000	0.000	9800.00
N/A	N/A	N/A	D	Indirect Cost	7200	790	Miscellaneous Expenses Indirect Cost at 4.18% Plan B		0.000	0.000	0.000	4998.17

**E) Total: \$176,656**DOE 101-R  
Created 3/09

Dr. Eric J. Smith, Commissioner



