Title I, Part A School Improvement Grants BRADFORD

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.

FLORIDA DEPARTMENT OF EDUCATION
Project Application

	TAPS Number:
	09A006

Return to:	A) Program Name:	DOE USE ONLY
Florida Department of Education	**2008-2009 Title I School Improvement Initiative [1003(a)]**	
Office of Grants Management		Date Received
Room 332 Turlington Building		
325 West Gaines Street		
Tallahassee, Florida 32399-0400		
Telephone: (850) 245-0496		
Suncom: 205-0496		

B) Name and Address of Eligible Applicant:	Project Number (DOE Assigned)
BRADFORD 501 W WASHINGTON ST STARKE, FL 32091	

C) Total Funds Requested:	D) Applicant Contact Information	
$256911.19		
	Contact Name: First Name: Karl MI:E Last Name: Wendell	E-mail Address: wendell_k34@firn.edu
DOE USE ONLY	**Address:** 501 W Washington Starke, FL 32091	
Total Approved Project:		
$	Telephone Number: 904-966-6014 Ext:	Fax Number: 904-966-6038

CERTIFICATION

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

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

E) _____
      Signature of Agency Head

DOE 100A

Dr. Eric J. Smith, Commissioner

School Achievement Data

1. School: **HAMPTON ELEMENTARY SCHOOL HAMPTON ELEMENTARY SCHOOL**

2. Percent poverty of school as shown on the 2008-2009 Project Application's Public School Eligibility Survey: 61.00

HAMPTON ELEMENTARY SCHOOL

Academic Indicators	Percent Proficient in Reading					Percent Proficient in Mathematics					Percent Proficient in Writing				
	2005-2006	2006-2007	2007-2008	2008-2009 Targets	2008-2009 Outcomes	2005-2006	2006-2007	2007-2008	2008-2009 Targets	2008-2009 Outcomes	2005-2006	2006-2007	2007-2008	2008-2009 Targets	2008-2009 Outcomes
TOTAL	89.00	75.00	83.00	85.00	NA	66.00	60.00	77.00	80.00	NA	88.00	96.00	94.00	96.00	NA
WHITE	89.00	74.00	81.00	87.00	NA	66.00	57.00	78.00	85.00	NA					NA
BLACK					NA					NA					NA
HISPANIC					NA					NA					NA
ASIAN					NA					NA					NA
AMERICAN INDIAN					NA					NA					NA
ECONOMICALLY DISADVANTAGED	87.00	71.00	78.00	84.00	NA	66.00	50.00	69.00	75.00	NA					NA
ENGLISH LANGUAGE LEARNERS					NA					NA					NA
STUDENTS WITH DISABILITIES					NA					NA					NA
Grade Level Data															
K					NA					NA					
1					NA					NA					
2					NA					NA					
3	96.00	79.00	88.00	92.00	NA	81.00	54.00	85.00	87.00	NA					
4	88.00	71.00	76.00	80.00	NA	75.00	71.00	82.00	85.00	NA					
5	79.00	73.00	81.00	85.00	NA	37.00	53.00	62.00	70.00	NA					
6					NA					NA					
7					NA					NA					
8					NA					NA					
9					NA					NA					
10					NA					NA					
11					NA					NA					
12					NA					NA					

School Achievement Data

1. School: **LAWTEY COMMUNITY SCHOOL LAWTEY COMMUNITY SCHOOL**

2. Percent poverty of school as shown on the 2008-2009 Project Application's Public School Eligibility Survey: 53.00

LAWTEY COMMUNITY SCHOOL

Academic Indicators	Percent Proficient in Reading					Percent Proficient in Mathematics					Percent Proficient in Writing				
	2005-2006	2006-2007	2007-2008	2008-2009 Targets	2008-2009 Outcomes	2005-2006	2006-2007	2007-2008	2008-2009 Targets	2008-2009 Outcomes	2005-2006	2006-2007	2007-2008	2008-2009 Targets	2008-2009 Outcomes
TOTAL	61.00	55.00	57.00	62.00	NA	50.00	48.00	55.00	60.00	NA	92.00	96.00	94.00	96.00	NA
WHITE	62.00	55.00	59.00	64.00	NA	51.00	51.00	57.00	62.00	NA		97.00	94.00	96.00	NA
BLACK					NA					NA					NA
HISPANIC					NA					NA					NA
ASIAN					NA					NA					NA
AMERICAN INDIAN					NA					NA					NA
ECONOMICALLY DISADVANTAGED	57.00	43.00	48.00	54.00	NA	43.00	40.00	48.00	54.00	NA	91.00	95.00			NA
ENGLISH LANGUAGE LEARNERS					NA					NA					NA
STUDENTS WITH DISABILITIES	41.00	24.00	24.00	30.00	NA	22.00	13.00	25.00	30.00	NA					NA
Grade Level Data															
K					NA					NA					
1					NA					NA					
2					NA					NA					
3	93.00	77.00	60.00	65.00	NA	77.00	64.00	66.00	70.00	NA					
4	56.00	71.00	65.00	68.00	NA	33.00	58.00	50.00	62.00	NA					
5	47.00	45.00	67.00	70.00	NA	47.00	30.00	51.00	62.00	NA					
6	54.00	52.00	46.00	60.00	NA	40.00	30.00	46.00	60.00	NA					
7	60.00	50.00	53.00	54.00	NA	47.00	46.00	53.00	54.00	NA					
8	31.00	29.00	31.00	32.00	NA	54.00	57.00	62.00	63.00	NA					
9					NA					NA					
10					NA					NA					
11					NA					NA					
12					NA					NA					

School Achievement Data

1. School: **SOUTHSIDE ELEMENTARY SCHOOL SOUTHSIDE ELEMENTARY SCHOOL**

2. Percent poverty of school as shown on the 2008-2009 Project Application's Public School Eligibility Survey: 68.00

SOUTHSIDE ELEMENTARY SCHOOL

Academic Indicators	Percent Proficient in Reading					Percent Proficient in Mathematics					Percent Proficient in Writing				
	2005-2006	2006-2007	2007-2008	2008-2009 Targets	2008-2009 Outcomes	2005-2006	2006-2007	2007-2008	2008-2009 Targets	2008-2009 Outcomes	2005-2006	2006-2007	2007-2008	2008-2009 Targets	2008-2009 Outcomes
TOTAL	66.00	63.00	70.00	74.00	NA	54.00	58.00	70.00	74.00	NA	92.00	92.00	94.00	96.00	NA
WHITE	76.00	73.00	79.00	82.00	NA	63.00	70.00	80.00	82.00	NA		89.00	94.00	96.00	NA
BLACK	48.00	39.00	49.00	55.00	NA	34.00	30.00	46.00	55.00	NA					NA
HISPANIC					NA					NA					NA
ASIAN					NA					NA					NA
AMERICAN INDIAN					NA					NA					NA
ECONOMICALLY DISADVANTAGED	56.00	57.00	61.00	65.00	NA	46.00	50.00	63.00	68.00	NA	93.00	92.00	93.00	94.00	NA
ENGLISH LANGUAGE LEARNERS					NA					NA					NA
STUDENTS WITH DISABILITIES	37.00	21.00	39.00	45.00	NA	26.00	21.00	45.00	50.00	NA					NA
Grade Level Data															
K					NA					NA					
1					NA					NA					
2					NA					NA					
3	74.00	63.00	72.00	75.00	NA	67.00	59.00	83.00	85.00	NA					
4	68.00	63.00	65.00	70.00	NA	60.00	66.00	68.00	73.00	NA					
5	56.00	63.00	73.00	76.00	NA	36.00	51.00	61.00	67.00	NA					
6					NA					NA					
7					NA					NA					
8					NA					NA					
9					NA					NA					
10					NA					NA					
11					NA					NA					
12					NA					NA					

School Achievement Data

1. School: **STARKE ELEMENTARY SCHOOL STARKE ELEMENTARY SCHOOL**

2. Percent poverty of school as shown on the 2008-2009 Project Application's Public School Eligibility Survey: 67.00

STARKE ELEMENTARY SCHOOL

Academic Indicators	Percent Proficient in Reading					Percent Proficient in Mathematics					Percent Proficient in Writing				
	2005-2006	2006-2007	2007-2008	2008-2009 Targets	2008-2009 Outcomes	2005-2006	2006-2007	2007-2008	2008-2009 Targets	2008-2009 Outcomes	2005-2006	2006-2007	2007-2008	2008-2009 Targets	2008-2009 Outcomes
TOTAL	61.00	55.00	62.00	67.00	NA	49.00	54.00	52.00	58.00	NA	94.00	94.00	92.00	94.00	NA
WHITE	74.00	64.00	67.00	72.00	NA	59.00	62.00	58.00	64.00	NA		96.00	94.00	96.00	NA
BLACK	36.00	32.00	50.00	55.00	NA	26.00	30.00	34.00	42.00	NA					NA
HISPANIC					NA					NA					NA
ASIAN					NA					NA					NA
AMERICAN INDIAN					NA					NA					NA
ECONOMICALLY DISADVANTAGED	54.00	47.00	60.00	65.00	NA	43.00	43.00	48.00	53.00	NA	88.00	91.00	86.00	92.00	NA
ENGLISH LANGUAGE LEARNERS					NA					NA					NA
STUDENTS WITH DISABILITIES	31.00	22.00	29.00	35.00	NA	27.00	28.00	39.00	45.00	NA					NA
Grade Level Data															
K					NA					NA					
1					NA					NA					
2					NA					NA					
3	75.00	63.00	71.00	76.00	NA	58.00	73.00	67.00	72.00	NA					
4	56.00	49.00	59.00	64.00	NA	52.00	51.00	55.00	62.00	NA					
5	53.00	54.00	54.00	60.00	NA	35.00	38.00	32.00	45.00	NA					
6					NA					NA					
7					NA					NA					
8					NA					NA					
9					NA					NA					
10					NA					NA					
11					NA					NA					
12					NA					NA					

Optional Performance Indicators

For **each** additional Performance Indicator the LEA shall provide the following information:

1. Identify the Performance Indicator that is being addressed.
2. Provide data related to that performance indicator for the past three (3) school years.
3. Provide the target for the 2008-09 school year as a result of implementing strategies funded through this application.

Indicator: 0

Root Cause Analysis

Identify all possible interactions within a system that could be contributing to identified area(s) of low academic achievement. (organizational culture of the school, organizational structure of the school, instructional methods, instructional preparation time, external factors, student demographics, curriculum, etc.)

For each Root Cause identified, provide the following:

1. Provide the root cause being identified as causing low academic achievement.
2. Provide the data/documents reviewed to determine this is a cause of low academic achievement.
3. Explain how strategies implemented through this application will eliminate the root cause.
4. Provide anticipated outcomes of focusing resources to address identified root cause.

Root Cause: 1
The district has identified a lack of data analysis as a root cause for low academic performance. The current method of analysis has been haphazard in some of the schools in the project and as a result a lack of targeted instruction has resulted in students having weak performance in some academic areas. The district reviewed data for grades 3-5 and compared data in reading, writing, and math to other district schools where there had been substantial student gains. Focusing on consistent data analysis and it's application to focus calendars and lesson planning will raise student achievement 10-15% in some subgroups. Implementing the Continous Improvement model will improve focused classroom instruction and allow for increased student achievement in the core subject areas.

Root Cause: 2
The district has identified a lack of instructional support in math and science as a root cause for low academic achievement in these areas. The current level of coaching and modeling support show that teachers who do not have a strong background in math and science leads to student weakness in these areas. Data was in these areas and outcomes were compared to reading where a substantial and well organized plan for teacher support was evident. It was shown that the coaching and modeling method practiced by reading teachers lead to significantly higher student acheivement and that achievement in math and science had peeked. With focus on teacher development in math and science it is projected that student growth will advance by 5-10% and begin to mirror the growth in the reading curriculum where there is a higher level of teacher support.

Root Cause: 3
The district has identified a lack of individual instruction as a root cause of low academic achievement for those students who are performing below grade level and who do not qualify for other supports such as Supplemental Educational Services. The current model of support that provides individual and small group instruction for students on free or reduced lunch has shown to leave a gap of services for those students who do not qualify for these or other types of special assistance services. Data was viewed for those students who desired to receive this type of service either during or after the school day and it was found that their academic growth was limited by the availability of services. By focusing services on students who are under resourced learners it is believed that the academic achievement of this group of students will increase by 10-15%. Implementing a program for these students will close the gap and provide qualified instructional staff to assist these students of need.

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 offer data analysis professional development?
2. What instrument(s) will be used to assess students' progress in mastering grade-level benchmarks?
3. How many times during the 2008-2009 school year will data analysis take place at schools in need of improvement, corrective action, and/or restructuring?
4. How will the information based on data analysis be used?

Response: The district has provided instruction to all teachers and is in the process in training new teachers and giving support to those who still struggle with data analysis. This training is done through the North East Florida Educational Consortium (NEFEC), through professional partnerships, and through locally developed training. All training is also applied through the Continous Improvement Model (CIM). Fidelity is monitored by a district Fidelity Team who visits the school on a formal basis at least once per quarter and other data assistance is provided to school administrative teams on a more frequent basis if it is deemed necessary.

Data is provided every quarter through testing provided by Thinklink in reading math and science, DIBELS and Sat 10 in lower grades (K-2) reading. These scores are then compared with the individual scores on FCAT where applicable. Teachers are provided the information through Snapshot and thus have desktop access to student information. The analysis of this information will be discussed at team level meetings and result in the development of curriculum maps, focus calendars, and lesson planning targeted at providing the differentiated intervention necessary for all student groups to gain appropriate grade level knowledge.

Finally, professional development will be interwoven into school planning to help give teachers the additional skills necessary to adequately plan and implement lessons to learners who are underresourced and need a higher level of differentiation that peers who may show the same lack of skill in a particular area.

LEA Support Teams

Describe the LEA support team that will be put in place to provide technical and program assistance for schools in need of improvement, corrective action, and/or restructuring. <u>Click here to see example responses.</u>

No.	Title & Name of Individual on LEA Support Team	Qualifications of Individual
1	Mrs. Lisa Prevatt, Assistant Superintendent Curriculum and Instruction	19 years in education. Three years as an Elementary School Principal and 2 years as A district level administrator.
2	Mrs. Carol Clyatt, Director School Improvement and Accountability	25 years in education as an elementary teacher. Five years as either Supervisor or Director of School Improvement and Accountability.
3	Mr. Karl Wendell, Director of ESe, Student Services and Title I	15 years in education as a teacher and administrator. Six years as a secondary school based administrator and two years as a district administrator.

Describe the activities the LEA Support Team will conduct during the Project Period to provide technical and program support to schools in need of improvement, corrective action, and/or restructuring. For each activity the LEA shall include: the frequency of the activity and the duration of the activity.
Response: The LEA Support Team will provide targeted assistance to all SINI schools throughout the grant period. This support will include, but is not limited to the following:

1. Members will be assigned to schools in the capacity as a consultant to those schools who are planning for restructuring and will meet with school based leadership teams to assist as plans for improvement are developed and implemented.

2. Meetings will be held with the principals of all SINI schools to monitor progress. These meetings will provide a forum for principals to share areas of success and collaborate on soultions to challenges that surface during the implementation process. The LEA Support Team will be available to help coordinate resources and support modifications to strategies that have been identified during data analysis.

3. The LEA Support Team is also the team that performs Fidelity Checks as outlined in the K-12 Reading Plan. This team already performs Classroom Walkthroughs at the SINI schools in an effort to measure fidelity to strategies outlined in the K-12 Plan. This team will also monitor strategies that are outlined in the project and provide feedback of the implementation of strategies outlined in the project.

Current Capacity of LEA to Support Student Academic Achievement

Current Capacity- resources that are already in place to address academic performance that will be addressed with these funds. For example: a computer lab is in place to implement a newly purchased software program; professional development has been provided in each area of need identified (list professional development activities, when they occurred, and follow-up activities); the district has already changed the organizational structure of a school to address recurring student achievement problems (describe what was done); to get teachers highly qualified, the district has done the following (describe what the district has done); coordination with Title II has provided high-quality professional development for teachers of students with disabilities; the district has collaborated with the Boys and Girls Club to provide tutoring services after school; etc.

1. Describe the current capacity of the LEA to assist Title I students not achieving proficiency in reading and how this initiative will assist to enhance/expand that current capacity.
Response: The district currently has a fully developed and implemented K-12 Reading Plan as outlined by the Just Read Florida. This plan provides strategies for serving, assessing, and monitoring programs for reading. This plan has been developed to help students by implementing small group instruction for students and additional remediation for students with greatest need. Title I and IDEA funding has been used to provide capacity for small group, extended, and computer enhanced instruction. This has been effective in helping students have greater success academically. These funding sources have also provided for Support Facilitation services in classes where students have the greatest need. These services are provided by ESE teachers, but services are enhanced for all students who have demonstrate need through data analysis. Finally, grant funding is used to support the support of a Reading Coach at each school site. This coach assists in data analysis for reading and provides local professional development to expand capacity of teachers through targeted inservice and classroom modeling.

This grant will help to expand capacity in several ways. First, personnel hired under the project will provide expanded capacity for professonal development and data analysis. While as a district we understand that providing individualized instruction can be powerful, we also understand that capacity is truly expanded as classroom teachers and support staff gain an expanded skill set so they can use a mulititude of strategies wiith students. Secondly, personnel will assist the existing Reading Coach with data analysis and help teaching grade groups understand how to apply strategies to Focus Calendars and lesson planning and delivery. Finally, the added capacity will allow for some individual student remediation. This will serve a two-fold purpose. Primarily, this will be targeted toward the expansion of student skills. However, the personnel involved will also be used as diagnosticians to provide classroom teachers with the input necessary to maintain student gains in the regular classroom.

2. Describe the current capacity of the LEA to assist Title I students that are not achieving proficiency in mathematics and how this initiative will assist to enhance/expand that current capacity.
Response: District schools currently have strategies and goals written in thei School Improvement Plans. Most of the support for students is centered on small group instruction during intervention time and computer instruction provided through computer labs. These services are provided through state, IDEA, and Title I funding. Professional development is limited to presenters from outside of the district. This has been the primary method of capacity building.

During the project schools plan to use Curriculum Intervention teachers to help expand capacity in the following manners. First, these professionals will provide assistance in developing prescriptive intervention for classroom, small group, and individual intervention by assisting teachers with the decoding of data. This will assist grade groups form focus calendars, lesson plans, and essential questions for math instruction. Secondly, the Curriculum Resource Teacher will be trained to provide professional development to teachers and model strategies in classrooms. This will help expand the skill level of teachers and expand their ability to differentiate instruction. Finally, these teachers will be available to provide prescriptive strategies and intervention to individual students. This will allow the classroom teacher to profit from the lessons learned during individual intervention and extend them to the classroom.

3. Describe the current capacity of the LEA to assist Title I students that are not achieving proficiency in writing and how this initiative will assist to enhance/expand that current capacity.

Response: Because most of the schools served by the project are very successful in this area there will be limited support from the project. The district already uses professional development dollars to provide training for teachers across the district. As is evidenced by test scores in this area, this training has been quite effective. The district will continue to provide the current level of professional development and modeling in this area. Intervention teachers supported by state, IDEA, and Title I funding will continue to provide services to those students who have a deficit in this area.

The limited funding that will be used in this area will be to expand the knowledge of teachers who are new to the district and provide teacher to teacher mentoring. It will also provide the assistance of the Curriculum Resource Teacher as is necessary to meet student needs.

Strategies to Be Implemented

1a.Name of strategy

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

- HAMPTON ELEMENTARY SCHOOL
- LAWTEY COMMUNITY SCHOOL
- SOUTHSIDE ELEMENTARY SCHOOL
- STARKE ELEMENTARY SCHOOL

1c. Select the indicator/s associated with the strategy (Indicators pulled from section IB.)

- Indicator 0

1d. Select the root cause/s associated with the strategy (Indicators pulled from section IC.)

- Root Cause 1

1e Description of research of effectiveness (or purpose)
Response: The district is implementing the Continous Improvement Model at all of its schools. While the schools in the project group are all engaged in this process there is a disparity in the ability of teachers to apply this researched based initiative. In schools where this strategy is fully implemented students who had not made AYP in the past either made great strides, or made the appropriate growth.

2. Frequency and duration of this strategy (For example: three days per week after school for nine weeks starting the week of January 7th.)
Response: This strategy will be on-going and will help prepare teachers to transfer the appropriate student data to the student's new grade level teacher. This will help to provide a seamless conduit of information and assist in planning for students needs as they move from grade to grade.

3. Who will be in charge of monitoring implementation of the strategy or student progress?
Response: Monitoring for this strategy will be done by grade groups with the assistance of a Curriculum Resource Teacher, the administrative and SINI teams and the District Team. This monitoring will be done during Fidelity Checks and as mini assessments and progress monitoring are completed.

4. Progress monitoring tool used to track effectiveness of this strategy as measured by student progress.
Response: The progress monitoring tools will be Think Link for Reading, Science, and Math. Grade level mini assessments will be developed and used by grade level groups to provide more immediate feedback on classroom objectives as they are taught. Grade level teams will monitor focus calendars and lesson planning based upon data analysis provided during all progress monitoring.

5. Frequency of progress monitoring of this strategy.
Response: Think link progress monitoring will be done three times per year and will be scheduled so information is collected at strategic points. Mini assessments will be done during classroom activities to validate instruction and provide feedback for teachers and students.

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

Response: Because these services provided by the Curriculum Resource Teacher are targeted toward science and math it will be easy to determine that these are supplemental services. While services exist on a rudimentary level for these programs this assistance will help to bring the data analysis and services on par with those provided by the reading program.

7. Strategic Imperative this strategy addresses: **1.3.b**

8. If applicable, indicate if strategy is a reading initiative. **No**

9. Targeted Population(s) of this strategy (identify specific subgroups, teachers, parents, etc.)
Response: This strategy is primarily targeted toward improving teacher skills and performance, but it will also help provide better services to students who did make adequate progress toward AYP. These students are primarily those of low socioeconomic status and black status.

Strategies to Be Implemented

1a.Name of strategy

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

- HAMPTON ELEMENTARY SCHOOL
- LAWTEY COMMUNITY SCHOOL
- SOUTHSIDE ELEMENTARY SCHOOL
- STARKE ELEMENTARY SCHOOL

1c. Select the indicator/s associated with the strategy (Indicators pulled from section IB.)

1d. Select the root cause/s associated with the strategy (Indicators pulled from section IC.)

- Root Cause 2

1e Description of research of effectiveness (or purpose)
Response: When the root cause for this strategy was examined, it was said that those teachers who had the support of a reading coach were able to lead their students to greater progress than teachers in math and science who had no specific coaching support in this area. Therefore, it was determined that the addition of support in the areas of math and science provided by a Curriculum Resource Teacher would give the teachers a comparable level of support in these areas and thus help them to disaggrigate data, plan for, and deliver instruction in a manner more likely to meet the needs of students.

2. Frequency and duration of this strategy (For example: three days per week after school for nine weeks starting the week of January 7th.)
Response: This strategy will continue throughout the duration of the project and the support of the Curriculum Resource Teacher will be no less than weekly with each grade level group and more if there is an identified need for particular teachers or grade levels.

3. Who will be in charge of monitoring implementation of the strategy or student progress?
Response: Implementation and student progress will primarily be the responsibility of the leadership team at each school. These teams are led by the principal who will have the responsibility to facilitate the interventions and assist with teacher and student progress.

4. Progress monitoring tool used to track effectiveness of this strategy as measured by student progress.
Response: Student progress will be measured by mini assessments that will be given to track the effectiveness of the teaching strategies used and their affect on students. Progress monitoring will be three times per year through Think link for reading, math and science. This monitoring as well as FCAT scores and other progress tools like Dibels will be available to teachers via the Snapshot program. This will aloow teachers to more easily view the correlation between the different sources of student data.

5. Frequency of progress monitoring of this strategy.
Response: Mini assessments will be given as needed based upon the duration and complexity of the content being devliered. Thus, a concept that has fewer steps may not necessitate the same level of assessment as a chunk of instruction that has several different concepts that are critical to the understanding of the overall chunk. Think link will be given three times per year and will be scheduled at times when school leadership teams determine are critical times to collect data.

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

Response: Because this level of support is not already available to teachers, it will be evident that these activities do not supplant those already offered at the schools in the project.

7. Strategic Imperative this strategy addresses: **3.1.b**

8. If applicable, indicate if strategy is a reading initiative. **No**

9. Targeted Population(s) of this strategy (identify specific subgroups, teachers, parents, etc.)
Response: This strategy will primarily target those teachers in grades 3-5. However, it is believed that inservice provided by the Curriculum Resource Teacher will cover all grades at the schools within the projects. While the focus of improvement will be measured in all students, the focus will be in black and economically disadvantaged students as these are the primary students who are struggling in meeting the standards of AYP.

Strategies to Be Implemented

1a.Name of strategy

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

- HAMPTON ELEMENTARY SCHOOL
- LAWTEY COMMUNITY SCHOOL
- SOUTHSIDE ELEMENTARY SCHOOL
- STARKE ELEMENTARY SCHOOL

1c. Select the indicator/s associated with the strategy (Indicators pulled from section IB.)

1d. Select the root cause/s associated with the strategy (Indicators pulled from section IC.)

- Root Cause 3

1e Description of research of effectiveness (or purpose)
Response: Over time it has been demonstrated that when students have small group or individualized instruction their progress is enhanced and they are remediated at a rate that is greater than those who have remediation in larger groups. This has been demonstrated during the delivery of small group instruction during intervention times and through after school tutoring provided through SES service providers.

2. Frequency and duration of this strategy (For example: three days per week after school for nine weeks starting the week of January 7th.)
Response: These services will be delivered two-three days per week as the needs of students and resources permit. The beginning of these services will begin between November and January 1st depending on the schools site and the need of the students involved. The intent is to deliver these services through March 30, 2009 dependant on the number of students served.

3. Who will be in charge of monitoring implementation of the strategy or student progress?
Response: The school leadership team, Curriculum Resource Teacher, and the LEA Support Team.

4. Progress monitoring tool used to track effectiveness of this strategy as measured by student progress.
Response: This strategy will primarily be measured by mini assessment, but there be one progress monitoring during the period of the strategy that will provide data germaine to measurement.

5. Frequency of progress monitoring of this strategy.
Response: Progress monitoring will be at least every two weeks based upon the attendance of the student.

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

Response: These services will only be delivered to those students of need who do not qualify for SES services. Students who are eligible for SES services will be recruited into that program and parents encouraged to select from among the providers available.

7. Strategic Imperative this strategy addresses: **3.1.b**

8. If applicable, indicate if strategy is a reading initiative. **Yes**

9. Targeted Population(s) of this strategy (identify specific subgroups, teachers, parents, etc.)
Response: The target population for this strategy will be all students who have shown by data that they are

struggling with the skills necessary to make AYP. While data demonstrates that these will primarily target Black and low income families, there will also be some students from other subgroups who have demonstrated need.

Dissemination/Marketing

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

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

Response: Procedures for parents to access services will be provided on the district web page for each school. This information will be available 24/7 and will be available from approval of the application until the end of project services.

Advertisement will also be done in the local newspaper, presented at SAC and PTO meetings, and through other meetings where groups of parents are in attendance. This will begin during the November meetings. Teachers will also make contacts with the students who are in need of services and direct them to services developed under the project, or other services available to provide academic intervention.

Information from the grant will be disseminated to each school faculty, Title I Committee, SAC, and PTO to obtain the broadest possible input on how to best expend funds. These groups will recieve updates during meetings as to the progress of strategies funded through the project and how school data has been effected. This will begin with the submission of the grant with the administrative teams at the schools and will then be discussed with the faculty of each school beginning with October meetings and will be repeated at least every other month throughout the period of the grant.

Stakeholders will also be notified through parent meetings like Fall Festivals, Book Bingo Nights and other school activities where large number of parents are present. This will commence with the October festivals and continue throughout the term of the project as events occur. These events will be publicized through the district website, local newspaper and radio station, and notifications sent home with students.

Although there are a very limited number of ELL students, the district ELL interpreter will make sure that students receiving services are notified and translationss of documents are made as necessary.

Budget

A. NAME OF THE NCLB PROGRAM: **Title I School Improvement Initiative [1003(a)]**

B. NAME OF ELIGIBLE RECIPIENT: **Bradford**

C. Project Number (DOE USE ONLY):

| | TAPS Number 09A006 |

No.	(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
1	6300	130	Salaries/Curriculum Resource Teachers	3.0	120000.00
2	5100	120	Supplemental hours for teachers to tutor non SES eligible students and data analysis	2.0	65000.00
3	5100	150	Salary Praprofessional	1.0	14000.00
4	5100	210	Retirement paraprofessional and tutoring	3.0	3097.00
5	5100	220	FICA paraprofessional and tutoring	3.0	3772.75
6	5100	230	Insurance paraprofessional	3.0	2730.00
7	5100	510	Materials and supplies to support Curriculum Resources Teachers and tutoring.	0.0	12660.44
8	6400	120	Stipends for Data Analysis (up to 200 hrs)	0.0	6000.00
9	6400	220	FICA for stipends	0.0	460.00
10	6300	210	Retirement Curriculum Resource Teachers	3.0	11820.50
11	6300	220	FICA Curriculum Resource Teachers	3.0	9180.00
12	6300	230	Insurance Curriculum Resource Teachers	3.0	8190.50
				Total	256911.19

DOE 101

Dr. Eric J. Smith, Commissioner