Title I, Part A School Improvement Grants CITRUS

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

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

B) Name and Address of Eligible Applicant:	Project Number (DOE Assigned)
CITRUS 1007 W MAIN ST INVERNESS, FL 34450	

C) Total Funds Requested:	D) Applicant Contact Information	
$206911.19 DOE USE ONLY **Total Approved Project:** $	**Contact Name:** First Name: Kathy MI: Last Name: Pomposelli	E-mail Address: pomposellik@citrus.k12.fl.us
	Address: 1007 W Main St Inverness, FL 34450	
	Telephone Number: 352-726-1931 Ext: 2227	Fax Number:

CERTIFICATION

I **Sandra Himmel** 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: **CITRUS SPRINGS ELEMENTARY SCHOOL CITRUS SPRINGS ELEMENTARY SCHOOL**

2. Percent poverty of school as shown on the 2008-2009 Project Application's Public School Eligibility Survey: 49.38

CITRUS SPRINGS ELEMENTARY SCHOOL															
	Percent Proficient in Reading					Percent Proficient in Mathematics					Percent Proficient in Writing				
Academic Indicators	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	75.00	79.00	81.00	82.00	NA	74.00	72.00	79.00	80.00	NA	89.00	94.00	94.00	95.00	NA
WHITE	76.00	81.00	82.00	83.00	NA	76.00	73.00	82.00	83.00	NA		95.00	94.00	95.00	NA
BLACK					NA					NA					NA
HISPANIC					NA					NA					NA
ASIAN					NA					NA					NA
AMERICAN INDIAN					NA					NA					NA
ECONOMICALLY DISADVANTAGED	62.00	67.00	75.00	76.00	NA	62.00	59.00	71.00	72.00	NA		90.00	90.00	91.00	NA
ENGLISH LANGUAGE LEARNERS					NA					NA					NA
STUDENTS WITH DISABILITIES	44.00	50.00	43.00	50.00	NA	43.00	43.00	51.00	55.00	NA					NA
Grade Level Data															
K					NA					NA					
1					NA					NA					
2					NA					NA					
3	86.00	87.00	82.00	86.00	NA	83.00	85.00	85.00	86.00	NA					
4	71.00	74.00	85.00	86.00	NA	72.00	78.00	78.00	86.00	NA					
5	66.00	79.00	78.00	79.00	NA	66.00	54.00	75.00	79.00	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: **FLORAL CITY ELEMENTARY SCHOOL FLORAL CITY ELEMENTARY SCHOOL**

2. Percent poverty of school as shown on the 2008-2009 Project Application's Public School Eligibility Survey: 56.14

FLORAL CITY 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	80.00	77.00	81.00	82.00	NA	74.00	72.00	81.00	82.00	NA	88.00	79.00	89.00	90.00	NA
WHITE	81.00	78.00	79.00	80.00	NA	73.00	74.00	81.00	82.00	NA		77.00	88.00	89.00	NA
BLACK					NA					NA					NA
HISPANIC					NA					NA					NA
ASIAN					NA					NA					NA
AMERICAN INDIAN					NA					NA					NA
ECONOMICALLY DISADVANTAGED	80.00	71.00	79.00	80.00	NA	76.00	61.00	75.00	76.00	NA			90.00	91.00	NA
ENGLISH LANGUAGE LEARNERS					NA					NA					NA
STUDENTS WITH DISABILITIES	47.00	49.00	62.00	65.00	NA	66.00	61.00	65.00	68.00	NA					NA
Grade Level Data															
K					NA					NA					
1					NA					NA					
2					NA					NA					
3	79.00	68.00	82.00	83.00	NA	69.00	68.00	71.00	72.00	NA					
4	86.00	79.00	85.00	86.00	NA	88.00	81.00	86.00	87.00	NA					
5	76.00	85.00	72.00	73.00	NA	65.00	69.00	85.00	86.00	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: **INVERNESS PRIMARY SCHOOL INVERNESS PRIMARY SCHOOL**

2. Percent poverty of school as shown on the 2008-2009 Project Application's Public School Eligibility Survey: 41.88

INVERNESS PRIMARY 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	81.00	77.00	80.00	83.00	NA	73.00	66.00	73.00	76.00	NA	85.00	86.00	90.00	92.00	NA
WHITE	83.00	77.00	82.00	85.00	NA	75.00	66.00	74.00	77.00	NA		87.00	89.00	91.00	NA
BLACK					NA					NA					NA
HISPANIC					NA					NA					NA
ASIAN					NA					NA					NA
AMERICAN INDIAN					NA					NA					NA
ECONOMICALLY DISADVANTAGED	71.00	65.00	73.00	76.00	NA	65.00	57.00	64.00	67.00	NA		86.00	84.00	86.00	NA
ENGLISH LANGUAGE LEARNERS					NA					NA					NA
STUDENTS WITH DISABILITIES	44.00	38.00	38.00	43.00	NA	46.00	38.00	38.00	43.00	NA					NA
Grade Level Data															
K					NA					NA					
1					NA					NA					
2					NA					NA					
3	87.00	82.00	83.00	85.00	NA	75.00	76.00	81.00	86.00	NA					
4	73.00	68.00	82.00	84.00	NA	73.00	60.00	75.00	85.00	NA					
5	82.00	81.00	78.00	80.00	NA	70.00	60.00	63.00	81.00	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: **LECANTO PRIMARY SCHOOL LECANTO PRIMARY SCHOOL**

2. Percent poverty of school as shown on the 2008-2009 Project Application's Public School Eligibility Survey: 48.57

LECANTO PRIMARY 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	74.00	79.00	78.00	79.00	NA	71.00	74.00	71.00	72.00	NA	91.00	85.00	82.00	83.00	NA
WHITE	74.00	80.00	79.00	80.00	NA	71.00	74.00	72.00	73.00	NA		86.00	83.00	84.00	NA
BLACK					NA					NA					NA
HISPANIC					NA					NA					NA
ASIAN					NA					NA					NA
AMERICAN INDIAN					NA					NA					NA
ECONOMICALLY DISADVANTAGED	68.00	69.00	71.00	72.00	NA	68.00	69.00	68.00	69.00	NA		82.00	79.00	80.00	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	77.00	85.00	79.00	80.00	NA	79.00	86.00	75.00	76.00	NA					
4	76.00	72.00	82.00	83.00	NA	76.00	71.00	78.00	79.00	NA					
5	68.00	79.00	74.00	75.00	NA	59.00	67.00	61.00	62.00	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
Citrus Springs Elementary School - A root cause for ESE students not making academic progress was not enough differentiation and extra support. In reviewing individual FCAT student data, 43% of the ESE students made a Level 3 or above. The criterion for AYP was 58%. After review of the scores, it became a top prioity of the administrative team to provide extra support to ESE students. Additional licenses for Successmaker would allow us to place ESE students identified as "at risk" onto the program in a lab setting and in the classroom. The process for Successmaker is the students take a placement test, which determines their current level. The students' progress is tracked throughout the year and reports are run on a regular basis to monitor their progress. The administrative team also receives reports that predict what the students may score on FCAT based on the amount of time they spend on the program. With this target, individualized approach, it is anticipated that ESE students academic progress will increase, impacting FCAT scores.

Root Cause: 2
Floral City - The school has determined the grading of writing papers in a holistic, objective manner as a root cause for the inconsistent performance in the area of writing. AYP status was attained this year. However, writing was an "other indicator" that caused Floral City fail AYP is previous years. An outside source, Write Scores, has been secured to provide scoring and analysis.

The school has provided inservice to 3rd and 4th grade teachers on Write Scores. Data analysis among teachers, administration, and literacy coach will occur after each assessment. Classroom instruction will be adjusted to match the needs of students based on latest assessment results. It is expected that Floral City will continue to make AYP in writing.

Root Cause: 3
Floral City - The school has determined the ESE delivery model (90 minutes of reading instruction) as a root cause for ESE students' low academic achievement. The school compared ESE student achievement data with at risk student achievement data from students receiving 90 minutes reading instruction + 60 additional minutes of reading instruction. Changing the ESE delivery model to match that of our at risk students will provide the extra time needed to assist our struggling ESE students. It is anticipated that the implementation of this delivery model will increase student achievement by an anticipated 5%.

Inservice was provided to ESE teachers on the use of the intervention module from the new reading series. Students will receive 90 minutes of reading instruction in the mainstream class and receive the 60 minutes of additional reading instruction in a small group resource setting with the ESE teacher using the intervention piece of the new reading series and the vocabulary frontloading strategy. Teachers will analyze data after each assessment window to determine instructional needs of students. DIBELS and CBAT results will be used to monitor student progress.

Root Cause: 4
Inverness Primary School has identified Instructional Methods as a root cause for low academic achievement of our ESE students. The current instructional method of generalized instruction in our Core Program and Tier 2 programs shows that the program delivery is not consistent and delivered with fidelity. The school reviewed student achievement data for ESE students in reading and math, as well as teacher observation and walkthrough data, and compared this data with a neighboring school that showed adequate achievement. Focusing resources to deliver a consistent core program and in the Tier 2 programs will increase student achievement by an anticipated 3-5% in both reading and math. Implementing a differentiated approach at grades 3-5 will increase student achievement in each subject area.

Root Cause: 5
Inverness Primary School has also identified the Organizational Structure as another root cause for low academic achievement of our ESE students as well as our 4th grade students. The current organizational structure does not allow for sufficient Tier 2 and 3 times for ESE students, nor does it allow for sufficient remedial writing time for those 4th grade students that need it. The school reviewed schedules of students, grade levels and the school as a whole, as well as schedules of neighboring schools that showed adequate achievement. Focusing resources to provide additional staff during the school day as well as staff after the school day to deliver additional services to these ESE students and 4th grade students will increase student achievement by an anticipated 3-5% in reading and math and 2-4% in writing.

Root Cause: 6
Inverness Primary School has also identified Instructional Preparation Time as another root cause for low academic achievement of our ESE students. The current instructional preparation time does not allow for collaboration between the classroom teacher and the ESE teacher. The school reviewed schedules of all teachers and the school day, as well as the Staff Development Plan and compared it with schedules and plans of neighboring schools that showed adequate achievement. Focusing resources to provide shared preparation time for classroom and ESE teachers will increase student achievement by an anticipated 3-5% in reading and math.

Root Cause: 7
Lecanto Primary School - The committee of staff members at Lecanto Primary reviewed student performance in the area of writing. The scores decreased from 64% in 2007 to 62% in 2008 for those students scoring 3.5 and above. After discussion, the committee determined one root cause was a lack of common language and vocabulary of the writing process throughout the school. Data showed a decline in our writing scores for the past 3 years. In 2007-08 Lecanto Primary wanted to rectify this situation and began a school-wide monthly staff development training using the 6 Traits of Writing. The District also provided in-depth 2-day training for a small group of teachers as well. Although it was a start, the committee felt the staff needed to continue with additional staff development to become more proficient and knowledgeable in the writing process from grades K-5. By utilizing the expertise of our District's Writing Specialist to provide modeling and training using the 6 Traits of Writing methods to all grade level teachers but with an emphasis on 3rd and 4th grade teachers, it will provide a school-wide continuity of the writing process language and methods. We anticipate a steady increase in student achievement over the years because students will have a commonality of the process and terminology and can build on skills from year to year.

Root Cause: 8
The continuity of scoring student writings with a precise and concise method seems to pose a concern to our staff. The data of the monthly prompt scores proved inconsistent from teacher to teacher. To help alleviate this discrepancy, our school is using the Write Scores Company to evaluate 3rd and 4th grade students' monthly writings and provide an in-depth report of the strengths and weaknesses of each child. By utilizing this group, the writings are scored by professionals and explicit feed back is provided in a timely manner.

Teachers can then review the data and develop differentiated instruction. This will enable the instructors to focus on specific skills for enrichment or remediation, which in turn will increase student achievement.

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: All schools have Performance Matters. Performance Matters is a customized progress monitoring tool which allows teachers to see their students' past FCAT scores with proficiency levels from the state. Teachers can also view benchmark assessment scores (CCBAT- Citrus County Benchmark Assessment Tests) aligned to state standards. School administrators have access to the same information for all students in their schools.

Citrus Springs Elementary

The school provided initial training for the Successmaker program to the third, fourth, and fifth grade teachers at the beginning of the 2008-2009 school year. Training for the rest of the teachers will occur at a later date. The school also provided training for the "Successmaker team" which includes the Technology Specialist, Student Services Liaison, principal, and assistant principal. A trainer from Successmaker came and shared how to place students on the program and monitor their progress throughout the year. The administrative team met together after the training to determine, based on last year's FCAT and AYP data, which students were a priority for receiving extra assistance through the use of the Successmaker lab and support personnel. The school will use the data from Successmaker to determine the progress of the students. The school also uses data collected from DIBELS, Star Reading, Star Math, and reading benchmark assessment tests to monitor student progress. The grade level teams meet four times a year with the principal and assistant principal to review the data and make changes to a student's curriculum plan.

Lecanto Primary - Data analysis in the area of writing will be provided by a variety of personnel. Our District Writing Specialist will meet with our 3rd and 4th grade teachers 2-4 times a month to review students' papers and offer suggestions for differentiated instruction. The Write Scores Company will score the students monthly writing prompts and provide the teachers with a detailed report. After receiving the data, teachers will be given a ½ day each month to review their findings and plan accordingly for instruction. Our Literacy Coach, Technology Specialist and Curriculum Specialist will also meet quarterly with staff members to analyze data and observe if any trends or patterns are occurring. Our intent will be that the data analysis will drive our instruction towards a more differentiated approach to meet the needs of our students in the area of writing; therefore, increasing student achievement.

Floral City

The school has provided inservice to 3rd and 4th grade teachers on Write Scores. Data analysis among teachers, administration, and literacy coach will occur after each assessment. Classroom instruction will be adjusted to match the needs of students based on latest assessment results.

Inservice was provided to ESE teachers on the use of the intervention module from the new reading series. Students will receive 90 minutes of reading instruction in the mainstream class and receive the 60 minutes of additional reading instruction in a small group resource setting with the ESE teacher using the intervention piece of the new reading series and the vocabulary frontloading strategy. Teachers will analyze data after each assessment window to determine instructional needs of students. DIBELS and CBAT results will be used to monitor student progress.

Inverness Primary

Inverness Primary School will provide professional development to all teachers in data analysis during quarterly sessions throughout the 2008-2009 school year. In addition, inclusion and ESE teachers will have bi-monthly shared data analysis sessions. The professional development activity will be delivered by a team of individuals headed by John Mullen, the district Research and Accountability Specialist, Charla Bauer, FlaRE Coordinator from UCF, and the Literacy Leadership Team headed by Kay Harper, Inverness Primary School Literacy Coach. CBAT, DIBELS, SuccessMaker, STAR assessments, Harcourt Reading Assessments, and Everyday Math Assessments have been identified as the monitoring tools for student progress. Part of the data analysis session will include steps to adjust the curriculum and strategies to meet the needs of each student.

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	Dr. Mark Brunner	35 years of experience, 10 years of experience as an elementary school principal, 13 years of experience as a district administrator including responsibilities in the area of school improvement
2	Carol Mainor, Director of Elementary Education	Twenty-one years experience in elementary education, including three years as Assistant Principal, eight years as Principal, and three years as Director of Elementary Education, with a masters degree in Educational Leadership
3	Jennifer Hetland, Program Specialist – Elementary Language Arts, Social Studies and ESOL	15 years-2 yrs as Speech-Language Clinician, 5 yrs as regular ed/ESE inclusion teacher, 2 yrs as elementary/junior high reading specialist, 1 yr Program Specialist, M.S. Specializing in Elementary Literacy, National Board Certified Teacher-Literacy
4	Kathy Pomposelli, Coordinator of Title I/NCLB	32 years experience in education, including 14 years as an Elementary School Teacher, 18 years as a Title I Specialist/Title I Coordinator, Master's Degree in Elementary Education, certification in Educational Leadership

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: Support Team

The support team will meet monthly to review school progress.

The elementary director, who is a member of the team, has a monthly meeting with the curriculum specialists, a monthly meeting with the literacy coaches, and one with the principals. These meetings afford the opportunity for conversation concerning a variety of information. This is a valuable means of learning about schools' successes and needs.

At least one member of the team will visit the schools monthly. The team member may attend data days, SAEC meetings, or do classroom walkthroughs to gain information concerning the progress of the school. "Look-fors" will include the following:

· School leader is highly visible in the classrooms

· Assessment is being used to drive instruction

· Students are engaged in the learning process

· Small group instruction as an instructional model

· Instruction is being differentiated

· Literacy coach involved in staff development

· Curriculum alignment with state standards is in progress

· Goals/objectives/strategies in School Improvement Plan are evident

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: All elementary school teachers in Citrus County will teach reading to all students using the Comprehensive Core Reading Program Harcourt StoryTown which is scientifically research-based. The core program provides for a greater sense of consistency and fidelity for each of the elementary schools across the district in the explicit instruction of phonemic awareness, decoding skills, fluency in word recognition and oral reading skills, reading comprehension strategies and language related skills (oral vocabulary, writing and spelling). Teachers provide reading instruction during a dedicated, uninterrupted block of time of at least 90 minutes in duration. Whole group instruction is explicit, systematic, scaffolds instruction in all five essential components of reading: phonemic awareness- segmenting sounds and blending sounds, phonics and fluency- sound-letter relationships, blending, decodables, dictation, and spelling, and vocabulary and comprehension- robust vocabulary instruction, pre-reading strategies, during reading strategies, and post reading strategies. The initial lesson consists of 30-40 minutes per day of the required 90 minute uninterrupted reading block.

Elementary teachers, with the assistance and modeling of literacy coaches, will incorporate reading strategies into their subject areas by instructing their students in comprehension strategies before, during and after reading, and by explicitly modeling (Think Alouds) for their students. They will also teach students how to apply a variety of reading comprehension strategies to different types of texts, analyze the structure of expository texts, and vary their reading strategies for different texts and purposes. Venn Diagrams, brain maps, plot diagrams, compare and contrast charts, sequencing timelines, SQ3R, CRISS Strategies, and teaching word morphology are just some of the techniques that teachers will use to equip students to read to learn.

For the remainder of the block, the teacher differentiates instruction focusing on the individual needs of students. Groups are formed based on ongoing assessment and teacher observation provided through Harcourt StoryTown. This differentiated instruction may be on grade level with special attention to the needs of each student. In addition to the 90 minute reading block, the classroom teacher, special education teacher, or reading resource teacher will provide immediate intensive intervention (iii) to children in need as determined by a diagnostic assessment. At the primary level, activities will include, but will not be limited to, practice in segmenting sounds, word building with letters and pocket charts, practice with blending strategies, rereading decodable books, choral reading, and working with supplementary reading programs. In the intermediate grades, activities will include explicit instruction of skills that have not already been mastered, as well as practice in complex sound-symbol relationships and morphemes.

The district has provided extensive professional development in the area of reading. The newly adopted reading series, Harcourt, offers Tier II interventions within the series and Tier III as an additional purchase. Training in the use of the Interventions for students was provided in the fall. Professional development in Reading Comprehension strateigies has been on-going for the past year. This school year the goal is to build capacity in the Comprehension stratgies based on the work of Harvey and Goudvis (Strategies that Work), McGregor (Comprehension Connections), Diller (Practice with Purpose) Miller (Literacy Work Stations) and Boushey and Moser (The Daily Five). Additionally, Citrus County Benchmark Assessments are given in the area of reading three times a year. The results of the assessments assist teachers in determining if students are mastering a particular benchmark or not. The teacher can use this information to modify their instruction to provide remediation to students in a particular benchmark that the students did not master.

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: All of the elementary schools in Citrus County will implement Everyday Mathematics as the core mathematics program. This program is research-based and helps students to measure up to the demands for greater mathematical competence and problem solving ability. This program is implemented in grades K – 5. This spiral curriculum of the Everyday Mathematics program is based on the concept that children build understanding and develop skills as a result of many meaningful and connected learning experiences. Teachers use research-based strategies, such as instructing for the mastery of mathematical concepts and skills through repeated exposure and practice in order to allow children to make new connections that build on mathematical content they already know, while gradually learning more difficult and challenging content. The program provides teachers with specific ways to differentiate instruction, offers games for students to practice learned content, and emphasizes communication by encouraging students to explain and discuss their mathematical thinking in their own words. Through the use of written and choral fact drills, mental math routines, daily review problem sets called math boxes, homework and practice, assessments, nonlinguistic representations, and math games that promote cooperative learning, students in Citrus County will have the chance to clarify their mathematical thinking and gain insight from others through the use of highly effective instructional strategies.

The district has provided professional development in the area of FASTT Math. This software based program has proven results in making students "fact literate" so they can move to problem solving. Additionally, Citrus County Benchmark Assessments are given in the area of mathematics quarterly. The results of the assessments assist teachers in determining if students are mastering a particular benchmark or not. The teacher can use this information to modify their instruction to provide remediation to students in a particular benchmark that the students did not master.

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: For writing, improved academic achievement will be accomplished by increasing the instructional time committed to writing. School adminstrators have made a commitment to have all students writing everyday. Additional strategies include implementing the writing component in the adopted Harcourt Reading Program, providing online Blackboard Professional Development which offers a step-by-step training in the writing workshop model, use of Write Scores at all elementary schools as a systematic aligned method of scoring writing prompts, and continue Write Traits training to create a common language K-12.

Additionally, the literacy coaches at each elementary school site along with the Citrus County Writing Resource will be an integral component of assisting in identifying and implementing research-based instructional strategies and methods of instruction through presentations and conversations with school staff, grade level, and individual teachers in the area of writing. The Citrus County Writing Resource Trainer will work with individual schools to review FCAT data, Write Scores data, and monthly prompt scores. The Write Scores program will provide data for the elementary schools based on the narrative and expository grade level prompts given to students. The students will be scored using the standard six point rubric analyzing the 4 major components of writing: focus, organization, support and conventions. The comparative data accumulated throughout the year will provide a baseline for each student to show growth and weaknesses. This data will be discussed within each school setting and will drive instruction within the classroom allowing the teacher to differentiate to each student's individual needs in writing.

The Citrus County Writing Resource trainer will provide in-depth training on research-based methods of writing instruction, the writing process and formulaic writing for test preparation for the literacy coaches and elementary school staff. Literacy coaches will present a writing module and reading-writing connections module to teachers. Literacy coaches will be provided with additional training on Write Traits in order to work individually or at grade levels with teachers who are in need of additional support. Citrus County will provide

opportunities for elementary teachers to receive Write Traits Training. Write Traits is a research-based professional development training which includes instructional strategies.

Literacy Coaches at each school will assist in the area of writing, as well as reading, through modeling and coaching. Write Scores will report the results of students' writing by individual student, class, school, and district. Writing prompts in both narrative and expository are scored. This data will assist students, teachers, and administrators to make instructional decisions to increase students' writing achievement.

Strategies to Be Implemented

1a. Name of strategy

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

- FLORAL CITY ELEMENTARY SCHOOL
- LECANTO PRIMARY 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
- Root Cause 8

1e Description of research of effectiveness (or purpose)
Response: Data analysis is the process of looking at and summarizing data with the intent to extract useful information and develop conclusions. By providing the resources to assist teachers in the data analysis of their students' writing, instruction will be targeted and differentiated. The work of Carol Tomlinson, Carol (2001), How to Differentiate Instruction, provides the research to support the effectiveness of data analysis.

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 take place at least quarterly for fourth grade and at least three times for third grade in a formal manner after the results of the Write Scores are sent to the schools. The analysis will then result in differentiated learning for the students on a weekly basis.

Informally, classroom teachers will use the skills developed during formal data anlysis to use on a daily basis when viewing students' writing in the classroom.

3. Who will be in charge of monitoring implementation of the strategy or student progress?
Response: The administrative team members are the personnel in charge of monitoring. This is accomplished through a variety of meetings such as team meetings, grade level meetings, administrative meetings, problem solving meetings, PMP meetings, and IEP meetings. Additionally, administrators have all received professional development in classroom walk-through monitoring. It is a district expectation that all administrators do walk-throughs every week.

4. Progress monitoring tool used to track effectiveness of this strategy as measured by student progress.
Response: Monthly writing prompts

Write Scores

Walk-through data

5. Frequency of progress monitoring of this strategy.
Response: The frequency of the progress monitoring of this strategy is as follows:

FCAT will be administered annually

Write Scores will be administered five times for fourth grade.

Write Scores will be administered four times for third grade.

Formal monthly prompts are used to monitor student progress. Informally, classroom teachers monitor on a daily basis as they review students' writing. Student achievement increases would show that this strategy was effective in impacting student achievement.

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

Response: Time is a most precious commodity for educators. The teachers have not been afforded the opportunity to have "time" during the school day or after school to work together and learn together in analyzing student writing. This grant will provide the opportunity for that to occur.

The district reviewed school daily schedules to determine limited time devoted to data analysis and determined that release time or after school time would be supplemental in nature.

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

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: The targeted population is third and fourth grade teachers and all third and fourth grade students. Since writing is an "other indicator" it is important to have all students be successful in this area for the purposes of AYP. Of course, particular attention will be focused on students whose writing is below average. This will assist schools in making AYP.

Strategies to Be Implemented

1a.Name of strategy

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

- CITRUS SPRINGS 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 1

1e Description of research of effectiveness (or purpose)
Response: SuccessMaker, an integrated learning system, combines instructional material with a management system to monitor student learning. The most recent outside evaluation of SuccessMaker is a two-year evaluation in the Charleston County School District, SC during 2002-2003. The first Donnelly study (2003) reported that Below Basic students were most likely to see improvement on the Palmetto Achievement Challenge Test (PACT) when they logged participation levels of 25 hours or more in the program. The study included three elementary schools and one middle school from 9/2002 to 6/2003, representing 3rd-8th graders, of which 395 students used SuccessMaker. Students logged an average of 17 hours during 2002-2003, with a relatively even split of time between reading and math courseware. For comparison purposes, the study included students in Title I schools and non-Title I schools in the district that were not exposed to SuccessMaker. The study reported High Participation Students (HPS) (logging 25+ hours in the program) achieve greater gains on PACT ELA scores than Medium Participation Students (MPS) (logging 16-25 hours in the program). HPS had 11% greater PACT improvement over the MPS. The study reported that HPS achieved greater gains on PACT math scores than MPS. HPS had 23% greater PACT improvement over the MPS. (Donnelly, L. F., 2004). In the Reynoldsburg City School District, OH during the 2002 school years, 89% of 6th graders who were identified with learning disabilities scored "not proficient" on the Ohio Mathematics Proficiency Test. Eighteen 7th graders were tracked across a two-year period; an additional 28 7th graders were tracked across a one-year period. Both groups spent at least 16 minutes a day and a minimum of 80 minutes per week on the program. For the first group, 78% of the students were able to move into regular education math classrooms after two years of using the SuccessMaker program. 88% achieved at least one year of growth. (Wood, Kelly M. 2004)

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: Students will have the opportunity to use SuccessMaker 20 - 30 minutes per day, 4 - 5 times per week.

3. Who will be in charge of monitoring implementation of the strategy or student progress?
Response: The school adminstrative team plus the SuccessMaker lab manager will be in charge of the monitoring implementation as well as for the monitoring of student progress.

4. Progress monitoring tool used to track effectiveness of this strategy as measured by student progress.
Response: SuccessMaker reports

DIBELS

Citrus County Benchmark Assessments

5. Frequency of progress monitoring of this strategy.
Response: The frequency of the progress monitoring of this strategy is as follows:

FCAT will be administered annually.

SuccessMaker progress reports will be available on a daily basis. They will be reviewed by the administrative team every two-three weeks.

DIBELS is administered 3 times during the year.

Citrus County Benchmark assessments will be administered 3 times a year.

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

Response: The additional site licenses will be supplementary. No other state, local, or other federal funds are available for this purchase. The District has a finance system, TERMS, which tracks expenditures. This allows for on-going review of requistions.

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

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: The targeted population for this strategy will be the low performing subgroup of students with diasbilities in reading.

Strategies to Be Implemented

1a.Name of strategy

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

- FLORAL CITY ELEMENTARY SCHOOL
- INVERNESS PRIMARY 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
- Root Cause 4
- Root Cause 5

1e Description of research of effectiveness (or purpose)
Response: Daria Hall, assistant director for kindergarten-12 policy at the District-based Education Trust, which advocates for better schools for low-income and minority children, said recent data from the Center on Education Policy and other sources show test scores up not only in reading and math but in history and science, "so this increased instruction in reading and math is paying dividends." (Washington Post, July 25, 2007)

By increasing time for differentiated instruction in small groups, the SWD population and struggling writers will be afforded the opportunity to learn vocabulary and concepts at grade level within their mainstream classroom setting, while receiving the individualized attention needed to remediate weaknesses. Instruction with fidelity to the approved research based programs will provide consistency.

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: Thirty to sixty minutes per day, five days a week, beginning with the approval of the grant through the end of the school year, delivered with fidelity to the instructional programs for SWD.

For struggling writers, an on-going basis, dependant upon the data analysis of writing.

3. Who will be in charge of monitoring implementation of the strategy or student progress?
Response: The administrative teams at the school sites will be in charge of monitoring the implementation of this strategy, as well as being responsible for monitoring student progress.

4. Progress monitoring tool used to track effectiveness of this strategy as measured by student progress.
Response: FCAT

Citrus County Benchmark Assessment Tests

DIBELS

Everyday Math Assessments

Writing prompts

5. Frequency of progress monitoring of this strategy.
Response: The frequency of the progress monitoring of this strategy is as follows:

FCAT will be administered annually.

Citrus County Benchmark Assessment tests will be administered 3 times a year.

DIBELS will be administered 3 times a year.

Everyday Math Unit Assessments as units are completed.

Writing prompts are administered monthly.

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

Response: The district has a finance system, TERMS, which tracks expenditures. This allows for on-going review of requistions.

The district has a staffing plan in place that delineates the number of staff assigned to schools. The additional teacher time will be supplementary to the approved staffing plan positions.

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

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: The targeted population of this strategy is the subgroup of Students with Disabilities and students who are struggling in writing.

Strategies to Be Implemented

1a.Name of strategy

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

- INVERNESS PRIMARY 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 6

1e Description of research of effectiveness (or purpose)
Response: A major consideration is in arranging planning times for co-teachers. Co- planning must take place at least once a week, according to studies. "Planning sessions were viewed as priorities by both teachers; they refused to let other competing responsibilities interfere with their planning sessions" (Walther-Thomas, Bryant, & Land, 1996, p. 260). The planning must be ongoing to allow teachers to review progress on a regular basis, make adjustments, evaluate students, and develop strategies to address problems either in discipline or learning.

It is important that teachers receive preparation and classroom support. It is also important that planning time continues to be available throughout the school year. "Most important, all students win by being challenged by collaborating teachers who believe that they are responsible for all children in the classroom" (Angle, 1996, p.10). ERIC EC Digest #ED409317 1997

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: Forty-five minutes every other week, from the approval of this grant until the end of the school yer.

3. Who will be in charge of monitoring implementation of the strategy or student progress?
Response: The administative team will monitor the implementation of this strategy.

4. Progress monitoring tool used to track effectiveness of this strategy as measured by student progress.
Response: Although not a progress monitoring tool, the Schoolwide schedule will provide documentation that this collaborative planning has occurred.

Clasroom Walk throughs

5. Frequency of progress monitoring of this strategy.
Response: Claasroom Walk throughs are done on a weekly basis at a minimum.

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

Response: The LEA will ensure that the collaboration takes place by retaining a copy of the schedule and making school visits. The funds for this are not available through state, local, or other federal funds.

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: The targeted population is the teachers, both ESE and mainstream, who share responsibility for the same students. The result of the collaborative planning is the subgroup of students with disabilities who will achieve acadmic growth as a result of the collablrative planning.

Strategies to Be Implemented

1a. Name of strategy

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

- LECANTO PRIMARY 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 7

1e Description of research of effectiveness (or purpose)
Response: Teacher quality is one of the most important factors influencing student achievement and it can be improved by education, certification, and professional development (Darling-Hammond, 2000). "The art of teaching is the art of continuing to learn. Teachers are the most important learners in the classroom" (Graves, 1994). Despite the evidence that teaching strategies and teacher knowledge have a direct impact on what students learn, "a surprising number of teachers have not been fully prepared in the subject areas they teach, an even greater number have not had adequate preparation in teaching strategies and methods" (Darling-Hammond, 1997). In a study funded by the Office of Educational Research and Improvement on teacher quality and student achievement, the findings "suggest that states interested in improving student achievement may be well-advised to attend, at least in part, to the preparation and qualifications of the teachers they hire and retain in the profession. It stands to reason that student learning should be enhanced by the efforts of teachers who are more knowledgeable in their field and are skillful at teaching it to others" (Darling-Hammond, 2000).

The National Commission on Writing in America's Schools and Colleges recommends "that state and local educational agencies provide comprehensive professional development for all teachers to help improve classroom practice" (National Commission on Writing in America's Schools and Colleges, 2003). Write Traits workshops provide educators with the skills, practice, and materials they need to teach and assess writing by implementing the six traits writing model in their classroom. Write Traits training is ideal for teachers of all subject areas who want to improve student writing across the curriculum. The writing strategies and assessment guidelines teachers learn during a Write Traits workshop can be applied to their teaching and assessing of writing in all subject areas.

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: By utilizing the expertise of our District's Writing Specialist to provide modeling and training using the 6 Traits of Writing methods to all grade level teachers but with an emphasis on 3rd and 4th grade teachers, it will provide a school-wide continuity of the writing process language and methods. A writing teacher will be hired part time.

The Writing Resource Specialist will be in attendance at least two times per month througout the school year. The part time writing teacher will work a minimum of 10 hours a week throughout the school year.

The writing teacher will be hired as soon as funds become available and will remain until the end of the school year.

3. Who will be in charge of monitoring implementation of the strategy or student progress?
Response: At the school site, the administration, the curriculum specialist, and the literacy coach will be in charge of the monitoring. However, teachers will be actively involved in the data review.

The district team will review data on a regular basis.

4. Progress monitoring tool used to track effectiveness of this strategy as measured by student progress.
Response: Professional development rosters are available through the district Electronic Registrar Online (ERO) system for monitoring progress of teachers professional development.

In terms of the impact on the students, the progress monitoring tools will be the monthly writing prompts, Write Scores, and walk-through data.

5. Frequency of progress monitoring of this strategy.
Response: The frequency of the progress monitoring of this strategy is as follows:

FCAT will be administered annually

Write Scores will be administered five times for fourth grade.

Write Scores will be administered four times for third grade.

Formal monthly prompts are used to progress monitor student progress. Informally, classroom teachers monitor on a daily basis as they review students' writing. Student achievement increases would show that this strategy was effective in impacting student achievement.

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

Response: The district has a staffing plan in place that delineates the number of staff assigned to schools. The additional teacher time will be supplementary to the approved staffing plan positions.

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

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: The target population is the staff and students at Lecanto Primary School. Since writing is an "other indicator" it is important to impact all students to achieve at least a Level 3 in writing.

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: Electronic access: The approved application will be accessible 24/7 through the District website, www.citrus.k12.fl.us, until July, 2009. This will provide information to staff, parents, the community, and students who have access to the internet. Additionally, each participating school will post information concerning the grant on the individual school's website.

Print access: Schools that receive funds will provide information concerning the grant in the monthly parent 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. A printed application will be available in each participating school's front office throughout the school year.

School Advisory Enhancement Councils- Information on the application will be provided to SAECs members to gain support for this initiative. This method involves parents, staff, students, and the community. Regular updates will be made to the Council throughout the school year.

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

Budget

A. NAME OF THE NCLB PROGRAM: **Title I School Improvement Initiative [1003(a)]**
B. NAME OF ELIGIBLE RECIPIENT: **Citrus**
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	5100	121	Salaries- Teachers (Strategy 3)	1.2	75161.00
2	5100	129	Extra Duty-Teachers-Afterschool Tutoring (Strategy 3)	0.0	7650.00
3	5100	151	Salaries-Aide (Strategy 2)	0.5	9500.00
4	5100	159	Extra Duty-Aide-Afterschool Tutoring (Strategy 2)	0.0	650.00
5	5100	210	Retirement Benefits (Strategy 2, 3)	0.0	7404.00
6	5100	310	Professional and Technical Services-Author Visit to speak about writing and the different ways words can be used in writing. This should motivate students and show real life connections of schoolwork.(Strategy 3, 5)	0.0	600.00
7	5100	360	Rental-Site Licenses (Strategy 2)	0.0	35000.00
8	5100	510	Supplies-Expenditures for Consumable Supplies (Strategy 2,3)	0.0	13048.55
9	5100	612	Library Books (Strategy 5)	0.0	5000.00
10	5100	750	Other Personal Services-Substitutes for teachers (Strategy 3)	0.0	6930.00
11	6400	121	Salaries-Writing Teacher (Strategy 1, 5)	0.2	7400.00
12	6400	240	Benefits - Workman's Compensation (Strategy 1, 5)	0.0	91.62
13	6400	310	Professional and Technical Services (Strategy 5) Writing coach/modeling for teachers	0.0	6000.00
14	6400	510	Supplies-Expenditures for Consumable Supplies (Strategy 1, 4. 5)	0.0	3600.00
15	6400	750	Other Personal Services-Substitutes for teachers (Strategy 1, 4, 5)	0.0	11310.00
16	7200	790	Indirect Cost @ 5.00	0.0	9615.00
17	5100	220	Benefits - Social Security (Strategy 2, 3)	0.0	5751.00
18	5100	240	Benefits - Workman's Compensation (Strategy 2, 3)	0.0	925.00
19	6400	210	Retirement Benefits (Strategy 1, 5)	0.0	708.92
20	6400	220	Benefits - Social Security (Strategy 1, 5)	0.0	566.10
				Total	206911.19

DOE 101

Dr. Eric J. Smith, Commissioner