
Title I, Part A School Improvement Grants FRANKLIN

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:

1. 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;
2. applicable regulations of other Federal agencies; and
3. 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 Numbers: 09A006 09A005

<p>Return to:</p> <p>Florida Department of Education Bureau of Grants Management Room 325 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496 SunCom: 205-0496</p>	<p>A) Name and Address of Eligible Applicant:</p> <p>FRANKLIN 85 SCHOOL ROAD EASTPOINT, FL 32328</p>	<p><u>DOE USE ONLY</u></p> <p>Date Received</p>
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<p>B) Applicant Contact Information:</p>	
<p>Contact Name:</p> <p>First Name: Nick MI: Last Name: O'Grady</p>	<p>Mailing Address: 155 Avenue E Apalachicola, FL 32320</p>
<p>*Telephone Number (xxx-xxx-xxxx):850-653-8831 Ext:107</p>	
<p>Fax Number (xxx-xxx-xxxx):850-653-8984</p>	<p>E-mail Address:nogradey@firn.edu</p>

<p>C) ProgramName (1)</p> <p>2008-2009 Title I School Improvement Initiative [1003(a)]</p>	<p>C) ProgramName (1)</p> <p>2008-2009 Title I School Improvement Fund [1003(g)]</p>
<p>Project Number: (DOE Assigned)</p>	<p>Project Number: (DOE Assigned)</p>
<p>D) Total Funds Requested:</p> <p>Allocation: \$223494.05</p>	<p>D) Total Funds Requested:</p> <p>Allocation: \$59736.32</p>
<p>Total Approved Funds:</p> <p>(DOE USE ONLY)</p> <p>\$</p>	<p>Total Approved Funds:</p> <p>(DOE USE ONLY)</p> <p>\$</p>

CERTIFICATION

I **Jo Ann Gander** 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 100B
Revised 12/07



Dr. Eric J. Smith, Commissioner

School Achievement Data

1. School: **FRANKLIN COUNTY SCHOOLS K-12 FRANKLIN COUNTY SCHOOLS K-12**

2. Percent poverty of school as shown on the 2008-2009 Project Application's Public School Eligibility Survey: 63.60

FRANKLIN COUNTY SCHOOLS K-12

Academic Indicators	Percent Proficient in Reading					Percent Proficient in Mathematics					Percent Proficient in Writing				
	2005-2006	2006-2007	2007-2008	2008-2009	2008-2009	2005-2006	2006-2007	2007-2008	2008-2009	2008-2009	2005-2006	2006-2007	2007-2008	2008-2009	2008-2009
	2006	2007	2008	Targets	Outcomes	2006	2007	2008	Targets	Outcomes	2006	2007	2008	Targets	Outcomes
TOTAL	47.00	48.00	46.00	49.00	NA	49.00	49.00	58.00	61.00	NA	78.00	85.00	69.00	72.00	NA
WHITE	48.00	49.00	51.00	54.00	NA	49.00	50.00	60.00	63.00	NA	86.00	70.00	73.00	73.00	NA
BLACK	32.00	30.00	35.00	38.00	NA	32.00	28.00	42.00	45.00	NA	85.00	86.00	0.00	89.00	NA
HISPANIC					NA					NA					NA
ASIAN					NA					NA					NA
AMERICAN INDIAN					NA					NA					NA
ECONOMICALLY DISADVANTAGED	40.00	39.00	45.00	48.00	NA	45.00	39.00	50.00	53.00	NA	79.00	60.00	63.00	63.00	NA
ENGLISH LANGUAGE LEARNERS					NA					NA					NA
STUDENTS WITH DISABILITIES	27.00	18.00	24.00	27.00	NA	19.00	17.00	28.00	31.00	NA					NA

Grade Level Data

K					NA					NA					
1					NA					NA					
2					NA					NA					
3	78.00	84.00	88.00	91.00	NA	79.00	92.00	73.00	76.00	NA					
4	60.00	69.00	58.00	61.00	NA	53.00	48.00	50.00	61.00	NA					
5	61.00	57.00	69.00	72.00	NA	32.00	24.00	50.00	53.00	NA					
6					NA					NA					
7					NA					NA					
8					NA					NA					
9	38.00	33.00	37.00	40.00	NA	47.00	51.00	57.00	60.00	NA					

10	15.00	14.00	28.00	31.00	NA	53.00	55.00	60.00	63.00	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

Leadership Development: The District Based Leadership Team (DBLT) and the School Based Leadership Team (SBLT) understand that we must look deeper into all sub-systems of our schools to determine the most basic reasons why targets are not being met. In the past, determining the root causes was often shortchanged by the demands of daily district/school issues and as a result, the schools waste time, effort, and resources on inappropriate interventions or ones that are not fully or correctly implemented. The District/school have entered into a partnership with PAEC to assist us in focusing upon root causes and charting a course of action to resolve such causes. The Leadership Teams will identify all possible interactions within our system that could be contributing to identify area(s) of low academic achievement. Our partner, PAEC will provide the following services to the district and school leadership teams and staff: (1) Training in and coaching on using a data-driven decision-making process for planning and achievement, (2) Information on research-proven solutions to student-achievement challenges, (3) Training in and coaching on instructional leadership and achievement monitoring that will bring about systemic change in the district. The nine-step process will also include site visits, instructional walk-throughs, and analysis of strategies and interventions used to create systemic change in our schools. Analysis of the data will give us answers to the following questions: Who needs to be proficient; At what grade level; what are students having difficulty mastering? Then, the Leadership Teams will work together using the Why approach to continue asking the key questions to determine why this situation exists? The root causes and data sources will then be rated by importance and degree of school control. A priority list will be developed, and interventions will be assigned to address student outcome targets. In determining the root causes, we will use the system theory which is that problems reside within the system, not within the people. The Leadership Team will determine Root Causes using tertiary questions concerning student demographics, including attendance issues, subgroups, transiency, Suspensions/Schoolwide Discipline. We will also investigate the Curriculum, School Organizational Structure, Assessment, Intervention Resources, Scheduling and Staff Utilization. There will also be other areas such as Leadership, Professional Development, School Culture (values and beliefs), and External Factors (parental involvement and health factors) that will be examined. We will prioritize these factors and focus our attention on our priorities which we can influence.

In addition, we will use an outside evaluator to monitor the implementation process to assist in ensuring all phases of implementation are being carried out and on schedule.

Root Cause: 2

Professional Development for Content Areas of Writing, Reading, and Math:

What teachers know and do influences student's academic success. The need for ongoing professional learning that deepens teachers understanding of their content area and expands their instructional repertoire is essential to improving student learning. When the content of staff development focuses specifically on what data about student performance indicate are the areas of greatest need for students, the return of investment in professional learning is likely to be higher. The Southern Regional Education Board (SREB) states that support for professional development is directly connected to academic standards and student achievement needs. With this in mind, the district will use the results from the analysis of the data to determine and prioritize the main reasons for low academic achievement for the district and the schools. We know based upon results from FCAT for Franklin County Schools that around 40% of our students are not meeting high standards in reading and math. In addition, around 45% of our lowest 25% are not making learning gains in reading and 32% in math. Resources to fund these activities will come from Title I Initiative and Title II funds.

First and foremost, teaching using data as its foundation will be our first priority for staff training. Data driven instructional activities, supported by a variety of teaching styles, will better meet the learning needs of our diverse student population. Connected with our renewed efforts of our Leadership team to monitor implementation of training procedures, we feel that student achievement will increase during the current school year.

Root Cause: 3

Achievement Gap: One of the most troubling problems facing the district is the achievement gap -- the disparity in academic performance between different groups of students. A gap in academic achievement persists between minority and disadvantaged students and their white counterparts. There is also a gap in the parental involvement within performance levels as well. A renewed emphasis needs to be taken to ensure that all parents are an active part of their child's education.

At Franklin County Schools, our white students continue to meet proficiency in reading and math at a much higher percentage than our Black, Hispanic and Economically Disadvantaged students.

If we are to meet our goal of all students meeting or exceeding State Standards, we must change the methods used in our schools. To this end, we will partner with PAEC to:

- Conduct a needs assessment and work with the district staff, the school principals and other stakeholders to review AYP data and determine a plan of action addressing all areas of need.
- Monitor schools using a combination of effective monitoring techniques which include developing a protocol for site visits, face to face meetings, and school mentor reporting.
- Support continued implementation of proven instructional practices such as Florida's Continuous Improvement Model, SUMS, and FRI

In addition, the district will employ Resource Teachers to work with low performing students one on one and in small group instruction to obtain the skills in reading, math and writing to become successful.

* Parent involvement is addressed by having quarterly meetings with parents, community leaders, staff and district personnel to address issues of the school and decide to how best to use Title I, II, IV & VI monies. There is no cost to our parent involvement activities.

After reviewing data, the results of needs assessments, and determining causes of not meeting AYP, the leadership teams, in conjunction with the school site SAC, and teachers and staff, the district will purchase identified materials, along with training to assist in meeting the needs of our students.

Our goal is to use these funds to decrease the achievement gap between Black/Hispanic and White student in reading and math by at least 10%; and in writing by at least 10%.

Root Cause: 4

Being a small rural district, we face the up-hill challenge of providing a full array of instructional delivery models for our students. Technology or lack thereof, for use by teachers in their instructional delivery process is a major need in our school system. Without access to classroom based technology, many of our teachers are using instructional methods that are not meeting the learning style needs of our students. In addition, we must offer a wider variety of intervention strategies, as well as more one-on-one assistance to our students.

We will use these funds to expand upon current efforts to provide support for our teachers technology needs. In addition, a major staff training effort will take place to ensure that technology is not only being used, but used correctly, in the classrooms.

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 will use Individual Professional Development Plans to ensure that all teachers in data analysis and will continue to do so under our partnership agreement with PAEC. Professional development activities will continue with training focusing upon 1) using primary questions to analyze goal-related data, 2) using secondary questions to analyze, prioritize, and verify strengths and areas of concern, 3) identify targets, 4) determining root causes of problems, determining and selecting research-proven interventions, implementing an intervention, monitoring the plan, and analyzing results and determine future actions resulting in systemic change.

All Title I schools in the district will receive training in disaggregating their data and the school leadership team comprised of team leaders, grade level chairs, reading and math coaches, administration, will use the PAEC model to guide them in the development and implementation of well-defined, focused daily instructional activities designed to improve student achievement. They will also use the PAEC to compare performances of student subgroups and identify achievement gaps in their performances. Further, this analysis of the data will assist the school staff in determining if modifications to the School Improvement Plan (SIP) are needed.

Several instruments will be used to assess student's progress in mastering grade-level benchmarks in reading, math and writing. SuccessMaker Enterprise Computer Reading Program (CCC) reports will also be used to assess benchmarks in reading and math. Each school also uses Read 180 Scholastic Reading Inventory test in reading. Accelerated Reader reports are accessed individually by teachers to use in planning reading motivation and comprehension strategies. Elementary Reading coaches disaggregate DIBELS/FORF testing data, distribute it to teachers and administration for review, progress monitoring and planning. The Middle Grades Reading Coach disaggregates FORF testing data and distributes it to teachers and administration for review, progress monitoring and planning. In addition, students need to score 80% on all reading benchmarks taught during intensive remediation. Teachers are trained to use Dashboard and the PMRN, which is the website for testing data from DIBELS to analyze student's performance and link it to classroom instruction. Dashboard will be used to access students' FCAT data.

Data analysis will take place twice per quarter. The comparative analysis of the data will be reported three times a year on the SIP Reporting Forms.

After each data analysis meeting, teachers will adjust their curricula to meet the needs of their students. Each teacher will have access to data all day every day. This will help strengthen the teaching styles of the teacher for differentiated lessons.

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. [Click here to see example responses.](#)

No.	Title & Name of Individual on LEA Support Team	Qualifications of Individual
1	Dean of the middle and high school, Nina Marks.	Mrs. Marks has 20 yeas of experience as a teacher and administrator. She works closley with teachers, reading coaches and the administration to ensure that we are monitoring our lower 25% of students in reading and math
2	Dean of elementary school, Debra Huckeba	Mrs. Huckeba has over 35 years experience as a teacher, principal and administrator. She focuses on the elementary school working with Reading Coaches, Resource and classroom teachers.
3	Director of Curriclum, Nick O'Grady	Mr. O'Grady has over 20 years in education as a classroom teacher, principal and district administrator. Mr. O'Grady will be in support of curriclum changes, additional reading/math programs or testing that may need to be done.
4	Elementary Reading Coach, Harlyon Walker	Mrs. Walker has 15 years experience as a teacher, she oversees the reading programs in the elementary school working closely with teachers and administrating and reporting of NRT testing.
5	Middle School Reading Coach, Lynn Clark	Ms. Clark has eighteen years experience as a classroom teacher, she works closely with middle school teachers, overseeing the intensive reading programs and she administers all NRT test.
6	Resource Teacher, Shirley Ammons	Mrs. Ammons, has 30 years as a media specialist. She will coordinate data from testing , ensuring that students who continue to score low, or don't progress at a normal rate, will have adjustment's made in their academic program.
7	Elementary school guidance counselor, Wanda Teat	Ms. Teat has over 20 years as a teacher and guidance counselor. She will work closely with the reading coaches and classroom teachers, scheduling IEP, AIP's as needed.
8	Director of Instruction, Brenda Wilson	Ms. Wilson has 30 years experience as teacher and district administrator. She is a resource for the reading coaches, resource teacher, classroom teachers. Ms. Wilson oversee's and track's data.

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 District Based Leadership Team (DBLT) will meet twice monthly with the School Based Leadership Team (SBLT) to review the school's progress toward implementation of the Differentiated Accountability Model, implementation of professional development in their content areas of reading, math, and writing. The (DBLT) will review funding status from this project, and update our partners, and track updates on the professional development through the PAEC. During these visits, an agenda and a checklist will be used to document observations and interviews with school staff. School visits will be random and on a varied schedule so that team members may make observations and conduct interviews throughout the day. The FCSD will also have additional assests from DOE. An intervention team will be helping by monitoring our teachers instructional abilities and tracking the learning achievement on the various NRT test given to the different grade levels

Checklist Includes:

- School leader is highly visible in classrooms

Formative student assessment data is being used to drive instruction

- Summative student assessment data is being used to make curriculum decisions
- Priority areas have been identified for instructional focus
- Professional development is targeted to teacher need as reflected in Individual Professional Development Plans
- Professional development is targeted to subject areas identified for instructional improvement and teachers of subgroup populations
- Curriculum alignment with state standards is in progress
- Students are engaged in the learning process
- Project-based activities are taking place
- Instruction is being differentiated
- Reviews of attendance data
- Reviews of discipline data
- Reading Coach is being used only for professional development

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 LEA, in its current capacity, has a number of resources to assist Title I students not achieving proficiency in reading. First of all, the schedule at each school reflects a 90-minute uninterrupted reading block for Level I students where we use Read 180. We have such programs as Accelerated Reader; SRA Imagine It!; SRA Reading Mastery Plus; to use with our lowest performing students. In addition, FCAT Explorer, Great Leaps, Accelerated Reader, Read Naturally, and FCAT preparation books, including and Blast Off will be used to supplement the CORE reading program. Third grade teachers have center activity books that have been developed and provided by Reading First. The activities in the books have been correlated to the five identified areas [phonemic awareness, phonics, fluency, vocabulary, and comprehension] that are necessary for students to become proficient readers. We have a computer lab in each school and classrooms have limited number of computers to implement all software programs.

So why are our students not proficient in reading? With these funds we will invest heavily in professional development (Title I, II, VI) to look at the data and root cause and design strategies for teachers to help students reach the 65% proficiency target in reading. We will also invest in professional development with PAEC to do an audit of our system and determine where and why we have not achieved. We will also bring in Publishers to give teachers additional professional development on using their programs with fidelity to bring about the results they promised. We will also use these funds to pay stipends to teachers to attend Professional Development workshops after their contract hours. The FCSD will use Title II (professional development), Title I monies for SES (afterschool remediation in reading and math) and assistance from DOE with an intervention team.

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: The LEA, in its current capacity, uses several resources to assist Title I students who are not achieving proficiency in mathematics. We use, MacMillan McGraw-Hill Math series is used as the Core Math program for elementary grades; FCAT Explorer,

We also use Pearson Technology SuccessMaker programs for math remediation. We also already have a computer lab in each school and classrooms are equipped with a few computers that will be used to implement all software programs. We will be expanding our math remediation programs.

So why are our students not proficient in and math?

In addition to professional development with PAEC, we will also bring in Math Publishers and Math Companies to give our math teachers additional professional development on using their programs with fidelity to bring about the results they promised. The FRSC will use Title II (professional development), Title I monies for SES (afterschool remediation in reading and math) and assistance from DOE with an intervention team.

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: The LEA, in its current capacity, uses several resources to assist Title I students who are not achieving proficiency in Writing. Our district writing program is Six +1 Traits. We have trainers qualified to teach this to other teachers. Some teachers are using Six +1 Traits, while other teachers use Four Squares Writing Techniques, FCAT Release writing prompts, and scoring it using the FCAT Writing Rubric. We use Florida Writes/Franklin Writes. We also already have a computer lab in each school and classrooms are also equipped with computers that will be used to implement all software programs.

Why can't our students improve? Teachers are using a variety of writing strategies. With these funds the LEA will focus on Six +1 Traits and bring in experts trainers to retrain our teachers in using this program with fidelity. We will also pay stipends for teachers to attend Professional Development in the Scope and Sequence of Writing. Also, we will purchase My Access for every child in the district in grades 3-8 who did not receive it last year.

The FCSD will use Title I,II,VI monies for (professional development), Title I monies for SES (afterschool remediation in reading and math) and assistance from DOE with an intervention team.

Strategies to Be Implemented

1a. Name of strategy

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

- FRANKLIN COUNTY SCHOOLS K-12

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 3

1e Description of research of effectiveness (or purpose)

Response: The Franklin County School Districts' review has shown that instruction is based on scientifically based research, as evidenced by a DOE/ national and state subject area organizations. The inclusion of additional resources will allow for differentiated instruction (proven strategy as evidenced in FDOE's Differentiated Accountability Model) and increase student academic achievement. The FCSD will purchase supplemental reading, math and writing remediation books, workbooks and computer programs to enhance learning, all scientifically research based.

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 receive daily instruction in the various content areas during the 2008-2009 school year. All instruction will be provided by teachers and staff who are highly qualified and are receiving on-going training to assist them to better meet the needs of our students. In addition, the District Leadership team will make weekly visits to supplement the school based leadership teams daily walk throughs to ensure that instructional activities are varied and meeting the needs of our students.

3. Who will be in charge of monitoring implementation of the strategy or student progress?

Response: The LEA Support Team will have oversight on a daily basis and meet quarterly to review the success of the lower 25% in reading and math. The District Leadership team will function as a resource and provide oversight.

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

Response: The Franklin County School District uses FCAT and SAT 10 analysis training for elementary, middle and high school teachers and have follow-up quarterly. Teachers are also trained in the use of Snapshot, Scantron and SuccessMaker. All these programs address reading and math proficiencies.

5. Frequency of progress monitoring of this strategy.

Response: Monitoring with some programs (successmaker) is done daily, while others such as (DIBELS, PMRN) are done quarterly and still others (FCAT) are done semi-annually.

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

Response: The Franklin County School District, in its' consolidation application, expresses its' intentions of abiding all federal and state

laws and regulations. Franklin County uses the guidelines provided by DOE for financial accounting and records and reports to be on file.

Data from the teachers individual professional development plan will be used to determine inservices needs in Franklin County. Such in-service will be offered through PAEC and other partners funded from other sources beyond the 5% to fully meet in-services needs.

The additional resources provided are above and beyond what is required through local and state funding.

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

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: Target populations will be the subgroups that have historically been the non AYP subgroups in the LEA: Blacks, ED, and SWD. Our model will focus upon the needed approaches for the professional development that is embedded into instruction and is designed to specifically address the unique needs of the ED subgroups, including minority and SWD, which have historically been the LEA's non AYP subgroups. Additional target populations will be the parent/guardians and families of the non-AYP subgroups.

Strategies to Be Implemented

1a. Name of strategy

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

- FRANKLIN COUNTY SCHOOLS K-12

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: What teachers know and do influences student's academic success. The need for ongoing professional learning that deepens teachers understanding of their content area and expands their instructional repertoire is essential to improving student learning. When the content of staff development focuses specifically on what data about student performance indicate the return of investment in professional learning is likely to be higher. The Southern Regional Education Board (SREB) states that support of professional development is directly connected to academic standards and student achievement needs. With this in mind, the district will use the results from the analysis of the data to determine and prioritize the main reasons for low academic achievement for the district and the school. We know, based upon results from FCAT, that around 40% of our students are not meeting high standards in reading and math. In addition, around 45% of our lowest 25% are not making learning gains in reading and 32% in math. First and foremost, teaching using data as its foundation will be our first priority for staff training. Data driven instructional activities, supported by a variety of teaching styles, will better meet the learning needs of our diverse student population. Connected with our renewed efforts of our Leadership Team to monitor implementation of training procedures, we feel that student achievement will increase during the current school year.

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: The FCSD developed within its' master schedule common planning periods for most of our teachers, the design was to allow common planning and training to take place with teachers in similar subject areas. Our plan would call for a formal training once a month and small group training during the planning periods twice a month.

3. Who will be in charge of monitoring implementation of the strategy or student progress?

Response: The school Dean will monitor the training by checking at weekly teachers meeting with Q & A about selected topics. The Dean will also encourage reports by individual teachers to share what changes they have made based on the professional development taken.

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

Response: Monitoring will be done using a combination of effective monitoring techniques which include developing a protocol for site visits, face to face meetings and school monitoring reporting. The FCSD will also track by individual classroom students learning gains on a regular basis.

5. Frequency of progress monitoring of this strategy.

Response: Monitoring will be done using a combination of effective monitoring techniques which include developing a protocol for site

visits, face to face meetings and school monitoring reporting. The FCSD will require teachers who take additional professional development trips to report back to the staff what they learned, how it will change their classroom and instruction.

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

Response: 1. The monies provided through the Title I Initiative Grant will supplement Title II, IV, VI in the professional development of teachers.

2. The FCSD in its' consolidation application , express its' intentions of abiding all federal, state law and regulations. The FCSD uses the guidelines provided by the DOE for financial accounting, records and reports to be on file.

7. Strategic Imperative this strategy addresses: **1.1.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: Our goal is to increase the abilities of our teachers in instruction to help decrease the achievement gap between black/hispanic and white students in reading and math by 10%; and in writing by at least 10%.

Strategies to Be Implemented

1a. Name of strategy

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

- FRANKLIN COUNTY SCHOOLS K-12

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: The achievement gap is the most troubling problems facing the FCSD. The disparity in academic performance between different groups of students is challenging. A gap in academic achievement persists between minority and disadvantaged students and their white counterparts. There is also a gap in the parent involvement within performance levels as well. A renewed emphasis needs to be taken to ensure that all parents are an active part of their child's education.

The resource teacher will track the learning gains of our students and identify those student not making gains for two testing periods, then following-up with the reading/math coach and the classroom teacher to ensure alternative teaching methods are being used to enhance learning. The Florida Department of Education's Differentiated Accountability Model supports the hiring of resource teachers to provide professional development to teachers and intensive instruction to 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: The resource teacher will track academic work done on the computer daily and report weekly to all the teachers. The students not making learning gains will be identified and academic/instructional alternatives will be designed.

3. Who will be in charge of monitoring implementation of the strategy or student progress?

Response: The Dean will oversee the monitoring and implementation of the strategy. The Dean will report to the principal on a weekly basis. The School Leadership Team will receive the monitoring at the regularly scheduled meetings identified in the LEA Support Team section.

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

Response: The FCSD has a variety of tools to monitor academic achievement. The FCSD uses ScanTron, Successmaker, FCAT and SAT 10 data, as well as, other NRT test. These test results are monitored from weekly to annually.

5. Frequency of progress monitoring of this strategy.

Response: The Dean will be checking weekly with the resource teacher and the reading coaches to check data derived from the weekly monitoring of computer based reading and math academic work. The Dean, resource teacher and Reading coaches will all evaluate the data and make recommendations to classroom teachers as to changes that may need to be made.

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

Response: 1. The SES monies covers only about 50% of our lower 25% of students; therefore, these monies will help us to remediate most of the other 12.5% w/o using the SES monies.

2. Our goal is to use these funds to decrease the achievement gap between Black/Hispanic and White students in reading, math and writing by at least 10%.

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: Blacks/Hispanics students who annually score in the lowest 25% on NRT test, SAT 10, FCAT.

Strategies to Be Implemented

1a. Name of strategy

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

- FRANKLIN COUNTY SCHOOLS K-12

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 4

1e Description of research of effectiveness (or purpose)

Response: Being a small rural school district, we face the up-hill challenge of providing a full array of instructional delivery models for our students. Technology for use by teachers in their instructional delivery process is a major tool in our system. Without access to classroom based technology, many of our teachers are using instructional methods that are not meeting the learning style needs of our students. In addition, we must offer a wider variety of intervention strategies, as well as, more one-on-one instruction to our 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: Technology is used in our classrooms daily; however, our students go to the computer labs for reading and math twice a week. The students spend 50 minutes on computer assisted programs in the computer lab. Monitoring will be done using a combination of effective monitoring techniques which include developing a protocol for site visits, face to face meetings and school monitoring reporting.

3. Who will be in charge of monitoring implementation of the strategy or student progress?

Response: The Dean will oversee the classroom teachers and address their results weekly at the teachers meetings. The resource and reading coaches will address needs, changes, and testing on a daily basis as they identify changing student needs.

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

Response: The FCSD uses a variety of computer software programs for testing and monitoring. Successmaker and ScanTron being the most popular. Both programs track base data and learning gains made by students on a weekly basis.

5. Frequency of progress monitoring of this strategy.

Response: Technology is used in our classrooms daily; however, our students go to the computer labs for reading and math twice a week. The students spend 50 minutes in the lab for each visit. Monitoring will be done using a combination of effective monitoring techniques which include developing a protocol for site visits, face to face meetings and school monitoring reporting.

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

Response: 1. Technology purchased will be above and beyond what is provided by the district and other federal grants.

2. The FCSD in its' consolidation application, express its' intentions of abiding all federal, state laws and regulations. The FCSD uses guidelines provided by DOE for the financial accounting, records and reporting to be on file.

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

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 FCSD goal with these funds is to increase achievement by 10% within our Black and Hispanic student populations in the areas of reading, math and writing.

Strategies to Be Implemented

1a. Name of strategy

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

- FRANKLIN COUNTY SCHOOLS K-12

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: Leadership Development: The District Based Leadership Team (DBLT) and the School Based Leadership Team (SBLT) understand that we must look deeper into all sub-systems of our schools to determine the most basic reasons why targets are not being met. The District/school have entered into a partnership with PAEC to assist us in focusing upon root causes and charting a course of action to resolve such causes. The Leadership Teams will identify all possible interactions within our system that could be contributing to identify area(s) of low academic achievement. PAEC will provide the following services to the district and school leadership teams and staff: (1) Training in and coaching on using a data-driven decision-making process for planning and achievement, (2) Information on research-proven solutions to student-achievement challenges, (3) Training in and coaching on instructional leadership and achievement monitoring that will bring about systemic change in the district. The nine-step process will also include site visits, instructional walk-throughs, and analysis of strategies and interventions used to create systemic change in our schools. Analysis of the data will give us answers to the following questions: Who needs to be proficient; At what grade level; what are students having difficulty mastering? Then, the Leadership Teams will work together using the Why approach to continue asking the key questions to determine why this situation exists?

In addition, we will use an outside evaluator to monitor the implementation process to assist in ensuring all phases of implementation are being carried out and on schedule.

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: Student data is collected weekly in the elementary schools, while the middle and high schools data is dependent on the subject area being addressed. Reading and math data at the middle and high school levels are tracked on a bi-weekly time frame. Students in the lower 25% are tracked weekly as to reading learning gains and math learning gains.

3. Who will be in charge of monitoring implementation of the strategy or student progress?

Response: The Deans will oversee each individual grade span by monitoring the reading coaches logs, coaches and teachers interventions in the development of student growth. The resource teacher will oversee data and track the students who show little or no growth over a bi-weekly assessment time frame.

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

Response: The FSCD uses several tools to track reading and math academic achievement. Scantron, Successmaker, Riverdeep, Diebels, SAT 10 K-12, and FCAT results. The FCSD is able to track both prior years and current year result using snapshot (student performance software), which tracks all classroom averages, NRT scores, and FCAT test scores. The teacher is able to pull up their roster of students and track all their scores for the past five years.

5. Frequency of progress monitoring of this strategy.

Response: We will use an outside evaluator to monitor the implementation process to assist in ensuring all phases of implementation are being carried out and on schedule. The set schedule for monitoring has not been established yet, but will tentatively be set at a minimum of monthly monitoring and increasing based on need.

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

Response: All professional development provided is above and beyond the requirements in other federal grants and provided by state and local funds. This professional development supplements the activities described in the Title I, Part A application for 5% and 10% set-asides.

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 will directly target leadership which will indirectly target staff and student academic achievement.

Strategies to Be Implemented

1a. Name of strategy

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

- FRANKLIN COUNTY SCHOOLS K-12

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
- Root Cause 2
- Root Cause 3
- Root Cause 4

1e Description of research of effectiveness (or purpose)

Response: The FCSDs' review has shown that instruction is based on scientific based research, as evidenced by a DOE/national and state subject area organizations. Research has shown that increasing student instruction through other optional/extended instructional times increases student achievement.

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 receive instruction two days a week in reading, math or writing in the afterschool remediation program. The progress will then be matched with their everyday classroom work, any test taken including SAT 10, FCAT and NRT test. The Reading Coaches and Resource teachers will track students and make adjustments as the year continues by meeting with classroom teachers and adjusting strategies.

3. Who will be in charge of monitoring implementation of the strategy or student progress?

Response: The reading coaches & Deans will monitor the progress of the students learning gains. Selected teachers will also be used that specialize in reading and math intervention, as well as, one that demonstrates success in teaching writing.

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

Response: The progress of each student is tracked at each meeting by use of Scantron, Successmaker, Riverdeep and others, which gives the instructor a snapshot of the students growth over a period of time. These results will be reviewed with the classroom teacher to ensure that adjustments are made as student progress increases, stops or decreases.

5. Frequency of progress monitoring of this strategy.

Response: Most of the monitoring will be done daily; however, results are measured against data taken weeks before the remediation started and tracked until completion.

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

Response: The FCSD, in its' consolidation application, expresses its' intention to abide all federal, state laws and regulations. Franklin

County uses the guidelines provided by DOE financial accounting and records and reports to be on file. This afterschool program will not interfere with SES or replace funding provided through SES.

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

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: Our target group would be the lower 25% of our students in grades 6-10 in reading, math and 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: Franklin County will use several methods to disseminate information concerning this project.

District Website: This will provide information to staff, parents, the community, and students who have access to the internet. This information will be posted upon approval of application and be accessible 24/7 until the project period ends July 31, 2009.

School Websites that receive services from this grant: This will provide information to staff, parents, the community, and students who have access to the internet. This information will be posted upon approval of application and be accessible 24/7 until the project period ends July 31, 2009.

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

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

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

Local media,newspaper,Raido, tv will be used to communicate with the community regarding our activities.

Budget

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

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

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	110	Resource Teachers- Strategy 3.1b	2.5	96222.00
2	5100	210	FRS	2.5	10438.39
3	5100	220	FICA	2.5	9391.51
4	5100	231	Insurance	2.5	24518.10
5	5100	221	medicare	2.5	2196.40
6	5100	311	Staff Development to increase teacher knowledge in math and reading (Strategy 2)1.1b	0.5	18922.17
7	5100	690	Integrate technology into the classroom3.1a	0.1	4045.32
8	5100	520	Instructional materials(reading,math, writing supplemental materials to enhance current programs3.1a	0.6	20260.16
9	5100	120	Additional after school remediation in reading, math & writing for grades 6-10 3.1a	1.5	37500.00

Total 223494.05

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Dr. Eric J. Smith, Commissioner

Budget

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

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

C. Project Number (DOE USE ONLY):

TAPS Number
09A005

No.	(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
1	5100	120	Resource Teacher for mathematics (Strategy 3.1a)	1.0	55254.00
2	5100	200	FRS	1.0	4482.32
Total					59736.32

DOE 101



Dr. Eric J. Smith, Commissioner

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