
Title I, Part A School Improvement Grants SANTA ROSA

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 Number:

09A006

Return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496 Suncom: 205-0496	A) Program Name: 2008-2009 Title I School Improvement Initiative [1003(a)]	DOE USE ONLY Date Received						
B) Name and Address of Eligible Applicant: SANTA ROSA 5086 CANAL ST MILTON, FL 32570		Project Number (DOE Assigned)						
C) Total Funds Requested: \$156911.19 DOE USE ONLY Total Approved Project: \$	D) Applicant Contact Information <table border="1" style="width: 100%;"> <tr> <td data-bbox="781 968 1177 1129"> Contact Name: First Name: Carol MI:S Last Name: Calfee </td> <td data-bbox="1177 968 1601 1129"> E-mail Address: CalfeeC@mail.santarosa.k12.fl.us </td> </tr> <tr> <td colspan="2" data-bbox="781 1129 1601 1291"> Address: 5086 Canal Street Milton, FL 32570 </td> </tr> <tr> <td data-bbox="781 1291 1177 1402"> Telephone Number: 850-983-5001 Ext: </td> <td data-bbox="1177 1291 1601 1402"> Fax Number: 850-983-5011 </td> </tr> </table>		Contact Name: First Name: Carol MI:S Last Name: Calfee	E-mail Address: CalfeeC@mail.santarosa.k12.fl.us	Address: 5086 Canal Street Milton, FL 32570		Telephone Number: 850-983-5001 Ext:	Fax Number: 850-983-5011
Contact Name: First Name: Carol MI:S Last Name: Calfee	E-mail Address: CalfeeC@mail.santarosa.k12.fl.us							
Address: 5086 Canal Street Milton, FL 32570								
Telephone Number: 850-983-5001 Ext:	Fax Number: 850-983-5011							
CERTIFICATION I John Rogers 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: **BAGDAD ELEMENTARY SCHOOL BAGDAD ELEMENTARY SCHOOL**
2. Percent poverty of school as shown on the 2008-2009 Project Application's Public School Eligibility Survey: 52.43

BAGDAD ELEMENTARY SCHOOL

Academic Indicators	Percent Proficient in Reading					Percent Proficient in Mathematics					Percent Proficient in Writing				
	2005-	2006-	2007-	2008-	2008-	2005-	2006-	2007-	2008-	2008-	2005-	2006-	2007-	2008-	2008-
	2006	2007	2008	2009	2009	2006	2007	2008	2009	2009	2006	2007	2008	2009	2009
	Targets				Outcomes	Targets				Outcomes	Targets				Outcomes
TOTAL	65.00	77.00	74.00	77.00	NA	58.00	70.00	71.00	72.00	NA	73.00	90.00	89.00	90.00	NA
WHITE	67.00	80.00	73.00	80.00	NA	59.00	72.00	70.00	72.00	NA	89.00	86.00	90.00		NA
BLACK					NA					NA					NA
HISPANIC					NA					NA					NA
ASIAN					NA					NA					NA
AMERICAN INDIAN					NA					NA					NA
ECONOMICALLY DISADVANTAGED	57.00	69.00	65.00	69.00	NA	48.00	64.00	65.00	68.00	NA	85.00				NA
ENGLISH LANGUAGE LEARNERS					NA					NA					NA
STUDENTS WITH DISABILITIES	35.00	54.00	54.00	55.00	NA	31.00	56.00	55.00	56.00	NA					NA
Grade Level Data															
K					NA					NA					
1					NA					NA					
2					NA					NA					
3	87.00	81.00	88.00	90.00	NA	84.00	84.00	90.00	90.00	NA					
4	54.00	78.00	65.00	77.00	NA	57.00	77.00	71.00	75.00	NA					
5	58.00	73.00	66.00	70.00	NA	35.00	52.00	53.00	54.00	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: **EAST MILTON ELEMENTARY SCHOOL EAST MILTON ELEMENTARY SCHOOL**

2. Percent poverty of school as shown on the 2008-2009 Project Application's Public School Eligibility Survey: 64.30

EAST MILTON ELEMENTARY SCHOOL

Academic Indicators	Percent Proficient in Reading					Percent Proficient in Mathematics					Percent Proficient in Writing				
	2005-	2006-	2007-	2008-	2008-	2005-	2006-	2007-	2008-	2008-	2005-	2006-	2007-	2008-	2008-
	2006	2007	2008	2009	2009	2006	2007	2008	2009	2009	2006	2007	2008	2009	2009
	Targets				Outcomes	Targets				Outcomes	Targets				Outcomes
TOTAL	74.00	78.00	75.00	78.00	NA	64.00	65.00	65.00	68.00	NA	80.00	95.00	82.00	83.00	NA
WHITE	74.00	80.00	76.00	78.00	NA	63.00	67.00	65.00	68.00	NA	95.00	82.00	83.00	83.00	NA
BLACK					NA					NA					NA
HISPANIC					NA					NA					NA
ASIAN					NA					NA					NA
AMERICAN INDIAN					NA					NA					NA
ECONOMICALLY DISADVANTAGED	72.00	75.00	68.00	70.00	NA	61.00	61.00	58.00	63.00	NA	92.00	79.00	80.00	80.00	NA
ENGLISH LANGUAGE LEARNERS					NA					NA					NA
STUDENTS WITH DISABILITIES	58.00	57.00	48.00	50.00	NA	51.00	51.00	48.00	52.00	NA	60.00	62.00	62.00	62.00	NA
Grade Level Data															
K					NA					NA					
1					NA					NA					
2					NA					NA					
3	77.00	77.00	78.00	79.00	NA	75.00	73.00	78.00	78.00	NA					
4	72.00	77.00	74.00	75.00	NA	69.00	70.00	71.00	73.00	NA					
5	73.00	81.00	72.00	74.00	NA	46.00	52.00	48.00	52.00	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: **JAY ELEMENTARY SCHOOL JAY ELEMENTARY SCHOOL**

2. Percent poverty of school as shown on the 2008-2009 Project Application's Public School Eligibility Survey: 40.74

JAY ELEMENTARY SCHOOL

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
	Targets				Outcomes	Targets				Outcomes	Targets				Outcomes
	2006	2007	2008	2009	2009	2006	2007	2008	2009	2009	2006	2007	2008	2009	2009
TOTAL	80.00	80.00	82.00	82.00	NA	74.00	70.00	78.00	78.00	NA	78.00	93.00	89.00	90.00	NA
WHITE	80.00	80.00	82.00	82.00	NA	74.00	70.00	78.00	78.00	NA		94.00	89.00	90.00	NA
BLACK					NA					NA					NA
HISPANIC					NA					NA					NA
ASIAN					NA					NA					NA
AMERICAN INDIAN					NA					NA					NA
ECONOMICALLY DISADVANTAGED	73.00	71.00	77.00	78.00	NA	66.00	62.00	67.00	68.00	NA					NA
ENGLISH LANGUAGE LEARNERS					NA					NA					NA
STUDENTS WITH DISABILITIES			62.00	63.00	NA			66.00	68.00	NA					NA
Grade Level Data															
K					NA					NA					
1					NA					NA					
2					NA					NA					
3	90.00	78.00	88.00	90.00	NA	92.00	78.00	93.00	93.00	NA					
4	72.00	80.00	86.00	86.00	NA	82.00	88.00	80.00	83.00	NA					
5	81.00	83.00	74.00	74.00	NA	52.00	54.00	71.00	72.00	NA					
6	78.00	79.00	80.00	81.00	NA	72.00	61.00	66.00	69.00	NA					
7					NA					NA					
8					NA					NA					
9					NA					NA					

10	NA	NA
11	NA	NA
12	NA	NA

School Achievement Data

1. School: **W. H. RHODES ELEMENTARY SCHOOL W. H. RHODES ELEMENTARY SCHOOL**

2. Percent poverty of school as shown on the 2008-2009 Project Application's Public School Eligibility Survey: 65.79

W. H. RHODES ELEMENTARY SCHOOL

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
	Targets				Outcomes	Targets				Outcomes	Targets				Outcomes
	2006	2007	2008	2009	2009	2006	2007	2008	2009	2009	2006	2007	2008	2009	2009
TOTAL	82.00	82.00	77.00	82.00	NA	75.00	72.00	73.00	75.00	NA	79.00	92.00	86.00	90.00	NA
WHITE	82.00	85.00	83.00	84.00	NA	75.00	76.00	79.00	80.00	NA	93.00	92.00	92.00	92.00	NA
BLACK	80.00	71.00	61.00	65.00	NA	70.00	59.00	57.00	68.00	NA	91.00				NA
HISPANIC					NA					NA					NA
ASIAN					NA					NA					NA
AMERICAN INDIAN					NA					NA					NA
ECONOMICALLY DISADVANTAGED	78.00	78.00	73.00	75.00	NA	71.00	66.00	67.00	68.00	NA	92.00	79.00	80.00	80.00	NA
ENGLISH LANGUAGE LEARNERS					NA					NA					NA
STUDENTS WITH DISABILITIES	54.00	60.00	59.00	62.00	NA	52.00	43.00	51.00	53.00	NA					NA
Grade Level Data															
K					NA					NA					
1					NA					NA					
2					NA					NA					
3	91.00	84.00	78.00	80.00	NA	83.00	84.00	78.00	80.00	NA					
4	76.00	80.00	73.00	75.00	NA	72.00	71.00	73.00	75.00	NA					
5	77.00	82.00	80.00	81.00	NA	68.00	62.00	69.00	71.00	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

Subgroups below proficiency targets in reading include:

Bagdad – Reading SWD and 5th Grade

East Milton – Reading SWD and 5th grade

Jay Elementary – Reading SWD

Rhodes – Reading 3rd Grade

Strategies to address needs: 2, 3, 4, 5, 6

Subgroups below proficiency targets in math:

Bagdad – SWD and ED

East Milton – Total, White, SWD

Jay Elementary – Math ED, SWD

Rhodes – ED, SWD, 3rd grade

Strategies to address needs: 1, 2, 3, 4, 5, 7

Writing increase of 1 point – all schools

Strategies: 2, 3, 4, 5

In collaboration with the Title I schools targeted in this application, the LEA support Team has identified the following root causes for low academic achievement:

1. Instructional Methods: Pacing Guides in Math.

- a. Data/Document: The Coordinator of Math for the school district surveyed all four Title I schools for access to Pacing Guides. The survey indicates that guides are not available, and approximately 30% of teachers did not complete instruction in all content areas during the 2007-08 school year.
- b. Strategy: By involving general education and exceptional education teachers in the development of Elementary pacing guides, schools will be able to provide more focused instruction and cover all content areas.
- c. Outcome: The anticipated outcome is completed pacing guides for elementary schools K-5, more focused curriculum content, and 100% of teachers will cover all required math content during the instructional year. This strategy will address increased in target goals for math for all four SINI schools in the following groups: Total and White Math. At East Milton, the strategy will improve performance in Math ED and Math SWD. At Rhodes, ED students in Math will benefit.

Root Cause: 2

2. Root Cause: Organizational structure: Data analysis for SWD Students: Students with Disabilities in pull-out groups are making less progress than those working in the regular curriculum with more focused Individual Educational Plans in math and reading.

- a. Data: A preliminary data analysis completed by the Exceptional Student Education Department of students indicates that SWD students in the regular curriculum may be making more progress than students on consult or in pull-out services.
- b. Strategies: Expand data analysis to all SWD students in lowest performing schools to determine the need for organizational structure change and additional professional development.
- c. Outcome: The ESE Department will produce a report reflecting the results of a data analysis of targeted groups of ESE students in math and reading who are receiving services compared to those with more focused IEPs in the regular curriculum. The report will include an analysis of how higher percentages of severe exceptionalities may be affecting AYP status. The ESE Department will compare results to other districts in the State of Florida with similar demographics. This no-cost strategy will address the needs of the lowest-performing SWD students in math and reading.

Root Cause: 3

3. Organizational Structure – Professional Development - Integration of Exceptional Education and Regular Education teachers in training, instructional, and philosophical efforts to support Students with Disabilities

- a. Data Analysis: A review of professional development practices in the Santa Rosa County School District 2002-2008 reveals that historically, general education teachers do not attend training provided to ESE Teachers and vice versa. The lack of cross training may be a contributor to attitudes toward separate responsibility and accountability for the learning of SWD students.
- b. Strategies: Provide opportunities for ESE and General Education Teachers to participate in professional development opportunities that

foster collaboration and team-building, especially through Learning Communities.

c. Outcome: The development of collaborative relationships between ESE and General Education teachers leading to more focused IEPs for SWD students with shared responsibilities between regular education and Execeptional Student Education Teachers. This strategy will address the needs of SWD students in math and reading at all SINI schools.

Root Cause: 4

4. Organizational Structure – Lack of time to meet the specific needs of low performing students in reading, math, and writing

a. Data Analysis: The Director of Elementary Education reviewed the academic schedule of each low performing school. There is minimal time and resources to provide intensive training for low performing students supplemental to the curriculum.

b. Strategies: Low performing schools will provide extended school day activities with transportation through tutoring for low performing students in Reading, Math, and writing.

c. Outcome: Low-performing students will improve academic performance through intensive instruction beyond the school day. This strategy will address the needs of all low-performing students in reading, math, and writing.

Root Cause: 5

5. Organizational Structure – Lack of time for data analysis across grade levels.

a. Data analysis: The Director of Elementary Education reviewed the school schedules for all Schools In Need of Improvement to ensure that schools are in compliance with all State of Florida and Federal mandates. The review indicates that there is a lack of adequate time during the regular school day to complete complex data analysis and progress monitoring to explore the implications for instructional change and professional development.

b. Strategy: As part of the Early Intervention Program in grades K-3, an Academic Intervention Specialist will meet at least twice per month with grade level teachers to review benchmark testing results along with other informal assessments (SuccessMaker, Read 180, Accelerated Reader, My Access, etc.) to modify individual student instruction and identify needs for additional professional development. In addition to the Early Intervention Team, teachers from grades K-6 will form a Continuous Improvement Team. The team will meet after school, five times per year for a minimum of 1 hour per session. Each team will include grade-level chairs, learning community chairs, regular education and special education teachers, reading coaches (where applicable), the media specialist, the data coach, and the technology specialist.

c. Outcome: At least 80% of the data sources available will be utilized in school-based data teams to drive modifications in student instruction and the identification of additional need for professional development. This organizational strategy will address the needs of all students in math, reading, and writing.

Root Cause: 6

6. Curriculum – The Reading Intervention selected for SWD students, Read 180, is not intensive enough for some students to make academic gains.

a. Data Analysis: A preliminary data analysis of READ 180 reports by the Exceptional Student Education Department indicates that the lowest performing students with disabilities are not making adequate gains in reading, and READ 180 is not meeting the needs of those students.

b. Strategy: Purchase a supplemental curriculum, SRA Reading Master, and provide professional development to General Education and ESE Teachers in the implementation.

c. Outcome: The lowest performing SWD students will improve academic performance to meet school-based target goals for SWD students in reading. This strategy will address the needs of SWD students in reading at all four schools.

Root Cause: 7

7. Curriculum – The current core math curriculum is not intensive enough for identified sub-groups to make sufficient academic gains.

a. Data Analysis: The Coordinator for Mathematics reviewed math performance data for all subgroups at SINI schools to identify areas for intensive instruction and determine the need for additional professional development. The Coordinator also surveyed schools for access to FASTT Math curriculum, emphasizing basic computational skills in math. The survey that all four schools would benefit from implementation of the FASTT math program, a research-based software program emphasizing basic computational skills.

b. Strategy: Purchase hardware and software to implement FASTT Math, a research-based program for computational skills at all four SINI schools. Collaborate with Title II to provide professional development

c. Outcome: The lowest performing students, especially those who are educationally disadvantaged and students with disabilities, will improve academic performance in math. This strategy will address the needs of low-performing students in math at all four schools.

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:

1. Needs Assessments are generated at each school, based upon School Improvement Plans, Professional Development Plans and teachers' Educator Growth Plans. The district inservice office analyzes needs submitted by schools and disaggregated achievement data and then designs professional development to meet those needs. Each school has developed a school-based data team. The Professional Development Center annually provides in-depth data coach training to assist teams in analyzing school data. In addition to Data Coach training to help analyze data, the inservice department also provides training on the integration of technology into all curriculum areas, with 15 hours of technology integration targeting areas of identified need, (addressing reading, writing and math areas) and online technology professional development to address reading, math, data analysis and ESOL deficiencies. Training sessions are listed for teachers and administrators on the district web page . An on-line Electronic Registration System tracks training completion to individuals at each school location, and the system provides on-going evaluation of inservice activities.

2 and 3 (Assessments and Timeline)

a. CELLA - Kindergarten through Grade 12-The Comprehensive English Language Learning Assessment (CELLA) is a test for students who are learning English. In the spring, this assessment measures how well students who are English Language Learners (ELLs) are gaining the English skills they need to be successful in school.

b. STAR Early Literacy – Kindergarten- STAR Early Literacy is a computer-adaptive assessment designed to measure the early literacy skills of beginning readers. These assessments are given periodically and are used to guide instruction as well as monitor the progress of children as they acquire key early literacy skills. All students are given these assessments.

c. Harcourt Storytown Benchmark Assessments- First Grade through Grade 5

The Benchmark Assessments from the core reading program that are given 3 times a year to monitor student mastery of reading skills taught in the 90 minute reading block. All students are given these assessments.

d. DIBELS - Kindergarten through Grade 5 - The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is one part of the Florida Kindergarten Readiness Screener (FLKRS), a program established to assist schools in learning more about children's readiness for school based upon the adopted Voluntary Pre-Kindergarten (VPK) Education performance standards. Each school district is required to administer this statewide screening to Kindergarten students within the first 30 days of school each year. Additionally, for progress monitoring of "at

risk” students in Kindergarten through grade 5, the DIBELS will be used to measure students’ skills in core areas of reading 3 times during the year.

e. ECHOS – Kindergarten- The Early Childhood Observation System (ECHOS) is the other part of the FLKRS program. The ECHOS is an observational instrument that is used to monitor the skills, knowledge, and behaviors a student demonstrates or needs to develop.

f. FORF - Grades 6 – 12 - For progress monitoring purposes, students in grades 6 – 12 who have scored at Levels 1 or 2 on the Florida Comprehensive Assessment Test (FCAT), will be assessed with the Florida Oral Reading Fluency (FORF) 3 times during the school year.

g. MAZE - Grades 6 – 12 - Also, for progress monitoring purposes, students in grades 6 – 12 who have scored at Levels 1 or 2 on the (FCAT), will be assessed with the MAZE to test reading comprehension 3 times during the school year

h. Monitoring Assessments (i.e., Running Records, Fluency Checks, student progress reports from SuccessMaker, Read 180, Accelerated Reader, FASTT math, Writing Rubrics, Teacher Observations, Teacher-generated tests) are used weekly for monitoring progress toward benchmarks.

4. How will information be used: As part of the Early Intervention Program in grades K-3, an Academic Intervention Specialist will meet at least twice per month with grade level teachers to review benchmark testing results along with other informal assessments (SuccessMaker, Read 180, Accelerated Reader, My Access, etc.) to modify individual student instruction and identify needs for additional professional development. In grades K-6, each school will identify a Continuous Improvement Team. The team will meet after school, five times per year for a minimum of 1 hour per session. Each team will include grade-level chairs, learning community chairs, regular education and special education teachers, reading coaches (where applicable), the media specialist, the data coach, and the technology specialist. Both teams will use data analysis to modify instruction and assess the need for professional development.

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	Kenny McCay, Coordinator of Literacy	B.A. Political Science and History/MSE in Ed Leadership, continuing education in English and reading
2	Charlene Kincaid, Coordinator of Mathematics	Over 38 years experience in public schools B.A. Education, Secondary Mathematics; M.Ed. Curriculum & Instruction, Secondary Education, Mathematics Emphasis; Mathematics 6-12 Certification; 36 years experience in public education
3	Mary Johnson, Coordinator of Science	B.S. Degree in Biology, Masters Degree in Ed Leadership, Specialist Degree in Educational Leadership, 36 years of experience in public education
4	Sharon Diamond, Director of Elementary Education	B.S. Degree in Elementary Education, M.A. in Elementary Education, Masters Certification in Educational Leadership, 28 years experience in public education
5	Linda Novota, Director of Exceptional Student Education	B.A. Elementary Education/Special Education; M.Ed. Administration and Supervision; 28 years in public education
6	Lisa Bourdon, Program Facilitator, Exceptional Student Education	B.S. Education, M.A. Education, Doctoral Candidate, Education with emphasis on Counseling Psychology, anticipated date of completion – December 2009, 8 years experience in public education
7	Carol Calfee, Director of Federal Programs	B.A. Education, M.Ed. with emphasis in Gifted Education and Technology, Masters Certification in Educational Leadership, 20 years experience in public education, 3 years experience in private school education.
8	Vickie Beagle, Director of Technology and Professional Development	BA Early Childhood/Elementary Education, MA Early Childhood, MA Ed Leadership, 31 years
9	Martha Todd, Teacher Leader, Early Intervention Program	B.A. Elementary Education, M.A. Reading, Nationally Certified Teacher, 33 years of in public education

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: East Milton is a Planning for Restructuring/Correct I school. Bagdad, Jay, and Rhodes Elementary Schools are Corrective Action/Prevent I schools.

The LEA Support Team will meet provide support through the following activities:

For Corrective Action Schools:

1. Meeting a minimum of five times during the school year to review school progress toward the reform model implementation
2. A combination of site visits and review of minutes from all Early Intervention and Continuous Support Team meetings to ensure that data analysis results in academic interventions and identification of needs for additional professional development. A minimum of 4 sites visits will be made at each school, and a minimum of 2 sets of minutes from each school will be reviewed. A checklist for review of visits and minutes will document the following activities:
 - a. Formative student assessment data is being used to drive instruction
 - b. Summative student assessment data is being used to make curriculum decisions
 - c. Priority areas have been identified for instructional focus
 - d. Professional development is targeted to teacher need as reflected in Individual Professional Development Plans
 - e. Curriculum alignment with state standards is in progress
 - f. Assess progress toward the completing of math pacing guides (Strategy 1)
 - g. Assess progress toward the completion of the ESE/General Education data analysis (Strategy 2)
 - h. Monitor the development of professional development activities and the evaluation of completed sessions (Strategy 3)
 - i. Monitor the implementation of after-school tutoring (Strategy 4)
 - j. Review the data analysis activities conducted by teams (Strategy 5)
 - k. Monitor the implementation of SRA and student progress (Strategy 6)
 - l. Monitor the implementation of FASTT Math and student progress (Strategy 7)
3. LEA Support Team members will work with building-level principals to utilize the Classroom Walk-through observational method that documents the following types of activities:
 - a. Students are engaged in the learning process
 - b. Differentiated instructional techniques are utilized

c. Research-based based instructional strategies are used consistently

4. On behalf of the LEA Support Team, The Director of Elementary Education will conduct at least one on-site visit to ensure the administration's Professional Development Goal(s) are aligned to areas in need of improvement and the school leader is highly visible in classrooms.

For Planning for Restructuring

5. Meeting a minimum of six times during the school year to review school progress toward the reform model implementation

6. A combination of site visits and review of minutes from all Early Intervention and Continuous Support Team meetings to ensure that data analysis results in academic interventions and identification of needs for additional professional development. A minimum of 6 sites visits will be made at each school, and a minimum of 3 sets of minutes from each school will be reviewed. A checklist for review of visits and minutes will document the following activities:

a. Formative student assessment data is being used to drive instruction

b. Summative student assessment data is being used to make curriculum decisions

c. Priority areas have been identified for instructional focus

d. Professional development is targeted to teacher need as reflected in Individual Professional Development Plans

e. Curriculum alignment with state standards is in progress

f. Assess progress toward the completing of math pacing guides (Strategy 1)

g. Assess progress toward the completion of the ESE/General Education data analysis (Strategy 2)

h. Monitor the development of professional development activities and the evaluation of completed sessions (Strategy 3)

i. Monitor the implementation of after-school tutoring (Strategy 4)

j. Review the data analysis activities conducted by teams (Strategy 5)

k. Monitor the implementation of SRA and student progress (Strategy 6)

l. Monitor the implementation of FASTT Math and student progress (Strategy 7)

7. LEA Support Team members will work with building-level principals to utilize the Classroom Walk-through observational method that documents the following types of activities:

a. Students are engaged in the learning process

b. Differentiated instructional techniques are utilized

c. Research-based based instructional strategies are used consistently

8. On behalf of the LEA Support Team, The Director of Elementary Education will conduct at least two on-site visit to ensure the administration's Professional Development Goal(s) are aligned to areas in need of improvement and the school leader is highly visible in classrooms.

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: Resources supplied with state and local funds: Strong Research-Based Curriculum with Supplementary Support and Instructional Best Practices in Reading: Elementary schools use the state-adopted core reading program Harcourt STORYtown and research-based intervention and supplemental materials that are part of the core reading program. In addition, the district has implemented an Early Intervention Program that focuses strongly on providing research-based differentiated instruction. Other research-based interventions and supplemental programs that are used include READ 180, SuccessMaker, Saxon Phonics, SRA, Mindplay's My Reading Coach and leveled libraries. In addition, Accelerated Reader/Reading Counts are programs used for motivation to encourage a love of reading in students and to provide practice reading at each student's independent reading level. All elementary schools have implemented a 90 minute uninterrupted reading block that provides whole group instruction and small group differentiated instruction. Middle schools and high schools do not use a CCRP but use intervention and supplemental programs that are research based including READ 180, READ XL, CRISS strategies, Edmark, REWARDS, SuccessMaker, Great Source Reader's Handbook, Jamestown materials, Mindplay's My Reading Coach and leveled libraries.

The following strategies utilize local, state and federal funds to ensure the success of each identified subgroup that did not make AYP:

*The district has provided SMART Tools as a tool for analyzing data to identify specific areas of need for each subgroup. When student needs are diagnosed and specifically addressed, student achievement in all subgroups should show improvement.

*Teacher/Peer mentoring

*A Professional Development Site Plan will be developed and implemented at the school level to address specific needs at each school utilizing Title II and IDEA funds

*High expectations for all subgroups

*Implementation of a district Early Intervention Program for grades K-3 to identify at-risk readers early and provide intensive instruction based on specific student needs utilizing Title I, Part A funds

*Remedial tutoring services utilizing SAI, Title I Part A and School Improvement Funds

*Summer intensive reading programs

- *Supplemental Educational Services and Choice with Transportation through Title I
- *Book studies at school sites through organized Learning Communities
- *District-wide threaded discussions on best practices and powerful professional literature
- *PMPs
- *IEPs
- *Reading coaches at the elementary, middle, and high school levels
- *Academic Intervention Specialists at all elementary schools to enhance literacy instruction
- *Extensive teacher training in reading
- *Remediation/Intervention for Level 1 students in reading
- *Professional development in ESE and ESOL strategies utilizing IDEA and Title III funds
- *Balanced literacy strategies
- *Leveled books for small-group instruction in reading
- *Higher-order thinking skills emphasis in reading
- *CRISS strategies
- *Six Traits of Writing professional development and follow-up on use in classrooms

Collaborative Partners: School utilize a wide variety of collaborative partners include school-based volunteers, mentoring programs through 7 mentoring organizations, business partners, parent organizations, civic organizations, etc. to meet the needs of students in the area of reading. Activities include tutoring, mentoring, reading “events,” book fairs, family nights, family fairs, FCAT nights, award programs, and more. Beginning with the 2008-09 school year, Title I schools will be initiating a new partnership with the University of West Florida to hire education students. The students will be working in the classroom with high risk students in the area of reading.

Technical Assistance: The district administrative staff will provide ongoing technical assistance to all schools in regards to implementing the above strategies. District staff conduct periodic visits throughout the year to monitor and provide feedback in the areas of reading and math instruction. Professional development is provided on an as-needed basis to schools depending on the specific needs of each school. Professional development needs are determined by the various stakeholders at each school site.

Professional Development: Needs Assessments are generated at each school, based upon School Improvement Plans, Professional Development Plans and teachers’ Educator Growth Plans. The district inservice office analyzes needs submitted by schools and

disaggregated achievement data and then designs professional development to meet those needs. Areas of indicated need so far this year include the following: Strategies to improve Writing performance, Reading staff development targeting the cluster areas of need, math staff development targeting the cluster areas of need, training in strategies for using particular programs effectively: i.e. AR, Early Intervention, SuccessMaker (High Stakes Management), My Access, and READ 180 initial training, as well as report building and assessment; Data Coach training to help analyze data; and training on the integration of technology into all curriculum areas, with 15 hours of technology integration targeting areas of identified need, (addressing reading, writing and math areas) and online technology professional development to address reading, math, data analysis and ESOL deficiencies. Sources are listed for teachers and administrators on the district web page regarding the follow-up training sessions provided.

Supplemental Academic Instruction dollars are currently used to fund before school, after school and summer school programs. This extension of the school day and/or school year helps to ensure all subgroups of students will meet proficiency targets of reading, mathematics, and/or writing at or above grade level for the 2008-2009 school year. These funds are supplemented with Title I and IDEA funds for extended school day and year programs. This provides appropriate interventions for exceptional and economically deprived students. Many schools also use School Improvement funds approved by the School Advisory Council for these support services. School Recognition Program funds are sometimes used for this purpose, as well. The school principal targets students scoring below 30% on the NRT and/or students scoring Level 1 and Level 2 on the FCAT to receive this academic support, notifying the parents of this opportunity. Supplemental Programs used, such, as Read 180, SME SuccessMaker, Star Math, etc., are research based with a proven track record.

Santa Rosa County includes in all planning, components based on the continuous

improvement model for school/district accountability. This accountability includes data driven decision-making based on student performance. In our peer review process of school improvement plans, a review by the School Advisory Council of each school demands parent involvement and input. Parents comprise the majority of our Parent/Teacher Associations, School Advisory Councils, and Parent/Teacher Organizations. These groups all have review responsibilities for all School Improvement Plans. With the transition to a district accreditation model, and ultimate review and approval by the Southern Association of Colleges and Schools, parental involvement is a vital component for school improvement.

Parent Involvement: Every school conducts a climate survey, securing the opinions of the parents and community stakeholders. These results are used as a portion of the data that determine the goals of the school. Parent participation is a required component of the students' Progress Monitoring Plans. Another tool utilized by most district schools is the use of student daily planners. This makes parents aware of what the students are learning. Schools utilize newsletters and some use calling systems to alert parents regarding upcoming school activities and events. Title I funds are used to provide parent training activities, such as "Families Building Better Readers" and other parent outreach programs. Title I schools are required to spend a minimum of 1% of the Title I budget on parent involvement activities. All schools provide parent education trainings, using a variety of tools, such as "Passport to Success," in an effort to keep the parents aware and involved in their child's education. Each elementary school's Academic Intervention Specialist has a portion of her schedule devoted to parent involvement enhancement activities. District level staff monitor and guide parent and community involvement activities. The school district annually publishes the "Santa Rosa District Schools' Family Guide". It is distributed to the homes of all students. An extensive website has been developed to secure parental involvement.

Mentor Teacher Program: The District provides a mentor Teacher Program for all new teachers. During 2007-08 the program includes 31

National Board Certified Teachers and 24 Lead Teachers. Mentor teachers develop a trusting, collegial professional relationship, help mentees be more productive and effective teachers, and instill a habit of reflective practice. The program also includes an extensive new employee orientation program with follow-up sessions scheduled during the school year.

Strategies identified in this proposal will enhance the ability of the LEA to support student academic achievement in the area of reading. Strategies 2, 3, 4, and 5 will bring about enhanced organizational changes in the way the school district integrates students and teachers from the general education population with students with disabilities in the areas of reading instruction. Strategy 6 will enhance curriculum for the lowest performing students.

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: Resources supplied with state and local funds: Strong Research-Based Curriculum with Supplementary Support and Instructional Best Practices in Math Elementary schools use one of two state adopted textbooks, Houghton Mifflin or Harcourt which are correlated to the Florida Sunshine State Standards in Mathematics. In addition, a pacing guide has been developed this year for grades K-5 correlating the new Next Generation Sunshine State Standards for Mathematics to their corresponding textbook. Core instruction is supplemented with research based programs such as: SuccessMaker Enterprise, Classworks Gold, STAR Math, Accelerated Mathematics, FASTT Math, and FCAT preparation materials. All students participate in mathematics in every class each year.

Santa Rosa County will continue to assist in the improvement and achievement of participating students in meeting the Sunshine State Standards. It is the goal of the school district that all NCLB subgroups meet and achieve annual proficiency targets.

The following strategies utilize local, state and federal funds to ensure the success of each identified subgroup that did not make AYP:

*The district has provided SMART Tools as a tool for analyzing data to identify specific areas of need for each subgroup. When student needs are diagnosed and specifically addressed, student achievement in all subgroups should show improvement.

*Teacher/Peer mentoring

*A Professional Development Site Plan will be developed and implemented at the school level to address specific needs at each school utilizing Title I Part A, Title II and IDEA funds

*High expectations for all subgroups

*Implementation of a district Early Intervention Program for grades K-3 to identify at-risk readers early and provide intensive instruction based on specific student needs utilizing Title I Part A funds

*Remedial tutoring services

*Summer intensive math programs through Title I Part A

*Supplemental Educational Services and Choice with Transportation through Title I Part A

- *Book studies at school sites through organized Learning Communities

- *District-wide threaded discussions on best practices and powerful professional literature

- *PMPs

- *IEPs

- *Extensive teacher training in math

- *Remediation/Intervention for Level 1 students in math

- *Professional development in ESE and ESOL strategies utilizing Title II and III funds

- *Higher-order thinking skills emphasis in reading and math

- *CRISS strategies

- *Provide student access to specialized math technology programs that are tailored to individual needs such as: SuccessMaker Math, Accelerated Math, BestQuest Math'school and Algebra's school, STAR Math, FCAT Explorer

Collaborative Partners: School utilize a wide variety of collaborative partners include school-based volunteers, mentoring programs through 7 mentoring organizations, business partners, parent organizations, civic organizations, etc. to meet the needs of students in the area of math. Activities include tutoring, mentoring, math "events," math fairs, family nights, family fairs, FCAT nights, award programs, and more. Beginning with the 2008-09 school year, Title I schools will be initiating a new partnership with the University of West Florida to hire education students. The students will be working in the classroom with high risk students in the area of math.

Technical Assistance: The district administrative staff will provide ongoing technical assistance to all schools in regards to implementing the above strategies. District staff conduct periodic visits throughout the year to monitor and provide feedback in the areas of math instruction. Professional development is provided on an as-needed basis to schools depending on the specific needs of each school. Professional development needs are determined by the various stakeholders at each school site.

Professional Development: Needs Assessments are generated at each school, based upon School Improvement Plans, Professional Development Plans and teachers' Educator Growth Plans. The district inservice office analyzes needs submitted by schools and disaggregated achievement data and then designs professional development to meet those needs. Areas of indicated need so far this year include the following: math staff development targeting the cluster areas of need, training in strategies for using particular programs effectively, especially FASTT Math; Data Coach training to help analyze data; and training on the integration of technology into all curriculum areas, with 15 hours of technology integration targeting areas of identified need, (addressing reading, writing and math areas) and online technology professional development to address reading, math, data analysis and ESOL deficiencies. Sources are listed for teachers and administrators on the district web page regarding the follow-up training sessions provided.

Supplemental Academic Instruction dollars are currently used to fund before school, after school and summer school programs. This

extension of the school day and/or school year helps to ensure all subgroups of students will meet proficiency targets of reading, mathematics, and/or writing at or above grade level for the 2008-2009 school year. These funds are supplemented with Title I and IDEA funds for extended school day and year programs. This provides appropriate interventions for exceptional and economically deprived students. Many schools also use School Improvement funds approved by the School Advisory Council for these support services. School Recognition Program funds are sometimes used for this purpose, as well. The school principal targets students scoring below 30% on the NRT and/or students scoring Level 1 and Level 2 on the FCAT to receive this academic support, notifying the parents of this opportunity.

Supplemental Programs used, such, as SME SuccessMaker, Star Math, etc., are research based with a proven track record. Santa Rosa County includes in all planning, components based on the continuous improvement model for school/district accountability. This accountability includes data driven decision-making based on student performance. In our peer review process of school improvement plans, a review by the School Advisory Council of each school demands parent involvement and input. Parents comprise the majority of our Parent/Teacher Associations, School Advisory Councils, and Parent/Teacher Organizations. These groups all have review responsibilities for all School Improvement Plans. With the transition to a district accreditation model, and ultimate review and approval by the Southern Association of Colleges and Schools, parental involvement is a vital component for school improvement.

Parent Involvement: Every school conducts a climate survey, securing the opinions of the parents and community stakeholders. These results are used as a portion of the data that determine the goals of the school. Parent participation is a required component of the students' Progress Monitoring Plans. Another tool utilized by most district schools is the use of student daily planners. This makes parents aware of what the students are learning. Schools utilize newsletters and some use calling systems to alert parents regarding upcoming school activities and events. Title I funds are used to provide parent training activities, such as "Families Building Better Readers" and other parent outreach programs. Title I schools are required to spend a minimum of 1% of the Title I budget on parent involvement activities. All schools provide parent education trainings, using a variety of tools, such as "Passport to Success," in an effort to keep the parents aware and involved in their child's education. Each elementary school's Academic Intervention Specialist has a portion of her schedule devoted to parent involvement enhancement activities. District level staff monitor and guide parent and community involvement activities. The school district annually publishes the "Santa Rosa District Schools' Family Guide". It is distributed to the homes of all students. An extensive website has been developed to secure parental involvement.

Mentor Teacher Program: The District provides a mentor Teacher Program for all new teachers. During 2007-08 the program includes 31 National Board Certified Teachers and 24 Lead Teachers. Mentor teachers develop a trusting, collegial professional relationship, help mentees be more productive and effective teachers, and instill a habit of reflective practice. The program also includes an extensive new employee orientation program with follow-up sessions scheduled during the school year.

Strategies identified in this proposal will enhance the ability of the LEA to support student academic achievement in the area of math. Strategies 2, 3, 4, and 5 will bring about enhanced organizational changes in the way the school district integrates students and teachers from the general education population with students with disabilities in the areas of reading instruction. Strategies 1 and 2 will enhance math curriculum for the lowest performing students.

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: Resources supplied with state and local funds: Strong Research-Based Curriculum with Supplementary Support and Instructional Best Practices in Writing: All elementary schools use the research-based curriculum, Six Traits for Effective Writing. Other research-based interventions and supplemental programs that support writing include READ 180, SuccessMaker, Saxon Phonics, SRA, Mindplay's My Reading Coach and leveled libraries. In addition, Accelerated Reader/Reading Counts are programs used for motivation to encourage a love of reading and writing in students and to provide practice reading at each student's independent reading level. All elementary schools have implemented a 90 minute uninterrupted reading block that provides whole group instruction and small group differentiated instruction. Even though writing is not taught within the 90 minutes, writing skills are practiced with reading-related assignments.

The following strategies utilize local, state and federal funds to ensure the success of each identified subgroup that did not make AYP:

- *The district has provided SMART Tools as a tool for analyzing data to identify specific areas of need for each subgroup. When student needs are diagnosed and specifically addressed, student achievement in all subgroups should show improvement.

- *Teacher/Peer mentoring

- *A Professional Development Site Plan will be developed and implemented at the school level to address specific needs at each school utilizing Title I Part A, Title II and IDEA funds

- *High expectations for all subgroups

- *Implementation of a district Early Intervention Program for grades K-3 to identify at-risk readers early and provide intensive instruction based on specific student needs through Title I Part A funds

- *Remedial tutoring services

- *Summer intensive writing programs

- *Supplemental Educational Services in Reading (with writing activities)

- *Book studies at school sites through organized Learning Communities

- *District-wide threaded discussions on best practices and powerful professional literature

- *PMPs

- *IEPs

- *Reading coaches

- *Academic Intervention Specialists at all elementary schools to enhance literacy instruction

- *Extensive teacher training in writing utilizing Title II funds

- *Remediation/Intervention for Level 1 students in reading with instruction on writing skills

- *Professional development in ESE and ESOL strategies utilizing Title II and III funds

- *Balanced literacy strategies

- *Leveled books for small-group instruction in reading to support writing activities

- *Higher-order thinking skills emphasis in writing

- *CRISS strategies

- *Six Traits of Writing professional development and follow-up on use in classrooms

Collaborative Partners: School utilize a wide variety of collaborative partners include school-based volunteers, mentoring programs through 7 mentoring organizations, business partners, parent organizations, civic organizations, etc. to meet the needs of students in the area of writing. Activities include tutoring, mentoring, writing “events and contests,” family nights, family fairs, FCAT nights, award programs, and more. Beginning with the 2008-09 school year, Title I schools will be initiating a new partnership with the University of West Florida to hire education students. The students will be working in the classroom with high risk students in the area of writing.

Technical Assistance: The district administrative staff will provide ongoing technical assistance to all schools in regards to implementing the above strategies. District staff conduct periodic visits throughout the year to monitor and provide feedback in the areas of reading and math instruction. Professional development is provided on an as-needed basis to schools depending on the specific needs of each school. Professional development needs are determined by the various stakeholders at each school site.

Professional Development: Needs Assessments are generated at each school, based upon School Improvement Plans, Professional Development Plans and teachers' Educator Growth Plans. The district inservice office analyzes needs submitted by schools and disaggregated achievement data and then designs professional development to meet those needs. Areas of indicated need so far this year include the following: Strategies to improve Writing performance, Reading staff development targeting the cluster areas of need,, training in strategies for using particular programs effectively: i.e. AR, Early Intervention, SuccessMaker (High Stakes Management), My Access, and READ 180 initial training, as well as report building and assessment; Data Coach training to help analyze data; and training on the integration of technology into all curriculum areas, with 15 hours of technology integration targeting areas of identified need, (addressing reading, writing and math areas) and online technology professional development to address reading, math, data analysis and ESOL deficiencies. Sources are listed for teachers and administrators on the district web page regarding the follow-up training sessions provided.

Supplemental Academic Instruction dollars are currently used to fund before school, after school and summer school programs. This extension of the school day and/or school year helps to ensure all subgroups of students will meet proficiency targets of reading, mathematics, and/or writing at or above grade level for the 2008-2009 school year. These funds are supplemented with Title I and IDEA funds for extended school day and year programs. This provides appropriate interventions for exceptional and economically deprived students. Many schools also use School Improvement funds approved by the School Advisory Council for these support services. School Recognition Program funds are sometimes used for this purpose, as well. The school principal targets students scoring below 30% on the

NRT and/or students scoring Level 1 and Level 2 on the FCAT to receive this academic support, notifying the parents of this opportunity.

Supplemental Programs used, such, as Read 180, SME SuccessMaker, Star Math, etc., are research based with a proven track record.

Santa Rosa County includes in all planning, components based on the continuous

improvement model for school/district accountability. This accountability includes data driven decision-making based on student performance. In our peer review process of school improvement plans, a review by the School Advisory Council of each school demands parent involvement and input. Parents comprise the majority of our Parent/Teacher Associations, School Advisory Councils, and Parent/Teacher Organizations. These groups all have review responsibilities for all School Improvement Plans. With the transition to a district accreditation model, and ultimate review and approval by the Southern Association of Colleges and Schools, parental involvement is a vital component for school improvement.

Parent Involvement: Every school conducts a climate survey, securing the opinions of the parents and community stakeholders. These results are used as a portion of the data that determine the goals of the school. Parent participation is a required component of the students' Progress Monitoring Plans. Another tool utilized by most district schools is the use of student daily planners. This makes parents aware of what the students are learning. Schools utilize newsletters and some use calling systems to alert parents regarding upcoming school activities and events. Title I funds are used to provide parent training activities, such as "Families Building Better Readers" and other parent outreach programs. Title I schools are required to spend a minimum of 1% of the Title I budget on parent involvement activities. All schools provide parent education trainings, using a variety of tools, such as "Passport to Success," in an effort to keep the parents aware and involved in their child's education. Each elementary school's Academic Intervention Specialist has a portion of her schedule devoted to parent involvement enhancement activities. District level staff monitor and guide parent and community involvement activities. The school district annually publishes the "Santa Rosa District Schools' Family Guide". It is distributed to the homes of all students. An extensive website has been developed to secure parental involvement.

Mentor Teacher Program: The District provides a mentor Teacher Program for all new teachers. During 2007-08 the program includes 31 National Board Certified Teachers and 24 Lead Teachers. Mentor teachers develop a trusting, collegial professional relationship, help mentees be more productive and effective teachers, and instill a habit of reflective practice. The program also includes an extensive new employee orientation program with follow-up sessions scheduled during the school year.

Strategies identified in this proposal will enhance the ability of the LEA to support student academic achievement in the area of writing . Strategies 2, 3, 4, and 5 will bring about enhanced organizational changes in the way the school district integrates students and teachers from the general education population with students with disabilities in the areas of reading instruction. Strategy 6 will enhance curriculum for the lowest performing students with additional curriculum that emphasizes reading and writing skills.

Strategies to Be Implemented

1a. Name of strategy

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

- BAGDAD ELEMENTARY SCHOOL
- EAST MILTON ELEMENTARY SCHOOL
- JAY ELEMENTARY SCHOOL
- W. H. RHODES ELEMENTARY SCHOOL

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

- Indicator 0

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

- Root Cause 1

1e Description of research of effectiveness (or purpose)

Response: By involving general education and exceptional education teachers in the development of Elementary pacing guides, schools will be able to provide more focused instruction and cover all content areas. This strategy will address increased in target goals for math for all four SINI schools in the following groups: Total and White Math. At East Milton, the strategy will improve performance in Math ED and Math SWD. At Rhodes, ED students in Math will benefit. Reference: Florida's Differentiated Accountability Model requirement.

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: A team of lead teachers from each grade level and the ESE department will meet daily for 7.5 hours/day for 5 days to develop and refine pacing guides. This will be a one-time event, unless additional modifications are deemed necessary.

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

Response: The Coordinator of Mathematics for the School District will be responsible for completing the development of the guides on or before January 30, 2009. The Director of Federal Programs will monitor development of the guides and receive a final copy of the product as documentation of completion of activities.

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

Response: The District developed data management tool, SMART, will be utilized to analyze student progress as a result of the curriculum change.

5. Frequency of progress monitoring: The Director of Federal Programs will progress monitor progress on scheduling the writing session at least once weekly. During the writing session, the Director will receive daily or written updates from the Coordinator of Mathematics.

5. Frequency of progress monitoring of this strategy.

Response: A team of lead teachers from each grade level and the ESE department will meet daily for 7.5 hours/day for 5 days to develop and refine pacing guides. This will be a one-time event, unless additional modifications are deemed necessary.

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

Response: There are no funds designated or allocated from local, state, or federal funding sources for data analysis meetings. These funds may be used in combination with Title I, Part A funding to expand the activity for additional hours.

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: General Education and Exceptional Student Education Teachers. Outcome: The anticipated outcome is completed pacing guides for elementary schools K-5, more focused curriculum content, and 100% of teachers will cover all required math content during the instructional year.

Strategies to Be Implemented

1a. Name of strategy

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

- BAGDAD ELEMENTARY SCHOOL
- EAST MILTON ELEMENTARY SCHOOL
- JAY ELEMENTARY SCHOOL
- W. H. RHODES ELEMENTARY SCHOOL

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

- Indicator 0

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

- Root Cause 2

1e Description of research of effectiveness (or purpose)

Response: Students with Disabilities in pull-out groups are making less progress than those working in the regular curriculum with more focused Individual Educational Plans in math and reading. A preliminary data analysis completed by the Exceptional Student Education Department of students indicates that SWD students in the regular curriculum may be making more progress than students on consult or in pull-out services. Strategy: Expand data analysis to all SWD students in lowest performing schools to determine the need for organizational structure change and additional professional development. e. Research strongly supports ESE inclusion in the general education setting.

(Reference: Inclusion Brief 6.5, Florida Department of Education <http://www.fldoe.org/ese/pdf/clu-brief.pdf>)

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 will be a no-cost twice per year activity during the 2008-09 school. The first analysis will be completed for the 2007-08 school year data. The second analysis will be completed after the end of the 2008-09 school year. The Program Facilitator for Exceptional Student Education will be in charge of completing the strategy.

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

Response: The Program Facilitator for Exceptional Student Education will be in charge of completing the strategy.

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

Response: The Smart Tool, a district development data analysis system, will be used to measure student progress as a result of the organizational change.

5. Frequency of progress monitoring of this strategy.

Response: This will be a no-cost twice per year activity during the 2008-09 school. The first analysis will be completed for the 2007-08 school year data. The second analysis will be completed after the end of the 2008-09 school year. The Program Facilitator for Exceptional

Student Education will be in charge of completing the strategy.

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

Response: This is a no-cost item designed to enhance the implementation of the School Improvement initiative. Personnel from the ESE department will complete the analysis and share the results with the participating schools.

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: General Education and Special Education teachers and Administrators. Outcome: The ESE Department will produce a report reflecting the results of a data analysis of targeted groups of ESE students in math and reading who are receiving services compared to those with more focused IEPs in the regular curriculum. The report will include an analysis of how higher percentages of severe exceptionalities may be affecting AYP status. The ESE Department will compare results to other districts in the State of Florida with similar demographics. This no-cost strategy will address the needs of the lowest-performing SWD students in math and reading.

Strategies to Be Implemented

1a. Name of strategy

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

- BAGDAD ELEMENTARY SCHOOL
- EAST MILTON ELEMENTARY SCHOOL
- JAY ELEMENTARY SCHOOL
- W. H. RHODES ELEMENTARY SCHOOL

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

- Indicator 0

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

- Root Cause 3

1e Description of research of effectiveness (or purpose)

Response: Research strongly supports ESE inclusion in the general education setting. (Reference: Inclusion Brief 6.5, Florida Department of Education <http://www.fldoe.org/ease/pdf/clu-brief.pdf> Separation of Exceptional Education and Regular Education teachers in training, instructional, and philosophical efforts to inhibits inclusion. Students with Disabilities- Data Analysis: A review of professional development practices 2002-2008 in Santa Rosa County reveals that historically, general education teachers do not attend training provided to ESE Teachers and vice versa. The lack of cross training may be a contributor to attitudes toward separate responsibility for the learning of SWD students. Strategies: Provide opportunities for ESE and General Education Teachers to participate in professional development opportunities that foster collaboration and team-building, Learning Communities.

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: Each school will schedule a minimum of 20 days of training for a minimum of 10 teachers. Session schedules will be determined by school administrators, but must be completed before the end of the school year. All professional development must be tied outcome goals.

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

Response: Building level administrators and the Director for Professional Development will monitor implementation of the strategy. The LEA Support Team will oversee progress.

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

Response: All sessions will be recorded and evaluated through the on-line Electronic Registration system for Professional Development.

5. Frequency of progress monitoring of this strategy.

Response: Each school will schedule a minimum of 20 days of training for a minimum of 10 teachers. Session schedules will be determined by school administrators, but must be completed before the end of the school year. All professional development must be tied outcome

goals.

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

Response: Funding from the School Improvement Grant will EXPAND existing professional development activities under Title I, Part A. The Director of Federal Programs will monitor expenditures to ensure that the activities are above and beyond the required set-aside for professional development. All sessions provided by the funding will be tracked back to program accounting within the registration system.

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

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

9. Targeted Population(s) of this strategy (identify specific subgroups, teachers, parents, etc.)

Response: General Education and Special Education teachers and Administrators

Outcome: The development of collaborative relationships between ESE and General Education teachers leading to more focused IEPs for SWD students with shared responsibilities between teachers. This strategy will address the needs of SWD students in math and reading at all SINI schools.

Strategies to Be Implemented

1a. Name of strategy

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

- BAGDAD ELEMENTARY SCHOOL
- EAST MILTON ELEMENTARY SCHOOL
- JAY ELEMENTARY SCHOOL
- W. H. RHODES ELEMENTARY SCHOOL

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

- Indicator 0

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

- Root Cause 4

1e Description of research of effectiveness (or purpose)

Response: The Director of Elementary Education reviewed the academic schedule of each low performing school. There is minimal time and resources to provide intensive training for low performing students supplemental to the curriculum. There is minimal time for additional professional development for primary teachers in curriculum and strategies that have proven effective in early interventions. Strategies: Low performing schools will provide extended school day activities through tutoring for low performing students in Reading, Math, and writing. To encourage participation, transportation will be provided through a contract for services with the District transportation provider. Research base: A meta-analysis of findings from 65 independent evaluations of school tutoring programs showed that these programs have positive effects on the academic performance and attitudes of those who receive tutoring. Tutored students outperformed control students on examinations, and they also developed positive attitudes toward the subject matter covered in the tutorial programs. The meta-analysis also showed that tutoring programs have positive effects on children who serve as tutors. Like the children they helped, the tutors gained a better understanding of and developed more positive attitudes toward the subject matter covered in the tutorial program. Participation in tutoring programs had little or no effect, however, on the self-esteem of tutors and tutees. (Educational Outcomes of Tutoring: A Meta-analysis of Findings by Peter A Cohen , American Educational Research Journal, Vol. 19, No. 2, 237-248 (1982)

DOI: 10.3102/00028312019002237, <http://aer.sagepub.com/cgi/content/abstract/19/2/237>

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: Tutoring will include 20 hours per student X 20 students per school. Schools may vary schedules to include sessions on weekdays, before- or after-school, on weekends, or in the summer.

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

Response: The building level principal will monitor student progress

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

Response: End of year assessments – FCAT, SAT 10

5. Frequency of progress monitoring of this strategy.

Response: Tutoring will include 20 hours per student X 20 students per school. Schools may vary schedules to include sessions on weekdays, before- or after-school, on weekends, or in the summer.

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

Response: These services will be in addition to Supplemental Education Services provided through Title I Part A and SAI tutoring. Services will not be provided until all SES activities have been completed. Title I, Part A funds may be used to provide transportation.

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: Low-performing students in the areas of math, writing, and/or reading

Outcome: Low-performing students will improve academic performance through intensive instruction beyond the school day. This strategy will address the needs of all low-performing students in 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.)

- BAGDAD ELEMENTARY SCHOOL
- EAST MILTON ELEMENTARY SCHOOL
- JAY ELEMENTARY SCHOOL
- W. H. RHODES ELEMENTARY SCHOOL

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

- Indicator 0

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

- Root Cause 5

1e Description of research of effectiveness (or purpose)

Response: There is a lack of time for data analysis across grade levels. The Director of Elementary Education reviewed the school schedules for all Schools In Need of Improvement to ensure that schools are in compliance with all State of Florida and Federal mandates. The review indicates that there is a lack of adequate time during the regular school day to complete complex data analysis and explore the implications for instructional change and professional development. Research base: Florida's Continuous Improvement Model

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: As part of the Early Intervention Program in grades K-3, an Academic Intervention Specialist will meet at least twice per month with grade level teachers to review benchmark testing results along with other informal assessments, modify individual student instruction and identify needs for additional professional development. In grades K-6, each school will identify a Continuous Improvement Team. This team will meet after school, five times per year for a minimum of 1 hour per session. Each team will include grade-level chairs, learning community chairs, regular education and special education teachers, reading coaches (where applicable), the media specialist, the data coach, and the technology specialist.

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

Response: The building level administrator will be in charge of monitoring the strategy. Team leaders will be in charge of monitoring student progress.

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

Response: Both teams meeting with grade level teachers will review benchmark testing results along with other informal assessments (SuccessMaker, Read 180, Accelerated Reader, My Access, etc.) to modify individual student instruction and identify needs for additional professional development. In grades K-6, each school will identify a Continuous Improvement Team.

5. Frequency of progress monitoring of this strategy.

Response: As part of the Early Intervention Program in grades K-3, an Academic Intervention Specialist will meet at least twice per month with grade level teachers to review benchmark testing results along with other informal assessments, modify individual student instruction and identify needs for additional professional development. In grades K-6, each school will identify a Continuous Improvement Team. This team will meet after school, five times per year for a minimum of 1 hour per session. Each team will include grade-level chairs, learning community chairs, regular education and special education teachers, reading coaches (where applicable), the media specialist, the data coach, and the technology specialist.

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

Response: There are no funds set aside at the local, state or federal level for this strategy. Title I, Part A grant funds may be used to EXPAND the length and frequency of meetings.

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: General Education and Exceptional Student Education Teachers, administration

Outcome: At least 80% of the data sources available will be utilized in school-based data teams to drive modifications in student instruction and the identification of additional need for professional development. This organizational strategy will address the needs of all students in math, reading, and writing.

Strategies to Be Implemented

1a. Name of strategy

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

- BAGDAD ELEMENTARY SCHOOL
- EAST MILTON ELEMENTARY SCHOOL
- JAY ELEMENTARY SCHOOL
- W. H. RHODES ELEMENTARY SCHOOL

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

- Indicator 0

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

- Root Cause 6

1e Description of research of effectiveness (or purpose)

Response: A preliminary data analysis of READ 180 reports by the Exceptional Student Education Department indicates that the lowest performing students with disabilities are not making adequate gains in reading. Strategy: Purchase a supplemental curriculum, SRA Reading Master, and provide professional development to General Education and ESE Teachers in the implementation. McGraw Hill, the publisher of SRA, cites extensive research and evaluation of their product in support of research-based intervention strategies provided in their curriculum: <https://www.sraonline.com/search.html?PHPSESSID=c451f93095e01e405c5a2a06bcd51625>

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 will be a one-time purchase of materials with supporting professional development needs in collaboration with the ESE department. Students placed in the curriculum will participate in daily activities.

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

Response: The ESE Program Facilitator will monitor the purchase of materials, distribution to the school sites, and planning for additional professional development activities. The building level administrators will oversee implementation of the curriculum and report to the LEA Support Team.

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

Response: The research-based program, SRA, has a progress monitoring tool. Teachers will utilize the tool monitor student performance.

5. Frequency of progress monitoring of this strategy.

Response: This will be a one-time purchase of materials with supporting professional development needs in collaboration with the ESE department. Students placed in the curriculum will participate in daily activities.

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

Response: There are no local or state funds designated for this purchase. This is a collaborative activity with the ESE Department to provide the strategy. Title I will provide the supplemental curriculum materials and the ESE Department will provide professional development.

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: Students with Disabilities and Exceptional Student Education Teachers

Outcome: The lowest performing SWD students will improve academic performance to meet school-based target goals for SWD students in reading. This strategy will address the needs of SWD students in reading, particularly at East Milton Elementary.

Strategies to Be Implemented

1a. Name of strategy

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

- BAGDAD ELEMENTARY SCHOOL
- EAST MILTON ELEMENTARY SCHOOL
- JAY ELEMENTARY SCHOOL
- W. H. RHODES ELEMENTARY SCHOOL

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

- Indicator 0

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

- Root Cause 7

1e Description of research of effectiveness (or purpose)

Response: The Coordinator for Mathematics reviewed math performance data for all subgroups at SINI schools to identify areas for intensive instruction and determine the need for additional professional development. The Coordinator also surveyed schools for access to FASTT Math curriculum, emphasizing basic computational skills in math. The survey that all four schools would benefit from expansion of implementation of the FASTT math program. Strategy: Purchase hardware, software, and professional development to implement FASTT Math, a research-based program for computational skills at all four SINI schools. Through his research with struggling students Dr. Ted Hasselbring identified a need for a targeted math fact fluency intervention. Discouraged with drill and practice programs, Hasselbring developed the FASTT Math approach which helps students establish a lasting mental link between the facts and their answers.

The FASTT Math approach has been validated over several years of research with both non-struggling and struggling students. In the study, depicted on the right, math delayed students who used the FASTT Math approach increased their fluency by more than 70%. Those students who received no intervention showed no growth. The full research document is available on the web: <http://www.tomsnyder.com/fasttmath/research.html>

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 software and hardware will be installed prior to January 30, 2009. After installation and professional development activities (provided through Title II), students will spend a minimum of 50 minutes per week for the remainder of the year on software activities.

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

Response: The Coordinator of Mathematics will be charged with monitoring implement of the strategy and student progress. The Coordinator will report progress back to the LEA Support Team.

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

Response: FASTT Math has built-in progress monitoring tools to track the progress of individual students. Teachers will generate reports to monitor student activity. The Coordinator of Mathematics will monitor overall school progress.

5. Frequency of progress monitoring of this strategy.

Response: The software and hardware will be installed prior to January 30, 2009. After installation and professional development activities (provided through Title II), students will spend a minimum of 50 minutes per week for the remainder of the year on software activities. Teachers will pull reports as often as daily for the most struggling students, with at least a once a week review of progress for the entire class.

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

Response: there is no local, state, or federal funds available for purchasing the software and hardware. The program is supplemental to the core math curriculum. Title II funds may be used to enhance program implementation with professional development.

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: Low-achieving students in math, with particular emphasis on students with disabilities

Outcome: The lowest performing students, especially those who are educationally disadvantaged and students with disabilities, will improve academic performance in math. This strategy will address the needs of low-performing students in math at all four schools.

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: In August-September, the Director of Federal makes this application available to the general public, school administrators, teachers, parents/guardians, and the general public by completion of the following activities:

- 1) Presenting the application one time to the Santa Rosa County School Board for review and approval
- 2) Posting the application on the district Title I, Part A web site for continuous review
- 3) Providing a copy of the completed application to be kept at each Title I school participating in the grant

In October, the Director completes the following activities:

- 1) Reviewing the application with the LEA Support Team and building-level administrators
- 2) Ensuring administrator-led meetings at each school site with an explanation of the application for all parents and guardians

In November, the Director completes the following activity:

- 1) Provide an overview of the strategies for implementation and program outcomes for the Instructional Services Department

In October and/or March, the Director completes the following activity:

- 1) Providing an overview of the application to the joint Parent Advisory Council that includes family representation from Title I, ESOL, Migrant, and Homeless programs

Note: Title I translates pertinent communication documents related to this plan into Spanish. As need arises, documents may be translated into Russian and Vietnamese.

Budget

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

B. NAME OF ELIGIBLE RECIPIENT: **Santa Rosa**

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	750	Other Personnel Services - Strategy 1: 5 days of substitutes: 1/grade/school X 4 schools plus 1 ESE teacher per school for a total of 28 teachers. \$80.00/day X 5 days X 28 teachers = \$11,200.00.	0.0	40800.00
2	5100	220	Strategy 3: Joint Professional Development with Social Security - Strategy 1, 3 & 5: for Substitutes @7.65%	0.0	3121.20
3	5100	510	Materials and Supplies - Strategy 6 - Purchase of Research-Based classroom materials for SWD population in Reading: ~\$3,988/school = \$15,953.33	0.0	15953.33
4	5910	120	Salaries - Strategy 4 for Extended Day tutoring in math, writing, and reading - \$30.00/hour X 20 hours/student X 25 students per school X 4 schools	0.0	60000.00
5	5910	210	Retirement- Strategy 4: Retirement for Extended Day tutoring @9.85%	0.0	5910.00
6	5910	220	Social Security - Strategy 4: Social Security for extended day tutoring	0.0	4590.00
7	6150	643	Computer Equipment > \$1,000 -Strategy 7 - Purchase of District Server for FASTT Math - to meet the needs of SWD Math	0.0	3500.00
8	6500	691	Computer Software > \$1,000 - Strategy 7 - Purchase of FASTT Math software licenses: \$3,000.00 per school = \$12,000.00	0.0	12000.00
9	7200	790	General Administration, Calculated at 3.39%	0.0	4636.66
10	7800	391	Other Purchased Services. Transportation - Strategy 4 - for Extended Day Learning \$320/day by 20 days	0.0	6400.00

Total 156911.19

DOE 101



Dr. Eric J. Smith, Commissioner

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