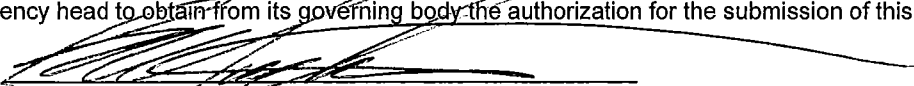


FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION			TAPS: 1. 12A006
Please return to: Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Name and Address of Eligible Applicant: Clay County District School Board 900 WALNUT ST GREEN COVE SPRINGS, FL 32043	DOE USE ONLY Date Received	
B) Applicant Contact Information			
Contact Name: Dewitt Lewis, Jr.		Telephone Number: 904-529-4927 Ext:	
Mailing Address: 23 South Green St. Green Cove Springs, FL		Fax Number: 904-529-4825	
E-mail Address: dlewis@mail.clay.k12.fl.us			
Programs			
C) Program Name:	Project Number: (DOE Assigned):	D) Total Funds Requested:	Total Approved Funds (DOE USE ONLY):
1. Title I School Improvement Initiative [1003(a)] 2011-2012	100-2262A-2CS01	\$194,015.72	
CERTIFICATION			
I, <u>Mr. Ben Wortham</u> 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 100



Gerard Robinson, Commissioner

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title I School Improvement Initiative [1003(a)] 2011-2012**

A) NAME OF ELIGIBLE RECIPIENT: **Clay County District School Board**
B) Project Number (DOE USE ONLY): **100-2262A-2CS01**

E) TAPS Number 12A006

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	Provide for extended targeted instructional time. Saturday, before school and after school tutoring Strategy 1	5100	120	<u>Classroom Teachers</u> Classroom Teachers SALARIES for extended day teachers (Strategy 1)	1.180	\$54,540.70
2	Provide for extended targeted instructional time Strategy 1	5100	150	<u>Aides</u> Aides SALARIES for extended day and computer lab aides. (Strategy 1)	0.120	\$2,688.00
3	Provide for extended targeted instructional time Strategy 1	5100	210	<u>Retirement</u> Retirement Retirement benefits for extended targeted instructional time	0.000	\$6,736.64
4	Provide for extended targeted instructional time Strategy 1	5100	220	<u>Social Security</u> Social Security Social Security benefits for extended targeted	0.000	\$4,785.08
5	Provide printing for extended targeted instructional time Strategy 1&2	5100	390	<u>Other Purchased Services</u> Other Purchased Services Printing of materials to support (Strategy 1&3) in Reading, Writing, Science and Math	0.000	\$350.00
6	Provide Instruction utilizing enhanced technology, supplemental materials, and supplies (Strategy 3)	5100	510	<u>Supplies</u> Supplies Consumable Items such as paper back books, paper, pencils, manipulatives to support extended targeted instructional time Strategy 1	0.000	\$15,259.74
7	Provide Instruction utilizing updated/enhanced technology, supplemental materials, Library books and supplies (Strategy 1,2,& 3)	5100	612	<u>Library Books for Existing Libraries</u> Library Books for Existing Libraries Library books for Instruction (Strategy 1,2 & 3) and extended targeted instructional time.	0.000	\$200.00
8	Provide equipment and materials which will enhance technology assisted Instruction (Strategy 3)	5100	641	<u>Furniture, Fixtures and Equipment</u> <u>Capitalized</u> Computer Hardware Capitalized Computer hardware to support Student Response System "Clickers" to support (Strategy 3)	0.000	\$7,200.00
9	Provide Instruction utilizing enhanced/updated technology, Supplemental materials, and supplies (Strategy 3)	5100	643	<u>Computer Hardware</u> <u>Capitalized</u> Computer Hardware Capitalized Computer hardware to support (Strategy 3) Instruction utilizing enhanced/ updated technology, Enhance and expand computer hardware which will run new updated software in the Pearson	0.000	\$6,800.00

				Success Maker Labs, to support Reading, Math, Science and Writing. (Strategy 1,2, & 3) (Computers, I-Response System).		
10	Provide Instruction utilizing enhanced technology, supplemental materials, and supplies (Strategy 3)	5100	644	<u>Computer Hardware Non-Capitalized</u> Computer Hardware Non-Capitalized Computer hardware to support (Strategy 1&3) Instruction utilizing enhanced technology, Select computer hardware (I-Response System) to support computer based activities in Reading, & Math (Strategy 1,2 & 3) (Computers, Printers, Scanners, I-Response System)	0.000	\$34,393.39
11	Provide Instruction utilizing enhanced technology, supplemental materials, and supplies (Strategy 1 & 3)	5100	691	<u>Computer Software Capitalized</u> Computer Software Capitalized Computer software to support (Strategy 1&3) Instruction utilizing enhanced technology, Updated license for Success Maker Computer software, & Waterford software. To support Reading,and Math activities during targeted extended instructional time. (Strategy 1 & 3)	0.000	\$20,000.00
12	Provide Instruction utilizing enhanced technology, supplemental materials, and supplies (Strategy 1 & 3)	5100	692	<u>Computer Software Non-Capitalized</u> Computer Software Non-Capitalized Computer software to support (Strategy 1 & 3) Instruction utilizing enhanced technology, Updated license and update software for Success Maker and I-response system, to support reading math and science activities.	0.000	\$50.00
13	Provide for extended targeted instructional time with parent family night. Once per month Strategy 1	6150	510	<u>Supplies</u> Supplies Consumable items such as paper back books, paper, pencils, manipulatives to support extended targeted instructional time for parents and students (Family Nights. (Strategy 1)	0.000	\$3,814.28
14	Provide Professional Staff Development for reading, Math, science, writing & data analysis (supports Strategy 1,2, & 3)	6400	120	<u>Classroom Teachers</u> Classroom Teachers stipends for professional development. strategy 2	0.000	\$240.00
15	Provide Professional Staff Development for Reading, Math(Strategy 2)	6400	140	<u>Substitute Teachers</u> Substitute Teachers Substitute teachers hired to allow teachers to participate in Profession Staff development for Reading and math training. (Strategy 2)	0.000	\$6,326.64
16	Provide Professional Staff Development for Reading, Math(Strategy 2)	6400	210	<u>Retirement</u> Retirement benefits for substitute teachers hired during Professional Development. Supports strategy 2	0.000	\$25.85
17	Provide Professional Staff Development for Reading, Math(Strategy 2)	6400	220	<u>Social Security</u> FICA benefits for substitute teachers hired during Professional Development. Supports	0.000	\$18.36

				strategy 2		
18	Provide for Professional & Technical services for teacher training in Core curriculum areas, Reading & math (Supports Strategy 2	6400	310	<u>Professional and Technical Services</u> Professional & Technical Services: Hiring outside consultants to support Professional development in Reading and math	0.000	\$8,950.00
19	Provide supplies and material for Professional Staff development activities in reading & Math (Strategy 1, & 2)	6400	510	<u>Supplies</u> Supplies Supplies for training materials for reading & math Professional Staff Development (Strategy 1, & 2)	0.000	\$4,755.35
20	District indirect cost	7200	790	<u>Miscellaneous Expenses</u> Miscellaneous Expenses Recovery of district charges for indirect cost 3.07%	0.000	\$5,321.29
21	Provide Administrative supervision and monitoring during extended instructional time, summer school and Saturday Camp (Assistant Principal) Strategy 1	7300	110	<u>Administrators</u> Administrators SALARIES for extended day. Administrative (Assistant Principal) support during Saturday Camps, extended day & Summer school (Strategy 1)	0.000	\$7,425.00
22	Provide Administrative supervision and monitoring during extended instructional time, summer school/Saturday Camp (AP)	7300	210	<u>Retirement</u> Retirement Retirement benefits for extended targeted instructional time (Strategy 1) (AP)	0.000	\$799.67
23	Provide Administrative supervision and monitoring during extended instructional time, summer school/Saturday Camp (AP)	7300	220	<u>Social Security</u> Social Security Social security benefits for extended targeted instructional time (Strategy 1) (AP)	0.000	\$568.01
24	Provide for transportation to support extended targeted instructional time.	7800	390	<u>Other Purchased Services</u> Other Purchased Services Provide for transportation to support extended targeted instructional time. (Strategy 1)	0.000	\$2,400.00
Totals:					1.300	\$193,648.00

DOE 101



Gerard Robinson, Commissioner

Title I, Part A School Improvement Grants CLAY COUNTY DISTRICT SCHOOL BOARD

General Assurances

The Department of Education has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

- A. 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- B. applicable regulations of other Federal agencies; and
- C. State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://www.fldoe.org/comptroller/gbook.asp>

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

No Child Left Behind Assurances (Applicable to All Funded Programs)

By signature on this application, the LEA certifies it will comply with the following requirements of the No Child Left Behind Act of 2001:

- ✔ Coordinate and collaborate, to the extent feasible and necessary as the LEA determines, with the State Educational Agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116.
- ✔ Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the LEA and receiving Title I, Part A funds to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) by the 2013-2014 school year.
- ✔ Improve student achievement through school improvement and reform and help close the achievement gap by: 1) making progress toward rigorous college- and career-ready standards and high-quality assessments; 2) establishing pre-K to college and career data systems that track progress and foster continuous improvement; 3) improving teacher effectiveness and the equitable distribution of qualified teachers; and 4) providing intensive support and effective interventions for the lowest-performing schools.
- ✔ Ensure transparency, reporting, and accountability to accurately measure and track funds and publicly report on how funds are used.

School Information

School #	School	% Poverty Reported to DOE	% Poverty	Differentiated Accountability Category	SINI	Allocation 1003(a) Regular
0071	CHARLES E. BENNETT ELEMENTARY SCHOOL	77.99	77.99	PREVENT I	3	27664.00
0232	GROVE PARK ELEMENTARY SCHOOL	71.37	71.37	CORRECT I	8	27664.00
0241	W E CHERRY ELEMENTARY SCHOOL	74.13	74.13	PREVENT I	3	27664.00
0331	S BRYAN JENNINGS ELEMENTARY SCHOOL	67.99	67.99	PREVENT II	3	27664.00
0411	CLAY HILL ELEMENTARY SCHOOL	65.03	65.03	PREVENT I	3	27664.00
0491	J.L. WILKINSON ELEMENTARY SCHOOL	75.96	75.96	CORRECT II	8	27664.00
0511	MCRAE ELEMENTARY SCHOOL	61.81	61.81	CORRECT II	4	27664.00

Data Analysis during Project Period

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

1. What professional development will be offered to staff to analyze student achievement and program outcome data? Who will deliver the data analysis professional development?

Response: The LEA employs several curriculum specialists who are responsible for delivering large group professional development as well as targeted in-service based on specific identified teacher needs. The LEA has invested in PD-360 software that will allow school administrators to identify and record teacher behaviors that are associated with effective and/or ineffective teaching. The software aligns directly with student outcomes, making it possible to align professional development directly with improved student outcomes. Administrators will be trained to use the software during summer workshops so that professional development can be targeted to individual schools, grade levels or teachers. The LEA has also purchased Performance Matters, a system which allows for tracking of student performance individually, by AYP subgroups, grade levels, teacher, etc. This software, which is aligned with PD-360, will allow for consistency of assessments and data analysis across the district while identifying individual schools and teachers with professional development needs. The Title I Curriculum Specialist and the Title I School Improvement Specialist support Title I schools by designing and delivering targeted professional development and assisting with data analysis and identifying needs by school, teacher, grade level and students.

2. How many times during the 2011-2012 school year will data analysis take place at SINI schools identified as Prevent I, Prevent II, Correct I, Correct II, and/or Intervene schools? Provide the format for the data analysis (professional learning communities, data chats, etc).

Response:

	Frequency and Duration	Format
CORRECT I	Correct I schools will formally analyze data from the LEA's newly purchased Performance Matters assessment/data system and data from the Florida Assessments in Reading Instruction via the Progress Monitoring and Reporting Network after each assessment window (baseline data gathered in August and September, mid-year data gathered in January, FCAT data from April and FAIR assessment window 3 in May). High Stakes data from SuccessMaker, the LEA's computer assisted instruction system will be included as available, typically 3-4 times per school year. SuccessMaker data has been shown to be predictive of success on FCAT.	School-based leadership teams consisting of administrators, curriculum coaches, lead teachers and other identified personnel will meet in data chats to go over all available data. Results of data analysis will be presented to faculty members in a variety of formats depending upon individual school communication systems, including but not limited to grade level/department meetings, regular professional development meetings, and individual teacher conferences. District Title I staff members will review data from electronic sources on the same schedule and will present results to the Instructional Division Leadership Team. The Director of Instructional Projects will visit each school following the district's data analysis to review data, monitor implementation of strategies used to improve student performance trajectory, make recommendations and provide

<p>CORRECT II</p>	<p>Leadership teams from Correct II schools will meet monthly to analyze student performance/progress data. Formal analysis of data from the LEA's newly purchased Performance Matters assessment/data system and data from the Florida Assessments for Instruction in Reading via the Progress Monitoring and Reporting Network will occur after each assessment window (baseline data gathered in August and September, mid-year data gathered in January, FCAT data from April and FAIR assessment window 3 in May). High Stakes data from SuccessMaker, the LEA's computer assisted instruction system will be included as available, typically 3-4 times per school year. Interim data meetings will use data formal and informal assessment from classroom teachers, SuccessMaker and Waterford Reading weekly reports, and textbook chapter tests.</p>	<p>targeted support.</p> <p>School-based leadership teams consisting of administrators, curriculum coaches, lead teachers and other identified personnel will meet in data chats to go over all available data. Results of data analysis will be presented to faculty members in a variety of formats depending upon individual school communication systems, including but not limited to grade level/department meetings, regular professional development meetings, and individual teacher conferences. District Title I staff members will review data from electronic sources on the same schedule and will present results to the Instructional Division Leadership Team. The Director of Instructional Projects will visit each school following the district's data analysis to review data, monitor implementation of strategies used to improve student performance trajectory, make recommendations and provide targeted support.</p>
<p>PREVENT I</p>	<p>Prevent I schools will formally analyze data from the LEA's newly purchased Performance Matters assessment/data system and data from the Florida Assessments in Reading Instruction via the Progress Monitoring and Reporting Network after each assessment window (baseline data gathered in August and September, mid-year data gathered in January, FCAT data from April and FAIR assessment window 3 in May). High Stakes data from SuccessMaker, the LEA's computer assisted instruction system will be included as available, typically 3-4 times per school year. SuccessMaker data has been shown to be predictive of success on FCAT.</p>	<p>School-based leadership teams consisting of administrators, curriculum coaches, lead teachers and other identified personnel will meet in data chats to go over all available data. Results of data analysis will be presented to faculty members in a variety of formats depending upon individual school communication systems, including but not limited to grade level/department meetings, regular professional development meetings, and individual teacher conferences. District Title I staff members will review data from electronic sources on the same schedule and will present results to the Instructional Division Leadership Team. The Director of Instructional Projects will visit each school following the district's data analysis to review data, monitor implementation of strategies used to improve student performance trajectory, make recommendations and provide targeted support.</p>
<p>PREVENT II</p>	<p>Leadership teams from Prevent II schools will meet monthly to analyze student performance/progress data. Formal analysis of data from the LEA's newly purchased Performance Matters assessment/data system and data from</p>	<p>School-based leadership teams consisting of administrators, curriculum coaches, lead teachers and other identified personnel will meet in data chats to go over all available data. Results of data analysis will be</p>

<p>the Florida Assessments for Instruction in Reading via the Progress Monitoring and Reporting Network will occur after each assessment window (baseline data gathered in August and September, mid-year data gathered in January, FCAT data from April and FAIR assessment window 3 in May). High Stakes data from SuccessMaker, the LEA's computer assisted instruction system will be included as available, typically 3-4 times per school year. Interim data meetings will use data formal and informal assessment from classroom teachers, SuccessMaker and Waterford Reading weekly reports, and textbook chapter tests.</p>	<p>presented to faculty members in a variety of formats depending upon individual school communication systems, including but not limited to grade level/department meetings, regular professional development meetings, and individual teacher conferences. District Title I staff members will review data from electronic sources on the same schedule and will present results to the Instructional Division Leadership Team. The Director of Instructional Projects will visit each school following the district's data analysis to review data, monitor implementation of strategies used to improve student performance trajectory, make recommendations and provide targeted support.</p>
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3. How will the information based on data analysis be used?

Response: Schools will use the results of data meetings to develop instructional strategies and methods designed to improve student performance and specific professional development as needed. School-based leadership teams will explore options for maximizing instructional time with particular emphasis on increasing instructional time. Teachers will be encouraged to use data notebooks as living documents in order to adjust instruction to meet the needs of their students. The district leadership team will use results of data analysis to target support strategies, particularly in the area of professional development. The Title I Curriculum Specialist and the Title I School Improvement Specialist will provide targeted assistance to faculties, grade level teams and individual teachers.

LEA Support Teams

1. Describe how the LEA will provide technical and program assistance to Prevent I, Prevent II, Correct I, Correct II, and/or Intervene schools. For each activity the LEA shall include: the frequency of the activity and duration of the activity.

Response:

	Description of Activities Including Frequency and Duration
CORRECT I	<p>The LEA has used its Race to the Top grant funds to purchase Performance Matters, computer database software that provides assessment tools and extensive reporting tools for data analysis. The LEA has conducted training for all personnel beginning in July, 2011 and provides ongoing technical assistance in implementing this tool, which is expected to increase the LEA's capacity to analyze data on a regular basis, including data that predicts success on FCAT. Title I staff members have been integral to this process, visiting schools 2-3 times per month to provide assistance in implementing the assessment process as well as analyzing the results. Based on the major capital outlay as well as the intricacies of this implementation, the Title I staff will continue to provide technical assistance throughout the year.</p> <p>The Superintendent visits each school twice a year. During these meetings, which occur at the beginning and end of the school year, data are presented and discussed as significant contributors to the evaluation process. Members of the district leadership team (assistant superintendents, directors, supervisors and district-based specialists meet with Correct I school leadership teams at least quarterly to review progress toward goals laid out in the School Improvement Plans, and ensure that strategies implemented as a result of each school's SINI status remain appropriate with attainable goals.</p>
CORRECT II	<p>The LEA has used its Race to the Top grant funds to purchase Performance Matters, computer database software that provides assessment tools and extensive reporting tools for data analysis. The LEA has conducted training for all personnel beginning in July, 2011 and provides ongoing technical assistance in implementing this tool, which is expected to increase the LEA's capacity to analyze data on a regular basis, including data that predicts success on FCAT. Title I staff members have been integral to this process, visiting schools 2-3 times per month to provide assistance in implementing the assessment process as well as analyzing the results. Based on the major capital outlay as well as the intricacies of this implementation, the Title I staff will continue to provide technical assistance throughout the year.</p> <p>The Superintendent visits each school twice a year. During these meetings, which occur at the beginning and end of the school year, data are presented and discussed as significant contributors to the evaluation process. Members of the district leadership team (assistant superintendents, directors, supervisors and district-based specialists meet with Correct II school leadership teams at least monthly to review progress toward goals laid out in the School Improvement Plan, and ensure that strategies implemented as a result of each school's SINI status remain appropriate with attainable goals.</p>
PREVENT I	<p>The LEA has used its Race to the Top grant funds to purchase Performance Matters, computer database software that provides assessment tools and extensive reporting tools for data analysis. The LEA has conducted training for all personnel beginning in July, 2011 and provides ongoing technical assistance in implementing this tool, which is expected to increase the LEA's capacity to analyze data on a regular basis, including data that predicts success on FCAT. Title I staff members have been integral to this process, visiting schools 2-3 times per month to provide assistance in implementing the assessment process as well as analyzing the results. Based on the major capital outlay as well as the intricacies of this implementation, the Title I staff will continue to provide technical assistance</p>

	<p>throughout the year.</p> <p>The Superintendent visits each school twice a year. During these meetings, which occur at the beginning and end of the school year, data are presented and discussed as significant contributors to the evaluation process. Members of the district leadership team (assistant superintendents, directors, supervisors and district-based specialists meet with Prevent I school leadership teams at least quarterly to review progress toward goals laid out in the School Improvement Plans, and ensure that strategies implemented as a result of each school's SINI status remain appropriate with attainable goals.</p>
<p>PREVENT II</p>	<p>The LEA has used its Race to the Top grant funds to purchase Performance Matters, computer database software that provides assessment tools and extensive reporting tools for data analysis. The LEA has conducted training for all personnel beginning in July, 2011 and provides ongoing technical assistance in implementing this tool, which is expected to increase the LEA's capacity to analyze data on a regular basis, including data that predicts success on FCAT. Title I staff members have been integral to this process, visiting schools 2-3 times per month to provide assistance in implementing the assessment process as well as analyzing the results. Based on the major capital outlay as well as the intricacies of this implementation, the Title I staff will continue to provide technical assistance throughout the year.</p> <p>The Superintendent visits each school twice a year. During these meetings, which occur at the beginning and end of the school year, data are presented and discussed as significant contributors to the evaluation process. Members of the district leadership team (assistant superintendents, directors, supervisors and district-based specialists meet with Prevent II school leadership teams at least monthly to review progress toward goals laid out in the School Improvement Plan, and ensure that strategies implemented as a result of each school's SINI status remain appropriate with attainable goals.</p>

Strategies to Be Implemented

Extended day instruction for targeted students :: Increase student performance in reading, math and science

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

1a. Identify the Need:

Response: Increase student performance in reading, math and science

1b. Provide the Data Source(s), Baseline Data, and the Goal(s) regarding their Identified Need.

Response:

Data Sources (s)	Baseline Data	Goal(s)
2011 FCAT	All schools achieved proficiency in writing on the 2011 FCAT. The numbers shown below are the percentages of students who scored in the proficient range in reading and math on 2011 FCAT and the percentage of students in grade 5 who met high standards in science at each Title I school. For reading: Bennett-68, Clay Hill-79, Grove Park-54, McRae-71, Jennings-74, Cherry-80, Wilkinson-62. For math: Bennett-68, Clay Hill-79, Grove Park-54, McRae-64, Jennings-72, Cherry-78, Wilkinson-66. For science: Bennett-36, Clay Hill-61, Grove Park-38, McRae-57, Jennings-54, Cherry-51, Wilkinson-44.	Goal percentages for reading and math are 86 per NCLB requirements. For science, schools will work toward an increase of 4 percentage points.

1c. Select the school/s associated with the strategy (Note: Schools need to be identified as being served before they can be selected from Section A of the Main Menu.)

Response:

- CHARLES E. BENNETT ELEMENTARY SCHOOL
- GROVE PARK ELEMENTARY SCHOOL
- W E CHERRY ELEMENTARY SCHOOL
- S BRYAN JENNINGS ELEMENTARY SCHOOL
- CLAY HILL ELEMENTARY SCHOOL
- J.L. WILKINSON ELEMENTARY SCHOOL
- MCRAE ELEMENTARY SCHOOL

1d. Name of Strategy [Click here for sample activities/strategies](#)

Response: Extended day instruction for targeted students
Type: Continued Strategy

1e. Provide:

Purpose of the strategy

Response: This strategy will provide instructional opportunities that are supplemental to the regular school day/year. Because students from poverty backgrounds often enter school with gaps in experience and background knowledge, it is extremely difficult to close the initial gaps while teaching a core curriculum that is increasingly complex. Because of real gaps, particularly in vocabulary, students often struggle to gain meaning from text and conceptual instruction in math. Although teachers attempt to teach make-up information, the pace and difficulty of the regular curriculum provides only limited instructional time directed toward closing achievement gaps. While there is some effort within the community to provide safe activities for students after school and during the summer, these activities tend to be social and experiential rather than academic. Educators are nearly unanimous in the opinion that additional structured learning time increases performance. Schools that have achieved growth that outstrips predictions that arise from demographics have nearly always included targeted additional instruction time.

Description of research of its effectiveness and Research Citations (no more than 2)

Response: Cooper, Charlton, Valentine, Muhlenbruck, and Borman (2000) analyzed 93 summer programs and found slightly positive results ($d=.23$) for students who attended summer school. The effect size was higher for programs tailored to specific student needs. A related study by Cooper et al. (1996) found that lower class students were more likely to experience losses in performance over the summer, suggesting that academic experiences during summer could prevent losses from occurring.

Nuthall (2005) claimed that students need three to four exposures to the learning, usually over several days, before there was a reasonable probability that they would learn. Practice needs to be deliberate, as shown by Van Gog, Ericsson, Rikers and Pass (2005), and is more likely to be effective when directed by teachers.

Description of how the strategy will support the implementation of Differentiated Accountability

Response: The extended day strategy is listed, although not required, for the schools in this grant, in the 2011-2012 Differentiated Accountability Document in the Curriculum Pacing section. Although the seven schools all have a DA designation, as a group, they differ in the percentage of AYP targets achieved by only 11 percentage points (79% - 90% of AYP targets met), suggesting that all seven will benefit from implementation of a strategy that targets specific student needs.

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

Response: Because students from poverty backgrounds often enter school with gaps in experience and background knowledge, it is extremely difficult to close the initial gaps while teaching a core curriculum that is increasingly complex. Because of real gaps, particularly in vocabulary, students often struggle to gain meaning from text and conceptual instruction in math. Although teachers attempt to teach make-up information, the pace and difficulty of the regular curriculum provides only limited instructional time directed toward closing achievement gaps. While there is some effort within the community to provide safe activities for students after school and during the summer, these activities tend to be social and experiential rather than academic. Educators are nearly unanimous in the opinion that additional structured learning time increases performance. Schools that have achieved growth that outstrips predictions that arise from demographics have nearly always included targeted additional instruction time, which is

significantly more effective if explicit and prescriptive. An additional factor that has assisted under-performing schools is dependent on increasing parent involvement. Grove Park Elementary, one of the district's lowest performing schools has requested funding to keep the building open on some holiday in order to provide library hours, homework help and other community based services.

1g. Identify the targeted population(s) for this strategy. The LEA may select multiple populations; however, the LEA must provide a description if "Student Subgroup" or "Others" is selected.

Response:

- Student Subgroup: White, Black, ED and SWD depending upon individual school results

1h. Describe the capacity to implement the strategy. (Include federal, state, and local funds and collaborative partners.)

Response: This strategy is a continuing practice and is one that is in high demand by schools and parents. Funds expended for Supplemental Education Services can only be used for students eligible for free or reduced price lunches. Before and after school extended day programs have been aimed at students who are not eligible for SES tutoring. Summer programs are not conducted by all schools, but are frequently combined with community efforts to provide meals and other services during summer months. Some schools provide Saturday schools, with and without transportation, to work specifically on strategies designed to improve vocabulary and test-taking skills.

1i. Provide frequency and duration of this strategy

Frequency:

Response: This will vary based on the implementation model chosen by the individual schools. Saturday Schools typically lasts for 4 hours on 5 Saturday mornings in February and March. One school is implementing a Holiday Happenings program in which half day tutoring will be offered to 100 targeted students for 5 days during Christmas break, and a second 5 day session during spring break, just prior to FCAT administration. Before/after school tutoring begins after Christmas break, and occurs 2-4 times per week, 60-90 minutes per session, for 5-7 weeks. Summer programs occur in June or July and lasts 2-3 weeks, 4 days per week.

Duration:

Response: This will vary based on the implementation model chosen by the individual schools. Saturday Schools typically lasts for 4 hours on 5 Saturday mornings in February and March. One school is implementing a Holiday Happenings program in which half day tutoring will be offered to 100 targeted students for 5 days during Christmas break, and a second 5 day session during spring break, just prior to FCAT administration. Before/after school tutoring begins after Christmas break, and occurs 2-4 times per week, 60-90 minutes per session, for 5-7 weeks. Summer programs occur in June or July and lasts 2-3 weeks, 4 days per week.

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

Response: The principal of each school will directly monitor implementation of the strategy and will collect evaluation data for the Director of Instructional Projects. The Title I Specialists will provide professional development and technical assistance for this strategy.

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

Response: The following tools are available for schools to use to monitor progress:
Florida Assessments for Instruction in Reading (FAIR) for grades K-2
FAIR Progress Monitoring Toolkit
Performance Matters benchmark and progress assessments in reading, math and science
Teacher-created quizzes
Go Math in-program assessments
Macmillan Treasures and Triumphs in-program assessments
Phonics for Reading in-program assessments
FCAT Explorer

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

Response: Students in summer programs and in Holiday/Saturday school programs will be assessed before and after the program. Students in tutoring programs will be assessed as part of the regular classroom assessment programs, averaging twice per month.

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

Response: District staff monitors expenditures carefully to ensure that services do not violate conditions set forward in the No Child Left Behind Act. District staff members check lists of students against the list of students served by SES tutoring to ensure that there is no duplication of services.

6. Strategic Imperative this strategy addresses:

Response:1.1

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

Response:

- Reading
- Mathematics
- Science

Strategies to Be Implemented

Increase student performance through the use of updated and effective technology :: Increase student performance in reading, math and science

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

1a. Identify the Need:

Response: Increase student performance in reading, math and science

1b. Provide the Data Source(s), Baseline Data, and the Goal(s) regarding their Identified Need.

Response:

Data Sources (s)	Baseline Data	Goal(s)
2011 FCAT	One Title I school achieved AYP in reading, another in math. No school hit fewer than 79% of its AYP targets.	Goal percentages in reading and math are 86, per NCLB requirements. Schools will work toward increasing science proficiency by 4 percentage points.

1c. Select the school/s associated with the strategy (Note: Schools need to be identified as being served before they can be selected from Section A of the Main Menu.)

Response:

- CHARLES E. BENNETT ELEMENTARY SCHOOL
- S BRYAN JENNINGS ELEMENTARY SCHOOL
- CLAY HILL ELEMENTARY SCHOOL
- J.L. WILKINSON ELEMENTARY SCHOOL
- MCRAE ELEMENTARY SCHOOL

1d. Name of Strategy [Click here for sample activities/strategies](#)

Response: Increase student performance through the use of updated and effective technology
Type: Continued Strategy

1e. Provide:

Purpose of the strategy

Response: The purpose of the strategy is to provide updated technology, proven to increase student performance, to schools and classrooms, along with appropriate training in the effective use of technology, including, but not limited to upgrades of proven computer-assisted practice/instruction and student response systems.

Description of research of its effectiveness and Research Citations (no more than 2)

Response: Although studies that have evaluated the use of computer-assisted instruction have tended to focus more on changes in teacher behaviors when using computers in instruction, there is some information that suggests that computer-assisted instruction is effective under certain conditions. According to Hattie (2009), a meta-analysis of studies of computer-assisted learning found that computers are more effective ($d=.45$) when used as a supplement to regular instruction, and when used in a tutorial setting ($d=.71$). In the seven Title I schools, Pearson SuccessMaker software has been installed in labs; attendance by targeted students is mandatory and supervised, and occurs in addition to core instruction. Over the last several years, there has been a direct correlation between time on task with SuccessMaker and improvement on FCAT, particularly in math (2006-2011 Clay County High Stakes Management data). Because the program allows students to be in control of their own learning, it is more likely to be effective (Abrami, et al, 2006). In a randomized, control trial of the newest version of SuccessMaker Math, Gatti Evaluation (2010) found that students using the program outperformed students using print-based supplemental math programs. There is a considerable body of evidence that shows that increasing the number of correct academic responses to deliberate, massed practice results in increased levels of mastery (Walker, Greenwood, Hart and Carta, 1994). In addition, specific academic feedback, much easier to create when the responses of the entire class are known, is a powerful contributor to student achievement (Kluger and DeNisi, 1996). Electronic student response systems, because every student in the class is able to respond to the same question, address both of these issues.

Description of how the strategy will support the implementation of Differentiated Accountability

Response: The strategy assists with Differentiated Accountability because massed practice responses can be analyzed and addressed simultaneously with instruction, suggesting that it is more likely that teachers will be able to adjust the presentation pace of specific instructional topics. There is research that suggests that much of what teachers teach is already known to students. Response systems that provide this information quickly can only enhance the teacher's ability to adapt and align instruction. Daily data points will be available for analysis by the teacher and by the school's leadership, in order to meet requirements of Florida's Continuous Improvement Model.

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

Response: In an increasingly digital world, students, even those from poverty backgrounds, have come to expect to receive information via digital media. In order to progress and achieve sufficiently to be college and career ready, students must be fluent in the use of increasingly complex technology. FCAT and other assessments are administered digitally, yet there is little time for teachers to teach the use of technological equipment. The equipment to be purchased with this funding stream has been proved to enhance student achievement. Because academic information is delivered and received digitally, students will be better prepared for assessments as well as communication and self-analysis of digital data.

1g. Identify the targeted population(s) for this strategy. The LEA may select multiple populations; however, the LEA must provide a description if "Student Subgroup" or "Others" is selected.

Response:

- Student Subgroup: White, Black, ED and SWD

1h. Describe the capacity to implement the strategy. (Include federal, state, and local funds and collaborative partners.)

Response: Four of the seven Title I schools have already upgraded SuccessMaker in their labs. The district is in the process of assisting them with detailed data analysis, including predictive capability. Another school used 2010-2011 1003A funds to begin upgrading and plans to use 2011-2012 funds to complete a second lab. Two other schools have piloted the use of enhanced student response systems in classrooms, using funds from another grant source and will be using 2011-2012 funds to increase the number of equipped classrooms.

1i. Provide frequency and duration of this strategy

Frequency:

Response: Students use the SuccessMaker software 4-5 times per week for a minimum of 20 minutes each day. The schools that have chosen to implement advanced students response systems will have one classroom set per grade level, starting with grades 3-6, progressing down as funds permit. These systems will be shared throughout the grade level, primarily for use during math instruction

Duration:

Response: Success Maker labs and advanced student response systems will be used during the entire school year. Use will continue after FCAT in order to build a strong base for new knowledge in subsequent years.

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

Response: The Director of Instructional Projects will directly monitor overall implementation of the strategy with the assistance of the Title I Curriculum Specialist and the Title I School Improvement Specialist. The principal of each school will directly monitor school implementation of the strategy and will collect evaluation data for the Director of Instructional Projects.

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

Response: SuccessMaker High Staked Management data will be pulled to monitor progress toward student targets. FCAT data will be correlated with predictive data from SuccessMaker to determine the efficacy of the prediction and ensure that individual student targets are appropriate. The efficacy of student response systems will be evaluated through the use of teacher-made probes as well as monitoring of first-time-correct responses as logged by the response system itself. Mid-year Performance Matters data will be analyzed to determine if students are on target to achieve proficiency on FCAT.

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

Response: SuccessMaker High Staked Management data will be pulled four times per year to monitor progress toward student targets. FCAT data will be correlated with predictive data from SuccessMaker to determine the efficacy of the prediction and ensure that individual student targets are appropriate. The efficacy of student response systems will be evaluated through the

use of weekly teacher-made probes as well as daily monitoring of first-time-correct responses as logged by the response system itself. Mid-year Performance Matters data will be analyzed as it relates to baseline data from September to determine if students are on target to achieve proficiency on FCAT

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

Response: District staff monitors expenditures carefully to ensure that services do not violate conditions set forward in the No Child Left Behind Act. The Director of Instructional Projects monitors professional development opportunities carefully to ensure that opportunities provided by the Title I Curriculum Specialist and the Title I School Improvement Specialist are in addition to services provided by other staff members employed by the district.

6. Strategic Imperative this strategy addresses:

Response: 1.1

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

Response:

- Reading
- Mathematics

Strategies to Be Implemented

Increasing teacher effectiveness in core instruction and intervention design :: Increase student performance in reading, math and science

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

1a. Identify the Need:

Response: Increase student performance in reading, math and science

1b. Provide the Data Source(s), Baseline Data, and the Goal(s) regarding their Identified Need.

Response:

Data Sources (s)	Baseline Data	Goal(s)
2011 FCAT	All Title I schools achieved AYP in writing. One Title I school achieved AYP in math, another in reading. No school hit fewer than 79% of AYP targets.	The goal percentages for reading and math will be 86 per NCLB requirements. Schools will work toward increasing science proficiency by 4 percentage points.

1c. Select the school/s associated with the strategy (Note: Schools need to be identified as being served before they can be selected from Section A of the Main Menu.)

Response:

- CHARLES E. BENNETT ELEMENTARY SCHOOL
- GROVE PARK ELEMENTARY SCHOOL
- W E CHERRY ELEMENTARY SCHOOL
- S BRYAN JENNINGS ELEMENTARY SCHOOL
- CLAY HILL ELEMENTARY SCHOOL
- J.L. WILKINSON ELEMENTARY SCHOOL
- MCRAE ELEMENTARY SCHOOL

1d. Name of Strategy [Click here for sample activities/strategies](#)

Response: Increasing teacher effectiveness in core instruction and intervention design
Type: New Strategy

1e. Provide:

Purpose of the strategy

Response: The purpose of this strategy is to increase teacher effectiveness through the use of large and small group instruction and coaching. The district used 2010-2011 School Improvement (1003A) dollars to fund professional development in writing, using a well documented, powerful instructional program. All Title I schools made AYP in writing; the district feels that the improvement can be directly attributed

to the investment in professional development for teachers.

Description of research of its effectiveness and Research Citations (no more than 2)

Response: The research on teacher effectiveness in low SES schools is particularly powerful and poignant. According to Nye, et al (2004), "it matters more which teacher a child receives than it does in high SES schools". Since teacher education has been described by Levine (2006) as "the Dodge City of the education world...unruly and disordered", it often falls on school districts to fill in the gaps with structured, targeted professional development. In a meta-analysis by Timperley, Wilson, Barrar and Fung (2007), it was determined that the overall effect on academic outcomes was $d=.66$, with the highest effect on science at $d=.88$, followed by math at $d=.50$ and, finally reading at $d=.34$. The effects were higher with special education and low-achieving students. Learning opportunities were most powerful when they occurred over time, used outside experts as facilitators, and contained ideas that challenged prevailing discourse. Outcomes were improved when leadership supported the professional development. According to Hattie (2009), teachers using particular methods with high expectations for all students, and teachers who have created positive teacher-student relationships are more likely to have increased student achievement.

Description of how the strategy will support the implementation of Differentiated Accountability

Response: Professional development strategies are specifically mentioned in the 2011-2012 Differentiated Accountability documents, particularly with regard to instructional techniques that target underachieving subgroups. Professional development will be delivered via large group and small group workshops scheduled over time as professional learning communities and lesson study groups. Sessions will be targeted to specific weaknesses in core instruction, as identified by administrator walkthroughs and data analysis, and in the design of specific student interventions

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

Response: Successful instruction must consist of planned, deliberate, explicit and active lessons designed to teach specific skills. Unfortunately, teacher education programs have not been shown to be effective in impacting student achievement (Qu and Becker, 2003; Walsh, 2006), although they are slightly more effective than alternate certification programs (Sparks, 2004). In addition, teachers of lower SES students tend to be less optimistic about the students' ability to learn (Rubie-Davies), contributing to a vicious cycle that leads from low expectations to low achievement. The district has invested in high-quality, well-researched instructional programs, but has determined through data analysis, that specific weaknesses exist in the core programs. In addition, the recent implementation of Response to Intervention systems has highlighted the difficulties that teachers experience in attempting to develop effective interventions for students who did not "get it" the first time

1g. Identify the targeted population(s) for this strategy. The LEA may select multiple populations; however, the LEA must provide a description if "Student Subgroup" or "Others" is selected.

Response:

- Teacher

1h. Describe the capacity to implement the strategy. (Include federal, state, and local funds and collaborative partners.)

Response: The district employs a cadre of highly trained curriculum specialists that work with all schools and intervention coaches, each of whom is assigned three schools. Each Title I school has at least one instructional coach who works with the school's leadership team to analyze data and determine specific areas of need. The Title I Curriculum Specialist and the School Improvement Specialist work with Title I schools and teachers of eligible students who attend non-public schools. One of the district curriculum specialists is working with a small group of principals to establish goals, objectives and curriculum materials for lesson study. The district is using Title II funds to assist with this endeavor. Individual schools have also initiated school-based professional development opportunities including lesson study groups, model lessons, targeted small group workshops and small group professional learning communities.

1i. Provide frequency and duration of this strategy

Frequency:

Response: The district has scheduled large group professional development opportunities at least once per quarter. Small group targeted professional development and training in the use of lesson study occurs at least monthly. School-based initiatives and professional learning communities meet at least twice per month.

Duration:

Response: Large group professional development will last at least 3 hours per session, with multiple whole day sessions. School-based small group, learning communities and lesson study groups meet at least twice per month

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

Response: The Director of Instructional Projects will directly monitor overall implementation of the strategy with the assistance of the Title I Curriculum Specialist and the Title I School Improvement Specialist. The principal of each school will directly monitor school implementation of the strategy and will collect evaluation data for the Director of Instructional Projects.

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

Response: The following tools are available for schools to use to monitor progress:
Florida Assessments for Instruction in Reading (FAIR) for grades K-2
FAIR Progress Monitoring Toolkit
Performance Matters benchmark and progress assessments in reading, math and science
Teacher-created quizzes
Go Math in-program assessments
Macmillan Treasures and Triumphs in-program assessments
Phonics for Reading in-program assessments
FCAT Explorer
Additionally, school administrators will use PD-360 software to track teacher progress on

individual professional development plans.

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

Response: Student achievement will be assessed on a monthly basis. School leadership will conduct walkthroughs 4-6 times per year to monitor teacher behaviors.

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

Response: District staff monitors expenditures carefully to ensure that services do not violate conditions set forward in the No Child Left Behind Act. The Director of Instructional Projects monitors professional development opportunities carefully to ensure that opportunities provided by the Title I Curriculum Specialist and the Title I School Improvement Specialist are in addition to services provided by other staff members employed by the district.

6. Strategic Imperative this strategy addresses:

Response:1.1

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

Response:

- Reading
- Mathematics
- Science

Dissemination/Marketing and Reporting Student Outcomes

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

1. Provide the method(s) of dissemination/marketing of this application

Response: The Title I Staff, in coordination with the Assistant Superintendent, Instructional Division and the Supervisor of School Improvement, Professional Development and Assessment and their staffs, and school administrators, meet during the summer months to analyze outcomes of the various initiatives. The primary evaluation tool is FCAT with other data sources including Florida Assessments for Instruction in Reading and Math and Science Benchmark assessments. Particular attention is paid to progress of the lowest quartile and individual subgroups that have struggled in the past.

2. Provide the method(s) for reporting student outcomes

Response:

Method	Frequency	Duration	Population	Language
Student outcomes are reported in monthly newsletters and on the schools' websites. Each school makes a year-end report that includes students outcomes at the District Annual Community meeting in May (FCAT scores are not typically available, but various district progress monitoring data are used). The target populations are parents, school staff and business partners.	Student outcomes are reported in monthly newsletters and on the schools' websites. Each school makes a year-end report that includes students outcomes at the District Annual Community meeting in May (FCAT scores are not typically available, but various district progress monitoring data are used).	Student outcomes are reported in monthly newsletters and on the schools' websites. Each school makes a year-end report that includes students outcomes at the District Annual Community meeting in May (FCAT scores are not typically available, but various district progress monitoring data are used). The target populations are parents, school staff and business partners.	Populations targeted are parents, school staff and business partners.	Outcomes are typically reported in English during meetings, but school SINI letters and district packets describing NCLB options based on the student outcomes are translated into Spanish and Creole. Translation services are available at all schools upon request.

Evaluation of Previous Year's Title I School Improvement

1. Describe the process and tools for evaluating the outcomes of student academic achievement as a result of implementing strategies described in your previous year's application.

Response: The Title I Staff, in coordination with the Assistant Superintendent, Instructional Division and the Supervisor of School Improvement, Professional Development and Assessment and their staffs, and school administrators, meet during the summer months to analyze outcomes of the various initiatives. The primary evaluation tool is FCAT with other data sources including Florida Assessments for Instruction in Reading and Math and Science Benchmark assessments. Particular attention is paid to progress of the lowest quartile and individual subgroups that have struggled in the past.

2. Describe the results from implementing the School Improvement Program. Include information on student performance, outcomes, staff development provided, etc.

Response: All seven Title I schools made Adequate Yearly Progress in Writing, a significant improvement from the previous year in which only four schools made AYP in writing. This is believed to be the result of extensive professional development in the Six Traits +1 Writing program. Although none of the schools made overall AYP, six of seven maintained or improved their school grades. One school dropped from an A to a B. Although it was anticipated that overall FCAT scores might drop because of the first year implementation of FCAT 2.0, a more rigorous assessment than has been administered in the past, two schools saw overall scores improve. Six of seven schools reported that more than 60% of students made learning gains in math. It was noted that schools whose students maintain fidelity with the SuccessMaker program were more likely to experience learning gains. All seven schools reported that at least 61% of students made learning gains in reading.

