

**FLORIDA DEPARTMENT OF EDUCATION
Project Application**

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) Name and Address of Eligible Applicant: Clay 900 WALNUT ST GREEN COVE SPRINGS, FL 32043 Florida 2008-2009 Consolidated Application for Selected NCLB Programs	<i>DOE USE ONLY</i> Date Received Budget/Project Period: July 1, 2008- June 30, 2009
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B) LEA Applicant Contact Information

Name of Primary LEA Contact Person: First Name: Sandra MI: K Last Name: Emery Telephone Number (xxx-xxx-xxxx): 904-272-8100 Ext: 2452 Fax Number (xxx-xxx-xxxx): 904-529-4825	Mailing Address: Address 23 South Green Street City: Green Cove Springs State: FL Zip: 32043 SunCom Number (xxx-xxxx): E-mail Address: semery@mail.clay.k12.fl.us
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C) List of NCLB Programs	TAPS	D) Programs Selected	E) Preliminary Allocation	F) Approved Funding	G) Project Numbers
Title I Part A: Basic	09A001	Yes	3,128,640.00 Roll forward: 248795		100-2129A-9CX01
Title I Part C: Migrant Education Program	09A022	No			100-2179A-9CX01
Title I Part D, Subpart 2: Local Delinquent Program (Local N&D)	09A027	No			100-2239A-9CX01
Title II Part A: Teacher and Principal Training & Recruiting Program	09A052	Yes	949,874.00 Roll forward: 50000		100-2249A-9CX01
Title II Part D: Enhancing Education through Technology (EETT) - Entitlement Program	09A056	Yes	25,950.80 Roll forward: 1244		100-1219A-9CX01
Title III Part A: English Language Acquisition	09A014	Yes	59,576.16		100-1029A-9CX01
Title IV Part A: Safe and Drug-Free Schools - Entitlement Program	09A071	Yes	82,653.00 Roll forward: 20000		100-1039A-9CX01
Title VI, Part B, Subpart 2: Rural & Low Income Schools Program	09A090	No			100-1109A-9CX01

CERTIFICATION

I David Owens 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.

H) _____
Signature of Agency Head

DOE 100C



Eric J. Smith, Commissioner

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 my signature on this application, I hereby certify that the **Clay** District will comply with the following requirements of the No Child Left Behind Act of 2001:

The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.

The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

Persistently Dangerous Schools

The LEA hereby assures that, under Sec. 9532, if the State of Florida identifies any school within the LEA as "persistently dangerous," it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

*These assurances are in addition to those previously signed by the Local Education Agency (LEA) maintained on file in the Florida Department of Education's Comptroller's Office.

Program Specific Assurances -**Title I Part A, Educational Disadvantaged Students (including NCLB Public School Choice)**

Inform eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

Provide technical assistance and support to school-wide programs.

Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

Fulfill its school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

Take into account the experience of model programs for the educationally disadvantaged, and the findings

of relevant scientifically based research.

- In cases when the LEA chooses to use Title I, Part A funds to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
- Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.
- 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.
- Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- 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.
- Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
- Participate, if selected, in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
- Reserve such funds as are necessary under Public Law 107-110, Section 1113(c)(3)(A), to provide children and youth experiencing homelessness and who do not attend Title I schools services that are comparable to those provided to children in Title I schools.
- Reserve such funds as are necessary under Public Law 107-110, Section 1113(c)(3)(B) and (C) to provide services to children in local institutions for neglected and delinquent children and youth that are comparable to those provided to children in Title I schools.
- Spend an amount equal to at least twenty percent (20%) of the LEA's Title I, Part A, allocation, unless a lesser amount is needed, to implement Choice with Transportation and Supplemental Education Services (when applicable). Ensure that all students enrolled in Schools Identified In Need of Improvement (SINI), Corrective Action, or Restructuring are offered no less than two choice options.
- Spend not less than five percent (5%) of the LEA's Title I, Part A, allocation to ensure that all teachers in Title I schools meet the NCLB and FDOE definition of Highly Qualified personnel, unless data warrant that less funding is needed.
- Reserve no less than one percent (1%) of the LEA's Title I, Part A, allocation for parental involvement; of which ninety-five percent (95%) shall be distributed to schools to provide for parental involvement. Exemption: LEAs receiving \$500,000 or less are not required to set-aside 1% of their allocation for parent involvement.
- Spend not less than 10 percent of the funds made available to the school under Section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal(s) high-quality professional development that —
 - A. Directly addresses the academic achievement problem that caused the school to be identified for school improvement
 - B. Meets the requirements for professional development activities under section 1119
 - C. Is provided in a manner that affords increased opportunity for participating in that professional development [Section 1116 (b)(3)(A)(iii)&(I-III)].

Program Specific Assurances -

Title II, Part A – Teacher and Principal Training and Recruiting Fund

- The local educational agency (LEA) assures that the program(s) described in this application is based on the need assessment; and the activities are tied to academic content standards, student achievement standards and state assessments [Section 2122(b)(1)(A)].
- The LEA assures that it will target funds to schools within the jurisdiction of the LEA that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under section 1116(b) [Section 2122(b)(3)(A-C)].
- The LEA assures that the needs assessment will be carried out with the involvement of teachers, including teachers in schools receiving assistance under Part A, Title I, and will take into account what activities need to be conducted in order to give teachers and, where appropriate, administrators the means, including the knowledge and skills, to provide students with the opportunity to meet challenging state or local student performance standards [Section 2122(c)(1-2)].
- The LEA assures that the professional development activities have been developed with extensive participation of teachers, principals, parents, and administrators of schools to be served [Section 2122(b)(7)].
- The LEA assures that programs will be evaluated annually; the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year; the evaluation will describe how program(s) affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served; and the evaluation will be submitted to the state annually.
- The LEA, after timely and meaningful consultation, will be provided the opportunity for children enrolled in private, nonprofit schools, and the educational personnel of such schools equitable participation in the activities and services funded by this application and the schools of these children have been so notified. Educational services or other benefits, including materials and equipment, provided, shall be secular, neutral, and non-ideological [Section 2122(b)(11) and 9501(a)(1-5)].
- Funds received will be used to supplement and, to the extent practical, increase the level of funds that would be made available from nonfederal sources; in no case will such funds be used to supplant funds from nonfederal sources [Section 2123(b)].
- The LEA assures that the control of funds will remain in the public agency and the public agency will administer the funds and property to the extent required by the authorizing law [Section 9501(d)(1)].
- The LEA assures that accurate records will be kept and provide such information to the state, as may be reasonably required for fiscal audit and program evaluation and shall demonstrate compliance with all state, federal, and program requirements.

Title II, Part D – Enhancing Education through Technology

Program Specific Assurances -

- A minimum of 25 percent of project funds will be allocated to provide ongoing, sustained, intensive, high-quality professional development (which is based on a review of relevant research and targets the integration of advanced and emerging technologies into curricula and instruction). If this assurance is not provided, then the applicant must provide a detailed narrative justification (see Attachment B: Professional Development Waiver Request). The narrative must explain in detail how such training is already provided to all teachers in core academic subjects. Submission of a waiver request with regard to this key program expectation may delay approval of an EETT application.
- A comprehensive review of the LEA's local long-range technology plan has been conducted to determine if all Department of Education Essential Plan Components have been addressed in a detailed manner (http://www.fldoe.org/BII/Instruct_Tech/Planning/local.asp). In addition, planning information provided in this application has been (or will be) incorporated into the local strategic educational technology plan not later than 5/31/09.

Please select ONE of the following three **CIPA (Children's Internet Protection Act)** related assurance options for the proposed project.

- Every "applicable school" has complied with the Children's Internet Protection Act (CIPA)

requirements in Subpart 4 of Title II –Part D of the ESEA. An “applicable school” is an elementary or secondary school that does not receive e-rate discounts and for which EETT funds will be used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet. Indicate NA if this assurance does not apply. Not all “applicable schools” have yet complied with the requirements in Subpart 4 of Title II –Part D of the ESEA. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under Section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance. Indicate NA if this assurance does not apply.

Not all “applicable schools” have yet complied with the requirements in Subpart 4 of Title II –Part D of the ESEA. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under Section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance. Indicate NA if this assurance does not apply.

The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive e-rate services under the Communications Act of 1934, as amended. Indicate NA if this assurance does not apply.

**Program Specific Assurances -
Title III, Part A – English Language Acquisition**

The Local Educational Agency (LEA) will use their subgrants to build their capacity to continue to provide high-quality language instruction educational programs for English Language Learners (ELLs) once the project funds are no longer available.

The LEA will include in its District ELL Plan a certification that all teachers in a Title III language instruction educational program for limited English proficient children are fluent in English and any other language used for instruction.

The LEA will be of sufficient size and scope to support high-quality programs.

The LEA will administer an annual reading or language arts assessment in English of all children who have been in the United States for one or more consecutive years.

The activities funded with this project will not be in violation of any State law, including State constitutional law, regarding the education of English language learners.

LEA evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.

LEA evaluations will include a description of the progress made by children in meeting State academic content and student academic achievement standards for each of the two years after these children no longer participate in a Title III language instruction educational program.

An LEA that fails to make progress toward meeting annual measurable achievement objectives for two consecutive years will be required to develop an improvement plan that will ensure the objectives are met.

The LEA will provide the following information to parents of English language learners selected for participation in a language instruction educational program: How the educational needs of their children will be met. Available options of various instructional delivery models. The right to comprehensive instruction cannot be waived. If applicable, the failure of the subgrantee to make progress on the annual measurable achievement objectives for their children and what those objectives are.


**Program Specific Assurances -
Title IV, Part A – Safe and Drug Free Schools**

By my signature on this application, I hereby certify that Clay District will comply with ALL the following requirements:


2% Cap on Administrative Costs: The district will not use more than 2 percent of its allocation for the administrative costs (which include indirect costs) as defined by section 80.3 of EDGAR, in carrying out its responsibilities under this project [NCLB 4114(a)(2)].


 **Program Development:**


- A. **Timely and Meaningful Consultation** - The district has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private, non-profit schools, teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
- B. **Continued Consultation** - The district will, on an ongoing basis, consult with above mentioned representatives and organizations in order to seek advice regarding how best to coordinate activities with other related strategies, programs, and activities being conducted in the community.
- C. **Design and Development** - To ensure timely and meaningful consultation, the district at the initial stages of design and development of a program or activity shall consult with appropriate entities and persons on issues regarding the design and development of the program or activity, including efforts to meet the Principles of Effectiveness [NCLB 4114(c)].

 **Principles of Effectiveness:** The activities or programs in this project comply with the Principles of Effectiveness (POE) described in subsection 4115(a) of NCLB and foster a safe and drug-free learning environment that supports academic achievement [NCLB 4114(d)(1) and 4115(a)]. To comply with the standards set by the POE, programs and activities shall:

- A. Be based on an assessment of objective data about the drug and violence problems in the schools and communities to be served, including an objective analysis of the current conditions and consequences regarding said drug and violence problems that is based on ongoing local assessment or evaluation activities;
- B. Be based on performance measures aimed at ensuring that these schools and communities to be served have a safe, orderly, and drug-free learning environment;
- C. Be based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use;
- D. Be based on an analysis of the prevalence of risk factors, protective factors, buffers, assets; or other variables in schools and communities in the State identified through scientifically based research;
- E. Include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity;
- F. Be evaluated periodically to assess its progress toward reducing violence and illegal drug use in schools to be served based on locally established performance measures; results shall be used:
 - i. to refine, improve, and strengthen the program
 - ii. to refine the performance measures, and
 - iii. shall also be made available to the public upon request, with public notice of such availability provided.

 **Public Review:** The project application includes a request for a waiver of the requirement that programs or activities be based on scientifically-based research that provides evidence that the program will reduce violence and illegal drug use. The waiver process is found in Section V of this application and will be available for public review after submission of the application.

 **Wrong and Harmful:** The drug and violence prevention programs supported under this project convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful [NCLB 4114(d)(6)].

 **Comprehensive Plan:** The district has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

- A. **Discipline policies** - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution and sale of tobacco, alcohol, and other drugs by students
- B. **Security procedures** - Security procedures at school and while students are on the way to and from school
- C. **Prevention activities** - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments
- D. **Crisis management plan** - A crisis management plan for responding to violent or traumatic incidents on school grounds; and
- E. **Code of Conduct Policy** - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that —
 - i. allows a teacher to communicate effectively with all students in the class;
 - ii. allows all students in the class to learn;
 - iii. has consequences that are fair, and developmentally appropriate;
 - iv. considers the student and the circumstances of the situation; and
 - v. is enforced accordingly. [NCLB 4114(d)(7)]

Required Reports: The district will submit to the Florida Department of Education such information, and at such intervals, that the Department requires to complete the State Report required by the United States Secretary of Education including information on the prevalence of drug use and violence by youth in the schools and the community. Such information shall be made readily available to the public. [NCLB 4116(b)(1)]

Smoking within Indoor Facility: No person permits smoking within any indoor facility owned or leased or contracted for, and utilized by, such person for provision of routine or regular kindergarten, elementary, or secondary education or library services to children or of regular or routine health care or day care or early childhood development (Head Start) services. [NCLB 4303(a) and (b)(1)]

Supplement not Supplant: SDFS funds are used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under SDFS, be made available for programs and activities authorized under SDFS, and are in no case used to supplant such State, local, and other non-Federal funds. [NCLB 4114(d)(4)]

Programmatic Use of Funds:

The district will spend funds on authorized activities including activities associated with implementation of the Principles of Effectiveness and on authorized district activities.

The district will comply with limitations placed on expenditures for security personnel and equipment, as mandated by law. Not more than 40 percent of funds will be spent on the following:

- A. Metal detectors or related equipment and technologies;
- B. Reporting criminal offenses;
- C. School security plans;
- D. Safe zones of passage;
- E. Security personnel.

Not more than 50 percent of the above 40 percent will be spent on activities a-d. (NCLB 4115)

Parental Involvement

Please describe the parent involvement activities supported by each Title consolidated on this application. Specifically, for each Title consolidated and in accordance with applicable statutory and regulatory guidelines, describe the major parent involvement activities the LEA will conduct to impact student achievement.

Response: Parent Involvement activities will be supported by each Title consolidated on this application by:

offering flexible meeting times and a variety of parent training opportunities to help parents work with their children to improve academic achievement based upon student achievement issues identified in needs assessments (reading, math and writing). These training opportunities will be district based, site based, and take advantage of any state sponsored training. Such state trainings will include, but not be limited to, the state endorsed program: Families Building Better Readers. Other district and/or school based training topics will include reading strategies in the home, math nights for parents, how to help with homework, parent conferencing, FCAT preparation, and how to encourage writing. These training will be offered at a variety of times including evenings and Saturdays. All of these capacity building activities in Title I schools will be supported by 1% set-aside.

providing through meetings and correspondence, information to parents about the school's program. Every school will send home periodic newsletters informing parents about the school's program. In addition, each school will maintain an up to date Web site for parent information. School based activities for parents will be held on a regular basis. All activities and meetings will be documented through the school's calendar available on the web site and through newsletters. Parents will have access to Public Television Station Channel 29 which provides 24 hours information on all Clay County Public schools and programs.

offering opportunities for parent-teacher conferences at a variety of times.

being active members of the Clay County Interagency Coordinating Council on Early Childhood Services which coordinates all programs within the LEA and the local community, including early childhood programs such as Head Start. Meetings are held on a regular basis throughout the year.

assisting schools to provide information for parents in other languages, as needed. As feasible and practical all communication will be in a language and form parents can understand. Any needed assistance in interpretation is provided to schools through the District ESOL Office. Translation vendors are used to translate necessary printed materials.

providing information about literacy training for parents through the district web site, Public Television Channel 29, and through the distribution of "Your School and the Title I Program to every Title I family.

reserving a minimum of 1% of its Title I Part A allocation for parent involvement, with 95% going to Title I schools. This is monitored by the Title I Supervisor for compliance on a regular basis through budget print-outs of expenditures. Parents will be involved in decisions regarding this allotment through School Parent Advisory Councils and through the District Parent Advisory Council. Surveys will be conducted at the school and district level to seek specific input.

developing (with direct input from parents of Title I schools) and disseminating the LEA's Parent Involvement Policy and conducting an annual review of the policy's effectiveness. This was implemented through regular scheduled meetings of the District Parent Advisory Council made up of parent representatives from each of the Title I eligible schools and participating non public schools. The policy is disseminated through a booklet entitled "Your School and the Title I program" which goes home with every Title I eligible student at the beginning of the school year. The policy is also posted on the District Web site. An annual review of the policy and the school parent involvement plans is developed in coordination with the Parent Advisory Council and distributed to parents at each Title I school. Results are compiled at the district level and given to schools to incorporate into the annual update of the parent involvement section of the School Improvement Plan and each individual school's Parent Involvement Plan.

conducting an annual meeting to inform parents of the school's participation in Title I. An annual meeting is held each spring in which all eligible schools and the public are invited. The Title I Grant and budget are presented at this meeting as well as a brief overview of the instructional and parental program that will be offered at each Title I school. Parents and the public are allowed time to submit comments about their schools participation in the Title I Grant.

developing and using school-parent compacts at each Title I school site. School-Parent Compacts are developed and reviewed on an annual basis by parent representatives of each Title I School. Compacts are presented to the parent during the first parent-teacher conference. The compact is referred to through out the school year during additional parent-teacher conferences. Principals of

Title I School attest in writing that a compact has been implemented and a parent-teacher conference held with each Title I eligible student.

Parents of ELL students will be supplied with supplemental (bi-lingual materials when possible) to assist their students at home with reading, math and writing skills necessary to increase academic proficiency on standardized testing (FCAT). Heritage-language dictionaries will be provided for home use when needed.

providing district and school based teacher training on strategies for involving parents in their child's education, home-school communication, teacher-parent conferencing, and child development. Trainings will include face-to-face and online trainings for teachers to involve parents in Accelerated Reader programs, online learning communities, understanding materials available for home use - instructional materials, FCAT Explorer, and iSAFE, and training for teachers to incorporate home-school connections to strengthen math and reading instruction.

Reporting Student and Program Outcomes/Dissemination

Please describe the methods and timelines the LEA utilizes to disseminate information about this application to the appropriate populations, and to report student and program outcomes to school staff, parents, and the community. Please include how the LEA will ensure that all home-school communications is in the parents' home language, unless clearly not feasible.

Response: Information about the application will be disseminated and marketed to appropriate populations, including, state, district, school staff, parents, and the community as follows:

The School District of Clay County website (www.clay.k12.fl.us) (August-June) to disseminate information about the Project Application, Parent Involvement Policy, Annual Report Card, FCAT Report, Sunshine State Standards and Choice Options. Target audience: parents, school staff, and community.

Public School Television Broadcasting (Channel 29) (August-June) to disseminate contact information about the Application and Choice Options. Target audience: parents, school staff, and community.

Title I Handbook (August) to disseminate the Parent Involvement Policy, strategies for reading in the home, child development, adult and community education, and Title I complaint procedures. Target audience: distributed to all Title I Parents public and private.

School newsletters (monthly) "Right to Know" to disseminate information about School Improvement, identification of curriculum, parent involvement activities and school calendars.

School website (August-June) to disseminate links to Application information, the School Improvement Plan, Parenting Websites, Sunshine State Standards, Curriculum, etc.

School Annual Meetings (August) to disseminate information about the Title programs and parent involvement opportunities. Target audience: parents and school staff.

District Annual Meeting to disseminate to information about the Title I Project and schoolwide programs. Target audience: community members, Title I parents (public and private), and school staff.

Title I/Migrant District Parent Advisory Council (quarterly) to disseminate information on the Title I Project, Choice Options, school programs and parent involvement training.

District mailings and backpack information (5 times a year) to disseminate information about Choice Options.

All communications will be disseminated in a language (Spanish) other than English if needed.

The School District of Clay County will report the progress made in attaining the district's goals and objects for 2008-2009 using the following mechanisms:

The Annual Report Card, Adequate Yearly Progress Reports and Performance Indicators as required by the No Child Left Behind Act of 2001, are all available at the district and school websites on a continuing and updated basis targeting the community, parents, and school staff. In addition, the local paper and district newsletters make public these reports as soon as they are released by the Florida Department of Education also targeting the community, parents, and school staff.

Mid-year: submission of a midyear report to the State on reading and math achievement of all subgroups and their progress towards making adequate yearly progress, professional development activities and the status of highly qualified personnel, and parent involvement strategies used to increase student achievement. This report is available as a posting on the internet and targets the community, parents, and school staff.

Quarterly: Individual student progress reports to parents

August-June: Progress Monitoring Plans for students with reading, math and writing deficiencies notifying parents of student progress.

August-June: Individual parent conference, which will include initial screening, progress monitoring and evaluation assessments for each student.

All communications will be disseminated in a language (Spanish) other than English if needed.

Consultation with Private School Officials

To ensure timely and meaningful consultation, the local education agency shall consult with appropriate private school officials for the design and development of programs [NCLB: section 9501] for **2009-2010**. Include the timeline and frequency of activities that outline the plan of action for providing timely and meaningful consultation, and equitable services, to children, teachers, and parents in private schools within the local education agency (ies') service area.

For details, refer to the US Department of Education's Non-Regulatory Guidance for Private Schools:

Title I, Part A: <http://www.ed.gov/programs/titleiparta/psguidance.doc>

Title IX – General Provisions: <http://www.ed.gov/policy/elsec/guid/equitableservicesguidance.doc>

Response:

The District is aware of the updated guidance concerning new deadlines for the purpose of consultation with Private School Officials. For the purpose of this Grant the following timeline will be adhered to for the 08/09 school year:

November: A certified letter is sent to all non-public schools offering the opportunity to participate in Federal Programs.

January: Meeting is held with private school officials to review timeline and consultation process. Establish a procedure for collecting poverty data..

February: Planning meetings are held with all interested non-public schools to design and develop equitable services for the 08/09 school year. Topics of consultations are addressed during this planning meeting. The consultation (see attachments) includes:

- The method or sources of data that the LEA will use to determine the number of private school children from low-income families residing in participating public school attendance areas
- how the children's needs will be identified
- what services will be offered
- how, where, and by whom the services will be provided
- how the services will be assessed and how the results of the assessment will be used to improve those services
- the size and scope of the equitable services to be provided to the eligible private school children, teachers and other educational personnel and the amount of funds available for those services
- how and when the district will make decisions about the delivery of services
- the districts provisions for disagreements regarding delivery of services
- the districts procedures for control of funds used to provide services, title to materials, equipment, and property purchased.
- consultation on district wide activities which will include professional development activities and the parent involvement (District Parent Advisory Council) in which private school participation will be encouraged.
- consideration of the views of the private school officials on whether the LEA should contract with a third part provider.
- complaint procedures

May: Meet with Private School Officials to make any minor revisions to plans discussed in February in meeting the needs of eligible students.

August: Screening of eligible students and start of services

September-May: The District Parent Advisory Council of which the non-public schools are represented, meet on a regular basis to provide parental input of the Title I programs and project

September-May: On-site visits by district personnel to monitor student achievement, communicate opportunities for parent involvement and professional development.

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Needs Assessment

Briefly provide evidence of need for each of the selected NCLB programs (i.e.: Title I, Part A, Title I, Part C, Title I, Part D, Title I, Part F, Title II, Part A, Title II, Part D, Title III, Part A, Title IV, Part A, Title V, Part A, and/or Title VI, Part B, Subpart 2) that will be funded through this consolidated application. In the description, include reference to the method used to conduct the needs assessment for each of the NCLB programs included in the LEA's consolidated application. Summarize results.

1. Record ID: 311

(1) Identified need/required focus and target population:

- 18.0 subgroup is not meeting state proficiency targets in reading.
- 18.0 subgroup is not meeting state proficiency targets in mathematics.
- 25.0 Title I schools did not make adequate yearly progress.

Other: students meeting state proficiency targets in science in 5th, 8th and 11th grade

(2) Strategic Imperatives:

2.1.a, 2.1.b, 2.2.a

(3) Performance Goal(s):

1.1, 1.2, 1.3

District-derived: All students will reach high standards, at a minimum attaining proficiency or better in Science

(4) Data Source:

Response: Florida Comprehensive Assessment Test

Adequate Yearly Progress Reports

(5) Actual Outcome:

Response: On the 2007 FCAT

67% of White Students scored in the proficient range in reading

48% of Black Students scored in the proficient range in reading

57% of Hispanic Students scored in the proficient range in reading

72% of Asian Students scored in the proficient range in reading

67% of American Indian Students

scored in the proficient range in reading

52% of Economically

Disadvantaged Students scored in the proficient range in reading

27% of Limited English Proficiency Students scored in the proficient range in reading

42% of Students with Disabilities scored in the proficient range in reading

73% of White Students scored in the proficient range in math

52% of Black Students scored in the proficient range in math

63% of Hispanic Students scored in the proficient range in math

82% of Asian Students scored in the proficient range in math

74% of American Indian Students

scored in the proficient range in math

56% of Economically

Disadvantaged Students scored in the proficient range in math

39% of Limited English Proficiency Students scored in the proficient range in math

45% of Students with Disabilities scored in the proficient range in math

94% of White Students scored in the proficient range in writing

91% of Black Students scored in the proficient range in writing

91% of Hispanic Students scored in the proficient range in writing

89% of Economically Disadvantaged students scored in the proficient range in writing

78% of Limited English Proficiency Students scored in the proficient range in writing

78% of Students with Disabilities scored in the proficient range in writing

51% of 5th grade students scored in the proficient range in science

44% of 8th grade students scored in the proficient range in science

41% of 11th grade students scored in the proficient range in science

(6) Performance Targets:

Response: By June 2009, students in subgroups Black, Hispanic, Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities will increase reading achievement to meet state proficiency targets. Sixty five percent (65%) of the students in each subgroup will score at or above a level 3 in reading on the Florida Comprehensive Assessment Test

By June 2009, students in subgroups: Black, Hispanic, Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities will increase math achievement to meet state proficiency targets. Sixty eight percent (68%) of the students in each subgroup will score at or above a level 3 in math on the Florida Comprehensive Assessment Test

By June 2009, subgroups: Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities will increase writing achievement by 1% to meet state proficiency targets in writing on the Florida Comprehensive Assessment Test.

By June 2009, students in grades 4, 8 and 10 will increase proficiency in writing by 2%.

By June 2009, students in grades 5, 8 and 11 will increase proficiency in science by 2%.

2. Record ID: 312

(1) Identified need/required focus and target population:

- 10.0 percent of teachers did not participate in high quality professional development activities.
- 5.0 percent or number of not HQTs, Survey III, SPARs for those teachers needing PD to get HQ; FCAT, LEA data for other PD offered, etc.
- Teacher Technology Integration Professional Development

(2) Strategic Imperatives:

1.1.b, 1.3.b

(3) Performance Goal(s):

3.1, 3.2, 3.3

(4) Data Source:

Response: District Survey 5 Report

District professional development records

District Paraprofessional Report

Florida Innovates Survey

(5) Actual Outcome:

Response: District Survey 5 report for 07/08 indicated 5.1% of classes were taught by non-highly qualified teachers

The 07/08 district professional development records indicated that 91% of teachers and 96% of administrators participated in high quality of professional development

The District Paraprofessional Report for 2007/2008 indicated that all classroom paraprofessionals were qualified

Results of the 2007 Florida Innovates Survey indicate 40% of elementary schools, 25% of middle schools, and 50% of high schools have effectively and fully integrated technology according to the state's definition. This represents a 24%, 13%, and 33% increase for each level.

(6) Performance Targets:

Response: By June 2009, 100% of classes will be taught by highly qualified teachers

By June 2009, the percentage of teachers and administrators who participate in high quality professional development will increase by 15%

By June 2009, 60% of elementary schools, 50% of middle schools, and 70% of high schools will have effectively and fully integrated technology according to the state's definition.

3. Record ID: 354

(1) Identified need/required focus and target population:

- Student Technology Literacy Evaluation/Assessment
- Teacher Technology Skills Evaluation/Assessment

(2) Strategic Imperatives:

1.3.b, 2.1.a, 2.1.b, 2.2.a, 3.1.a, 3.1.b, 3.2.a

(3) Performance Goal(s):

6.1, 6.2

(4) Data Source:

Response: Student Tool for Technology Literacy

Inventory of Teacher Technology Skills

(5) Actual Outcome:

Response: By May 2008, all current teachers have successfully completed the Inventory of Teacher Technology Skills. No 8th grade students have been assessed.

(6) Performance Targets:

Response: By June 2009, 100% of teachers, including new teachers, will have successfully completed the inventory. By June 2009, all 8th grade students will complete the Technology Literacy Tool with scores of 80% or higher.

4. Record ID: 355

(1) Identified need/required focus and target population:

- Increase the number of ELLs who attained proficiency in listening, speaking, reading, and writing on CELLA. (Must address all four language domains).
- Increase the number or percent of ELLs who attained proficiency in reading/language arts on FCAT.
- Increase the number or percent of ELLs who attained proficiency in math.

(2) Strategic Imperatives:

3.1.a

(3) Performance Goal(s):

2.1, 2.2, 2.3, 2.4

(4) Data Source:

Response: Florida Comprehensive Assessment Test

CELLA Test

(5) Actual Outcome:

Response: On the 2007 Florida Comprehensive Assessment Test (FCAT) 78% of limited English Proficient students scored in the proficient writing range, 39% of limited English proficiency students scored in the proficient range in mathematics, and 27% of limited English students scored in the proficiency level in reading.

CELLA Results: 2007

Total average scale score for the district is as follows:

K - 1803

1 - 1932

2 - 2085

3 - 2092

4 - 2160

5 - 2134

6 - 2188

7 - 2022

8 - 2201

9 - 2186

10- 2180

11- 2207

12- 2216

(6) Performance Targets:

Response: By June 2009, the ELL population will increase the number of students proficient in math and reading by 2% on the FCAT. The goal is to increase the average CELLA score in each grade level by 10 points from 2008-2009.

5. Record ID: 356**(1) Identified need/required focus and target population:**

- Fighting incidents among students
- Alcohol use among students
- Marijuana use among students

(2) Strategic Imperatives:

4.1.a

(3) Performance Goal(s):

4.1, 4.2

(4) Data Source:

Response: 2006-07 SESIR

2006 FYSAS

(5) Actual Outcome:

Response: Based on the 2006-07 SESIR report, Clay County had 7.24 per 1000 incidents of fighting reported for grades k-12.

2006 FYSAS revealed that alcohol was the most commonly used drug with 33.7% of students grades 6-12 reporting past 30-day use and 10.3% of students grades 6-12 reporting past 30-day use of marijuana.

(6) Performance Targets:

Response: By June 2012, decrease by 10% the number of incidents per 1,000 students, of fighting among students K-12.

By June 2012, decrease by 10% past 30-day alcohol and marijuana use among 6-12 grade students in our district.

6. Record ID: 514**(1) Identified need/required focus and target population:**

- Increase parental involvement beyond what is required in state law.

(2) Strategic Imperatives:

other

Other: Strengthen parental and community involvement

(3) Performance Goal(s):

1.4_d

District-derived: Schools will increase parental and community involvement

(4) Data Source:

Response: Parent/Community Survey data and participation reports

(5) Actual Outcome:

Response: 2007 data indicates that some schools have excellent involvement of parents and communities, while other schools indicate very little parental or community involvement

(6) Performance Targets:

Response: By June 2009, all schools will report at least one parent/community activity relating to curriculum and technology.

Title I eligible schools will report at least one parent/community activity for each of the following areas: communication, parenting, student learning, volunteering school decision making and advocacy, and collaborating with the community.

Activities

Describe major activities to be carried out by the LEA in 2008-2009 (Column three) and how these activities will be aligned with the stated LEA need (Column two). State the target populations being served by the activity (Column six) and the baseline data for the specified target population (Column seven). Include the timelines and frequency of the activity (Column eight), any outside community partner (Column nine) and/or other federal title (Column ten) that is assisting in implementing each activity. Anticipated outcomes for the target population should be developed based on the activity being implemented (Column 11). List all title programs providing funding (Column twelve) for each activity. Correspond the activity letter (Column one) to appropriate title budget line items (DOE101).

1. Indicate the need(s) addressed by the activity

(The numbers to the right represent the IDs for the needs entered on the need form. Click on the ID to view record from the Needs form.)

- [311](#)

2. Outline All Activities to be Implemented from Programs Included

- 1 - Other
- 2 - Tutorials Title I Part A
- 3 - Implement the following scientifically-based reading software programs (Explain)
- 5 - Provide professional development in the areas the school did not make AYP. Specific professional development will focus on XX domains.
- 6 - Implement the Continuous Improvement Model.
- 8 - Provide the following scientifically -based supplemental reading materials (Explain)
- 9 - Implement the following progress monitoring activities (Explain - provide instrument, frequency, and how results are monitored)
- 10 - Implement the following scientifically-based mathematics software programs (Explain)
- 11 - Provide the following scientifically -based supplemental mathematics materials (Explain).
- 12 - Implement the following scientifically-based software programs in the area(s) the schools did not make AYP (Explain)
- Other: Provide scientifically-based supplemental science materials.

3. Activity is a Reading Initiative

response: 3:yes; 5:yes; 6:yes; 8:yes; 9:yes 10:no; 11:no; 12:yes; Other-Science: no

4. Activity is scientifically based research

response: 2: Yes

3: Yes, Waterford and Successmaker (Title I eligible schools)

5: Yes, Specific professional development will focus on research based reading, math, writing, and science instructional strategies.

6: Yes

8: Yes, Materials will be purchased for the sole support of instructing in the five research based areas of reading (phonemic awareness, phonics, vocabulary, comprehension, and fluency).

9: Yes, Thinklink Online assessment reading and math (6 times/yr.), Dibels-reading (3times/yr.), Math Benchmark Assessments (3 times/yr), Clay Writes (3 times/yr.). Results are monitored through an online system (Data Star).

10: Yes, Successmaker-Pearson Digital Learning (Title I eligible schools).

11: Yes, Materials will be purchased for the sole support of instructing the Florida standards for mathematics (math manipulatives, children's literature relating to math).

12: Yes, Successmaker and Waterford (computer assisted instruction for reading, writing, and math).

Other: Yes, Materials will be purchased for the sole support of instructing the Florida standards for science.

5. Target Population

response: K-12 students not proficient in reading, math, writing, and science.

6. Baseline for the target population

response: On the 2007 FCAT

67% of White Students scored in the proficient range in reading

48% of Black Students scored in the proficient range in reading

57% of Hispanic Students scored in the proficient range in reading

72% of Asian Students scored in the proficient range in reading

67% of American Indian Students scored in the proficient range in reading

52% of Economically Disadvantaged Students scored in the proficient range in reading

27% of Limited English Proficiency Students scored in the proficient range in reading

42% of Students with Disabilities scored in the proficient range in reading

73% of White Students scored in the proficient range in math

52% of Black Students scored in the proficient range in math

63% of Hispanic Students scored in the proficient range in math

82% of Asian Students scored in the proficient range in math

74% of American Indian Students scored in the proficient range in math

56% of Economically Disadvantaged Students scored in the proficient range in math

39% of Limited English Proficiency Students scored in the proficient range in math

45% of Students with Disabilities scored in the proficient range in math

94% of White Students scored in the proficient range in writing

91% of Black Students scored in the proficient range in writing

91% of Hispanic Students scored in the proficient range in writing

89% of Economically Disadvantaged students scored in the proficient range in writing

78% of Limited English Proficiency Students scored in the proficient range in writing

78% of Students with Disabilities scored in the proficient range in writing

51% of 5th grade students scored in the proficient range in science

44% of 8th grade students scored in the proficient range in science

41% of 11th grade students scored in the proficient range in science

7. Timeline and Frequency

response: Instructional strategies are provided on a daily basis from August to June during the school day with a minimum of 90 minutes for reading instruction, 60 minutes for math instruction, 60 minutes for writing instruction, and 30 minutes for science instruction. After-school tutorials are offered a minimum of two times per week.

8. Collaborative Partners and/or Resources outside of LEA (if appropriate)

response: Pearson Digital (professional development)

Schulz Center for Teaching and Leadership

Clay County Education Foundation

Clay County Kids Council

Clay County Chamber of Commerce

9. Specify Resources Provided by Title Program(s) to implement the activity

response: Instruction Personnel (Title I)

Administrative Personnel (Title I)

Instructional materials, equipment, and software to support the teaching of reading, math, writing, and science (Title I)

Postage, Printing, Parent Outreach (Choice and SES) (Title I)

10. Anticipated Outcome Based on Activities Being Implemented

response: By June 2009, students in subgroups: Black, Hispanic, Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities will increase reading achievement to meet state proficiency targets. Sixty five percent (65%) of the students in each subgroup will score at or above a level 3 in reading on the Florida Comprehensive Assessment Test.

By June 2009, Students in subgroups: Black, Hispanic, Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities will increase math achievement to meet state proficiency targets. Sixty eight percent (68%) of the students in each subgroup will score at or above a level 3 in math on the Florida Comprehensive Assessment Test.

By June 2009, Students in subgroups: Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities will increase writing achievement by 1% to meet state proficiency targets in writing on the Florida Comprehensive Assessment Test.

By June 2009, students in grades 4, 8, and 10 will increase proficiency in writing by 2%.

By June 2009, students in grades 5, 8, and 11 will increase proficiency in science by 2%.

11. List all Funding Source(s)Used to Address the Need

- Title I Part A: Basic

1. Indicate the need(s) addressed by the activity

(The numbers to the right represent the IDs for the needs entered on the need form. Click on the ID to view record from the Needs form.)

- [354](#)

2. Outline All Activities to be Implemented from Programs Included

- 1 - Other
- 38 - Student Technology Literacy Evaluation Activities/Strategies Description
- 39 - Teacher Technology Skill Evaluation Activities/Strategies Description
- Other: ITTS and ST2L orientation/awareness workshop to be held for teachers prior to start of school

3. Activity is a Reading Initiative

response: No

4. Activity is scientifically based research

response: Yes

5. Target Population

response: Classroom teachers; students, grade 8

6. Baseline for the target population

response: 100% of current teachers have completed the Technoloty Inventory; 0% of 8th grade students have completed the inventory.

7. Timeline and Frequency

response: All new teachers and all 8th grade students will complete the inventory during the 2008-2009 school year.

8. Collaborative Partners and/or Resources outside of LEA (if appropriate)

response: DOE

9. Specify Resources Provided by Title Program(s) to implement the activity

response: Instructional personnel

10. Anticipated Outcome Based on Activities Being Implemented

response: By June 2009, 100% of all teachers and 8th grade students will have completed a technology skills inventory with scores 80% or higher.

11. List all Funding Source(s)Used to Address the Need

- Title II Part D: Enhancing Education through Technology (EETT) - Entitlement Program

1. Indicate the need(s) addressed by the activity

(The numbers to the right represent the IDs for the needs entered on the need form. Click on the ID to view record from the Needs form.)

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2. Outline All Activities to be Implemented from Programs Included

- 1 - Other
- 5 - Provide professional development in the areas the school did not make AYP. Specific professional development will focus on XX domains.
- 13 - Provide tuition reimbursement for non-highly qualified teachers.
- 14 - Online courses
- 15 - Provide test preparation courses.
- 16 - Provide inservice to teachers to help them meet the highly-qualified requirements (Explain)
- 18 - Provide the following high-quality professional development activities (Explain)
- 36 - Development/implement of strategies (LEA selected) to get teachers HQ
- 37 - Professional development based on aggregated needs (for example reading for secondary, math for grade specific)
- 40 - Technology Integration Professional Development Activities/Strategies Description
- 44 - Teacher/administrator training(s).
- Other: Parent-Community Involvement trainings

3. Activity is a Reading Initiative

response: 5: Yes; 13: No; 15: No; 16: Yes; 18: Yes; 36: Yes; 37: Yes; 40: Yes; 44: Yes 1: Yes

4. Activity is scientifically based research

response: 5: Yes (outside educational consultant, Pearson Digital Learning, will provide professional development in areas where schools did not make AYP)

13: Yes

15: Yes

16: Yes - certification test preparation and all training listed in activity 18.

18: Yes - reading training in phonemic awareness, phonics, vocabulary, comprehension and fluency; instructional strategies to support the teaching of the math standards, expository and narrative writing strategies, integrating math and reading into science content areas.

36: Yes

37: Yes

40: Yes

44: Yes

5. Target Population

response: Non-highly qualified teachers

Education degree-seeking paraprofessionals

Administrators and instructional personnel (including Title I eligible schools)

6. Baseline for the target population

response: 5% of 2007-2008 classes were taught by non-highly qualified teachers

91% of teachers and 96% of administrators participated in high quality professional development

According to the 2007 Florida Innovates Survey, 40% of elementary school, 25% of middle school, and 50% of high school teachers have effectively and fully integrated technology according to the state's definition.

7. Timeline and Frequency

response: Activities will be offered throughout the 2008-2009 school year and will be posted on www.my-points.org, www.clay.k12.fl.us/ttc, and <http://claycounty.hosted.webevent.com/cgi-bin/webevent.cgi>.

Title I Curriculum Specialist will provide daily professional development to administrators, teachers, and aides at Title I eligible schools.

Pearson Digital Learning Consultant will provide 35 days of professional training to Title I eligible schools with priority given to schools in "restructuring".

8. Collaborative Partners and/or Resources outside of LEA (if appropriate)

response: Schultz Center for Teaching and Leadership

Computrac

Houghton Mifflin Harcourt Technologies

Macmillan/McGraw Hill

Voyager

SRA

National Geographic/Hampton Brown

Pearson Digital Learning

9. Specify Resources Provided by Title Program(s) to implement the activity

response: Training materials, equipment, and software (Title I and Title II)

Instructional personnel (Title I and Title II)

Stipends (Title I)

Outside Consultant-Pearson Digital Learning (Title I eligible schools)

10. Anticipated Outcome Based on Activities Being Implemented

response: By June 2009, 99% of teachers and 99% of administrators will have participated in high quality staff development.

By June 2009, 99% of all classes will be taught by highly-qualified teachers.

By June 2009, 75% of elementary and high school teachers and 50% of middle school teachers will have effectively and fully integrated technology according to the state's definition.

11. List all Funding Source(s) Used to Address the Need

- Title I Part A: Basic
- Title II Part A: Teacher and Principal Training & Recruiting Program
- Title II Part D: Enhancing Education through Technology (EETT) - Entitlement Program

1. Indicate the need(s) addressed by the activity

(The numbers to the right represent the IDs for the needs entered on the need form. Click on the ID to view record from the Needs form.)

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2. Outline All Activities to be Implemented from Programs Included

- 1 - Other
- Other: Parent-Community Involvement

3. Activity is a Reading Initiative

response: Other: Yes

4. Activity is scientifically based research

response: Other: yes

5. Target Population

response: Parents of K-12 Students and community members

6. Baseline for the target population

response: 2007 data indicates that some schools have excellent involvement of parents and community, while others indicate very little parental or community involvement

7. Timeline and Frequency

response: At least one activity will be scheduled by all schools during 2008-2009

During 2008-2009, Title I eligible schools will schedule one activity for each of the following: communication, parenting, student learning, volunteering school decision making and advocacy, and collaborating with the community.

8. Collaborative Partners and/or Resources outside of LEA (if appropriate)

response: Houghton Mifflin Harcourt Technologies

Blackboard

Clay County Kids Council

9. Specify Resources Provided by Title Program(s) to implement the activity

response: Administrative Personnel

Instructional Personnel

Training materials, equipment, and software

10. Anticipated Outcome Based on Activities Being Implemented

response: During the 2008-2009 school year, all Title I eligible schools will report at least one parent/community activity for each of the following areas: communication, parenting, student learning, volunteering school decision making and advocacy, and collaborating with the community.

By 2009, all schools will report at least one parent/community activity relating to curriculum and technology.

11. List all Funding Source(s) Used to Address the Need

- Title I Part A: Basic
- Title II Part A: Teacher and Principal Training & Recruiting Program
- Title II Part D: Enhancing Education through Technology (EETT) - Entitlement Program

1. Indicate the need(s) addressed by the activity

(The numbers to the right represent the IDs for the needs entered on the need form. Click on the ID to view record from the Needs form.)

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2. Outline All Activities to be Implemented from Programs Included

- 43 - Met with Safe and Drug-Free Schools Local Advisory Council (council should include at least one parent) to review needs assessment data, review program evaluation reports, and select programs for implementation.

3. Activity is a Reading Initiative

response: No

4. Activity is scientifically based research

response: Yes - Too Good for Drugs

5. Target Population

response: Students grades 6-7

6. Baseline for the target population

response: Pretest score to be determined at the beginning of each 6 or 10 week lesson during the 2008-2009 school year.

7. Timeline and Frequency

response: One lesson per week will be taught for 10 weeks by trained health educators in Jr. High 7th grade science classes.

One lesson per week will be taught for 6 weeks by school resource officers in 6th grade science class.

8. Collaborative Partners and/or Resources outside of LEA (if appropriate)

response: Clay County Sherrifs Office

9. Specify Resources Provided by Title Program(s) to implement the activity

response: Too Good for Drugs Curriculum workbooks and facilitator manuals

Health Educators and/or school resource officers trained to teach the curriculum

AV Equipment, printing costs, materials, and supplies

10. Anticipated Outcome Based on Activities Being Implemented

response: Increase knowledge by 20% among 6th and 7th grade students participating in the program of the harmful effects of alcohol, tobacco, and other drugs (ATOD).

Increase by 10% the prosocial attitudes about the harmful effects of ATOD among 6th and 7th grade students participating in the program.

11. List all Funding Source(s)Used to Address the Need

- Title IV Part A: Safe and Drug-Free Schools - Entitlement Program

1. Indicate the need(s) addressed by the activity

(The numbers to the right represent the IDs for the needs entered on the need form. Click on the ID to view record from the Needs form.)

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2. Outline All Activities to be Implemented from Programs Included

- 43 - Met with Safe and Drug-Free Schools Local Advisory Council (council should include at least one parent) to review needs assessment data, review program evaluation reports, and select programs for implementation.

3. Activity is a Reading Initiative

response: No

4. Activity is scientifically based research

response: Yes - Too Good for Drugs and Violence

5. Target Population

response: Targeted students in grades 7-12 that violate a student code of conduct rule relating to drugs, alcohol, and/or violence

6. Baseline for the target population

response: To be determined by presurvey data at the beginning of the program

7. Timeline and Frequency

response: 6-week program offered as an alternative to suspension/expulsion for secondary students.
Program is conducted on evening per week (1.5 hours per night) for six weeks.

8. Collaborative Partners and/or Resources outside of LEA (if appropriate)

response: None listed

9. Specify Resources Provided by Title Program(s) to implement the activity

response: Curriculum Workbooks

Printing and material costs for delivery of program

Prevention educators for program delivery

10. Anticipated Outcome Based on Activities Being Implemented

response: Increase student academic achievement and reducing number of suspensions, absences, and referrals due to Alcohol, Tobacco, and other Drugs (ATOD) and violence incidences among students participating in the program.

11. List all Funding Source(s)Used to Address the Need

- Title IV Part A: Safe and Drug-Free Schools - Entitlement Program

1. Indicate the need(s) addressed by the activity

(The numbers to the right represent the IDs for the needs entered on the need form. Click on the ID to view record from the Needs form.)

- [356](#)

2. Outline All Activities to be Implemented from Programs Included

- 43 - Met with Safe and Drug-Free Schools Local Advisory Council (council should include at least one parent) to review needs assessment data, review program evaluation reports, and select programs for implementation.

3. Activity is a Reading Initiative

response: No

4. Activity is scientifically based research

response: Yes - Project Success & Adventure Based Counseling

5. Target Population

response: Targeted secondary students

6. Baseline for the target population

response: Student Assistance Program pre and post student surveys to be determined at beginning of program

7. Timeline and Frequency

response: Project Success consists of 45 minute sessions delivered weekly and continuing for 8 weeks.

Adventure Based Counseling Program is conducted weekly for 12 weeks during a 90-minute session.

8. Collaborative Partners and/or Resources outside of LEA (if appropriate)

response: Clay Behavioral Health Services will provide Student Assistance Program Counselors to deliver the program

9. Specify Resources Provided by Title Program(s) to implement the activity

response: Student Assistance Program Counselor

Curriculum Manuals

Trained Facilitator in the ABC program

Evaluation Summary of program effectiveness

10. Anticipated Outcome Based on Activities Being Implemented

response: Minimum of 80% of the students participating and completing the program will experience an improvement in school attendance, grade point average, and/or discipline referrals.

11. List all Funding Source(s)Used to Address the Need

- Title IV Part A: Safe and Drug-Free Schools - Entitlement Program

1. Indicate the need(s) addressed by the activity

(The numbers to the right represent the IDs for the needs entered on the need form. Click on the ID to view record from the Needs form.)

- [356](#)

2. Outline All Activities to be Implemented from Programs Included

- 44 - Teacher/administrator training(s).

3. Activity is a Reading Initiative

response: No

4. Activity is scientifically based research

response: Yes - Foundations, Safe and Civil Schools

5. Target Population

response: Teachers and Administrators from 24 participating schools

6. Baseline for the target population

response: Number of discipline referrals resulting in out of school suspensions among the participating schools

7. Timeline and Frequency

response: Four 2-day trainings will occur throughout the 2008-2009 school year to develop plan and strategies. Monthly meetings and training of staff will occur at each participating school site throughout the year.

8. Collaborative Partners and/or Resources outside of LEA (if appropriate)

response: None

9. Specify Resources Provided by Title Program(s) to implement the activity

response: CHAMPS materials

10. Anticipated Outcome Based on Activities Being Implemented

response: Increase school connectedness;

Decrease number of discipline referrals resulting in out-of-school suspensions

11. List all Funding Source(s)Used to Address the Need

- Title VI, Part B, Subpart 2: Rural & Low Income Schools Program

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Clay - Title I Part A: Basic

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

PUBLIC SCHOOL ELIGIBILITY SURVEY

Ranking Type: Grade Span Grouping Date Certain: 02/08/2008

No.	School Name (4)	School Number (5)	Grade Code (6)	School type (7)	Neglected and Delinquent (8)	New School (9)	Number of Children Attending Public Schools (10)	Number of Children from Low Income Families (11)	Percent of Children from Low Income Families (12)	New Number of Children Attending Public Schools (13)	New Number of Children from Low Income Families (14)	Selection Code (codes) (13)	Program Type (17)	PPA (Per Pupil Allocation) (18)	TSA (Total School Allocation) (19)	Provision 2 (20)	SINI Status (21)	Del.
Grade Span Grouping For all schools below this line the Percent of Children from Low Income Families is less than 75% (grouped by school type)																		
Combination Elementary and Secondary																		
1	R. C. BANNERMAN LEARNING CENTER	0111	PREK, 6-12	Combo. Elem. and Second.	N		83	40	59.83%	117	70	I	NA	0	0.00			
Selection Code explain: School not served due to the district allocation process																		
2	OAKLEAF SCHOOL	0611	K-8	Combo. Elem. and Second.	N		1866	377	19.77%	1866	369	J	NA	0	0.00			
Elementary																		
3	CHARLES E. BENNETT ELEMENTARY	0071	PREK-6	Elem.	N		756	481	62.28%	753	469	B	SW	720	337,680.00			
4	GROVE PARK ELEMENTARY SCHOOL	0232	PREK-6	Elem.	N		562	335	60.22%	558	336	B	SW	720	241,920.00			4
5	J. L. WILKINSON ELEMENTARY SCHL	0491	PREK-6	Elem.	N		870	524	60.07%	859	516	B	SW	720	371,520.00			4
6	W E CHERRY ELEMENTARY SCHOOL	0241	PREK-6	Elem.	N		604	341	57.71%	584	337	B	SW	700	235,900.00			
7	S BRYAN JENNINGS ELEMENTARY SCHOOL	0331	PREK-6	Elem.	N		582	328	56.11%	581	326	B	SW	700	228,200.00			
8	CLAY HILL ELEMENTARY SCHOOL	0411	PREK-6	Elem.	N		516	269	51.36%	514	264	B	SW	680	179,520.00			
9	M CRAE ELEMENTARY SCHOOL	0511	PREK-6	Elem.	N		623	304	48.64%	623	303	B	SW	680	206,040.00			
10	COPPERGATE ELEMENTARY SCHOOL	0601	PREK-6	Elem.	N		635	261	41.10%	635	261	I	NA	0	0.00			
Selection Code explain: School not served due to the district allocation process																		
11	KEYSTONE HEIGHTS ELEMENTARY	0301	K-6	Elem.	N		796	315	39.38%	800	315	I	NA	0	0.00			
Selection Code explain: School not served due to the district allocation process																		
12	Shadowlawn Elementary School	0631	K-6	Elem.	N	Y	470	184	39.15%	470	184	I	NA	0	0.00			
Selection Code explain: School not served due tot he district allocation process																		
13	MIDDLEBURG ELEMENTARY SCHOOL	0271	K-6	Elem.	N		714	273	38.65%	709	274	I	NA	0	0.00			
Selection Code explain: School not served due to the district allocation process																		
14	DOCTORS INLET ELEMENTARY SCHOOL	0261	PREK-6	Elem.	N		745	265	35.80%	743	266	I	NA	0	0.00			
Selection Code explain: School not served due to the district allocation process																		
15	LAKESIDE ELEMENTARY SCHOOL	0352	K-6	Elem.	N		797	276	34.68%	793	275	I	NA	0	0.00			
Selection Code explain: School not served due to the district allocation process																		
16	RIDGEVIEW ELEMENTARY SCHOOL	0401	PREK-6	Elem.	N		717	240	33.29%	709	236	J	NA	0	0.00			

17	SWIMMING PEN CREEK ELEMENTARY SCHOOL	0571	PREK-6	Elem.	N		581	186	32.30%	579	187	J	NA	0	0.00			
18	TYNES ELEMENTARY SCHOOL	0501	PREK-6	Elem.	N		671	191	28.92%	657	190	J	NA	0	0.00			
19	RIDEOUT ELEMENTARY SCHOOL	0541	PREK-6	Elem.	N		581	164	28.62%	573	164	J	NA	0	0.00			
20	ARGYLE ELEMENTARY SCHOOL	0591	PREK-6	Elem.	N		1149	276	27.48%	848	233	J	NA	0	0.00			
21	MONTCLAIR ELEMENTARY SCHOOL	0381	K-6	Elem.	N		554	148	26.86%	551	148	J	NA	0	0.00			
22	LAKE ASBURY ELEMENTARY SCHOOL	0451	K-6	Elem.	N		1363	250	18.09%	951	172	J	NA	0	0.00			
23	ROBERT M. PATERSON ELEMENTARY SCHOOL	0471	PREK-6	Elem.	N		953	129	13.66%	952	130	J	NA	0	0.00			
24	THUNDERBOLT ELEMENTARY SCHOOL	0531	PREK-6	Elem.	N		1222	164	13.28%	1220	162	J	NA	0	0.00			
25	Oakleaf Village Elementary School	0621	K-5	Elem.	N	Y	796	57	7.16%	796	57	J	NA	0	0.00			
26	ORANGE PARK ELEMENTARY SCHOOL	0201	K-6	Elem.	N		544	33	5.86%	529	31	J	NA	0	0.00			
27	FLEMING ISLAND ELEMENTARY SCHOOL	0521	PREK-6	Elem.	N		1004	31	2.99%	1002	30	J	NA	0	0.00			
Middle/Jr. High																		
28	ORANGE PARK JUNIOR HIGH SCHOOL	0361	7-8	Middle/Jr. High	N		848	349	41.09%	847	348	C	NA	0	0.00			
Selection Code explain: School grade span not served through Title I Part A																		
29	WILKINSON JUNIOR HIGH SCHOOL	0371	7-8	Middle/Jr. High	N		763	295	38.27%	763	292	C	NA	0	0.00			
Selection Code explain: School grade span not served through Title I Part A																		
30	LAKE ASBURY JUNIOR HIGH SCHOOL	0481	7-8	Middle/Jr. High	N		1108	262	23.62%	1105	261	J	NA	0	0.00			
31	GREEN COVE SPRINGS JUNIOR HIGH SCHOOL	0021	7-8	Middle/Jr. High	N		794	181	22.73%	792	180	J	NA	0	0.00			
32	LAKESIDE JUNIOR HIGH SCHOOL	0351	7-8	Middle/Jr. High	N		924	164	17.68%	922	163	J	NA	0	0.00			
Other																		
33	CLAY COUNTY SUPT'S OFFICE	9001	UNASSIGNED	Other	N		1	0	0.00%	1	0	J	NA	0	0.00			
Senior High																		
34	KEYSTONE HEIGHTS JR-SR HIGH	0311	7-12	Senior High	N		1105	363	30.79%	1361	419	J	NA	0	0.00			
35	MIDDLEBURG HIGH SCHOOL	0391	9-12	Senior High	N		1495	441	27.54%	2030	559	J	NA	0	0.00			
36	CLAY HIGH SCHOOL	0341	9-12	Senior High	N		972	274	26.77%	1315	352	J	NA	0	0.00			
37	ORANGE PARK HIGH SCHOOL	0252	9-12	Senior High	N		1873	504	24.72%	2532	626	J	NA	0	0.00			
38	RIDGEVIEW HIGH SCHOOL	0431	9-12	Senior High	N		1323	302	22.91%	1816	416	J	NA	0	0.00			
39	FLEMING ISLAND HIGH SCHOOL	0551	9-12	Senior High	N		1679	123	6.60%	2211	146	J	NA	0	0.00			
40	FLORIDA YOUTH CHALLENGE ACADEMY	0020	9-12	Senior High	N		85	2	1.95%	154	3	J	NA	0	0.00			
							33,724	9,702	28.77%				4,920.00	1,800,780.00*				
* Schools with a Selection Code of E are not totaled in the overall Total School Allocation																		

Support for Eligible Students in Private Schools - TIERING

District Level Data: Date Certain: 02/08/2008, not pooling									
2	3	4	5	6	7	8	9	10	
Nonpublic School Name	Nonpublic School Number (4 digit)	Grade Span	Number of Private School Students Residing In PSAA	Number of Children from Low Income Families	Per Pupil Allocation	Dollars Generated	Dollars Allocated (if Pooling)*	Public School PPA used	
1	Holiness Church School	1495	K-12	32	16.00	720.00	11,520.00		0071
2	Faith Christian Academy	4036	K-12	16	2.00	700.00	1,400.00		0241
3	Annunciation Catholic School	1409	K-8	440	1.00	720.00	720.00		0071
4	Annunciation Catholic School	1409	K-8	440	2.00	700.00	1,400.00		0241
5	Annunciation Catholic School	1409	K-8	440	1.00	700.00	700.00		0331
Totals			1368	22.00		15,740.00	0.00		

Check here if the LEA provides any services to private school students through a third party contractor.

Provide method used for identifying low income students in private schools.

Response: A survey to the families of non public students is used to calculate the number of private school students from low-income attendance areas of children ages 5 through 17 enrolled in the school who are eligible for free and reduced priced lunches under the National School Lunch Act. Surveys are compiled to obtain an allocation for each participating private school. Participating Private schools work collaboratively with the district in obtaining surveys by informing parents of the importance of returning all surveys.

Provide a description of the multiple educationally related objective criteria used to identify private school students for Title I educational services as a result of consulting with private school officials. § 200.62(b)(1)

Response: Students with an academic need are identified through 3 different screening instruments (Kindergarten, Grades 1 and 2, and Grades 3-6). Students receiving a composite score below average will be eligible for services if the student's attendance zone can track back to a Title I eligible school. The Kindergarten and Grade 1 - 2 screening instrument is based on multiple educationally related objective criteria for the specific grade level. The Grades 3-6 screening instrument also contains educationally related objective criteria but also takes into account the most recent report card grade in the subject area.

In addition, consultation with the teachers of the eligible students, the parents and a review of any academic assessments provided by the private school, will further serve to accurately identify students in need of academic intervention. All resources available will be used in making academic decisions for the eligible students.

Provide a description of the services to be provided to private school students, their teachers, and parent.

Response: After extensive consultation with participating private schools, services will include computer assisted instruction using the researched based Successmaker software program. Students will follow a descriptive plan designed to meet individual deficiencies in reading and math.

Based upon the academic results from the computer assisted instruction, professional development will planned to assist the classroom teacher of eligible students in developing instructional strategies that will benefit the Title I eligible students. Teachers of eligible students will also be invited to participate in new teacher training to be held during the summer designed to improve student achievement of Title I students.

Parents of eligible private school students are invited to participate in the District Parent Advisory Council which meets 4 times per year. Extensive training is given during the meetings to assist parents in how to best help with student achievement at home. District personnel will also work closely with the parents of eligible students by providing specific parent involvement training opportunities throughout the school year designed specifically to meet the academic needs of eligible students.

**DESCRIPTION OF LEA ACTIVITIES TO SUPPORT
REQUIRED SET-ASIDES**

A. Highly Qualified Teachers:

Check here if **all** teachers of "core academic subjects" (Non-Title I and Title I) in the district meet the highly qualified requirements in accordance with NCLB and FDOE requirements. (If checked, FDOE will verify numbers submitted via the FDOE Automated Teacher Data Base.)

If you **did not** check the box above, answer the following questions.

Required set-aside: 5% of the LEA's Title I Allocation* \$ 156,432.00 **Response: \$ 58,000.00**

Purpose: To ensure all teachers in Title I schools are highly qualified.

***Unless lesser amount is needed.**

Minimum Amount for Equitable Services to Private School Teachers: **Response: \$ 499.00**

The amount entered here should be equal to or greater than % 0.8550 of the value entered for Required Set-Aside.

The most recent data available shows that **Clay** School District has **5.1%** courses taught by teacher(s) that **do not** meet the definition of highly qualified.

The most recent data available show that **Clay** School District has **1.0%** courses taught by Title I teacher(s) that **do not** meet the definition of highly qualified.

Note: If an LEA provides its own highly-qualified data, an explanation must be provided in the text box below that includes the data source and when the data was retrieved.

Describe the activities that will be implemented to ensure that all teachers in Title I schools meet the NCLB and FDOE definitions of Highly Qualified personnel.

Include:

- A description of how professional development activities to be funded under this application will assist teachers in satisfying these requirements;
- Activities that ensure that newly hired teachers acquire the necessary knowledge and skills, consistent with the Sunshine State Standards and the district's curriculum, to increase student academic achievement.

Response:

The rationale for determining the set-aside is based upon having adequate funds to assist non highly qualified personnel in obtaining the skills necessary to complete subject area exams through content based workshops and to meet the teacher mentoring needs of newly hired personnel. Clay County is a rapidly growing school district. In recent years, an average of 500 new teachers per year have been hired. Many of these new teachers work in Title I schools. The following activities will be implemented to ensure that all teachers in Title I school meet the NCLB and FDOE definition of Highly Qualified Personnel: Annually assessing the need for professional development through school and district wide surveys. Implementing a Master Inservice Plan of sufficient intensity and duration, designed to meet the professional development need of all instructional personnel while focusing on improved student achievement. Approving School Improvement Plans with strong professional development components, especially in the areas where schools did not meet Adequate Yearly Progress goals and are consistent with the Sunshine State Standards. Implementation of comprehensive Teacher Mentoring Programs in each Title I eligible school to include individual class visits by district curriculum specialists and a new teacher summer camp. The new teacher summer camp will provide newly hired teachers with knowledge and skills consistent with Florida's standards, an overview of the district's curriculum (including curriculum maps), district and community resources available, and instructional strategies for increasing student achievement.

B. Parental Involvement:

Required set-side* - 1% of the LEA's Title I Allocation:	\$ 31,286.40
Total Amount LEA Will Set-aside for Parent Involvement Activities	\$58114.00

Minimum Amount for Equitable Services to Private School Parents The amount entered here should be equal to or greater than % 0.8550 of the value entered for 'Total Amount LEA Will Set-aside for Parent Involvement Activities.'	\$ 500.00
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Purpose: To support parent involvement, including parents of private school students receiving Title I services.

Note: Ninety-five percent (95%) or more must be distributed to schools. If the LEA has a parent involvement center funded in part or full using this required set-aside, then documentation supporting how the LEA assists all schools, including private schools, must be maintained. This use is subject to both public and private school consultation.

Describe how parents will be involved in decisions regarding allotment of the 1% set aside for parent involvement activities.

(Limited to 5000 characters or about 800 words.)

Response:

The LEA will conduct an annual meeting to inform parents both public and private, of Title I parent involvement programs in each Title I eligible school. The LEA will conduct quarterly meetings of the District Parent Advisory Council, consisting of parent representatives from each Title I school and participating non public schools, to consult about Parent Involvement programs and policies, the School Improvement Plans, the Schoolwide Plans, School Parent Compacts and the LEA Plan. The LEA will conduct an annual review (survey) of the effectiveness of the Parent Involvement Policy. This survey on the "Content and Effectiveness of the District and School Parent Involvement Policies and Plans" will be generated in early spring. This data is compiled, studied, and presented to each local school advisory council and revisions are given to each Title I eligible school to be used as part of the needs assessment for Schoolwide Plans. Revisions based on these surveys will include identifying barriers to greater parent participation, improving academic quality, designing strategies for more effective parental involvement and if necessary revising parental involvement policies. School Improvement planning committees will consist of parent representatives to ensure meaningful consultation from parents concerning Title I programs. Through these avenues, parents have input into the expenditure of the 1% set aside as it relates to programs and activities such as school parent resource rooms, parent-home programs and after school and evening parent training workshops.

Describe the activities that will be implemented with the LEA's Parent Involvement Set-aside to carry out parent involvement activities that build the capacity of parents. Describe how these activities address the student achievement issues identified in your needs assessment.

(Limited to 5000 characters or about 800 words.)

Response:

The following activities will be implemented to build capacity of parents and address student achievement issues: The needs assessment indicates student achievement gains in reading, math, writing, and science are desired. The district will offer flexible meeting times and a variety of parent training opportunities. Trainings will include Families Building Better Readers, strategies in the home for assisting in reading, math, writing and science, how to help with homework, parent conferencing, FCAT preparation and community based participation opportunities such as "Math Night at Publix". Many Title I eligible schools also offers Parent Resource Rooms that are available to parents during school hours. Developing and using school-parent compacts at each school site. School-Parent Compacts are developed and reviewed on an annual basis by parent representatives of each Title I School. Provide through meetings and correspondence, information to parents about the school's program. Every Title I School sends home periodic newsletters informing parents about the school's program, maintains an up to date Web site for parents and communication in a language and form parents can understand. Any needed assistance in interpretation is provided to schools through the District ESOL Office. Translation vendors are used to translate necessary printed materials. Provide information about literacy training for parents through the distribution of a document entitled "Your School and the Title I Program" to every Title I family. Providing literacy training opportunities through the district web site and Public Television Channel 29. An annual evaluation of the LEA parent Involvement Policy is given in the spring of each year to all stakeholders (parents, teachers, administration). The results of this survey are provided to each school to assist in determining new or additional activities needed when revising the School Improvement Plan and the individual School Parent Involvement Plans.

Describe the activities that will be provided by the LEA-wide parent involvement center (if applicable).

(Limited to 5000 characters or about 800 words.)

Response:

not applicable

C. Homeless Set-Aside:

Required Set-Aside: \$15,306

A local educational agency shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve — (A) homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live. 1113(c)(3)(A)

Describe how you calculated this amount, the activities that will be carried out with this set-aside, the method of identifying and distributing funds to benefit homeless students and the duties of the homeless liaison.

Response:

The Homeless Set-Aside was calculated by setting a per pupil amount for each student on free or reduced lunch in the LEA. Students are identified through a homeless liaison, funded by the Homeless Education Program Grant. This grant, entitled "Project Reach" works with the schools and the community to identify homeless students and to provide services that will enhance the student's education. The Homeless Liaison is responsible for training all School Social Workers in the identification of homeless students in the Clay County School system. Title I funds are set aside to provide after school tutoring services to identified homeless students. The liaison works with the school and the parent to initiate the tutoring process. Invoices for tutorial services are submitted by the liaison to the Title I department for payment from the set aside. The Title I Supervisor monitors the progress

D. Neglected and Delinquent Set-Aside:

Required Set-Aside: \$15,306

A local educational agency shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve — (B) children in local institutions for neglected children; and (C) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. 1113(c)(3)(B)(C)

Describe how you calculated this amount, the activities that will be carried out with this set-aside and the method of identifying and distributing funds to benefit neglected and, if applicable, delinquent students.

Response:

The Neglected and Delinquent Set-Aside was calculated by setting a per pupil amount for each student on free or reduced lunch in the LEA. The LEA does not have any local Institutions for neglected or delinquent children, therefore School Social Workers are trained and work closely with the schools and the community to identify students that would be eligible for this set-aside. If such students are identified, the funds will be used to provide drop out prevention instructional support including after school tutoring and guidance services to transition into the public school system. Due to the absence of neglected or delinquent institutions, funds are set aside for individual referrals from the School Social Workers.

E. LEA-Wide Activities:**Set-Aside Amount, If Applicable:**

(Note: Do not include expenditures for preschool programs) \$170,346

Minimum Amount for Equitable Services to Private Schools: \$1465.00

The amount entered here should be equal to or greater than % 0.8550 of the value entered for 'Set-Aside Amount.'

Please provide the amount that your district will use for district-wide instructional activities. Examples from the Federal guidance include: summer school programs, intersession, additional professional development, school improvement, and coordinated services. Please note that this amount is subject to the equitable services provision for private school students. Please also note that because the reservation of funds by a District will reduce the funds available for distribution to participating schools, the District must consult with teachers, pupil services personnel (where appropriate), principals, and parents in determining what reservations are needed. This issue must also be part of the consultation with private school officials.

Response:

District-wide instructional activities will include additional professional development for all schools,

technical support for computer assisted instruction, and transportation for after school tutoring for schools in restructuring. Professional development includes 25 training days provided by Pearson Digital Learning for schools implementing computer assisted instruction (Successmaker and Waterford). All Title I schools will share these training days through out the school year to inservice teachers on instructional strategies to increase student achievement in areas where adequate yearly progress has not been met and progress monitoring of such achievement. An additional 10 days will be included for schools in restructuring to target specific areas of needs as identified by the needs assessment. Student data will be pulled four times a year to monitor student achievement to ensure students will make adequate gains on the FCAT. Technical support for the maintenance of the computer assisted instruction is also provided. Other district-wide professional development includes a summer "New Teacher Training Camp" (August) to orient new teachers to the Sunshine State Standards, district curriculum maps, and the Title I program. Teacher retention rate will be measured to evaluate the success of this training. A district curriculum specialist will provide training on a daily basis to all Title I eligible schools. Training will include modeling effective instructional strategies, curriculum mapping, mentoring of new teachers and how to monitor the progress of students as identified in the individual school improvement plan. Schools in restructuring will be provided transportation for a tutorial program to be held on the five Saturdays before FCAT ("Saturday Scholars"). During the consultative meetings with eligible private schools, district-wide activities are presented and discussed. Teachers and parents of eligible private school students are invited to participate in applicable district-wide activities. Additional activities for professional development and parent involvement are included in the eligible private school plans designed to specifically meet the academic needs of eligible private school students. Anticipated program outcomes are identical to the program outcomes described in the needs assessment portion of this grant. By June 2009, students in subgroups Black, Hispanic, Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities will increase reading achievement to meet state proficiency targets. Sixty five percent (65%) of the students in each subgroup will score at or above a level 3 in reading on the Florida Comprehensive Assessment Test. By June 2009, students in subgroups: Black, Hispanic, Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities will increase math achievement to meet state proficiency targets. Sixty eight percent (68%) of the students in each subgroup will score at or above a level 3 in math on the Florida Comprehensive Assessment Test. By June 2009, subgroups: Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities will increase writing achievement by 1% to meet state proficiency targets in writing on the Florida Comprehensive Assessment Test. By June 2009, students in grades 4 will increase proficiency in writing by 2%. By June 2009, students in grades 5 will increase proficiency in science by 2%.

SCHOOL IMPROVEMENT

Check Box if LEA has no schools identified for improvement.

A. Identify and describe the LEA strategies, in alignment with District Assistance and Intervention Plan, for assisting Title I schools that are identified as (1) in need of improvement, (2) in corrective action, and (3) planning for or (4) implementing restructuring plans due to not making adequate yearly progress (AYP). Include a description of the technical assistance provided and the school improvement activities to be assisted that directly address the reason(s) the school(s) were identified for improvement, corrective action, or restructuring.

Response: The overall plan to assist Title I schools in need of improvement, corrective action, planning for restructuring and implementing restructuring will include:

Technical assistance provided by the LEA to schools regarding state/district requirements, fiscal responsibilities, and evaluation process through the attendance of district and school administrators at the State Technical Assistance Meetings held two times a year.

Implementing a "District Target Support Team" (schools in need of improvement and corrective action) or a "District Oversight Team" (planning for and implementing restructuring) to meet on a regular (monthly) basis with schools to assure that:

The School Improvement Plan specifies annual, measurable goals for students in each of the disaggregated subgroups.

Specific academic problems of low-achieving students are being addressed and that strategies have been changed if data determines that the prior LEA plan has failed to show student improvement.

Extended learning opportunities such as after school tutoring are addressed in the School Improvement Plan and being implemented in a timely manner

Title I funds are being expended on professional development activities in the areas where the schools did not make AYP such as training on differentiated instruction and implementing curriculum maps in math and writing.

Implementing a screening process to ensure purchased materials are scientifically research-based;

Monitoring schedules to ensure Title I funded personnel are being used to increase student achievement; and that other resources provided to the school are in line with the School Improvement Plan.

Reviewing Policies and practices to ensure they are directly correlated to specific academic issues in core academic areas that caused the school to be identified for school improvement and immediately implementing any needed changes in policy and practices that will increase student achievement. Some areas that will be reviewed will consist of grade groupings, computer assisted instruction, parent involvement and teacher training.

B. Describe the specific professional development activities that will be supported with Title I, Part A funds in schools in need of improvement, corrective action, or restructuring, as applicable, to provide high-quality professional development to teachers and principals that directly address the academic achievement problem(s) that caused the school(s) to be identified. Include: (1) the specific professional development activities and intended outcomes; (2) the method LEA used to determine professional development needs for schools; (3) how the LEA will ensure that schools use Title I, Part A funds to provide high-quality professional development to teachers and the principals; and (4) how the professional development activities provided will directly address the academic achievement problem(s) that caused the schools to be identified as "in need of improvement."

Note: Each school receiving Title I, Part A funds that has been designated as "in need of improvement" is required to spend an amount equal to ten percent (10%) to provide high-quality professional development activities in accordance with P.L. 107-110, section 1116 and 9101(34).

Response: Student achievement data directly drives the specific plans for professional development.

Each school will design and implement a School Improvement Plan based upon the area of academic need for each subgroup. For each School Improvement Plan objective, a professional development goal is addressed within the plan.

The LEA will peer review each SINI School Improvement Plan in August to ensure that Title I, Part

A funds will be used by the school to provide high quality professional development that address the areas that caused the schools to be identified as "in need of improvement". In addition to the peer review of the School Improvement Plan, a district professional development review committee scores the plan based on a rubric designed to meet all the requirements for professional development. Expenditures of Title I , Part A funds are only released if the expenditures are in compliance with the approved School Improvement and Professional Development Plans that directly address student achievement problems.

Currently planned professional activities will directly address the academic achievement problems that caused the schools to be identified as "in need of improvement. Such professional development will include training in the implementation of math curriculum maps, computer assisted instructions, differentiated instruction, progress monitoring, data analysis and training in the five components of reading (phonemic awareness, phonics, vocabulary, comprehension and fluency). Training will be begin in June and continue throughout the school year on a weekly basis.

C. Ten percent (10%) Set-Aside for Professional Development

High-Quality Professional Development for LEAs Identified as "In Need of Improvement".

Ten percent (10%) set-aside for Professional Development:

Response: \$ 312,864.00

Amount LEA will set-aside for Professional Development:

Response: \$ 0.00

If the LEA is "in need of improvement", please describe how it will use the required 10% set-aside funds for high-quality professional development, by addressing each of the following:

- (1) the specific professional development activities the LEA will carry out with the set-aside amount, (2) the specific needs identified by the LEA for these funds and the source(s) of data, and (3) how the LEA will measure the impact of these professional development activities.

(Limited to 5000 characters or about 800 words.)

If the LEA is in "corrective action" it is not required to set aside a prerequisite 10% of funds for professional development; however, if the LEA does choose to set aside funds for professional development, please identify the amount.

If the LEA is in "corrective action" and has chosen to set aside funds for professional development, please describe how it will use those funds by addressing the following:

- (1) the specific professional development activities the LEA will carry out with the set-aside amount, (2) the specific needs identified by the LEA for these funds and the source(s) of data, and (3) how the LEA will measure the impact of these professional development activities.

(Limited to 5000 characters or about 800 words.)

Response:

N/A

EARLY CHILDHOOD COMPONENT

Not Applicable

Explain: Voluntary Pre Kindergarten and early readiness programs will be provided in the community through private and parochial providers and at a few select sites in the LEA. Title I funds are not sufficient to provide for these services. Available IDEA funding is utilized to provide early childhood services to those populations who are eligible to receive such services under IDEA regulations.

SECTION 2141

Pursuant to section 2141 of Public Law 107-110, LEAs that have failed to make AYP for three consecutive years and have failed for three years to make progress toward meeting annual measurable objectives (please refer to <http://www.fldoe.org/bsa...> for those affected LEAs) of all teachers being highly qualified must not use funds received under Part A of Title I to hire any paraprofessional unless the new paraprofessional is highly qualified and at least one (1) of the following conditions exists:

- the LEA can demonstrate that the hiring is to fill a vacancy created by the departure of another paraprofessional funded under Title I;
- the LEA can demonstrate that a significant influx of population has substantially increased student enrollment;
- the LEA can demonstrate that there is an increased need for translators; or
- the LEA can demonstrate that there is an increased need for assistance with parental involvement activities.

Will the LEA be using Title I funds to hire new paraprofessionals for the 2008-09 school year?

Response: No

Complete this section only if you answered YES to the above question.

If the LEA will be using Title I funds to hire new paraprofessionals for the 2008-09 school year, please provide the justification(s), pursuant to section 2141, from the following:

- The LEA can demonstrate that the hiring is to fill a vacancy created by the departure of another paraprofessional funded under Title I;
- The LEA can demonstrate that a significant influx of population has substantially increased student enrollment;
- The LEA can demonstrate that there is an increased need for translators; or
- The LEA can demonstrate that there is an increased need for assistance with parental involvement activities.

FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM

A. NAME OF THE NCLB PROGRAM: **Title I Part A: Basic**B. NAME OF ELIGIBLE RECIPIENT: **Clay**

TAPS Number 09A001

C. Project Number (DOE USE ONLY): **100-2129A-9CB01**

(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
0000	000	20% Set-aside for CWT/SES. See budget for Title I, Part A, NCLB Public School Choice Options	0.000	0.00
5100	120	Supplemental Teacher (Title I) (Needs Assessment: 311)	19.500	1,041,915.00
5100	140	Substitute (for Title I Teacher) (Needs Assessment: 311)	0.000	11,400.00
5100	150	Supplemental Aide (Title I) (Needs Assessment: 311)	13.600	235,507.00
5100	210	Retirement (Needs Assessment: 311)	0.000	149,952.00
5100	220	Social Security (Needs Assessment: 311)	0.000	116,454.00
5100	230	Insurance (Needs Assessment: 311)	0.000	142,530.00
5100	310	Professional and Technical Services: Contractual Services with Pearson Digital Learning (LEA Activity Set-Aside \$18,000) (Needs Assessment: 311)	0.000	18,000.00
5100	330	Travel: Tutors for homeless students (milage to travel to homeless center) (Needs Assessment: 311)	0.000	1,400.00
5100	350	Repairs and maintenance: school-based copiers,laminators (Needs Assessment: 311)	0.000	2,300.00
5100	370	Communication: postage (Needs Assessment: 311)	0.000	482.00
5100	390	Other Purchased Services: printing, non-professional services (installation of audio visual equipment) (Needs Assessment: 311)	0.000	11,989.00
5100	510	Supplies: will include consumable items (such as paper back books, workbooks, chart paper, graphic organizers, math manipulatives) to support reading, math, writing and science instruction. (Needs Assessment: 311)	0.000	91,590.00
5100	590	Other Materials and Supplies: resource books, periodicals (Needs Assessment: 311)	0.000	1,280.00
5100	621	Capitalized AV Materials: DVD, videos,cassettes (Needs Assessment: 311)	0.000	4,050.00
5100	622	Non-Capitalized AV Materials: videos, DVDs,cassettes, charts, maps, globes, science demo kit, (Needs Assessment: 311)	0.000	11,800.00
5100	641	Capitalized Equipment: projector, postermaker, microscope, badgemaker, flat screen television,portable learning device,projector screens (Needs Assessment: 311)	0.000	5,500.00

5100	642	Non-Capitalized Equipment: camera, camera tripod, CD/DVD player, pen pad, voice enhancer, portable learning device, cart (Needs Assessment: 311)	0.000	9,735.00
5100	643	Capitalized Computer Hardware & Accessories: computer, printer, scanner, document camera, cart (Needs Assessment: 311)	0.000	23,800.00
5100	644	Non-Capitalized Computer Hardware & Accessories: headsets, mouse, printer, pen pad, document camera, camcorder, response system (Needs Assessment: 311)	0.000	24,599.00
5100	691	Capitalized Software: instructional and assessment software (Needs Assessment: 311)	0.000	2,300.00
5100	692	Non-Capitalized Software: instructional and assessment software (Needs Assessment: 311)	0.000	2,175.00
5100	750	Other Personal Services: Substitutes (Title I Aides) (Needs Assessment: 311)	0.000	1,000.00
6150	120	Salaries: Teacher stipends for providing parent training (Needs Assessment: 514)	0.000	9,900.00
6150	160	Other Support Personnel: Child Care Aide for parent workshops (Needs Assessment: 514)	0.100	1,050.00
6150	210	Retirement (Needs Assessment: 514)	0.000	570.00
6150	220	Social Security (Needs Assessment: 514)	0.000	570.00
6150	310	Professional and Technical Services: contractual services with professional parent trainers (Needs Assessment: 514)	0.000	2,050.00
6150	330	Travel: Parent Workshop (neighboring county) (Needs Assessment: 514)	0.000	100.00
6150	350	Repairs and Maintenance: School Parent Resource Room equipment (copier, laminator, poster maker) (Needs Assessment: 514)	0.000	1,400.00
6150	370	Communication: postage (Needs Assessment: 514)	0.000	1,900.00
6150	390	Other Purchased Services: printing (Needs Assessment: 514)	0.000	1,875.00
6150	510	Supplies: consumable materials for parent workshops, parent communication and parent resource rooms (Needs Assessment: 514)	0.000	27,349.00
6150	590	Other Materials and Supplies: parent resource books, periodicals (Needs Assessment: 514)	0.000	6,350.00
6150	622	Non-Capitalized AV materials: videos, DVD's cassettes (Needs Assessment: 514)	0.000	300.00
6150	641	Capitalized Equipment: laminator for parent resource room, portable learning device (Needs Assessment: 514)	0.000	3,000.00
6150	642	Non-Capitalized Equipment: shredder, CD player (parent resource room) (Needs Assessment: 514)	0.000	200.00

		(Needs Assessment: 514)		
6150	643	Capitalized Computer Hardware and Accessories: printer (parent resource room) (Needs Assessment: 514)	0.000	800.00
6150	644	Non-Capitalized Computer Hardware and Accessories: printer, (parent resource room) (Needs Assessment: 514)	0.000	200.00
6150	692	Non-Capitalized Software: instructional software (Take-Home Computer Program) (Needs Assessment: 514)	0.000	500.00
6300	110	Administrator (Title I Supervisor)	1.000	85,371.00
6300	130	Other Certified (Teacher Specialist to serve as SES Coordinator and Non-public School Liaison)	1.000	64,200.00
6300	160	Other Support Personnel: Secretary/Bookkeeping (1); Technical Specialist (1)	2.000	120,370.00
6300	210	Retirement	0.000	26,590.00
6300	220	Social Security	0.000	20,651.00
6300	230	Insurance	0.000	16,328.00
6300	330	Travel: Technical assistance in district and out of district for Title I Part A, Choice/SES(Title I District Staff)	0.000	1,000.00
6300	350	Repairs and Maintenance (district based Title I copier)	0.000	900.00
6300	370	Communication: postage (CWT/SES)	0.000	15,500.00
6300	390	Other Purchased Services: printing (SES/CWT)	0.000	3,400.00
6300	510	Supplies: consumable items (paper, ink cartridges, file folders, pens, pencils, markers, disks, notebooks etc.) needed for the administration of Title I Part A, CWT and SES.	0.000	5,800.00
6300	590	Other Materials and Supplies: periodicals	0.000	1,300.00
6300	622	Non-Capitalized AV materials; Videos, DVD`s	0.000	400.00
6300	642	Non-Capitalized Equipment: cart, adding machine, shredder	0.000	1,300.00
6300	643	Capitalized Computer Hardware and Accessories: computer	0.000	1,800.00
6300	644	Non-Capitalized Computer Hardware and Accessories: printer	0.000	400.00
6300	692	Non-Capitalized Software: operating and management software (such Windows, WORD, Excel, Powerpoint, Filemaker Pro)	0.000	1,000.00
6400	120	Salaries: Professional Development Trainer; teacher stipends for attending professional development training	0.000	24,700.00
6400	130	Other Certified: Curriculum Specialist to provide professional development training (1) (LEA Activity set-aside)	1.000	53,719.00
6400	140	Substitutes: for LEA teacher of Title I students to attend professional development	0.000	3,570.00
6400	150	Salaries: Stipend for Aide to attend professional development training	0.000	200.00
6400	210	Retirement (LEA Activity set-aside - \$5,291)	0.000	5,641.00
6400	220	Social Security (LEA Activity set-aside - \$4,110)	0.000	4,460.00
6400	230	Insurance (LEA Activity set-aside - \$4,802)	0.000	4,832.00
6400	311	Professional and Technical Services: Professional Development Trainers to support the reaching of reading, math, writing, and science for at-risk students (provided by external sources)	0.000	25,000.00

		LEA Activity set-aside- \$50,000		
6400	312	Professional and Technical Services: Professional Development Trainers to support the reaching of reading, math, writing, and science for at-risk students (provided by external sources) LEA Activity set-aside- \$50,000	0.000	38,000.00
6400	330	Travel: professional conferences and technical assistance in district, out of district, out of state (Title District Staff and Title I School Personnel)	0.000	52,728.00
6400	370	Communications: postage	0.000	100.00
6400	390	Other Purchased Services: printing	0.000	3,235.00
6400	510	Supplies: consumable materials to support professional development training	0.000	26,784.00
6400	590	Other Materials and Supplies: resource books, periodicals	0.000	14,200.00
6400	621	Capitalized AV Materials: videos, DVDs	0.000	800.00
6400	622	Non-Capitalized AV Materials: videos, DVDs	0.000	200.00
6400	691	Capitalized Software: instructional software	0.000	850.00
6400	692	Non-Capitalized Software: instructional software	0.000	300.00
6400	730	Dues and Fees: tuition fee (highly qualified set-aside)	0.000	58,000.00
7200	790	Miscellaneous Expenses: Indirect Cost @2.81	0.000	71,277.00
7800	390	Other Purchased Services: bus transportation for after school tutoring for schools in restructuring (does not include SES funds) LEA Activity set aside for schools in restructuring \$18, 024	0.000	19,024.00
			TOTAL:	2,741,802.00

DOE 101



Eric J. Smith, Commissioner

Clay - Title II Part A: Teacher and Principal Training & Recruiting Program

FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM

A. NAME OF THE NCLB PROGRAM: **Title II Part A: Teacher and Principal Training & Recruiting Program**

TAPS Number 09A052

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

C. Project Number (DOE USE ONLY): **100-2249A-9CT01**

(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
6150	391	Printing of materials to train teachers in parent/community involvement 311, 312	0.000	1,194.00
6150	510	Supplies and materials to train teachers in parent involvement 311, 312	0.000	3,540.00
6400	120	Stipends for SRA, DIBELS, DAR, CLIP, technology trainings 311, 312, 354	0.000	56,500.00
6400	130	3 curriculum specialists & 2 technology integration specialists salaries; facilitators for reading competency classes; stipends for technology trainings 311, 312, 354	5.000	306,460.00
6400	140	Substitute teachers for reading, technology, and curriculum trainings 311, 312, 354	0.000	181,492.00
6400	150	Aide stipends for SRA trainings 311	0.000	1,000.00
6400	160	Assistant stipends for technology trainings 312, 354	0.000	2,000.00
6400	210	Retirement @.0985	0.000	62,932.00
6400	220	Social security @ .0765	0.000	39,673.00
6400	230	Insurance x 5 @ 4,082	0.000	20,410.00
6400	240	Worker`s compensation @ .01	0.000	5,064.00
6400	311	Professional and technical contracts for consultants for reading competency courses 311, 312	0.000	12,000.00
6400	330	Workshop fees, travel, and conference registrations including FETC, NCTM, National Middle School Association Conference, ACTEL French Conference (Includes private school travel)311, 312, 354	0.000	59,799.00
6400	390	Printing for training materials 311, 312, 354	0.000	1,205.00
6400	391	Other purchased services - trainers, consultants including online professional development upgrade consultant, Schultz Center contract,UCF reading endorsement course contract 311, 312, 354	0.000	25,000.00
6400	392	Purchased Services - Balances over \$25,000	0.000	1,172.00
6400	510	Supplies: will include consumable items (such as paper back books, workbooks, chart paper, graphic organizers, math manipulatives) to support reading, math, writing and science instruction. 311, 312	0.000	11,417.51
6400	590	Other materials and supplies for reading competency trainings	0.000	10,500.00
6400	641	Equipment over 750 for digital educator program includes multimedia projectors. This program trains teacher leaders to serve as coaches for colleagues. As coaches, these teachers will assist their other teachers in identifying ways to enhance standards-based instruction and to offer their students engaging, technology-rich, learning activities. In doing so, coaches will help their colleagues to develop the necessary technology skills and instructional strategies needed to integrate technology into teaching and learning 312, 354	0.000	79,143.00
6400	642	Equipment under 750 for digital educator program includes cameras, visual presenters, penpads 312, 354	0.000	5,600.00
6400	643	Computer equipment over 750 for digital educator program includes laptops 312, 354	0.000	23,000.00
6400	692	Software for technology trainings	0.000	960.00
6400	730	Tuition and certification fee reimbursements #312	0.000	61,965.00
7200	790	Indirect cost 3.23%	0.000	27,847.49
			TOTAL:	999,874.00



Program Description

Describe the proposed strategies and activities the LEA intends to implement that will assist in meeting the requirement in section 2141 of having all core subject area teachers highly qualified. Please refer to the Project Design-Narrative (included in the DOE 900E) and the chart for LEAs that must complete this section of the application as well as further information regarding this federal requirement.

Response: A differentiated pay scale has been negotiated to encourage highly qualified teachers and administrators to work in low performing, high minority, and/or high poverty schools that is funded from general funds. The scale is a range of \$500-\$1,000 for returning teachers, showing learning gains and completing 24 hours of professional development a year which include professional development funded through Title I and Title IIA. There is also the potential of moving up the steps in the pay scale with continued student achievement over time. Tuition, certification fee, and certification testing fee reimbursement will continue to be offered for out-of-field teachers and paraprofessionals enrolled in a degree program leading to teacher certification. The percentage of Title II funds targeted to meet the goal of 100% highly qualified teachers has been increased for the 2008-2009 school year.

Annual Measurable Outcome Objectives

Describe the annual measurable outcome objectives for the activities that will have a positive impact on student academic achievement [Section 2122 (b)(2)]. Identify the outcome measures that will be used to demonstrate the accomplishment of those objectives.

Response: At least 65% of the students in each subgroup will maintain or attain reading proficiency by scoring at or above a level 3 in Reading on the Florida Comprehensive Assessment Test (FCAT) as measured by FCAT and other assessment instruments.

At least 68% of the students in each subgroup will maintain or attain math proficiency by scoring at or above a level 3 in Reading on the Florida Comprehensive Assessment Test (FCAT) as measured by FCAT and other assessment instruments.

The percentage of non-highly qualified teachers will decrease to .5% or less as measured by District reporting data. Survey 5 data for 07-08 indicated a growth in non-highly qualified teachers over previous years. This has been attributed to the high number of teacher retirements.

At least 95% of newly hired teachers and administrators will use data to improve student achievement as measured by staff development data, attitudinal surveys and data usage reports.

All grade levels will increase the percentage of students scoring level 3 or higher in reading/language arts, math, and science on the FCAT as measured by FCAT and other assessment instruments.

At least 50% of teachers and administrators will integrate technology and information literacy into the curriculum as measured by District reporting data.

All schools will report parent/student access to the Blackboard Community System and will report at least one parent/community activity relating to curriculum or technology.

Professional Development in Accordance with Florida's Professional Development System

Describe how the LEA will ensure that the professional development (which may include teacher mentoring) needs of teachers and principals, provided in accordance with Florida's Professional Development System, will be met using these funds [Section 2122 (b)(5)].

Response: Based on needs assessments, professional development activities will address leadership, management, literacy and technology strategies and methods for administrators to improve achievement of lower performing students, involve parents in the child's education, and improve student behavior to demonstrate an improvement in student achievement. Teachers will increase knowledge in effective instructional strategies and methods including literacy, core academic subjects, differentiated learning styles and special learning needs of students. Professional Development activities will be based on scientifically based research and will be ongoing sustained activities with effective follow-up activities and evaluation tied to student achievement.

Clay - Title II Part D: Enhancing Education through Technology (EETT) - Entitlement Program

FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM

A. NAME OF THE NCLB PROGRAM: **Title II Part D: Enhancing Education through Technology (EETT) - Entitlement Program**

TAPS Number 09A056

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

C. Project Number (DOE USE ONLY): **100-1219A-9CE01**

(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
6400	330	Travel to attend or deliver technology workshops/conferences and on-line trainings (includes private schools) #354 & 312	0.000	7,031.41
6400	370	Communication charges for web conferencing and collaborative training sessions #354 & 312	0.000	4,200.00
6400	390	Web conferencing and on-demand collaborative training sessions and Other purchased services for consultants and contracted training #354 & 312	0.000	15,600.00
7200	790	Indirect cost	0.000	363.39
			TOTAL:	27,194.80

DOE 101



Eric J. Smith, Commissioner

EETT Project Focus Identification / Alignment with Florida Instructional Technology Goals

1. INSTRUCTIONAL LEADERSHIP – Invest in strong leadership essential to promoting the development of technology savvy personnel at all levels of the educational system.

- Establish technology literacy standards for administrators.
- Ensure high quality, sustained training, and outreach to school administrators on technology savvy leadership.
- Ensure participation in online tools and resources that provide data on the utilization of technology in the classroom.
- Establish effective technology leadership models.
- Ensure that schools have strategies to provide community access to school-based technology and training.

Description: Administrators will be trained during a summer bootcamp.

2. DIGITAL LEARNING ENVIRONMENT – Engage students in their education in ways never before possible.

- Ensure students are provided the technology skills necessary to thrive in a new economy.
- Establish standards for technology literacy for students to be prepared for taking online assessment.
- Ensure the opportunity for students to participate in distance learning courses to meet their diverse and unique needs.
- Ensure that students and teachers are adequately trained in the use of online digital content.
- Ensure assessments to measure 21st century skills.
- Ensure that digital content is utilized in core curriculum areas.
- Ensure that educational leadership programs contain technology related course work.

Description: Technology integration specialists will work with ESE specialist to deliver instruction via distance learning for hospital and homebound students. Blackboard domain administrators for every school have been trained to assist teachers in developing online course sites.

3. FLORIDA'S DIGITAL EDUCATORS – Empower educators with the skills necessary to integrate technology to improve students' rates of learning.

- Ensure that every teacher has the opportunity to take online learning courses.
- Ensure teachers utilization of technology to gather, manage, and analyze student data to differentiate instruction for every child.
- Ensure that pre-service teachers are receiving appropriate technology instruction prior to classroom placement.
- Establish technology literacy standards for teachers.
- Establish the creation of best practices model for the integration of technology in the curricula.
- Ensure the quality and consistency of teacher education through measurement, accountability, and increased technology resources.

Description: A variety of online courses and webinars are offered at various times to encourage teachers to participate in staff development.

4. ACCESS TO TECHNOLOGY – Expand access to innovative digital technologies and learning opportunities.

- Ensure access to innovative digital technologies and learning opportunities.
- Ensure ubiquitous access to computers, technology devices and connectivity for each teacher.
- Ensure that students and teachers will have access to digital content to be integrated into core curricula as a means to academically prepare students for achievement in a constantly changing economy.
- Establish a common set of digital content standards to ensure interoperability among technology systems.
- Ensure that every school has an efficient, automated library media center connected to the Internet and networked to appropriate learning areas.

Description: Technology integration specialists will work with elementary technology coaches and secondary network specialists to provide access for online learning, webinars, and learning village.

5. INFRASTRUCTURE AND SUPPORT – Establish that all public schools have the infrastructure that supports dedicated, high-speed connections to the point of learning, and provide "just-in-time" technology support.

- Ensure the availability of technical support to maintain computer networks, maximize educational uptime, and plan for future needs.
- Ensure the availability of school based instructional technology support specialist to provide expert support for integration of technology and curriculum and instruction.
- Ensure that broadband access is available all the way to the end-user for data management, online and technology-supported assessments, e-learning, and accessing high-quality digital content.

Description: Technology Integration Specialists work with elementary technology coaches, secondary network specialists, peer coaches, digital educators, and domain administrators to provide support as teachers integrate technology into the curriculum.

PROGRAM PLANNING AND EVALUATION

1. Indicate what special steps the applicant will take to ensure that students and staff in high-poverty and high-need schools (and/or schools identified for school improvement) will have increased access to instructional technology. [Section 2414 (b) 3]

- Priority will be given to "high-need" schools and/or schools identified as low performing by the Florida Department of Education when distributing newly acquired technology.
- Priority will be given to expanding intensive technology integration training opportunities for instructional staff in "high-need" schools and/or schools identified as low performing by the Florida Department of Education.
- The school district will promote partnership development and special collaborative initiatives to bring modern technology-based learning tools and best practice strategies to "high-need" schools and/or schools identified as low performing.
- Special targeted technology awareness training for parents of students at "high-need" schools and/or schools identified as low performing will be provided.
- Special programs will be initiated to provide increased access to technology (before, during, or after hours) for students attending "high-need" schools and/or schools identified as low performing.
- Other:
Description: Additional technology integration training opportunities will be offered for staff members in high need/low performing schools and technology awareness sessions will be offered for parents of students at these schools.

2. Indicate how the district will provide or foster ongoing sustained professional development for teachers, principals, administrators and school library media personnel to further the effective use of technology in classrooms and library media centers. [Section 2414 (b) 4AB – response information 1st part]

- Encourage teachers and school administrators who have had limited opportunities to use modern instructional technologies to attend Florida Digital Learning Institutes.
- Provide special salary/bonus incentives to teachers who achieve measurable proficiency in the use and application of technology to improve the instructional process.
- Establish professional partnerships with post-secondary pre-service training programs.
- Adopt rigorous technology competencies and proficiency standards for school instructional staff and administrators.
- Provide ready access to research-based methods, best practices, and technology-enhanced instructional strategies (access links to clearinghouse resources, etc.).
- Provide reimbursement for continuing education coursework with a focus on technology skill building.
- Provide online training opportunities with a focus on innovative technology integration methods.
- Encourage post-graduate study in the area of Instructional or Educational Technology.
- Support district or school level focus groups that target best practice development and research review.
- Provide flexible access to technology resources in library media centers and training labs.
- Other:
Description: Online, blended, face-to-face and webinar trainings and online access to research based resources linked to instructional materials, lesson plans, and curriculum maps will be maintained.

3. Identify personnel and/or partners that the district anticipates will be involved in providing professional development services in conjunction with the EETT initiative. [Section 2414 (b) 4AB – response information 2nd part]

- Local district staff
- Private consultants and specialists
- Regional Consortia or other intermediate unit staff
- Community colleges/universities
- Area vocational technical schools
- Contracted training centers
- Professional associations
- Educational Technology Integrators
- Other:

Description: Specialists, coaches, and staff contracted through the Schultz Center will facilitate professional development activities.

4. Identify specific strategies that will improve the delivery of instructional content, promote the development and use of technology-enhanced lesson plans, and improve curricula and instruction through effective use of technology. [Section 2414 (b) 7]

- Establish and maintain a focused review process to help identify the most effective instructional technologies.
- Provide appropriate incentives to encourage the development of technology-enhanced lesson plans.
- Encourage teachers and curriculum development staff to actively participate in conferences, seminars, and online training programs that provide opportunities to learn about how technology can enhance the learning environment for students.
- Provide real incentives to teachers who demonstrate a commitment to mastering the use of technology to improve student learning opportunities.
- Conduct regular demonstrations of modern instructional technologies to improve teacher awareness.
- Other:

Description: Teachers will complete an Individual Training plan with a technology component related to areas of need identified by a technology inventory or Florida Innovates survey.

5. Indicate how the district will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of new and emerging technologies. [Section 2414 (b) 8]

- Adopt special incentives and supporting policies that will advance and promote the incorporation of successful research-supported online course delivery.
- Improve utilization of existing distance learning programs (<http://www.flvs.net/>).
- Develop new distance learning program options.
- Strengthen technology planning and strategy development to facilitate rigorous course delivery.
- Encourage partnerships between schools not presently taking advantage of online learning opportunities and schools with active and effective online learning programs.

Description: Technology Integration Specialists will work with domain administrators, tech coaches, and network specialists to encourage teachers to develop online course sites.

6. Indicate what strategies the district will use to promote parent involvement and increase communication about the incorporation of instructional technologies into the learning environment. [Section 2414 (b) 9]

- Increase parent access to technology through special loan or after-hours access programs.
- Conduct technology demonstrations at PTO/PTA meetings.
- Incorporate appropriate website enhancements to provide information of special interest to parents.
- Conduct periodic parent training and awareness workshops or technology open house events incorporating various learning technologies used by students.
- Produce and distribute electronic newsletters.
- Communicate with parents through e-mail and/or other electronic means on a regular basis.

Description: The Blackboard community system at www.clayschools.net will improve communication with parents. A traveling "poster session" training will be utilized at schools to increase parental awareness of technology use by students.

7. Indicate how EETT initiatives will be developed in collaboration with adult literacy programs the LEA offers (or utilizes) to maximize the use of technology resources. [Section 2414 (b) 10]

- Computers and/or other instructional technologies will be provided to support existing adult literacy programs (after hours or during the regular school day).
- Professional development opportunities will be coordinated with adult literacy programs whenever practical.
- Software or online learning services will be shared with adult students whenever practical.
- Training labs or other special use facilities will be shared with adult students whenever practical.
- Significant collaboration with adult literacy programs is not applicable. Explain:

Description: Adult and Community Education and the Clay County Literacy Coalition will maintain community services via Blackboard.

8. The EETT initiative requires that participants measure the impact that program activities have on student achievement. Participants must develop specific mechanisms or accountability measures that they will use to evaluate the extent to which activities funded

under the EETT initiative are effective in: 1) integrating technology into curricula and instruction; 2) improving the ability of teachers to teach; and 3) enabling students to master the Sunshine State Standards. Identify specific evaluation strategies or accountability measures that will be used to determine the effectiveness and impact that EETT funding has on student achievement and technological literacy. [Section 2414 (b) 11]

- Conduct targeted analysis of student assessment data in relation to specific technology infusion and integration strategies currently in use within the district.
- Analyze data obtained from the Department's Inventory of Teacher Technology Skills (ITTS) and other appropriate evaluation tools or instruments.
- Regularly examine lesson plans and curricula for evidence of robust technology integration.
- Dedicate appropriate resources to ensure rigorous program evaluation.

Description: Technology Integration Specialists will analyze teacher and student inventory results, FloridaInnovates survey, and a district developed survey.

9. Indicate the supporting resources that will be acquired to ensure successful and effective use of existing or new technology projected for acquisition. [Section 2414 (b) 12]

- Networking services and/or operating system software upgrades.
- Server upgrades and/or continuing service agreements.
- Broadband and/or related high-speed connection services.
- Essential print resources such as training and/or software/hardware instruction manuals.
- Computer memory, screen, or storage upgrades.
- Special adapters, cables, cards or other essential technology supplies.

Description: Maintenance and server upgrade for Blackboard server will facilitate effective technology integration. Training and software resources will be provided.

10. Provide a concise description of how the applicant expects to coordinate activities carried out with EETT entitlement funds with technology-related activities initiated and/or supported with funds available from other federal, state, and local sources. [Section 2414 (b) 5]

Response: Activities will be coordinated with Title II, part A, Title I, and ESE to provide ongoing professional development activities to develop the skills of K-12 teachers and administrators in integrating technology and information literacy into the curriculum. Parent/community awareness sessions will also be coordinated with these programs.

11. Identify the types and estimated costs of technologies, infrastructure improvements, or educational services to be acquired/delivered with project funds. [Section 2414 (b) 5]

Response: Approximately \$19,000 will be allocated for web conferencing and point of need webinars.

2008-09 EETT Program Planning Snapshot

EETT PROGRAM GOALS:

- To improve student academic achievement through the use of technology in elementary and secondary schools.
- To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the 8th grade, regardless of race, ethnicity, gender, family income, geographic location, or disability.
- To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by state educational agencies and local educational agencies.

Information about current Department of Education instructional technology goals, measurement tools, and supporting resources may be found on the Bureau of Instruction and Innovation website (<http://www.flinnovates.org/>)

CORE EETT PROGRAM PLANNING AREAS	IMPLEMENTATION PLAN [Document specific 2008-09 implementation objectives. Include specific timelines when possible.]	MONITORING CHECK [Check appropriate box for each core planning area.]
Utilization of Florida's Student Tool for Technology Literacy web-based evaluation tool (http://www.flinnovates.org/sttl/) Performance Goal: All students will be technology literate by the end of the 8th grade	All 8th grade students will complete the evaluation tool during the 2008-2009 school year.	IN PLACE - ALL STUDENTS BY END OF 8TH GRADE
Utilization of Florida's Inventory of Teacher Technology Skills (ITTS) web-based evaluation tool (http://www.flinnovates.org/info/index.htm) Performance Goal: Personnel skilled in technology	Teachers have completed the inventory of skills and new teachers will continue to use the inventory to develop Individual Professional Training Plans.	IN PLACE - ALL TEACHERS
Intensive and sustained technology integration professional development , mentoring, and modeling	District training and mentoring is offered for all schools. Curriculum specialists have been trained to model technology integration in the classroom.	IN PLACE - ALL SCHOOLS
Technology –enhanced lesson plan development and identification of effective strategies to encourage exemplary practice infusion	A digital repository of lesson plans with technology integration strategies and resources is in place at all schools.	IN PLACE - ALL SCHOOLS
Educational Technology Clearinghouse utilization (http://etc.usf.edu/)	Limited funding has delayed the ability to add links to lesson plans in Clay's digital repository.	LIMITED IMPLEMENTATION

Clay - Title III Part A: English Language Acquisition

FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM

A. NAME OF THE NCLB PROGRAM: **Title III Part A: English Language Acquisition**

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

C. Project Number (DOE USE ONLY): **100-1029A-9C001**

TAPS Number 09A014

(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
5100	120	Supplemental reading/Math summer school teacher for ESOL Reading Enrichment	0.200	5,215.02
5100	210	retirement for teacher of summer ESOL Reading Program	0.000	513.68
5100	220	Social Security for summer school teacher	0.000	398.95
5100	240	Workman`s Compensation for summer school teacher	0.000	52.15
5100	390	consultant for 4 hour supplemetal training course ELL teacher practical skills	0.000	400.00
5100	510	classroom supplies such as paper, ink for printers, supplemental materials for ESOL students. to accompany reading series that contains supplemental instructional materials, such as ELL treasures kits specifically designed to meet the needs of the ELL learner.	0.000	6,109.03
5100	610	installation of software	0.000	2,500.00
5100	643	computers to support supplemental instruction of Rosetta Stone	0.000	38,000.00
5100	644	printers to support supplemental instruction of Rosetta Stone	0.000	2,000.00
6150	150	aide/interpreter for ELL parent night and ESOL District Parent Advisory Board Meeting	0.100	75.00
6150	210	retirement for aide	0.000	10.00
6150	220	social security for aide	0.000	10.00
6150	240	workam`s comp	0.000	7.50
6400	140	substitues for supplemental to provide professional development activities, including acculturation theories for new teachers and training on current ESOL strategies to be used in the classroom.	0.000	1,600.00
6400	330	travel to ESOL conferences/meetings	0.000	700.00
7200	790	2% cost factor	0.000	334.83
7800	160	bus driver salaries for Saturday School	0.200	700.00
7800	210	retirement for bus drivers	0.000	70.00
7800	220	social security for bus drivers	0.000	60.00
7800	240	workman`s comp	0.000	20.00
7800	460	bus mileage for Saturday school	0.000	800.00
			TOTAL:	59,576.16

DOE 101



Eric J. Smith, Commissioner

Supplementary Instructional Services to Increase English Proficiency of ELLs

Identify the district goals, objectives, and strategies for increasing the English proficiency of English Language Learners by the end of the 2007-08 school year at the elementary, middle, and high school levels. Goals/objectives must include baseline data from the 2007 administration of the Comprehensive English Language Learning Assessment (CELLA).

Performance Goal 2(a): By 2013-2014, all English language learners will become proficient in English.

Descriptions below must identify the activities to implement the goals and performance indicators selected in the Consolidated NEEDS ASSESSMENT section. Consolidated applicants are NOT required to repeat the goals, objectives, outcomes and performance targets identified already included in the NEEDS ASSESSMENT.

- 2.1 Language Proficiency Performance Indicator: The percentage of ELLs, determined by cohort, who have attained English proficiency by the end of the school year. [It is expected that LEAs will include baseline data from 2007 administration of Comprehensive English Language Learning Assessment (CELLA).]
Response: 2007 CELLA data cited will indicate an increase by 2% compared with 2008 CELLA data by June 2009.
- 2.2 Making Progress Performance Indicator: The percentage of students making progress in learning English. [It is expected that LEAs will identify the percentage of ELLs moving from one proficiency level to the next; data on percentages of ELLs at the beginning, intermediate and advanced levels should be included.]
Response: 2007 CELLA data cited in the needs assessment will be compared with 2008 CELLA data to determine the percentage of ELLs who moved from one proficiency level to the next; 2008 data will be compared to 2009 CELLA data to determine the percentage who proficiency levels by June 2009.
- 2.3 Annual Measurable Achievement Objectives Performance Indicator: The percentage of schools that have met Florida's Annual Measurable Achievement Objectives (AMAOs). [It is expected that the LEA will address the additional services that will be provided to schools that have not met Florida's AMAOs.]
Response: 2007 CELLA data cited in the needs assessment and 2008 CELLA data will be used to determine the percentage of Clay County schools that have met Florida's Annual Measurable Objectives. The strategies utilized to increase the CELLA achievement goal will include an ELL Lab at one of the high schools, and computers in ELL teachers' classrooms to supplement instruction with Rosetta Stone.

Note: Description of how this project will incorporate reading initiatives must also be included in this section. Districts with very few ELLs may elect to focus services at one or more grade cluster. For example, a district may choose to focus services only at the elementary level.

ELEMENTARY SCHOOL LEVEL

Goals:

Response: To improve reading scores in grades 1 - 6 and improve the proficiency level of all elementary ELLs, supplementary software and supplemental reading ELL treasures kits will be infused with classroom instruction.

The software training goal is that 70% of teachers who have access to software and have not been previously trained to use the software will be trained in the 2007-2008 school year.

To improve reading scores for all elementary ELLs, especially those in kindergarten, supplemental materials will be integrated with classroom instruction and parents will be trained to use effective ELL instructional strategies at home. Supplemental Saturday school and summer reading/Math programs will be utilized to accomplish this goal.

Objectives:

Response: By June 2009, 2% of elementary ELLs will improve their listening, speaking, and reading levels measured by CELLA; By June 2009, 2% of elementary ELLs will increase their CELLA scores by 5% in May 2009. In 2006, 20% of ELL elementary parents attended at least one ELL parent night. The goal for 2008 is for 10% of ELL parents to attend at least one ELL parent night.

Strategies:

Response: Self-contained ELL teachers will be trained in effectively implementing the supplemental curriculum ELL Treasures Kits. The training will provide professional development activities, including acculturation theories for new teachers and training on current ESOL strategies to be used in the classroom. Supplemental Saturday school and summer school programs for ELL students will be offered to ELL students in increase academic skills in both math and reading.

MIDDLE SCHOOL LEVEL

Goals:

Response: To improve reading scores in grades 7-8 and improve the proficiency level of all elementary ELLs, supplementary software and computers will be provided for classroom use at the middle schools.

Objectives:

Response: listening, speaking, and reading levels measured by CELLA; By June 2009, 2% of middle school ELLs will increase their CELLA scores by 5% in May 2009.

Strategies:

Response: Classroom computers and hardware will be provided to teachers with a high number of ELL students to supplement classroom instruction with Rosetta Stone software in their classrooms.

HIGH SCHOOL LEVEL

Goals:

Response: To improve CELLA scores by 2% of all high school ELL students.

Objectives:

Response: By June 2009, 25% of high school ELLs will improve their listening, speaking, and reading levels measured by CELLA.

Strategies:

Response: Classroom computers and hardware will be provided to teachers with a high number of ELL students to supplement classroom instruction with Rosetta Stone software in their classrooms.

Instructional Services to Increase the Academic Achievement of Current and Former ELLs

Identify the overall district goals, objectives, and strategies for increasing current and former ELLs achievement in reading, mathematics and science by the end of the 2008-09 school year at the elementary, middle, and high school levels. **At a minimum, goals should address student proficiency in reading and mathematics (at the subgroup level) and the provision of highly qualified staff and include baseline data from the 2007-08 school year.**

This section must address required activities and must clearly document that the proposed activities are supplementary and do not supplant existing State and locally funded activities and required services. Note: Description of how this project will incorporate reading initiatives must be included in this section.

For additional assistance in developing goals, objectives and strategies, Click on this link: [Developing Measurable Program Goals and Objectives \(PDF\)](#).

Performance Goal 2(b): By 2013-2014, all current and former English language learners will reach high academic standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, and science.

- 2.4 Content Achievement Performance indicator: The percentage of ELLs who are at or above the proficient level in reading/language arts, mathematics and science on the state's assessment, as reported for performance indicator 2.1.

Response:

On the 2007 Florida Comprehensive Assessment Test (FCAT), 27% of Limited English Proficiency Students scored in the proficient range in reading; 39% in math; and 78% in writing. Less than 50% of LEP students scored in the proficient range in science.

- 2.5 District-derived Performance Indicator [It is expected that LEA will identify performance goal(s) that focus on either increasing the language proficiency of ELLs; the academic achievement of ELLs; increasing the effectiveness of professional development activities for teachers assigned to teach ELLs, or increasing parental involvement].

Response:

To improve academic achievement scores on the 2009 FCAT Reading assessment and improve the proficiency level of all ELLs, supplementary software and/or computer hardware will be integrated with classroom instruction. Teacher training on ELLIS and/or Rosetta Stone will be conducted district-wide in order to give teachers the understanding and comfort level to use the supplemental software in their classrooms. Based on the information collected by teacher, guidance counselors, and administrators, there is a demand for computers in ESOL classrooms to facilitate supplemental computer instruction. Language acquisition is the key to academic success on standardized tests for ELL students. The supplemental instruction will increase student achievement levels on FCAT reading, writing and science.

Goal 3 Additional Performance Goal(s):

Response:3.1

3.1 District-derived Performance indicator:

Response A professional development needs assessment was conducted through teacher input and data survey collected. New teachers of ESOL students, who have not taken any ESOL training, or it has been a while since their last ESOL professional development class want a practical classroom application course to help them immediately in their classrooms to effectively teach ELL students.

This supplemental professional development opportunity will provide professional development activities, including acculturation theories for new teachers and training on current ESOL strategies to be used in the classroom. The effectiveness of the professional development will be reflected in a post course evaluation survey to determine if the teachers felt that they were better prepared to serve the needs of the ELL students.

Clay - Title IV Part A: Safe and Drug-Free Schools - Entitlement Program

FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM

A. NAME OF THE NCLB PROGRAM: **Title IV Part A: Safe and Drug-Free Schools - Entitlement Program**

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

C. Project Number (DOE USE ONLY): **100-1039A-9CS01**

TAPS Number 09A071

(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
5100	120	Salaries-Facilitators to deliver TGFD&V as an alternative to suspension program. 2 Facilitators @ \$40/hr x 2 hrs/wk x 6 wks x 6 sessions = \$5,760 Activities: 356 & 514	0.120	5,760.00
5100	210	Retirement @ 7.83% of \$5,760 Activities:356 & 514	0.000	451.00
5100	220	Social Security @ 7.65% of \$5760 Activities:356 & 514	0.000	441.00
5100	510	Supplies for TGFD Program - 1500 books x \$.60/book = \$900 Guidance and Curriculum support materials, including private schools participating in Title IV services, for bullying prevention, conflict resolution, substance abuse prevention, and character education. Activities:356	0.000	2,500.00
5100	622	Non Capital AV - Audio visuals to support delivery of ATOD programs Activities:356	0.000	500.00
6100	390	Other purchased services - SDFS Calendar printing providing students, parents and families with awareness of ATOD and violence prevention strategies also increasing pro-social involvement among our youth. = \$1,000 Printing - SDFS related prevention materials Activities:356 & 514	0.000	2,200.00
6100	510	Supplies - Program delivery materials and support Activities:356	0.000	1,871.43
6120	310	Contracted Services CBHC to provide student assistance program counselors to administer Project Success and/or TGFD curriculum support delivered by 5 counselors (\$9,000 each)at eleven (11) Jr./Sr. High Schools totaling \$45,000 Seaside Health Service, Inc. to deliver adventure based counseling for targeted students grades 5-8 as a component of the Project Success student assistance program model. \$185/session x 8 sessions x 24 weeks = \$35,520 Activities:356	0.000	80,520.00
6300	310	Evaluator to perform thorough evaluation of program effectiveness and program implementation as set forth in the evaluation plan = \$5,000 Activities:356	0.000	5,000.00
6400	330	Travel - Annual Statewide Prevention Conference (Registration, lodging, meals, and mileage for 1 person) Total \$1,000 SDFS Regional Technical Assistance Grantwriting Workshop - Total \$500 Local Travel - 100 miles per month @ \$.505/mile X 10 months = \$505 Activities:356	0.000	2,005.00
7200	790	Indirect Costs @ 2%	0.000	1,404.57

			TOTAL: 102,653.00
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DOE 101



Eric J. Smith, Commissioner

Section V
SDFS Program Activity Profile

NCLB Requirement

Programs funded by Title IV, Part A must be based on scientific research that provides evidence that the program will reduce violence and illegal drug use. A LEA may apply to the State for a waiver to allow innovative activities or programs that demonstrates substantial likelihood of success. This waiver process is addressed in Item 2.

Complete one Program Profile for **each** SDFS funded program you plan on implementing during the 2008-2009 year.

District: Clay

1. Program Name: Too Good for Drugs

Question 2a. and 2b. are not applicable for Proven Programs

2c. If this program has been evaluated in your district, please provide:

When was the last time your program was evaluated? (response limited to 650 characters)

Response: The TGFD program at the 7th grade level has been implemented for the past four years and has been evaluated each year through the compiling of data from pre and post affective surveys.

A summary of the most recent evaluation results demonstrating measurable program outcomes or other data about program effectiveness

Response: Pretest and posttest, provided by the TGFD program, were administered to the participating students during the first and last sessions of the program. The test are composed of a series of multiple choice items designed to assess knowledge and Likert scale items designed to assess students' attitudes. Seven Jr. High Schools received the program involving 28 sections/classes. Pretest versus posttest gain score calculations were made for 25 of the 28 instructional groups. Test data was not available for three instructional groups. Each of the TGFD instructional groups realized pretest to posttest gains. Individual group gains ranged from a low of 29% to a high of 59%. The median instructional group gain was 40%

In addition to individual instructional groups, a pretest versus posttest gain score was calculated for each of the participating schools. School level gains ranged from a low of 35% to a high of 44%. The median school level gain was 38.5%. Results from our analysis of pretest and posttest scores for the 2,572 students that participated in the Too Good for Drugs component of the program indicated that the participants realized significant gains from their participation. Significant gains for each instructional group as well as overall gains for each participating school were found. These gain scores represent critical changes in both knowledge about the harmful effects of tobacco and other drug use as well as changes in attitudes regarding overall tobacco and substance use.

The year of the most recent evaluation: **2006-07**

2d. Do you intend to evaluate this program in the 2008-2009 school year? **No**

3. Type of Program

- ATOD Prevention Student Violence Prevention Parent Involvement
 School-wide Climate Student Discipline Other
 If other, please specify:

Questions 4 is not part of the Consolidated Application.

5. Primary Target Group(s) to be served:

	Elementary					Middle			High					
Students	pk <input type="checkbox"/>	k <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>
School Staff:	pk <input type="checkbox"/>	k <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>
Parents	pk <input type="checkbox"/>	k <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>
Private	pk <input type="checkbox"/>	k <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>

Other	<input type="checkbox"/> pk	<input type="checkbox"/> k	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	
if other, specify:															
Total schools served	Elementary: 0					Middle: 15					High: 0				

6. Targeted Changes (check all that apply):

- Attitude
- Behavior/Skills
- Knowledge
- Perceptions

7. Implementation Plan for this Program

7a. In how many schools, in what grade(s) specifically, and during what time period or content area will the program be implemented? Please explain details not provided thru question #5.

Number of Schools: 15
 What grade(s): 6-7
 Time period or content area: Health

7b. Who will be responsible for delivering program activities and services directly to students?

Response: Health Educators and trained School Resource Officers will provide the delivery of program activities in the 6th and 7th grade science class.

7c. How will personnel directly responsible for delivering program curriculum and activities be trained?

Response: Staff development training will be provided by a certified trainer with content specific training being made available throughout the school year.

7d. Has this program been implemented in your district in the past (regardless of funding source)? If so, provide a brief history describing the number of years implemented, program expansion, program sustainability, etc.

yes
 If yes,

Response: The TGFD program at the 7th grade (Junior High School) level has been implemented for the past four years. An additional Health Educator was hired for the `06-`07 school year which made it possible to cover 10 lessons of substance abuse prevention education at all 7 Junior High Schools. School resource officers were trained during the `06-`07 school year and will be available to teach the TGFD program to 6th graders at a minimum of 8 of our elementary schools.

7e. If program was used in past years (7d is yes), Identify any **challenges** with program implementation that schools experienced; and,

Response: Implementation at the Junior High School Level (7th grade) was met with no challenges and went very smoothly during this school year due to the additional staffing of a Health Educator.

Identify any **strategies** that will be used to address these challenges for the 2008-2009 school year.

Response: Expansion of program to include the delivery of substance abuse prevention education at the 6th grade level through the use of School Resource Officers.

7f. What tracking forms (implementation checklist, report form, or other monitoring instrument) will be used to assess accountability of program implementation at the classroom level and at the school level? In the text box below, clearly provide the title of each instrument and state its purpose. In addition, upload a copy of each instrument as a Word file or PDF file.

- 1.
- 2.
3. [File previously uploaded, click here to view](#)
- 4.

Response: TGFD Implementation Form

7g. Who at the school level will be responsible for filling out the above tracking form(s)?

Response: Health Education Teachers and School Resource Officers implementing the curriculum are responsible for submitting the information in the TGFD Implementation Form to the Supervisor of Student

Services within 30 days after completion of the 6-10 week program.

9. Program Specific Objectives

Program performance measures should be directly related to the results of the program and linked to the district's established goals.

Provide at least one program outcome objective that measures a change in student behavior or attitude. (Program outcome objectives include performance measures that relate to reduced violence or drug-use, changing attitudes that are predictors of or precursors to youth drug abuse or violent behavior.)

Provide at least one program process (implementation) objective that measures fidelity of program delivery. (Program process objectives should include performance measures that relate to the fidelity of program implementation.)

Objectives for Too Good for Drugs									
count	Objective Type	Date	Target Population	Direction of Change	Amount of Change	Data Element	Baseline DataSource	Baseline Year	Baseline Statistic
1	outcome	06/30/2009	students in grades 6-7	increase	10%	knowledge about the harmful effects of ATOD use	TGFD pre and post test / student surveys	2008-09	Pretest score to be announced
2	process	06/30/2009	The four Health Education teachers for grades 6-7 delivering the TGFD curriculum	maintain	0%	implementation of the TGFD lessons	roster indicating number of teachers implementing TGFD	2007-08	4 teachers implemented the TGFD program in the 2006-07 school year

District: Clay

1. Program Name: Too Good for Drugs and Violence

Question 2a. and 2b. are not applicable for Proven Programs

2c. If this program has been evaluated in your district, please provide:

When was the last time your program was evaluated? (response limited to 650 characters)

Response: 2006-07

A summary of the most recent evaluation results demonstrating measurable program outcomes or other data about program effectiveness

Response: TGFD&V was implemented in our Family Education Program (an alternative to suspension programs). A statistically significant improvement when compared to the previous school year, was found in the areas of grade point average, excused absences and discipline referrals for the targeted students who participated in the FEP (alternative to suspension) program. Both the survey responses and the voluntary written comments from the open-ended questionnaire, from both parents and students, were very positive regarding the Family Education Program curriculum, materials and activities. Both groups considered the program to be a viable alternative to the traditional practice of suspending or expelling students for infractions of the code of conduct regarding ATOD use; an effective method for increasing student and parent knowledge of the harmful effects of ATOD use; effective in providing resistance strategies and more effective tools for assessing their own behaviors; and understanding the consequences of ATOD use.

The year of the most recent evaluation: **2006-07**

2d. Do you intend to evaluate this program in the 2008-2009 school year? **Yes**

3. Type of Program

ATOD Prevention Student Violence Prevention Parent Involvement

School-wide Climate Student Discipline Other

If other, please specify:

Questions 4 is not part of the Consolidated Application.

5. Primary Target Group(s) to be served:

	Elementary	Middle	High
Students	pk <input type="checkbox"/> k <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
School Staff:	pk <input type="checkbox"/> k <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Parents	pk <input type="checkbox"/> k <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Private	pk <input type="checkbox"/> k <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Other	pk <input type="checkbox"/> k <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
if other, specify:			
Total schools served	Elementary: 0	Middle: 7	High: 6

6. Targeted Changes (check all that apply):

- Attitude
- Behavior/Skills
- Knowledge
- Perceptions

7. Implementation Plan for this Program

7a. In how many schools, in what grade(s) specifically, and during what time period or content area will the program be implemented? Please explain details not provided thru question #5.

Number of Schools: 13

What grade(s): 7-12

Time period or content area: Night-time Family Education Program

7b. Who will be responsible for delivering program activities and services directly to students?

Response: Certified Addictions Prevention Professional and/or certified trained professional in prevention education.

7c. How will personnel directly responsible for delivering program curriculum and activities be trained?

Response: Training opportunities will be provided by a certified or experienced trainer in the proven program.

7d. Has this program been implemented in your district in the past (regardless of funding source)? If so, provide a brief history describing the number of years implemented, program expansion, program sustainability, etc.

yes
If yes,

Response: Too Good For Drugs and Violence has been implemented as an alternative to suspension program for the past three years.

7e. If program was used in past years (7d is yes), Identify any **challenges** with program implementation that schools experienced; and,

Response: No challenges were identified during the 2007-08 school year.

Identify any **strategies** that will be used to address these challenges for the 2008-2009 school year.

Response: Schedule of classes will be provided to all administrators along with a behavioral contract signed by the parent and student to commit to participation in the entire 6-week program.

7f. What tracking forms (implementation checklist, report form, or other monitoring instrument) will be used to assess accountability of program implementation at the classroom level and at the school level? In the text box below, clearly provide the title of each instrument and state its purpose. In addition, upload a copy of each instrument as a Word file or PDF file.

- 1.
- 2.
3. [File previously uploaded, click here to view](#)
- 4.

Response: FEP parent and student feedback form

7g. Who at the school level will be responsible for filling out the above tracking form(s)?

Response: Facilitators of the program will document information on the implementation form at the end of the six week program and submit all forms to the Supervisor of Student Services/SDFS coordinator.

9. Program Specific Objectives

Program performance measures should be directly related to the results of the program and linked to the district's established goals.

Provide at least one program outcome objective that measures a change in student behavior or attitude. (Program outcome objectives include performance measures that relate to reduced violence or drug-use, changing attitudes that are predictors of or precursors to youth drug abuse or violent behavior.)

Provide at least one program process (implementation) objective that measures fidelity of program delivery. (Program process objectives should include performance measures that relate to the fidelity of program implementation.)

Objectives for Too Good for Drugs and Violence									
count	Objective Type	Date	Target Population	Direction of Change	Amount of Change	Data Element	Baseline DataSource	Baseline Year	Baseline Statistic
1	outcome	06/30/2009	7-12 grade students participating in TGFD&V program	decrease	10%	Number of OSS for ATOD & Violence incidences	Local discipline data for participating students	1 year from date of infraction for each	TBD

						for participating students		student	
2	process	06/30/2009	Facilitators delivering the TGFD&V curriculum	maintain	0%	Number of lessons delivered during each each six week session	Implementation Form	2007-08	10 lessons were implemented during each six week session throughout the 2007-08 school year

District: Clay

1. Program Name: Project SUCCESS

Question 2a. and 2b. are not applicable for Proven Programs

2c. If this program has been evaluated in your district, please provide:

When was the last time your program was evaluated? (response limited to 650 characters)

Response: 2006-07 Focus group meeting was held in March 2008 to determine program effectiveness based on input provided by guidance counselors and administrators of the schools being served. All stated that this program was highly effective for the targeted students and positive behavior change was noted. Additional student survey evaluation data is currently being analyzed by Health Tech Consultants, Inc.

A summary of the most recent evaluation results demonstrating measurable program outcomes or other data about program effectiveness

Response: Data was submitted late in the summer of 2006-07 school year therefore is still being tabulated and results will be compiled in the current year (2007-08)evaluation report

The year of the most recent evaluation: **2006-07**

2d. Do you intend to evaluate this program in the 2008-2009 school year? **Yes**

3. Type of Program

ATOD Prevention Student Violence Prevention Parent Involvement

School-wide Climate Student Discipline Other
If other, please specify:

Questions 4 is not part of the Consolidated Application.

5. Primary Target Group(s) to be served:

	Elementary	Middle	High
Students	pk <input type="checkbox"/> k <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
School Staff:	pk <input type="checkbox"/> k <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Parents	pk <input type="checkbox"/> k <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Private	pk <input type="checkbox"/> k <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Other	pk <input type="checkbox"/> k <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
if other, specify:			
Total schools served	Elementary: 0	Middle: 5	High: 6

6. Targeted Changes (check all that apply):

- Attitude
- Behavior/Skills
- Knowledge
- Perceptions

7. Implementation Plan for this Program

7a. In how many schools, in what grade(s) specifically, and during what time period or content area will the program be implemented? Please explain details not provided thru question #5.

Number of Schools: 11

What grade(s): 7-12

Time period or content area: 45 minute session each week

7b. Who will be responsible for delivering program activities and services directly to students?

Response: Student Assistance Counselors at each of the eleven Junior/Senior High Schools.

7c. How will personnel directly responsible for delivering program curriculum and activities be trained?

Response: Training will be provided by a certified trained counselor in the Project Success program for the counselors who will be implementing the program activities. Additional topic specific training will be provided by program counselors throughout the year to increase knowledge and skill development on prevention strategies.

7d. Has this program been implemented in your district in the past (regardless of funding source)? If so, provide a brief history describing the number of years implemented, program expansion, program sustainability, etc.

yes

If yes,

Response: Project Success was implemented during the past two years.

7e. If program was used in past years (7d is yes),

Identify any **challenges** with program implementation that schools experienced; and,

Response: Staff turnover, time constraints, and insufficient training opportunities.

Identify any **strategies** that will be used to address these challenges for the 2008-2009 school year.

Response: Scheduled training opportunity prior to the beginning of the school year.

7f. What tracking forms (implementation checklist, report form, or other monitoring instrument) will be used to assess accountability of program implementation at the classroom level and at the school level? In the text box below, clearly provide the title of each instrument and state its purpose. In addition, upload a copy of each instrument as a Word file or PDF file.

1.

2. [File previously uploaded, click here to view](#)

3.

4.

Response: Implementation form and data collected on group and individual student participation will be collected by each counselor and submitted on a monthly basis to the program director. Compiled data will be submitted quarterly to the Supervisor of Student Services.

7g. Who at the school level will be responsible for filling out the above tracking form(s)?

Response: Student Assistance Counselors

9. Program Specific Objectives

Program performance measures should be directly related to the results of the program and linked to the district's established goals.

Provide at least one program outcome objective that measures a change in student behavior or attitude. (Program outcome objectives include performance measures that relate to reduced violence or drug-use, changing attitudes that are predictors of or precursors to youth drug abuse or violent behavior.)

Provide at least one program process (implementation) objective that measures fidelity of program delivery. (Program process objectives should include performance measures that relate to the fidelity of program implementation.)

Objectives for Project SUCCESS									
count	Objective Type	Date	Target Population	Direction of Change	Amount of Change	Data Element	Baseline DataSource	Baseline Year	Baseline Statistic
1	outcome	06/30/2009	7th-12 grade students participating in the program	increase	10%	prosocial attitudes toward ATOD use	SAP pre and post student surveys	2008-09	Presurvey data to be announced
2	process	06/30/2009	counselors delivering Project	increase	50%	# of counselors delivering	Implementation Forms	2007-08	TBD

			Success Program		a minimum of four lessons of Project Success			
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District: Clay

1. Program Name: Foundations for Safe and Civil Schools

2. For a Promising Program: Provide the following information for all other programs not on this list.:

2a. Is this a district-developed or commercially-developed program? Commercially-Developed

2b. Provide:

A brief program description

Response: Foundations is a comprehensive multimedia program that guides schools through the process of designing and implementing a school-wide positive behavior support system.

The rationale for using this program

Response: We chose to continue to fund and implement the Safe and Civil Schools program in our district for the following reasons: (1) The Clay County School Board has adopted the strategy of building school capacity; We believe that a structured, organizational development method developed to help schools plan, initiate, and sustain needed changes is a successful method of capacity building in this district, and (2) Clay County School District has invested two years in implementing, sustaining, and expanding the Foundations Safe and Civil Schools program within our schools. As the effectiveness data below demonstrates, implementation of the program has fostered a school climate which has in turn lead to increased academic success for each of the participating schools. During the past two years of implementation, school teams have overcome challenges, worked out practical solutions, and come up with workable and very successful model program implementation strategies. We want to fund the program again this year in order to continue to reach our goals within our schools.

At least two primary scientifically-based research strategies implemented in this program (e.g. social skills training, mentoring, peer leaders, etc.). Include bibliographic citations from peer review articles published within the last 10 years for each strategy listed. (If you are unsure of what strategies to list, contact your program developer.)

Response: 1) School-Wide Discipline Approach: (Sprague, Jeffrey. et al (2001) Translating Research into Effective Practice, The Effects of a Universal..Discipline Model Vol. 24, 295-511.)

Sprick, R.S. Garrison, M., & Howard, L. M. (2002)

Foundations: Establishing positive discipline policies (Rev. ed.)Longmont, CO: Sopris West

(Sugai, George. et al (2000). Applying Positive Behavior Support and Functional Behavioral Assessment in Schools. Journal of Positive Behavior Intervention, Vol. 2, 131-143.)

2c. If this program has been evaluated in your district, please provide:

When was the last time your program was evaluated? (response limited to 650 characters)

Response: 2007-08

A summary of the most recent evaluation results demonstrating measurable program outcomes or other data about program effectiveness

Response: To be determined

The year of the most recent evaluation: **2007-08**

2d. Do you intend to evaluate this program in the 2008-2009 school year? **Yes**

3. Type of Program

ATOD Prevention Student Violence Prevention Parent Involvement

School-wide Climate Student Discipline Other

If other, please specify:

Questions 4 is not part of the Consolidated Application.

5. Primary Target Group(s) to be served:

	Elementary	Middle	High
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Students	pk <input checked="" type="checkbox"/> k <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/>
School Staff:	pk <input checked="" type="checkbox"/> k <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/>
Parents	pk <input type="checkbox"/> k <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
Private	pk <input type="checkbox"/> k <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
Other	pk <input type="checkbox"/> k <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
if other, specify:	
Total schools served	Elementary: 10 Middle: 7 High: 7

6. Targeted Changes (check all that apply):

- Attitude
- Behavior/Skills
- Knowledge
- Perceptions

7. Implementation Plan for this Program

7a. In how many schools, in what grade(s) specifically, and during what time period or content area will the program be implemented? Please explain details not provided thru question #5.

Number of Schools: 24
 What grade(s): K-12
 Time period or content area: Staff Development

7b. Who will be responsible for delivering program activities and services directly to students?

Response: Administrators, teachers and staff at the 10 Cohort I schools and the 14 Cohort II schools implementing the Foundations Safe and Civil Schools program.

7c. How will personnel directly responsible for delivering program curriculum and activities be trained?

Response: Consultant will provide training for all cohort teams throughout the 2008-09 school year.

7d. Has this program been implemented in your district in the past (regardless of funding source)? If so, provide a brief history describing the number of years implemented, program expansion, program sustainability, etc.

yes
 If yes,

Response: Cohort I Team training occurred during the past three years with successful results and Cohort II began their training throughout the 2007-08 school year.

7e. If program was used in past years (7d is yes), identify any **challenges** with program implementation that schools experienced; and,

Response: Change in team leadership.
 Identifying and restructuring common area settings.
 By-in from all faculty and staff.

Identify any **strategies** that will be used to address these challenges for the 2008-2009 school year.

Response: Continue with team motivation and development training opportunities to keep the momentum at its peak.

7f. What tracking forms (implementation checklist, report form, or other monitoring instrument) will be used to assess accountability of program implementation at the classroom level and at the school level? In the text box below, clearly provide the title of each instrument and state its purpose. In addition, upload a copy of each instrument as a Word file or PDF file.

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- 4.

Response: Student/staff surveys to identify school climate and safety issues.

Summary evaluation of school action plans will include program implementation and success rates of stated objectives by each participating school.

7g. Who at the school level will be responsible for filling out the above tracking form(s)?

Response: Team members from each Cohort group.

9. Program Specific Objectives

Program performance measures should be directly related to the results of the program and linked to the district's established goals.

Provide at least one program outcome objective that measures a change in student behavior or attitude.

(Program outcome objectives include performance measures that relate to reduced violence or drug-use, changing attitudes that are predictors of or precursors to youth drug abuse or violent behavior.)

Provide at least one program process (implementation) objective that measures fidelity of program delivery.

(Program process objectives should include performance measures that relate to the fidelity of program implementation.)

Objectives for Foundations for Safe and Civil Schools									
count	Objective Type	Date	Target Population	Direction of Change	Amount of Change	Data Element	Baseline DataSource	Baseline Year	Baseline Statistic
1	outcome	06/30/2009	Students in grades K-12 at participating schools	decrease	5%	Number of discipline referrals resulting in out of school suspensions	District discipline summary records	2007-08	Data to be announced
2	process	06/30/2009	school-based faculty and administrators participating in Foundations	maintain	0%	number of Foundation schools offering annual Foundations training of staff and administrators	Training roster from school-based teams	2007-08	Training rosters from 24 Foundations schools were submitted during the 2007-08 school year
3	outcome	06/30/2009	Students in grades K-12 at 24 participating schools	decrease	10%	total number of Incidents of Crime and Violence	Florida School Indicators Report	2007-08	Data to be announced