

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

TAPS:
1. 15A006

Please return to: **A) Name and Address of Eligible Applicant:** **DOE USE ONLY**
 Florida Department of Education **Clay County District School Board**
 Office of Grants Management **900 WALNUT ST**
 Room 332, Turlington Building **GREEN COVE SPRINGS, FL 32043**
 325 West Gaines Street
 Tallahassee, Florida 32399-0400
 Telephone: (850) 245-0496

Date Received

B) Applicant Contact Information


Contact Name: Evelyn Chastain Telephone Number: 904-529-4927 Ext:
 Mailing Address: 23 S. Green Street Green Cove Springs, FL Fax Number: 904-529-4825
 E-mail Address: eschastain@oneclay.net

Programs

C) Program Name:	Project Number: (DOE Assigned):	D) Total Funds Requested:	Total Approved Funds (DOE USE ONLY):
1. 2014-15 School Improvement Initiative 1003(a) 2014-2015	100-2265B-5CS01	\$68,996.00	

CERTIFICATION

I, Charlie Van Zant do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) 
 Signature of Agency Head

DOE 100



Pam Stewart, Commissioner

**Title I, Part A, 2013-2014 School Improvement Initiative 1003(a) CLAY COUNTY
DISTRICT SCHOOL BOARD**

General Assurances

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

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

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

School Districts, Community Colleges, Universities and State Agencies

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

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

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

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

Program Specific Assurances

The LEA certifies its schools will comply with the following requirements:

- A. align strategies to be implemented with Florida's State Board of Education Strategic plan.
- B. implement programs, activities or strategies that specifically address the academic achievement of students that demonstrate the greatest need.
- C. implement evidence-based instructional programs.
- D. extended learning time (ELT) activities implemented as a result of being designated as a Florida lowest performing elementary school will not be funded through this award.

Allocations (School and LEA)

Notes:

- All columns except the "Allocation 1003(a) Regular" and "LEA Allocations" columns are pre populated and represent the most current information reported to the Florida Department of Education.
- School grade reflects the 2012-13 school grade. Schools with an unassigned letter grade were excluded because eligibility could not be determined.
- At least 95% of the project award must be used to carry out project activities. Administrative costs including the indirect cost rate cannot exceed 5%. Positions such as project coordinator, accountant, clerical staff, and/or other positions not directly serving students or the direct project goals are considered administrative.
- The LEA should serve the lowest performing schools with the highest needs. However, the LEA may select which schools are served. The LEA must provide justification as to why "D" and "F" school(s) will not receive School Improvement 1003(a) funds.
- The LEA will not be permitted to allocate funds to a school during the grant period that was not initially identified, funded and served at the time of application approval.
- The school and LEA allocations should be consistent with amounts indicated in the budget.

School Instructions:

- In the "Allocation 1003(a) Regular" column, please indicate the amount each school will be allocated. The amount allocated to each school is the LEA's discretion.
- For schools that will not be served the LEA must check the box in the "School Not Served" column and put a "0" dollar amount in the "Allocation 1003(a) Regular" column. Only complete records will be saved.
- After completing the chart provide a justification for D and F schools not being served

School #	School Name	% Poverty Reported to DOE	School Grade	Allocation 1003(a) Regular
0491	J.L. WILKINSON ELEMENTARY SCHOOL	77.92	C	39392.87
0331	S BRYAN JENNINGS ELEMENTARY SCHOOL	75.64	C	27179.13

Provide a justification for D and F schools not being served.

Response:

LEA Instructions:

Identify the total amount of funds for each LEA cost type.

LEA Cost Type	LEA Allocation
Indirect	2424.00
Administrative	0.00
LEA Activities	0.00

Data Analysis during Project Period

In this section the LEA must describe its process to analyze student achievement and program outcome data.

1. What professional development will be offered to staff to analyze student achievement and program outcome data? Include who will provide this training.

Response: In order to implement the Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) strategy, teachers and administrators will be trained in the use of the program assessments, as well as analysis of the results in order to place students appropriately for instruction. Professional development specialists from Developmental Studies Center (DSC), strategy publisher, will provide the initial training as well as a follow up training between four and six weeks after initial implementation. Follow up will include both a model lesson and side by side coaching from a DSC trainer as well as review of initial & on-going assessment data collected.

Online support is also available from DSC where data is maintained in the DSC Hub. Teachers will access the DSC Hub daily using iPads in order to provide continuous, on-going analysis of student progress.

Following an initial placement assessment, differentiation of instruction is established. Students in the Beginning and Extension levels are assessed regularly (every five to ten lessons based upon placement). Student mastery criteria is based on an 80% performance benchmark. Reteach lessons are incorporated. Teachers meet weekly in Professional Learning Communities (PLC) and will incorporate the review of mastery assessments into the meetings. The results will drive informed decisions regarding additional interventions needed to support the student including a Multi-Tier System of Support/RTI plan.

LEA is providing online resources to train teachers in the use of the new Florida Assessments for Instruction in Reading (FAIR). Curriculum specialists and instructional coaches who serve each school will assist with data analysis.

2. How often will data analysis take place at the selected schools and provide the format of the data?

Response: SIPPS in-program formative mastery tests are administered at the end of each teaching strand depending on the level: from five lessons to ten lessons. Teachers will also use informal analysis of student responses during lessons as valuable assessment tools, keeping track of the percentage of correct responses as well as monitoring students who fail to respond. Reteach lessons are a well-planned component of the SIPPS strategy to ensure mastery of concepts. Teachers will review data at the end of each teaching strand in a weekly PLC. Data is input at the point of assessment and maintained in the DSC Hub.

FAIR is administered three times each year, yielding reports of the summative data via the Progress Monitoring and Reporting Network. FAIR data, available from the PMRN, is studied in each team's PLC following the administration

3. How will the results of the data analysis be used to make informed decisions that will lead to an increase in student achievement?

Response: SIPPS strategy data will be evaluated a minimum of twice per month during team PLC meetings in order to make decisions about student grouping, reteaching, and the need for additional interventions.

LEA Capacity

1. Describe how the LEA will provide sufficient and differentiated support to schools and guide the schools in the use of these funds to increase student achievement. Include the timeline.

Response:

A professional development specialist from Developmental Studies Center (DSC), the publisher of the program to be used for the implementation of the strategy, will provide initial training in the use of the program to teachers, instructional coaches from the schools and LEA-based curriculum specialists. LEA staff will conduct monthly visits to observe instruction and evaluate progress based on assessment data. Coaching for teachers will be provided by the professional development specialist from DSC as well as by school-based coaches and the Title 1 Curriculum Specialist. x

Strategies to Be Implemented

Instructions: Provide detailed information for each of the identified strategies:

1a. Identify the root cause of low academic achievement that the strategy addresses.

Response:

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

Response:

Type:

1c. Identify the data source(s), baseline data and goal(s) that align with the identified root cause and selected strategy. Identify the dates for the data and goal(s).

Response:

Data Sources(s) Baseline Data Goal(s)

1d. Select the school/s associated with the strategy. (Note: Section A must be completed first.)

Response:

1e. Select the subject area(s) the strategy addresses.

Response:

1f. Provide the purpose of the strategy. Include the research of effectiveness:

Purpose of the strategy

Response:

Describe how the strategy aligns with implemented differentiated accountability (DA) strategies.

Response:

1g. Describe the capacity of the LEA to assist school personnel and how the strategy will enhance current capacity

Response:

1h. Provide the frequency and duration of each strategy (e.g., three days per week after school for nine weeks starting the third week of January).

Response:

2. Identify the school and LEA staff responsible for monitoring the implementation of the strategy.

Response:

3. Identify the progress monitoring tool used to track the effectiveness of each strategy. Include the frequency of progress monitoring for each strategy.

Response:

4. How will the LEA ensure that this strategy is supplemental to existing funding sources like Title I, Part A, SIG 1003(g), state and local, etc.?

Response:

Dissemination

1. Describe how information in this application will be disseminated to the appropriate populations.

Response: The LEA has consulted with the school administrators of the schools in the application and curriculum specialists who will assist with implementation, following recommendations of the Instructional Division Senior Staff. Parents will have an opportunity to review the application at the first Parent Advisory Committee meeting in September. Upon approval, the application will be provided to members of the School Board and will be posted on the Title I page on the district website and circulated to stakeholders via Curriculum Connection a bi-weekly newsletter circulated via email. Copies will be made available at the district office and at the two schools who are participating. Translation services will be provided upon request.

2. Provide the method(s), timeline(s), population(s) and language(s) for reporting student outcomes.

Response:

Method	Timeline	Population	Language
Meetings, email, hard copies, website	Upon submission, upon approval September 2014 (Training meeting, PAC meeting) October 2014 (FAIR reports, Posted on website, School Board Agenda, Copies to schools) Ongoing based upon timeline included above	School Administrators, Curriculum Specialists, Parent Advisory Council, School Board, Curriculum Connection, website, hard copies	English, with translation services upon request

Evaluation of Previous Year's Title I School Improvement

1. Identify each strategy from the LEA's previous year application and indicate goal attainment per strategy.
6000 Character Limit (1200 words)

The 2012-2013 Title I School Improvement Grant 1003(a) was committed to one FOCUS school, Grove Park Elementary. The strategy selected was differentiated instruction using enhanced technology (SuccessMaker Lab) for math.

Outcomes: 3rd grade gains of 22%; 4th grade gains of 16%; 5th grade gains of 5%, and 6th grade gains of 7%. Third grade students scoring a Level 1 decreased by 16 from 25 in 2011-12 to 9 in 2012-13.

2. Describe the actual process and tools used to evaluate the outcomes of student academic achievement as a result of implementing strategies described in the previous year's application.
6000 Character Limit (1200 words)

Students in third, fourth, fifth and sixth grade completed the initial placement where students began their personalized adaptive path for mastery of essential math concepts. Assessments and on demand reporting made it easy to identify strengths and weaknesses, track student progress, inform instruction and meet accountability requirements. Students spent 20 minutes daily on individualized instruction. Teachers printed and reviewed weekly reports and targeted classroom instruction based on individual outcomes. Teachers attended monthly data meetings and reviewed SuccessMaker student reports. District benchmark tests were compared to SuccessMaker reports to guide instruction and target specific needs. Final evaluation outcomes listed in (1) above were based on improvement in FCAT Math scores for 2013.

3. As a result of the evaluation conducted, describe how each strategy has been maintained, altered, or discontinued as a result of the evaluation conducted.

The positive outcomes from the 2012-13 lab implementation of SuccessMaker including an increase in student math scores and learning gains, will ensure the continued use of 20 minutes daily for third through sixth grade students. While a new principal has taken over the helm at GPE this year, he has requested additional SuccessMaker licenses and lab settings to allow additional time for all students on the program.

Save

Strategies to Be Implemented - Edit/Add

[Back to list of strategies](#)

Instructions: Provide detailed information for each of the identified strategies.

1a. Identify the root cause of low academic achievement that the strategy addresses.

Based on the student data from the Florida Assessments for Instruc

1b. Name of strategy **Systematic Instruction in Phonological Awareness, Phonics and Sig**

- New Strategy
- Continued Strategy

1c. Identify the data source(s), baseline data and goal(s) that align with the identified root cause and selected strategy. Identify the dates for the data and goal(s).

2000 Character Limitation (Approximately 400 words)

Data Sources(s)	Baseline Data	Goal(s)
Florida Assessments for Instruction in Reading (FAIR), Spring, 2014 Assessment Window	Shown in percentages of students who scored in the FAIR green success zone Jennings Elementary Kindergarten 75 Grade	By the end of the 2014-15 school year, 90% of kindergarten students, 75% of grade 1 students and 60% of grade 2 students will master grade level skills in phonological awareness, phonics

1d. Select the school(s) associated with the strategy. (Note: The "Allocations" section must be completed first.)

Hold down the Ctrl key to select multiple items:

1e. Select the subject area(s) the strategy addresses.

- Reading
- Mathematics
- Science
- Writing

1f. Describe the chosen strategy.

2000 Character Limitation (Approximately 500 words)

The SIPPS program is a systematic decoding program that helps developing and struggling readers. It contains materials for initial instruction as well as interventions for students who fall behind. The program has 3 levels. In the Beginning Level, students work on phonological awareness, single consonants, short vowels and sight words. At the end of the level, students will be able to understand and use short vowels, know 81 sight words, and read and spell new words. Instruction content in the Extension Level consists of consonant blends and inflections, final e and r-controlled vowels and vowel digraphs, and high-frequency sight words. By the end of the level, students will be able to read single-syllable words with complex vowels and 184 high-frequency sight words. The Challenge Level addresses six syllable types, morphemic roots, prefixes and suffixes, high-frequency academic vocabulary at three developmental levels, and sight syllables and their meanings.

Describe how the strategy aligns with implemented differentiated accountability (DA) strategies.

2000 Character Limitation (Approximately 500 words)

The LEA has committed to increased instruction time in order to provide additional instruction in reading/language arts skills that contribute to writing, a priority goal in the District Improvement and Assistance Plan (DIAP). This means that there is a renewed emphasis on reading foundation skills.

1g. Describe how the strategy enhances the school(s) and/ or LEA's capacity.

2000 Character Limitation (Approximately 500 words)

The Title I Part A grant application addresses reading foundation skills in kindergarten through second grade in all eight Title I schools. The strategy described above will be implemented in the two schools with the greatest need for powerful, systematic instruction for students, as well as training and coaching for teachers at a level much greater than what will be provided with Title I Part A funds.

1h. Provide the frequency and duration of the strategy (e.g., three days per week after school for nine weeks starting the third week of January).

1000 Character Limitation (Approximately 250 words)

Instruction will be provided using the strategy for approximately 30 minutes at least 3 times per week beginning October, 2014.

2. Identify the school and LEA staff responsible for monitoring the implementation of the strategy.

1000 Character Limitation (Approximately 250 words)

The Supervisor of Elementary Education has overall responsibility for the implementation of federal grants. All kindergarten, first and second grade teachers will be trained to use the program effectively. The Title I Curriculum Specialist and the Director of Professional Development, School Improvement & Assessment along with the Supervisor of Elementary Education will monitor implementation at the school level and will assist with coaching and data analysis, respectively.

3. Identify the progress monitoring tool used to track the effectiveness of the strategy. Include the frequency of progress monitoring for the strategy.

1000 Character Limitation (Approximately 250 words)

The SIPPS program contains mastery tests which are administered every 5 - 10 lessons, depending on the student's placement in the program. Test data will be conveniently stored on the DSC Hub and accessible daily via iPads provided through the grant. These tests will constitute the bulk of progress monitoring for instruction decision making, with FAIR as the summative instrument, administered three times per year.

4. How will the LEA ensure that this strategy is supplemental to existing funding sources like Title I, Part A, SIG 1003 (g), state and local, etc.?

2000 Character Limitation (Approximately 500 words)

The Title I Part A grant application addresses reading foundation skills in kindergarten through second grade in all eight Title I schools. The strategy described above will be implemented in the two schools with the greatest need for powerful, systematic instruction for students, as well as coaching for teachers at a level much greater than what will be provided with Title I Part A funds.

Save