

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

General Assurances

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

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

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

School Districts, Community Colleges, Universities and State Agencies

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

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

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

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

School Information

School #	School	% Poverty Reported to DOE	% Poverty	Differentiated Accountability Category	SINI	Allocation 1003(a) Regular
0041	PEACE RIVER ELEMENTARY SCHOOL	81.49	81.49	CORRECT I	4	36000.00
0081	EAST ELEMENTARY SCHOOL	71.45	71.45	PREVENT I	1	12000.00
0111	NEIL ARMSTRONG ELEMENTARY SCHOOL	73.88	73.88	PREVENT I	1	12000.00
0141	MEADOW PARK ELEMENTARY SCHOOL	66.75	66.75	CORRECT I	1	36000.00
0191	VINELAND ELEMENTARY SCHOOL	53.57	53.57	PREVENT I	1	12000.00
0201	LIBERTY ELEMENTARY SCHOOL	72.07	72.07	CORRECT II	1	56000.00
0231	MYAKKA RIVER ELEMENTARY SCHOOL	64.51	64.51	PREVENT I	1	12000.00
0251	DEEP CREEK ELEMENTARY SCHOOL	57.88	57.88	PREVENT I	1	12000.00
0301	KINGSWAY ELEMENTARY SCHOOL	56.56	56.56	PREVENT I	1	12000.00

Data Analysis during Project Period

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

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

Response: The LEA's psychometrician will provide specific data analysis to school staff on analysis of student achievement and program outcome data. She and other qualified district trainers will also provide PD on the use of Performance Matters and FOCUS. Performance Matters is the data mining program used by the LEA to analyze lagging and leading data indicators, AYP projections, benchmark and test question analysis and other very specific pieces of assessment data that is important for data driven instructional decisions. FOCUS is the LEA's student information system which also provides staff with important student information.

Professional development on FCIM, NGSSS/CCSS, Rtl, Lesson Study, data analysis, and School Grade/AYP calculations sessions will be ongoing and scheduled for each school site and/or at the district level based on completed school improvement plans, and district strategic plans. Events will include synchronous live and virtual sessions provided through Safari Montage Live, and asynchronous sessions provided through our Avatar professional development management software, Editure provided integrated courseware (to be implemented in 2011-12), iObservation integrated PD components linked directly to specific areas of teacher need (to be implemented in 2011-12), and through district wikis. Specific details of all professional development events will be provided upon request. The PD will be provided by various LEA trainers and other professionals qualified to provide the specific training, either in on-site, on-line or other learning venues.

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

Response:

	Frequency and Duration	Format
CORRECT I	<ol style="list-style-type: none"> 1. Annually during pre-school for at least an hour 2. Monthly/as new data becomes available for at least 30 minutes 3. Weekly/monthly for at least 30 minutes 4. On-going; permanently established in public hallways and classrooms; changed as new data becomes available 5. Quarterly for one hour 6. Three times annually for at least an hour 	<ol style="list-style-type: none"> 1. This initial data analysis is a school-wide and grade level review of the most recent FCAT data. It is presented by school leaders using the information prepared by LEA data specialists, and highlights areas of weakness and strength, overall and by sub-group. 2. The schools' PPC (Partnership & Performance Council) members review data monthly/as available as they collaborate with school administration on the Student Success Plan (CCPS's SIP/SINI plans) and determine what changes or adjustments to strategies may be necessary. 3. Each grade level team meets weekly; no less than once a month they review standardized and/or classroom assessment data and use the information to guide their instructional plans going forward from that point. 4. Data walls are established in the hallways and classrooms to graphically portray the progress being made by each grade level/classroom. Keeping the information as a major focus in the school serves as motivation for all.

	<p>7. As requested, for the amount of time requested/needed</p> <p>8. As scheduled by the principal, for half or full day duration or outside of contract time</p> <p>9. Ongoing throughout the year</p>	<p>5. Data review with LEA support team</p> <p>6. Superintendent and Learning Director discuss most current data with the principal during the goal setting, mid-year review and annual evaluation of the principal</p> <p>7. The LEA's psychometrician is available upon request to meet with school groups to review and analyze their data, and respond to questions that they may have. As a former lead teacher and professional development trainer she is qualified to provide specific assistance in how to use the data to guide or change instructional practices.</p> <p>8. Principals may choose to allocate resources to provide teachers released or extended time to work on data analysis and instructional review/revision.</p> <p>9. Teachers keep data notebooks/charts on their low achieving students in AYP subgroups (some keep them on all students). The information includes standardizes and classroom assessment information, and is used to differentiate instruction for the students.</p>
<p>CORRECT II</p>	<p>1. Annually during pre-school for at least an hour</p> <p>2. Monthly/as new data becomes available for at least 30 minutes</p> <p>3. Weekly/monthly for at least 30 minutes</p> <p>4. On-going; permanently established in public hallways and classrooms; changed as new data becomes available</p> <p>5. On a 6 week rotation schedule for 1 hour</p> <p>6. Three times annually for at least an hour</p> <p>7. As requested, for the amount of time requested/needed</p> <p>8. As scheduled by the principal, for half or full day duration or outside of contract time</p> <p>9. Ongoing throughout the year</p>	<p>1. This initial data analysis is a school-wide and grade level review of the most recent FCAT data. It is presented by school leaders using the information prepared by LEA data specialists, and highlights areas of weakness and strength, overall and by subgroup.</p> <p>2. The schools' PPC (Partnership & Performance Council) members review data monthly/as available as they collaborate with school administration on the Student Success Plan (CCPS's SIP/SINI plans) and determine what changes or adjustments to strategies may be necessary.</p> <p>3. Each grade level team meets weekly; no less than once a month they review standardized and/or classroom assessment data and use the information to guide their instructional plans going forward from that point.</p> <p>4. Data walls are established in the hallways and classrooms to graphically portray the progress being made by each grade level/classroom. Keeping the information as a major focus in the school serves as motivation for all.</p> <p>5. Data review with LEA support team</p> <p>6. Superintendent and Learning Director discuss most current data with the principal during the goal setting, mid-year review and annual evaluation of the principal</p> <p>7. The LEA's psychometrician is available upon request to meet with school groups to review and analyze their data, and respond to questions that they may have. As a former lead teacher and professional development trainer she is qualified to provide specific assistance in how to use the data to guide or change instructional practices.</p> <p>8. Principals may choose to allocate resources to provide teachers released or extended time to work on data analysis and instructional review/revision.</p> <p>9. Teachers keep data notebooks/charts on their low achieving students in AYP subgroups (some keep them on all students). The information includes</p>

		standardizes and classroom assessment information, and is used to differentiate instruction for the students.
PREVENT I	<ol style="list-style-type: none"> 1. Annually during pre-school for at least an hour 2. Monthly/as new data becomes available for at least 30 minutes 3. Weekly/monthly for at least 30 minutes 4. On-going; permanently established in public hallways and classrooms; changed as new data becomes available 5. Three times annually for 30 minutes 6. Three times annually for at least an hour 7. As requested, for the amount of time requested/needed 8. As scheduled by the principal, for half or full day duration or outside of contract time 9. Ongoing throughout the year 	<ol style="list-style-type: none"> 1. This initial data analysis is a school-wide and grade level review of the most recent FCAT data. It is presented by school leaders using the information prepared by LEA data specialists, and highlights areas of weakness and strength, overall and by sub-group. 2. The schools' PPC (Partnership & Performance Council) members review data monthly/as available as they collaborate with school administration on the Student Success Plan (CCPS's SIP/SINI plans) and determine what changes or adjustments to strategies may be necessary. 3. Each grade level team meets weekly; no less than once a month they review standardized and/or classroom assessment data and use the information to guide their instructional plans going forward from that point. 4. Data walls are established in the hallways and classrooms to graphically portray the progress being made by each grade level/classroom. Keeping the information as a major focus in the school serves as motivation for all. 5. Data review with LEA support team 6. Superintendent and Learning Director discuss most current data with the principal during the goal setting, mid-year review and annual evaluation of the principal 7. The LEA's psychometrician is available upon request to meet with school groups to review and analyze their data, and respond to questions that they may have. As a former lead teacher and professional development trainer she is qualified to provide specific assistance in how to use the data to guide or change instructional practices. 8. Principals may choose to allocate resources to provide teachers released or extended time to work on data analysis and instructional review/revision. 9. Teachers keep data notebooks/charts on their low achieving students in AYP subgroups (some keep them on all students). The information includes standardizes and classroom assessment information, and is used to differentiate instruction for the students.

3. How will the information based on data analysis be used?

Response: The district includes a combination of formal and informal data chat meetings beginning with Superintendent review of data at beginning, mid-year, and final appraisal meetings with principals, director meetings with principals and assistant principals, review of data in school improvement monitoring meetings (schedule for 2011-12 is extensive, and is available upon request), Rtl Core Team meetings, Partnership and Performance Council Meetings, Division of Learning Meetings, Principals' PLC, APs PLC, DLT PLC, and other leadership forums. Schools conduct data chats at a variety of forums including site Partnership and Performance Council Meetings, Rtl TST meetings, Rtl-B (PBIS) meetings, content and/or grade level PLCs and Lesson Study, and many others. Teachers hold data chat meetings with students in a variety of ways including formal data reviews (especially

for Level 1 and 2 students), and Student Data Notebook reviews. Schools are now implementing Student Led Conferences in which students hold data chats with parents utilizing their Student Data Notebook. All of these meetings are kept in a variety of calendars in a de-centralized fashion. Accountability is maintained through ongoing conversation, monitoring, and observation of evidence.

The information based on the data analysis will be used by the stakeholders as appropriate to facilitate data driven: personal learning by students; classroom instruction by teachers; support provided by paraprofessionals and temporary remedial teachers, lead teachers/coaches; Schoolwide decisions made by school PPC, SAC and leadership teams; and, district level decisions regarding strategic and fiscal planning, staffing needs, professional development offerings, and the types and levels of support from all areas of the district leadership to support student learning at the school sites.

LEA Support Teams

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

Response:

	Description of Activities Including Frequency and Duration
CORRECT I	<p>The LEA will provide program assistance through a variety of measures:</p> <ul style="list-style-type: none"> · The LEA Support Team will meet quarterly for a minimum of one hour with the SINI school(s)' Core Team to review data, discuss the success of or concerns regarding strategies currently in place, and discuss possible changes to strategies if necessary. The LEA Support Team includes: Deputy Superintendent or Executive Director for Learning; Director of Elementary Education; Director of Special Education; Coordinator of State and Federal Programs; and, Title I Resource Team members. · The Title I Resource Team will provide/facilitate technical assistance in the implementation of various program components on an as needed or as requested basis, and will meet twice monthly or more often for at least one hour with the Coordinator of State/Federal Programs to discuss programs and progress, as well as any concerns that they may have. Meetings will be scheduled with the principal and/or other school leaders as appropriate when concerns arise, so that concerns can be quickly addressed, and if necessary, changes implemented. · The Directors of the Federal Programs, the Director of Exceptional Student Education, the Directors of Elementary and Secondary Learning, the Executive Director of Learning, and the Deputy Superintendent collaborate twice monthly for two hours at Directors' Meetings. Any concerns regarding achievement progress at the SINI school may be discussed at these meetings and strategies/solutions will be proposed. Pertinent recommendations from these meetings will be discussed with the SINI school principal by the Director of Elementary Education and/or the Coordinator of State/Federal Programs. <p>In addition to these meetings, the LEA psychometrician will be available upon request to meet with school administrators or teachers to review and analyze data. Members of the Support Team are also available to provide support and/or facilitate resources for the schools as needed/requested.</p>
CORRECT II	<p>The LEA will provide program assistance through a variety of measures:</p> <ul style="list-style-type: none"> · The LEA Support Team will meet at on a 6 week schedule for a minimum of one hour with the SINI school(s)' Core Team to review data, discuss the success of or concerns regarding strategies currently in place, and discuss possible changes to strategies if necessary. The LEA Support Team includes: Deputy Superintendent or Executive Director for Learning; Director of Elementary Education; Director of Special Education; Coordinator of State and Federal Programs; and, Title I Resource Team members. · The Title I Resource Team will provide/facilitate technical assistance in the implementation of various program components on an as needed or as requested basis, and will meet twice monthly or more often for at least one hour with the Coordinator of State/Federal Programs to discuss programs and progress, as well as any concerns that they may have. Meetings will be scheduled with the principal and/or other school leaders as appropriate when concerns arise, so that concerns can be quickly addressed, and if necessary, changes implemented. · The Directors of the Federal Programs, the Director of Exceptional Student Education, the Directors of Elementary and Secondary Learning, the Executive Director of Learning, and the Deputy Superintendent collaborate twice monthly for two hours at Directors' Meetings. Any concerns regarding achievement progress at the SINI school may be discussed at these meetings and strategies/solutions will be proposed. Pertinent recommendations from these meetings will be discussed with the SINI school principal by the Director of Elementary Education and/or the Coordinator of State/Federal Programs. <p>In addition to these meetings, the LEA psychometrician will be available upon</p>

	request to meet with school administrators or teachers to review and analyze data. Members of the Support Team are also available to provide support and/or facilitate resources for the schools as needed/requested.
PREVENT I	<p>The LEA will provide program assistance through a variety of measures:</p> <ul style="list-style-type: none"> · The LEA Support Team will meet at least three times annually for a minimum of one half hour with the SINI school(s)' Core Team to review data, discuss the success of or concerns regarding strategies currently in place, and discuss possible changes to strategies if necessary. The LEA Support Team includes: Deputy Superintendent or Executive Director for Learning; Director of Elementary Education; Director of Special Education; Coordinator of State and Federal Programs; and, Title I Resource Team members. · The Title I Resource Team will provide/facilitate technical assistance in the implementation of various program components on an as needed or as requested basis, and will meet twice monthly or more often for at least one hour with the Coordinator of State/Federal Programs to discuss programs and progress, as well as any concerns that they may have. Meetings will be scheduled with the principal and/or other school leaders as appropriate when concerns arise, so that concerns can be quickly addressed, and if necessary, changes implemented. · The Directors of the Federal Programs, the Director of Exceptional Student Education, the Directors of Elementary and Secondary Learning, the Executive Director of Learning, and the Deputy Superintendent collaborate twice monthly for two hours at Directors' Meetings. Any concerns regarding achievement progress at the SINI school may be discussed at these meetings and strategies/solutions will be proposed. Pertinent recommendations from these meetings will be discussed with the SINI school principal by the Director of Elementary Education and/or the Coordinator of State/Federal Programs. <p>In addition to these meetings, the LEA psychometrician will be available upon request to meet with school administrators or teachers to review and analyze data. Members of the Support Team are also available to provide support and/or facilitate resources for the schools as needed/requested.</p>

Strategies to Be Implemented

Lower class size with HQ remediation teachers &/or paraprofessionals to support student learning :: To improve the academic proficiency of low performing students in Reading, Math and Science.

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

1a. Identify the Need:

Response: To improve the academic proficiency of low performing students in Reading, Math and Science.

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

Response:

Data Sources(s)	Baseline Data	Goal(s)
<p>(1) 2011 FCAT/AYP/DA data;</p> <p>(2) July-September 2011 FAIR (Reading) and/or SAM (Math) baseline standardized assessment data;</p>	<p>(1)Of the 9 CCPS Title I DA schools, none made AYP based on the spring 2011 FCAT administration. All 9 schools showed that the Total Student Population was at or above grade level in Reading, though a total of 15 subgroups among the 9 schools were below grade level. All 9 schools showed that the Total Student Population was NOT at or above grade level in Math, and a total of 22 subgroups among the 9 schools were below grade level.</p> <p>(2)Individual schools reviewed their FCAT 2011 and FAIR/SAM baseline data to determine the needs for the students at their school, and determine the instructional support needed to help their students. FAIR data supports the need for literacy skills throughout the grade levels; also, FCAT data shows that although some sub-groups at specific schools have met proficiency targets in reading there remains much to accomplish. SAM baseline math data and overall FCAT math data supports the need for additional targeted skills as identified by Essential Learnings and FCAT 2.0.</p>	<p>(1) & (2) To increase by at least 15% the number of AYP sub-groups scoring at or above grade level in Reading and/or Math on the FCAT spring 2012;</p> <p>(2) At individual schools to increase the students' learning so that their progress monitoring results indicate that at least 5% more students will perform at a higher level on FCAT 2012.</p>

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

Response:

- PEACE RIVER ELEMENTARY SCHOOL
- EAST ELEMENTARY SCHOOL
- NEIL ARMSTRONG ELEMENTARY SCHOOL
- MEADOW PARK ELEMENTARY SCHOOL
- LIBERTY ELEMENTARY SCHOOL
- MYAKKA RIVER ELEMENTARY SCHOOL
- DEEP CREEK ELEMENTARY SCHOOL
- KINGSWAY ELEMENTARY SCHOOL

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

Response: Lower class size with HQ remediation teachers &/or paraprofessionals to support student learning

Type: New Strategy

1e. Provide:

Purpose of the strategy

Response: The purpose of the strategy is to lower class size for low performing students by using Sec. 1003(a) funds to hire additional certified, HQ temporary teachers and/or HQ paraprofessionals to provide intensive instruction/assistance and/or remedial help to students within the class setting, small groups, and/or in literacy, math and/or science labs. The additional instructional assistance will assist struggling students by providing more guided practice, the ability to have questions answered, and the benefit of additional explanations of the content or skill as necessary.

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

Response: In Research Points published by American Educational Research Association in Fall 2003, Vol. 1, Issue 2 titled Class Size: Counting Students Can Count the authors write in the concluding paragraph "There is no doubt that small classes can deliver lasting benefits, especially for minority and low-income students."

In Research Points published by American Educational Research Association in Winter 2007 titled Time to Learn the research is well summarized in the paragraph below:

"THE IMPACT OF INSTRUCTIONAL TIME:

Giving students more time to cover content increases their conceptual understanding. In one study, different students were taught the same content by the same teacher using increasingly streamlined versions of the curriculum. Results show that as the curriculum was streamlined, students' performance on written questions, which assess their conceptual understanding, plummeted, although they still performed well on the multiple-choice questions. These results illustrate how reduced time may allow content to be covered but not really learned deeply." The supplemental teachers to lower class size and/or work with students in small group settings effectively provides additional learning time for struggling students.

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

Response: This strategy supports the implementation of DA in many ways.

In the DA areas of School Improvement Planning and Leadership, lowering the class size by providing HQ teachers and/or HQ paraprofessionals for small group learning and remediation support, or to provide literacy, math or science lab learning programs are key components to providing students with the additional support and time needed to learn key concepts at a deeper level, so that the students' long term learning will be positively impacted and achievement will improve.

In the DA area of Curriculum Aligned and Paced, additional HQ teachers and/or HQ paraprofessionals will provide the opportunity for differentiated instruction and

learning support that enables students to learn the standards that they have not succeeded in mastering during the regular school day/year.

In the DA area of FCIM, the strategy can be one of the RtI strategies for struggling students. It is also a venue for FCIM mini-lessons devised for students who have not mastered specific benchmarks.

In the DA area of Monitoring Progress and Plans, this strategy helps school and district staff focus on data for the most struggling students at regular intervals, and when/if progress is not occurring as it should, strategies can be adjusted or changed.

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

Response: Root causes that establish barriers to high student academic achievement are unique to each student. These may include, but are certainly not limited to:

- High student/family mobility;
- Learning disabilities (diagnosed and undiagnosed);
- Limited English proficiency of students and/or parents;
- Low parental involvement in or support of the students' educational process;
- Immigrant status; dealing with a new school culture/procedures;
- Weak skills and/or lack of background knowledge ;
- Lack of resiliency;
- Lack of background knowledge/experiences;
- Limited exposure to academic and expressive vocabulary;
- Failure to provide access to literature (books);
- Underexposure to print-rich environments;
- Little opportunity to engage in thoughtful practice of oral language development skills;
- Limited time spent engaging in reading for enjoyment and purpose;
- Unavailability of adult to review essential skills, and lack of engagement with educational technologies; and,
- Poverty and/or homelessness.

The implementation of the strategy may not eliminate the root causes, because most if not all of the potential root causes listed here are beyond the ability of the school or district to change. However, by lowering class size with additional HQ teachers and/or paraprofessionals who will provide the students with more directed instructional support, and devoting more specific and careful attention to the unique needs of each student, this strategy provides the potential to mitigate the influence of these barriers so that the students will develop academic knowledge/skills and the personal resiliency to rise above the limitations placed upon them by these barriers.

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

Response:

- Student Subgroup: Students in subgroups that did not make AYP and in the lowest quartile in each school
- Others: Students in the lowest 25-35% or otherwise identified through data or staff recommendation as needing assistance

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

Response: Title I funds are used to hire additional teachers/paraprofessionals above the LEA allocation to further reduce class size. Local resources do not provide supplemental staff above the LEA allocation.

The SIG1003(a) funds provided for this strategy will enhance/expand the current capacity of the LEA to support student academic achievement by providing additional supplemental staff above the LEA allocation and above what has been provided through Title I Part A to hire additional part and/or full time staff to provide the services to further support the most academically needy students at the schools that have selected this strategy.

Some individual schools have partnerships with their Parent Teacher Organizations and/or community organizations (such as the Public Library) to provide volunteers and services to facilitate implementation of some of the skills learned by the educators in their PD opportunities. These partnerships provide assistance and in-kind services, and occasionally a very small amount of financial assistance. However, the partners do not provide substantive fiscal assistance that can be used to facilitate the implementation of the strategies described in this application.

1i. Provide frequency and duration of this strategy

Frequency:

Response: The frequency of the strategy will vary according to the program and the school. Some program options include, but are not limited to hiring the temporary teachers and/or paraprofessionals:

- full time for a limited time frame
- part time for a limited time frame
- full time for the rest of the school year
- part time for the rest of the school year

Duration:

Response: The duration of the strategy will vary according to the program and the school. Some program options include, but are not limited to:

- part time temporary staff will work a variety of days per week, and from 3 to 6 hours per day;
- full time temporary staff will work 6 hours per day for the length of the individual's contract

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

Response: At each school, the principal or assistant principal is in charge of monitoring the implementation of the strategy. He or she will be supported at the district level by the Director of Elementary Learning and members of the District DA Support Team.

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

Response: Student achievement monitoring occurs in a variety of ways:

FAIR assesses reading

SAM assesses math

Formative and summative assessments are conducted by classroom teachers.

Progress Monitoring Accountability is maintained through ongoing conversation, monitoring, and

observation of evidence.

LEA:

-Superintendent review of data at all appraisal meetings with principals,

-directors with principals and assistant principals,

-school improvement DA & PPC meetings,

-Leadership forums: Principals' PLC, APs' PLC, DLT PLC.

SCHOOL based data chats: teacher teams, PPC, RtI TST, RtI-B (PBIS) meetings.

-TEACHERS' data chats with students: formal data reviews (esp. Level 1 and 2 students), and student Data Notebook reviews.

-STUDENT led data chats with parents using their Data Notebook.

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

Response: Student achievement monitoring occurs in a variety of ways:

FAIR 3 times annually

SAM 3 times annually

Formative and summative assessments are conducted by classroom teachers as appropriate.

Progress Monitoring Accountability is maintained through ongoing conversation, monitoring, and observation of evidence. LEA level progress monitoring occurs as scheduled through DA and twice annually through evaluation of school principals.

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

Response: The Coordinator of State and Federal Programs collaborates with the school principals and district leaders in the preparation of this grant application. The Coordinator also writes and manages Title I Part A, Title I Choice, Title II, Title III, and is thoroughly knowledgeable of the LEA's budget for the items related to this strategy. Working with the LEA's Finance Dept., the Coordinator ensures that the services provided through this strategy are supplemental to services already provided by the LEA or other Federal funding sources. To eligible students.

6. Strategic Imperative this strategy addresses:

Response:1.1

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

Response:

- Reading
- Mathematics
- Science

Strategies to Be Implemented

Professional Development for teachers, and school / district leaders in key areas to increase student :: Improve teacher & leadership (school & LEA) knowledge/skills re: increasing student achievement

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

1a. Identify the Need:

Response: Improve teacher & leadership (school & LEA) knowledge/skills re: increasing student achievement

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

Response:

Data Sources(s)	Baseline Data	Goal(s)
<p>(1)2011 FCAT/AYP/DA data; 2)July-September 2011 FAIR (Reading) and/or SAM (Math) baseline standardized assessment data; (3) OTHER: District PD survey results compiled 8/30/11; parental involvement participation data by school; Title I PI Survey data by school and district comparison; and, school attendance and discipline data.</p>	<p>(1) Of the 9 CCPS Title I DA schools, none made AYP on 2011 FCAT. All 9 schools showed that the Total Student Population was at/above grade level in Reading, though a total of 15 subgroups among the 9 schools were below grade level. All 9 schools showed that the Total Student Population was NOT at or above grade level in Math, and a total of 22 subgroups among the 9 schools were below grade level. (2) Individual schools reviewed their FCAT 2011 and FAIR/SAM baseline data to determine the needs for the students at their school, and determine the PD needed by their teachers/leaders; teachers/leaders also reviewed the data from last year's students (FCAT) and this year's students (baseline FAIR & SAM) prior to completing their Individual Professional Development/Leadership Plans with the goals for SY2011-12. (3) OTHER: The Parental Involvement Planning Teams at each school reviewed parental involvement participation data and the Title I Parent Involvement Survey data in April 2011; this information and the discussions while completing the PI school plan for 2011-12 gave school leaders additional insight into PD that may be needed in PI or other areas. Individual school attendance and discipline data is reviewed along with student achievement data, as these are integral components to student learning; the information advises if a teacher may need PD in the area of classroom management, or if parents need to be contacted regarding their child's attendance and educated about the negative impact that excessive absenteeism has on achievement.</p>	<p>(1), (2), & (3): To increase by at least 15% the number of AYP subgroups scoring at or above grade level in Reading and/or Math on the FCAT spring 2012 (2) At individual schools to increase the students' learning so that their progress monitoring results indicate that at least 5% more students will perform at a higher level on FCAT 2012. (3) That the implementation of the 2011-12 PI Plans at each participating school will result in greater: (a) numbers of parent participation; (b) improved attendance and discipline data by at least 5% over 2010-11; and (c) higher student achievement on all types of assessment, formative, summative and progress monitoring.</p>

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

Response:

- PEACE RIVER ELEMENTARY SCHOOL
- EAST ELEMENTARY SCHOOL
- NEIL ARMSTRONG ELEMENTARY SCHOOL
- MEADOW PARK ELEMENTARY SCHOOL
- VINELAND ELEMENTARY SCHOOL
- LIBERTY ELEMENTARY SCHOOL
- MYAKKA RIVER ELEMENTARY SCHOOL
- DEEP CREEK ELEMENTARY SCHOOL
- KINGSWAY ELEMENTARY SCHOOL

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

Response: Professional Development for teachers, and school / district leaders in key areas to increase student

Type: New Strategy

1e. Provide:

Purpose of the strategy

Response: In order to continue moving student achievement forward it is absolutely critical that teachers and those who lead them have the knowledge and skills to implement the Next Generation/Common Core State Standards using the most current educational research based strategies. This must be done at all levels: classroom, grade level/department, school, and district. Supplemental Professional Development and related expenses (substitutes, stipends for off contract time, travel, consultants, materials and supplies) which will be supported through this grant may include, but is not limited to:

- Lesson Study
- Data analysis and/or data focused instruction
- RtI
- Next Generation/Common Core State Standards
- Content knowledge updates/enhancements
- Professional Learning Communities
- Pedagogy (experiential learning, cooperative learning, etc.)
- Differentiated Instruction and/or assessment
- Assessment and grading
- Student motivation/engagement and/or classroom management
- Leadership (personal, instructional, organizational)
- Book study
- Other PD specifically related to documented needs of individual teachers or leaders through their IPDP/IPLP

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

Response: American Educational Research Journal

aer.sagepub.com

Published online before print March 20, 2009, doi: 10.3102/0002831209333185

Am Educ Res J December 2009 vol. 46 no. 4 1006-1033

Increasing Achievement by Focusing Grade-Level Teams on Improving Classroom Learning: A Prospective, Quasi-Experimental Study of Title I Schools

William M. Saunders, Pearson Education; Claude N. Goldenberg, Stanford

University; Ronald Gallimore, University of California, Los Angeles

Abstract

The authors conducted a quasi-experimental investigation of effects on achievement by grade-level teams focused on improving learning. For 2 years (Phase 1), principals-only training was provided. During the final 3 years (Phase 2), school-based training was provided for principals and teacher leaders on stabilizing team settings and using explicit protocols for grade-level meetings. Phase 1 produced no differences in achievement between experimental and comparable schools. During Phase 2, experimental group scores improved at a faster rate than at comparable schools and exhibited greater achievement growth over 3 years on state-mandated tests and an achievement index. Stable school-based settings, distributed leadership, and explicit protocols are key to effective teacher teams. The long-term sustainability of teacher teams depends on coherent and aligned district policies and practices.

American Educational Research Journal

aer.sagepub.com

doi: 10.3102/0002831207308221

Am Educ Res J December 2007 vol. 44 no. 4 921-958

What Makes Professional Development Effective?

Strategies That Foster Curriculum Implementation

William R. Penuel, SRI International; Barry J. Fishman, University of Michigan;

Ryoko Yamaguchi, Abt Associates; Lawrence P. Gallagher, SRI International

Abstract

This study uses a sample of 454 teachers engaged in an inquiry science program to examine the effects of different characteristics of professional development on teachers' knowledge and their ability to implement the program. The authors analyzed results from a survey of teachers served by 28 professional development providers within a hierarchical linear modeling framework. Consistent with findings from earlier studies of effective professional development, this study points to the significance of teachers' perceptions about how coherent their professional development experiences were for teacher learning and program implementation. The authors also found that the incorporation of time for teachers to plan for implementation and provision of technical support were significant for promoting program implementation in the program.

Published online before print December 19, 2008, doi: 10.3102/0002831208328089

Am Educ Res J June 2009 vol. 46 no. 2 567-597

Fostering High-Quality Teaching With an Enriched Curriculum and Professional Development Support: The Head Start REDI Program

Celene E. Domitrovich, Scott D. Gest, Sukhdeep Gill, Karen L. Bierman, Janet A. Welsh and Damon Jones Author Affiliations

Abstract

This randomized controlled trial tested whether teaching quality in Head Start classrooms could be improved with the addition of evidence-based curriculum components targeting emergent language or literacy and social-emotional development and the provision of associated professional development support. Participants were lead and assistant teachers in 44 Head Start classrooms. Teachers received 4 days of workshop training along with weekly in-class support from a mentor teacher. End-of-year observations indicated that compared with the control group, intervention teachers

talked with children more frequently and in more cognitively complex ways, established a more positive classroom climate, and used more preventive behavior-management strategies. Results supported the conclusion that enriched curriculum components and professional development support can produce improvements in multiple domains of teaching quality.

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

Response: This strategy supports the implementation of DA in many ways.

In the DA areas of School Improvement Planning and Leadership, the Professional Development (PD) component is an integral part of the school's determination of how it will improve student achievement. The initial and mid-year processes of data review and strategy revision if necessary, as well as the more frequent discussions held between the school and the district DA support team, includes looking at the specific improvements that should be occurring as a result of the PD that is helping teachers improve their instruction and helping leaders improve in their roles.

The Florida DA plan includes an entire section on Professional Development for teachers and leaders; this strategy is a compliance component for DA in this regard.

In the DA area of Curriculum Aligned and Paced, the individual school and/or individual teachers/leaders PD choices reflect an understanding of what improvements are needed in curriculum in order to facilitate increased student achievement.

In the DA area of FCIM, this strategy provides the opportunity for individuals or the school as a whole to increase knowledge on the implementation of RtI and/or FCIM lessons in order to assist students who may be struggling learners.

In the DA area of Monitoring Progress and Plans, this strategy helps school staff focus on data at regular intervals, and when/if progress is not occurring as it should, the individuals/groups who are working with the students who are struggling will be provided the opportunity for targeted PD as quickly as possible in order to help the students get on track for achievement in a timely manner. This PD includes site-based opportunities such as Lesson Study and Coaching, as well as providing substitutes and/or stipends so that teachers can attend the appropriate PD in a timely manner.

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

Response: Root causes that establish barriers to high student academic achievement are unique to each student. These may include, but are certainly not limited to:

- High student/family mobility;
- Learning disabilities (diagnosed and undiagnosed);
- Limited English proficiency of students and/or parents;
- Low parental involvement in or support of the students' educational process;
- Immigrant status; dealing with a new school culture/procedures;
- Weak skills and/or lack of background knowledge ;
- Lack of resiliency;
- Lack of background knowledge/experiences;
- Limited exposure to academic and expressive vocabulary;
- Failure to provide access to literature (books);
- Underexposure to print-rich environments;

- Little opportunity to engage in thoughtful practice of oral language development skills;
- Limited time spent engaging in reading for enjoyment and purpose;
- Unavailability of adult to review essential skills, and lack of engagement with educational technologies; and,
- Poverty and/or homelessness.

Through professional development opportunities the adults charged with teaching the students, and those leading the teachers, will be able to better understand and address the barriers that low achieving students must overcome to be successful. In Charlotte County all PD is research based, and focused ultimately on our district vision: Student Success! for all our students.

The implementation of the strategy may not eliminate the root causes, because most if not all of the potential root causes listed here are beyond the ability of the school or district to change. However, through the professional development, and careful attention to the unique needs of each student, this strategy provides the potential to mitigate the influence of these barriers so that the students will develop academic knowledge/skills and the personal resiliency to rise above the limitations placed upon them by these barriers.

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

Response:

- Teacher
- Others: School & district leaders

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

Response: The 2011-12 LEA budget, including federal grants and local/state funds do not provide sufficient funds to support the off-contract time or substitute teacher support for the PD necessary for proper implementation of school imbedded PD such as data analysis, Lesson Study, PLCs and others. These grant funds allocated through this strategy will enhance/expand the current capacity of the LEA to support student academic achievement by significantly supplementing the LEA's budget for visionary PD for school and/or district leadership so that they may fully lead their schools/district in the initiatives that will continue moving CCPS toward complete Student Success!

Some individual schools have partnerships with their Parent Teacher Organizations and/or community organizations (such as the Public Library) to provide volunteers and services to facilitate implementation of some of the skills learned by the educators in their PD opportunities. These partnerships provide assistance and in-kind services, and occasionally a very small amount of financial assistance. However, the partners do not provide substantive fiscal assistance that can be used to facilitate the implementation of the strategies described in this application.

1i. Provide frequency and duration of this strategy

Frequency:

Response: Each PD occurrence is unique, and through this strategy it is possible that there will be hundreds of different types of PD engaged in by educators at the schools and/or district level during the term of this grant. Some may be a single, simple coaching discussion between a teacher and the Lead Teacher (coach) at the school that lasts 10 minutes, with short follow-up in an appropriate time frame. Other PD may include daily, weekly or monthly meetings, classes, reflections, or other

experiences. It is not possible to generalize as to the frequency of the strategy implementation, nor to list all that will be included. Access to information about formal PD programs offered through the CCPS Professional Development Academy can be found through the District website:
<http://www.yourcharlotteschools.net/employees>

Duration:

Response: Each PD occurrence is unique, and through this strategy it is possible that there will be hundreds of different types of PD engaged in by educators at the schools during the term of this grant. Some may be a single, simple coaching discussion between a teacher and the Lead Teacher (coach) at the school that lasts 10 minutes, with short follow-up in an appropriate time frame. Other PD may include daily, weekly or monthly meetings, classes, reflections, or other experiences. It is not possible to generalize as to the frequency of the strategy implementation, nor to list all that will be included.

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

Response: At each school, the principal or assistant principal is in charge of monitoring the implementation of the PD reflected in this strategy. He or she will be supported at the district level by the Assistant Director of Professional Development and members of the District DA Support Team. Any district level PD provided through this strategy will be monitored by the Assistant Director of Professional Development and/or the Executive Director of Learning.

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

Response: Student achievement monitoring:
 FAIR - reading
 SAM - math

Formative & summative assessments by classroom teachers will be particularly important to determine the effectiveness of individual teachers' PD.

Progress Monitoring Accountability is maintained through ongoing conversation, monitoring, and observation of evidence.

LEA

- Superintendent review of data at all appraisal meetings with principals,
- directors with principals and assistant principals,
- school improvement DA & PPC meetings,
- Leadership forums: Principals' PLC, APs' PLC, DLT PLC.
- School based data chats: teacher teams, PPC, RtI TST, RtI-B (PBIS) meetings.
- Teachers' data chats with students: formal data reviews (esp. Level 1 and 2 students), and student Data Notebook reviews.
- Student led data chats with parents using their Data Notebook.

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

Response: FAIR: 3 times annually - Baseline, mid-year, post-FCAT
 SAM: 3 times annually - Baseline, mid-year, post-FCAT

Classroom assessments are on-going, conducted as appropriate by the teacher throughout the

day-week-month-year

Progress Monitoring Accountability is maintained through ongoing conversation, monitoring, and observation of evidence.

LEA

-Superintendent review of data at all appraisal meetings with principals,

-directors with principals and assistant principals,

-school improvement DA & PPC meetings,

-Leadership forums: Principals' PLC, APs' PLC, DLT PLC.

School based data chats: teacher teams, PPC, RtI TST, RtI-B (PBIS) meetings.

-Teachers' data chats with students: formal data reviews (esp. Level 1 and 2 students), and student Data Notebook reviews.

-Student led data chats with parents using their Data Notebook.

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

Response: The Coordinator of State and Federal Programs collaborates with the school principals and district leaders in the preparation of this grant application. The Coordinator also writes and manages Title I Part A, Title I Choice, Title II Part A, Title III Part A, and is thoroughly knowledgeable of the LEA's budget for the items related to this strategy. Working with the LEA's Finance Dept., the Coordinator ensures that the services provided through this strategy are supplemental to services provided by the LEA or other Federal funding sources.

6. Strategic Imperative this strategy addresses:

Response:1.1

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

Response:

- Reading
- Mathematics
- Science

Strategies to Be Implemented

Supplemental learning opportunities for students during and/or beyond the school day :: Increase support for struggling students

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

1a. Identify the Need:

Response: Increase support for struggling students

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

Response:

Data Sources(s)	Baseline Data	Goal(s)
<p>(1) 2011 FCAT/AYP/DA data;</p> <p>(2) July-September 2011 FAIR (Reading) and/or SAM (Math) baseline standardized assessment data;</p>	<p>(1)Of the 9 CCPS Title I DA schools, none made AYP based on the spring 2011 FCAT administration. All 9 schools showed that the Total Student Population was at or above grade level in Reading, though a total of 15 subgroups among the 9 schools were below grade level. All 9 schools showed that the Total Student Population was NOT at or above grade level in Math, and a total of 22 subgroups among the 9 schools were below grade level.</p> <p>(2)Individual schools reviewed their FCAT 2011 and FAIR/SAM baseline data to determine the needs for the students at their school, and determine the instructional support needed to help their students. FAIR data supports the need for literacy skills throughout the grade levels; also, FCAT data shows that although some sub-groups at specific schools have met proficiency targets in reading there remains much to accomplish. SAM baseline math data and overall FCAT math data supports the need for additional targeted skills as identified by Essential Learnings and FCAT 2.0.</p>	<p>(1) & (2): To increase by at least 15% the number of AYP subgroups scoring at or above grade level in Reading and/or Math on the FCAT spring 2012</p> <p>(2) At individual schools to increase the students' learning so that their progress monitoring results indicate that at least 5% more students will perform at a higher level on FCAT 2012.</p>

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

Response:

- PEACE RIVER ELEMENTARY SCHOOL
- EAST ELEMENTARY SCHOOL
- NEIL ARMSTRONG ELEMENTARY SCHOOL
- MEADOW PARK ELEMENTARY SCHOOL
- VINELAND ELEMENTARY SCHOOL
- LIBERTY ELEMENTARY SCHOOL
- MYAKKA RIVER ELEMENTARY SCHOOL
- DEEP CREEK ELEMENTARY SCHOOL
- KINGSWAY ELEMENTARY SCHOOL

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

Response: Supplemental learning opportunities for students during and/or beyond the school day

Type: New Strategy

1e. Provide:

Purpose of the strategy

Response: The purpose of this strategy is to support struggling students with supplemental learning opportunities through several programs, as chosen by individual school improvement teams, and based on resources available and student needs at each school. Programs may include, but are not limited to:

- before school programs
- after school programs
- programs conducted during the intersession breaks at year round schools
- programs conducted during the summer break as scheduled by the schools.
- supplemental learning opportunities or programs implemented during the school day by regular classroom teachers and/or additional/remedial teachers provided through grant funds (SIP1003(a), Title I, IDEA, other)

These programs may use core and supplemental curriculum, materials, supplies and equipment to help students reach proficiency in the curricular areas and skills in which they may be weak.

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

Response: Before and after the school day "is prime time for the implementation of programs to complement, enhance, and enrich what happens during the regular school day. Effective extended school day and after-school programs are capable of addressing three developmental needs of the whole child: academic, recreational, and cultural....Among programs intended to increase academic achievement, those that provide greater structure, a stronger link to the school-day curriculum, well-qualified and well-trained staff, and opportunities for one-to-one tutoring seem particularly promising. Programs of all types, whether academic, recreational, or cultural in focus, appear to benefit from consistent structure, active community involvement, extensive training for staff and volunteers, and responsiveness to participants' need and interests. (Olatokunbo S. Fashola, Johns Hopkins University, October 1998)

In Research Points published by American Educational Research Association in Winter 2007 titled Time to Learn the research is well summarized in the paragraph below:

"THE IMPACT OF INSTRUCTIONAL TIME:

Giving students more time to cover content increases their conceptual understanding. In one study, different students were taught the same content by the same teacher using increasingly streamlined versions of the curriculum. Results show that as the curriculum was streamlined, students' performance on written questions, which assess their conceptual understanding, plummeted, although they still performed well on the multiple-choice questions. These results illustrate how reduced time may allow content to be covered but not really learned deeply."

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

Response: This strategy supports the implementation of DA in many ways.

In the DA areas of School Improvement Planning and Leadership, the supplemental learning opportunities, including ESD/ESY programs are key components to providing students with the time needed to learn key concepts at a deeper level, so that the students' long term learning will be positively impacted and achievement will improve.

In the DA area of Curriculum Aligned and Paced, the supplemental learning opportunities, including ESD/ESY programs provide the opportunity for differentiated instruction that enables students to learn the standards that they have not succeeded in mastering during the regular school day/year.

In the DA area of FCIM, the strategy can be one of the Rtl strategies for struggling students. It is also a venue for FCIM mini-lessons devised for students who have not mastered specific benchmarks.

In the DA area of Monitoring Progress and Plans, this strategy helps school and district staff focus on data for the most struggling students at regular intervals, and when/if progress is not occurring as it should, strategies can be adjusted or changed.

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

Response: Root causes that establish barriers to high student academic achievement are unique to each student. These may include, but are certainly not limited to:

- High student/family mobility;
- Learning disabilities (diagnosed and undiagnosed);
- Limited English proficiency of students and/or parents;
- Low parental involvement in or support of the students' educational process;
- Immigrant status; dealing with a new school culture/procedures;
- Weak skills and/or lack of background knowledge ;
- Lack of resiliency;
- Lack of background knowledge/experiences;
- Limited exposure to academic and expressive vocabulary;
- Failure to provide access to literature (books);
- Underexposure to print-rich environments;
- Little opportunity to engage in thoughtful practice of oral language development skills;
- Limited time spent engaging in reading for enjoyment and purpose;
- Unavailability of adult to review essential skills, and lack of engagement with educational technologies; and,
- Poverty and/or homelessness.

The implementation of the strategy may not eliminate the root causes, because most if not all of the potential root causes listed here are beyond the ability of the school or district to change. However, by providing struggling students with supplemental learning opportunities and/or additional instructional time for supplemental instruction, and careful attention to the unique needs of each student, this strategy provides the potential to mitigate the influence of these barriers so that the students will develop academic knowledge/skills and the personal resiliency to rise above the limitations placed upon them by these barriers.

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

Response:

- Student Subgroup: Each school's students in AYP subgroups that did not make AYP on FCAT 2011, and students in each school's lowest quartile

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

Response: The 2011-12 LEA budget, including other federal grants and local/state funds do not provide sufficient funds to support the supplemental learning opportunities, including extended day or year programs at these schools to the extent that they have been planned by the schools using these grant funds. These grant funds will significantly supplement any existing funds in order to provide and/or expand supplemental instructional opportunities during and/or outside of the school day so as to serve more students, provide additional staff or curriculum resources, or lengthen the program(s).

SIP grant funds will also support the purchase and implementation of supplemental curriculum, materials, supplies and equipment for use in the ESD/ESY programs that will help students reach their academic goals. Some of these supplemental items may include, but are not limited to:

1. Star Enterprise Renaissance Learning Rtl program
2. Thinking Maps program, software and binders
3. FL Ready Math
4. i Ready Diagnostic Math
5. FL Coach
6. Classroom periodicals
7. ESE supplemental books
8. Data notebooks
9. Headphones with mics
10. Materials and supplies for implementing Leader in Me
11. Ticket to Read
12. Readers Toolkit
13. Tune in to Reading
14. Brain Pop

Some individual schools have partnerships with their Parent Teacher Organizations and/or community organizations (such as the Public Library) to provide volunteers and services to facilitate implementation of some of the skills learned by the educators in their PD opportunities. These partnerships provide assistance and in-kind services, and occasionally a very small amount of financial assistance. However, the partners do not provide substantive fiscal assistance that can be used to facilitate the implementation of the strategies described in this application.

1i. Provide frequency and duration of this strategy

Frequency:

Response: The frequency of the strategy will vary according to the program and the school. Some program options include, but are not limited to:

- 2-3 time per week for a specific time frame
- 2-3 time per week until year end
- daily for a limited time
- daily until year end
- according to specific program implementation recommendations
- other options as developed by school improvement teams at the schools.

Duration:

Response: Duration of the strategy will vary according to the program and the school. Some program options include, but are not limited to:

- provisions for individual or small groups as determined appropriate by the teachers
- 15 - 30 minutes to several hours per session
- 5 or 6 hour days for several days to 2 or more weeks

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

Response: At each school, the principal or assistant principal is in charge of monitoring the implementation of the strategy. He or she will be supported at the district level by the Director of Elementary Learning and members of the District DA Support Team.

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

Response: Student achievement monitoring occurs in a variety of ways:
FAIR assesses reading
SAM assesses math
Formative and summative assessments are conducted by classroom teachers.

Progress Monitoring Accountability is maintained through ongoing conversation, monitoring, and observation of evidence.

LEA:

- Superintendent review of data at all appraisal meetings with principals,
 - directors with principals and assistant principals,
 - school improvement DA & PPC meetings,
 - Leadership forums: Principals' PLC, APs' PLC, DLT PLC.
- SCHOOL based data chats: teacher teams, PPC, RtI TST, RtI-B (PBIS) meetings.
- TEACHERS' data chats with students: formal data reviews (esp. Level 1 and 2 students), and student Data Notebook reviews.
 - STUDENT led data chats with parents using their Data Notebook.

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

Response: Student achievement monitoring occurs in a variety of ways:
FAIR 3 times annually
SAM 3 times annually
Formative and summative assessments are conducted by classroom teachers as appropriate.

Progress Monitoring Accountability is maintained through ongoing conversation, monitoring, and observation of evidence. LEA level progress monitoring occurs as scheduled through DA support team meetings and twice annually through evaluation of school principals.

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

Response: The Coordinator of State and Federal Programs collaborates with the school principals and district leaders in the preparation of this grant application. The Coordinator also writes and manages Title I Part A, Title I Choice, Title II, Title III, and is thoroughly knowledgeable of the LEA's budget for the items related to this strategy. Working with the LEA's Finance Dept., the Coordinator ensures that the services provided through this strategy are supplemental to services provided by the LEA or other Federal funding sources.

6. Strategic Imperative this strategy addresses:

Response:1.1

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

Response:

- Reading
- Mathematics
- Science

Dissemination/Marketing and Reporting Student Outcomes

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

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

Response: This application will be disseminated through: a. Placement in a Title Programs Binder in the school offices and the Family Centers; b. Placement on the LEA’s Federal Programs Website; and, c. The locations at which the application can be viewed will be announced to parents at School Advisory Council meetings, published in the school newsletters and on their school websites, with a link to the LEA Federal Programs Website. d. Information regarding the strategies being implemented at specific schools will be disseminated through the school newsletter, website, automated phone delivery system (ParentLink), electronic bulletin boards, and calendar. Information regarding the programs will be disseminated by school leadership (Principal and Assistant Principal), instructional coaches, program planners, specialized committees (Literacy Leadership Team), and grade level teacher teams.

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

Response:

Method	Frequency	Duration	Population	Language
2. Student Outcomes are reported through: a. Student report cards b. FOCUS system – parents have their own account to view student information about academic progress/grades and other information, including but not limited to: assessment data; attendance; and, discipline. c. Parent conferences d. SAC/PTO meetings e. Schools' SINI/SIP plans are linked to FLDOE SINI plans through the LEA website once approved f. Published District Report Card g. Reports to School Board	2. a. Quarterly; at the Year-round school, on a trimester schedule b. Constant availability 24/7 through web account c. As scheduled d. Monthly during the school year. e. Annually f. Annually, and maintained on LEA website g. As requested or scheduled by the superintendent	2. The duration of the various dissemination methods is unique to each, and in some cases NA: a. NA b. Constant: 24 hours a day, every day c. Varies according to each conference d. Varies, usually about an hour e. Constant: 24 hours a day, every day f. 1 day in press; Constant on website: 24 hours a day, every day g. Varies according to length of time needed for presentation and questions	2. a. Quarterly; at the Year-round school, on a trimester schedule b. Constant availability 24/7 through web account c. Parents d. Parents, community, staff e. FLDOE, All interested stakeholders f. Local community members g. Board members, LEA staff, community	2. a, b., e., f. English, (Spanish also for Report Cards) The LEA recommends the use of commercial, computerized translation services for translating documents to other languages. This is available through our website. Our website can be translated through one of the services, and student report cards are able to be translated in this manner. 2. c.,d.,g. Meetings are conducted in English, however, translators for Spanish and some other languages are available when requested by either a parent of school staff member. When human translators are not available, computerized translation programs are utilized by the parties involved in the meetings to facilitate communication.

Evaluation of Previous Year's Title I School Improvement

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

Response: Data and data analysis drives the School Improvement Plan at Peace River Elementary. Weekly Learning Meetings were held with the entire instructional staff during the 2010-11 school year. At least once a month these meetings were devoted to data analysis. The school's PPC reviewed data monthly with school administration. Each grade level was given an opportunity twice during the school year to have a data day where they focused on analyzing student data to guide their instruction. DART information was also shared with each teacher so that they could reflect on the previous year's instruction and make changes in instruction where it was needed. Teachers kept data notebooks on each student and shared the data at monthly data meetings. This data was instrumental in assisting in the Rtl process with struggling students. Students also kept their own data notebooks, keeping track of their academic and behavior patterns. Students met with their teacher periodically to review their personal data and to assist in personal goal writing. Parents were invited to attend an open house where students had the opportunity to share their data with their parents. As students took various assessments through the year (FAIR, SAM, Charlotte Writes, envision Math, Harcourt Reading, SuccessMaker/Waterford, DRA) teachers reviewed this data and used it to develop their own Professional Development Plan goals. When FCAT data was received for grades 3-5, teachers met with administration to go over their Professional Development Plans to see if their goals were attained. This data was also used in assisting in the creation of class lists for the upcoming school year so that classes were well balanced with varying academic levels.

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

Response: Extending the learning opportunities for students at Peace River Elementary during the 2010-11 school year was accomplished in several ways. The school was able to hire three additional retired teachers to help reduce the class size of exceptional student education (ESE) students in grades 3-5. These teachers assisted the regular classroom teacher and the ESE teacher by reinforcing reading, math, writing and science skills. In our lowest quartile of students in grades 3-5, 74% made learning gains in reading while 76% made learning gains in math. Both of these percentages were the second highest of all elementary schools in Charlotte County. An additional paraprofessional was also hired to assist students who struggled in reading. This paraprofessional worked with four other paraprofessionals who rotated students in grades 1-5 daily in our "Pawsitive" Reader's Club (PRC). The PRC devoted their time to remediate students in the five areas of reading and was also instrumental in helping those lowest quartile students in grades 3-5 make the above mentioned learning gains in reading. Peace River Elementary also incorporated a "Math Lab" to assist those students in grades 2-5 who needed additional help in the area of math. A certified teacher and a paraprofessional met with small groups daily to work on basic math facts as well as problem solving skills. We feel that the Math Lab helped our lowest quartile students in grades 3-5 attain the 76% leaning gains in math. A certified teacher was hired as our Science Lab teacher. This teacher met weekly with students in grades kindergarten through fifth grade during their scheduled specials time. The Science Lab teacher worked closely with our fifth grade science teacher and our Science Technology Engineering Math (STEM) Lab teacher to tailor lessons supporting the Sunshine State Standards for all grade levels. Although we felt that this would have a positive effect on our fifth grade Science FCAT scores, the 39% of the students meeting high standards in science was disappointing.

