

Pinellas

FLORIDA DEPARTMENT OF EDUCATION Project Application

TAPS Number
10A001

Return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496 Suncom: 205-0496	A) Program Name: <p style="text-align: center;">Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2009-2010 Project Application</p>	<i>DOE USE ONLY</i> Date Received						
B) Name and Address of Eligible Applicant: Pinellas, 301 4TH ST SW, LARGO, FL 33770		Project Number (DOE Assigned) 520-2120A-0CB01						
C) Total Funds Requested: \$ 26,432,981.00 Estimated Roll Forward: \$ 0.00 <hr style="width: 100px; margin-left: 0;"/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; vertical-align: top;"> Contact Name: First Name: Mary MI: R Last Name: Conage </td> <td style="width: 40%; vertical-align: top;"> Mailing Address: Address 2499 25th Street South City: St. Petersburg State: FL Zip: 33712 </td> </tr> <tr> <td style="vertical-align: top;"> Telephone Number: 727-893-2988 Ext: 2005 </td> <td style="vertical-align: top;"> SunCom Number: </td> </tr> <tr> <td style="vertical-align: top;"> Fax Number: 727-893-2984 </td> <td style="vertical-align: top;"> E-mail Address: conagem@pcsb.org </td> </tr> </table>		Contact Name: First Name: Mary MI: R Last Name: Conage	Mailing Address: Address 2499 25th Street South City: St. Petersburg State: FL Zip: 33712	Telephone Number: 727-893-2988 Ext: 2005	SunCom Number:	Fax Number: 727-893-2984	E-mail Address: conagem@pcsb.org
Contact Name: First Name: Mary MI: R Last Name: Conage	Mailing Address: Address 2499 25th Street South City: St. Petersburg State: FL Zip: 33712							
Telephone Number: 727-893-2988 Ext: 2005	SunCom Number:							
Fax Number: 727-893-2984	E-mail Address: conagem@pcsb.org							

CERTIFICATION

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

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E)

Signature of Agency Head

DOE 100A



Dr. Eric J. Smith, Commissioner

**FLORIDA DEPARTMENT OF EDUCATION
Project Application**

TAPS Number

10AR01

Return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399- 0400 Telephone: (850) 245-0496 Suncom: 205-0496	A) Program Name: Title I, Part A: Improving the Academic Achievement of the Disadvantaged (ARRA) 2009-2010 Project Application	<i>DOE USE ONLY</i> Date Received
B) Name and Address of Eligible Applicant: Pinellas, 301 4TH ST SW, LARGO, FL 33770		Project Number (DOE Assigned) 520-2120S-0CY01
C) Total Funds Requested: \$ 19,992,034.00 Estimated Roll Forward: \$ 0.00 _____	D) Applicant Contact Information	
DOE USE ONLY Total Approved Project: \$	Contact Name: First Name: Mary MI: R Last Name: Conage	Mailing Address: Address 2499 25th Street South City: St. Petersburg State: FL Zip: 33712
	Telephone Number: 727-893-2988 Ext: 2005	SunCom Number:
	Fax Number: 727-893-2984	E-mail Address: conagem@pcsb.org

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E) _____
Signature of Agency Head



DOE 100A

Dr. Eric J. Smith, Commissioner

10A001

FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM

A. NAME OF ELIGIBLE APPLICANT: **Pinellas**

C) TAPS Number
10A001

B. Project Number (DOE USE ONLY): **520-2120A-0CB01**

Prog. Set-Aside Code	(1) Function	(2) Object	(3) Account Title and Description	(4) FTE	(5) Amount
N/A	5100	120	<u>Classroom Teachers</u> Teacher salaries (supplemental classroom) in Title I schools	81.000	4,293,000.00
N/A	5100	120	<u>Classroom Teachers</u> Teacher salaries (part-time in non-public schools)	20.000	224,637.20
N/A	5100	120	<u>Classroom Teachers</u> Teacher salaries (part-time to provide supplemental classroom instruction) in public Title I schools	270.000	3,834,666.90
N/A	5100	120	<u>Classroom Teachers</u> Teacher salaries (intervention teachers assigned to work at Title I schools)	47.000	2,279,000.00
N/A	5100	140	<u>Substitute Teachers</u> Salaries for substitute teachers	0.000	17,434.86
N/A	5100	160	<u>Other Support Personnel</u> Paraprofessional salaries	63.000	1,543,500.00
N/A	5100	210	<u>Retirement</u> Retirement benefit for paraprofessionals	0.000	152,034.75
N/A	5100	210	<u>Retirement</u> Social Security and medicare benefit for part-time teachers (public Title I)	0.000	390,306.60
N/A	5100	210	<u>Retirement</u> Retirement benefit for part-time teachers (non-public)	0.000	27,280.00
N/A	5100	210	<u>Retirement</u> Retirement benefit for teachers (supplemental classroom) in Title I schools	0.000	422,860.50
N/A	5100	210	<u>Retirement</u> Retirement benefit for intervention teachers	0.000	224,481.50
N/A	5100	220	<u>Social Security</u> Social security and medicare benefit for intervention teachers	0.000	141,298.00

N/A	5100	220	<u>Social Security</u> Social security and medicare benefit for part-time teachers (public)	0.000	303,131.70
N/A	5100	220	<u>Social Security</u> Social security and medicare benefit for supplemental classroom teachers	0.000	304,867.80
N/A	5100	220	<u>Social Security</u> Social security and medicare benefit for paraprofessionals	0.000	120,818.25
N/A	5100	220	<u>Social Security</u> Social security and medicare benefit for part-time teachers (non-public)	0.000	20,868.00
N/A	5100	231	<u>Health and Hospitalization</u> Health and hospitalization benefit for paraprofessionals	0.000	452,025.00
N/A	5100	231	<u>Health and Hospitalization</u> Health and hospitalization benefit for supplemental classroom teachers	0.000	581,175.00
N/A	5100	231	<u>Health and Hospitalization</u> Health and hospitalization benefit for intervention teachers	0.000	645,000.00
N/A	5100	520	<u>Textbooks</u> Supplemental instructional materials (workbooks, kits) for use in public and non-public Title I schools	0.000	521,650.00
N/A	5100	530	<u>Periodicals</u> Periodicals for classroom libraries and student check-out	0.000	17,000.00
N/A	5100	610	<u>Library Books</u> High interest, leveled classroom libraries for student use	0.000	333,000.00
N/A	5100	612	<u>Library Books for Existing Libraries</u> Professional resource materials for teacher research and professional development	0.000	30,000.00
N/A	5100	620	<u>Audio Visual Materials (Non-consumable)</u> AV materials over \$1,000 (audiotape and DVD sets for classroom learning centers)	0.000	24,000.00
N/A	5100	622	<u>Audio Visual Materials Non-Capitalized</u> AV materials under \$1,000 (videos, maps, globes, charts) to enhance instruction	0.000	40,000.00
N/A	5100	642	<u>Furniture, Fixtures and Equipment Non-Capitalized</u> TV`s and CD players for use in Title I schools	0.000	150,000.00
N/A	5100	643	<u>Computer Hardware Capitalized</u> Equipment over \$1,000 (computers, DVD players and recorders, disk drives, DVD burners, LCD panels)	0.000	50,000.00
N/A	5100	644	<u>Computer Hardware Non-Capitalized</u> Equipment under \$1,000 (compact memory cards, computer batteries, CD`s,DVD`s)	0.000	165,000.00
N/A	5100	691	<u>Computer Software Capitalized</u> Computer software programs, site licenses (i.e., Headsprout, Questar, Fast ForWord)	0.000	40,500.00
N/A	5100	692	<u>Computer Software Non-Capitalized</u> Non-capitalized computer software (interactive software to enhance instruction in reading, math, and science)	0.000	50,000.00
N/A	6150	160	<u>Other Support Personnel</u> Salaries for 20 Family and Community Liaisons to facilitate parental involvement activities in Title I schools	20.000	231,778.40
N/A	6150	210	<u>Retirement</u> Retirement benefit for family and community liaisons	0.000	22,830.00
N/A	6150	220	<u>Social Security</u> Social Security and medicare benefit for family and community liaisons	0.000	17,731.00
N/A	6150	330	<u>Travel</u> Travel and registration to attend Parent Involvement Conference	0.000	7,015.00
N/A	6150	370	<u>Communications</u> Postage for mailings to families	0.000	4,112.00
A-1	6150	370	<u>Communications</u> Postage for Parent Outreach regarding public school choice options	0.000	37,140.00
A-1	6150	390	<u>Other Purchased Services</u> Printing for Parent Outreach regarding public school choice options	0.000	55,710.00
N/A	6150	390	<u>Other Purchased Services</u> Central printing services for compacts, parent involvement policy, flyers, and other home-school communications	0.000	12,998.00
N/A	6150	510	<u>Supplies</u> Supplemental instructional materials for use with parent workshops and take-home learning activities (public and non-public)	0.000	125,108.14
N/A	6150	510	<u>Supplies</u> Student agenda/planners to facilitate daily home-school communication	0.000	108,565.00
N/A	6150	510	<u>Supplies</u> Food and refreshments for approved parental involvement trainings (public and non-public)	0.000	34,508.44
N/A	6300	110	<u>Administrators</u> Salaries for Title I Director, Supervisors, and Research Specialist	4.000	208,775.64
N/A	6300	130	<u>Other Certified Instructional Personnel</u> Salaries for Title I Resource Teachers (SES, Parental Involvement, Achievement Specialist, Homeless, N&D)	10.000	550,203.60
N/A	6300	160	<u>Other Support Personnel</u> Salaries for custodians (head custodian and night foreman)	2.000	38,031.24
N/A	6300	160	<u>Other Support Personnel</u> Salaries for clerical staff (account clerks, clerk typists, secretaries)	9.000	241,000.97
N/A	6300	210	<u>Retirement</u> Retirement benefit for Director, Supervisors, Research Specialist, Resource Teachers, Clerical Staff, and Custodians	0.000	109,147.02
N/A	6300	220	<u>Social Security</u> Social Security and Medicare benefit for Director, Supervisors, Research Specialist, Resource Teachers, Clerical Staff, and Custodians	0.000	83,618.97
N/A	6300	231	<u>Health and Hospitalization</u> Health benefit for Director, Supervisors, Research Specialist, Resource Teachers, Clerical Staff, and Custodians	0.000	193,725.00
N/A	6300	330	<u>Travel</u> Travel and registration for Title I staff	0.000	102,900.00

N/A	6300	360	<u>Rentals</u> Copier rentals for Title I schools	0.000	5,290.00
N/A	6400	130	<u>Other Certified Instructional Personnel</u> Salaries for schoolwide instructional coaches	0.000	2,279,000.00
N/A	6400	210	<u>Retirement</u> Retirement benefit for schoolwide instructional coaches	0.000	224,481.50
N/A	6400	220	<u>Social Security</u> Social security and medicare benefit for schoolwide instructional coaches	0.000	141,298.00
N/A	6400	231	<u>Health and Hospitalization</u> Health and hospitalization benefit for schoolwide instructional coaches	0.000	645,000.00
N/A	6400	310	<u>Professional and Technical Services</u> Consultants to provide professional development for schools in need of improvement (University of Florida, Lucy West)	0.000	778,760.00
N/A	6400	330	<u>Travel</u> Travel (registration, hotel) for literacy and math coaches to attend training and conferences	0.000	20,760.00
N/A	6400	330	<u>Travel</u> Mileage for Schoolwide Instructional Coaches who attend and present professional development	0.000	2,000.00
N/A	7200	790	<u>Miscellaneous Expenses</u> Indirect costs (3.6%)	0.000	887,333.32
A-1	7800	350	<u>Repairs and Maintenance</u> Maintenance of buses for choice with transportation	0.000	1,396,030.28
A-1	7800	450	<u>Gasoline</u> Gasoline for buses providing choice with transportation	0.000	465,343.42
N/A	7900	370	<u>Communications</u> Telephone service- dedicated phone lines for use by family and community liaisons and schoolwide instructional coaches	0.000	3,250.00
				TOTAL:	26,432,981



DOE 101

Eric J. Smith, Commissioner

10AR01

FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM

A. NAME OF ELIGIBLE APPLICANT: **Pinellas**

C) TAPS Number
10AR01

B. Project Number (DOE USE ONLY): **520-2120S-0CY01**

D) Fund Number
432

(1) ARRA								(8) FTE Position(s)						
A	P	S	(2)	(3)	(4)	(5)	(6)	(7)	Position	S	C	C	(9)	(9)
rr	rr	rr	School	Prog.	Activity	F	O	Account Title and	Code	ave	reated	ontinue	Total	Amount
u	n	a	or	Set-		n	b	Description		d	d	e		
r	i	i	District-	Aside		c	j							
a	t	g	Based	Code		t	e							
n	p	e	Expend-			i	c							
c	l	y	iture			o								
e	e					n	t							
D	B4	21	S	N/A	Provide salaries for highly qualified Title I hourly teachers who will provide supplemental	5100	120	<u>Classroom Teachers</u> Salaries for highly qualified Title I hourly teachers to instruct at-risk students in Title I schools	51073	0.000	0.000	12.000	12	232,527.24

					instruction for at-risk students in Title I public schools.									
N/A	A	5	D	A-6	Provide a transition teacher to provide instructional support for students moving between schools and facilities for neglected and delinquent youth	5100	120	Classroom Teachers Salary for Transition Teacher	51001	0.000	1.000	0.000	1	49,200.00
N/A	N/A	N/A	D	A-5	Provide after-school tutors who will give supplemental instruction to homeless students at shelters and other locations	5100	130	Other Certified Instructional Personnel Stipends for after-school tutors	51079	0.000	6.000	0.000	6	20,317.00
N/A	A	5	D	A-6	Provide retirement benefit for transition teacher	5100	210	Retirement Retirement benefit for transition teacher		0.000	0.000	0.000	0	4,846.20
D	B4	21	S	N/A	Provide retirement benefit for Title I hourly teachers who provide supplemental instruction for at-risk students in Title I public schools.	5100	210	Retirement Retirement benefit for Title I hourly teachers who provide supplemental instruction for at-risk students in Title I schools		0.000	0.000	0.000	0	22,903.92
D	B4	21	S	N/A	Provide social security and medicare benefit for Title I hourly teachers who provide supplemental instruction for at-risk students in Title I public schools.	5100	220	Social Security Social security and medicare benefit for Title I hourly teachers who provide supplemental instruction for at-risk students in Title I schools		0.000	0.000	0.000	0	17,788.32
N/A	A	5	D	A-6	Provide social security and medicare benefit for transition teacher	5100	220	Social Security Social security and medicare benefit for transition teacher		0.000	0.000	0.000	0	3,763.80
N/A	N/A	N/A	D	A-5	Provide social security and medicare benefit for after-school tutors	5100	220	Social Security Social security and medicare benefit for after-school tutors		0.000	0.000	0.000	0	2,103.75
N/A	A	5	D	A-6	Provide group health and life benefit for transition teacher	5100	231	Health and Hospitalization Group health and life benefit for transition teacher		0.000	0.000	0.000	0	7,175.00

N/A	N/A	N/A	D	A-1	Provide supplemental educational services for students attending schools identified as in need of improvement	5100	310	<u>Professional and Technical Services</u> Contracted payments to approved providers of supplemental educational services		0.000	0.000	0.000	0	6,870,503.95
N/A	D	N/A	D	N/A	Provide funds for travel and registration for lteachers at Title I schools to attend trainings and conferences (i.e., FCTM, IRA, Tech. Conf.) in 09-11 school years	5100	330	<u>Travel</u> Travel and registration for teachers at Title I schools		0.000	0.000	0.000	0	75,000.00
N/A	N/A	N/A	D	A-5	Provide literacy backpacks for homeless students	5100	510	<u>Supplies</u> Classroom supplies (pencils, pens, folders, crayons, glue, etc.) for homeless students		0.000	0.000	0.000	0	144,000.00
D	D	21	S	N/A	Provide classroom libraries with high-interest titles at various reading levels for students (public and non-public)	5100	610	<u>Library Books</u> Classroom libraries for Title I schools		0.000	0.000	0.000	0	188,112.50
D	D	21	S	N/A	Upgrade equipment (TV's, CD players) in Title I schools.	5100	642	<u>Furniture, Fixtures and Equipment Non-Capitalized</u> TV's and CD players for use in Title I schools		0.000	0.000	0.000	0	150,000.00
N/A	D	13	D	A-6	Provide computers and other technology tools for students in facilities for neglected and delinquent youth	5100	643	<u>Computer Hardware Capitalized</u> Computers over \$1,000-computers, DVRs, LCD panels		0.000	0.000	0.000	0	200,000.00
N/A	D	13	D	A-6	Provide computers and other technology tools for students in facilities for neglected and delinquent youth	5100	644	<u>Computer Hardware Non-Capitalized</u> Computers under \$1,000- CD burners, computer batteries, flash memory cards, monitor, mouse, keyboard, external drive)		0.000	0.000	0.000	0	200,000.00
D	B4	13	S	N/A	Provide technology tools and teaching resources (including interactive softward tools) to enhance	5100	692	<u>Computer Software Non-Capitalized</u> Non-capitalized computer software		0.000	0.000	0.000	0	100,000.00

					instruction in reading, math, and science.									
N/A	A	5	D	A-6	Provide a vocational resource teacher to assist students in facilities for neglected and delinquent youth	5300	130	<u>Other Certified Instructional Personnel</u> Salary for vocational resource teacher	53010	0.000	1.000	0.000	1	49,200.00
N/A	A	5	D	A-6	Retirement benefit for vocational resource teacher	5300	210	<u>Retirement</u> Retirement benefit for vocational resource teacher		0.000	0.000	0.000	0	4,846.20
N/A	A	5	D	A-6	Social security and medicare benefit for vocational resource teacher	5300	220	<u>Social Security</u> Social security and medicare benefit for vocational resource teacher		0.000	0.000	0.000	0	3,763.80
N/A	A	5	D	A-6	Group health and life benefit for vocational resource teacher	5300	231	<u>Health and Hospitalization</u> Group health and life benefit for vocational resource teacher		0.000	0.000	0.000	0	7,175.00
N/A	A	7	D	A-7	Provide a full-day VE/PreK program for 3- and 4-year olds in 26 Title I schools	5500	120	<u>Classroom Teachers</u> Salaries for 26 PreK teachers	55052	0.000	26.000	0.000	26	689,000.00
N/A	A	7	D	A-7	Provide retirement benefit for 26 PreK teachers	5500	210	<u>Retirement</u> Retirement benefit for 26 PreK teachers		0.000	0.000	0.000	0	67,866.50
N/A	A	7	D	A-7	Provide social security and medicare benefit for 26 PreK teachers	5500	220	<u>Social Security</u> Social security and medicare benefit for 26 PreK teachers		0.000	0.000	0.000	0	52,708.50
N/A	A	7	D	A-7	Provide group health and life benefit for 26 PreK teachers	5500	231	<u>Health and Hospitalization</u> Group health and life benefit for 26 PreK teachers		0.000	0.000	0.000	0	97,500.00
N/A	A	5	D	A-6	Provide a social worker to work with families and students in facilities for neglected and delinquent youth	6100	130	<u>Other Certified Instructional Personnel</u> Salary for social worker	61131	0.000	1.000	0.000	1	49,200.00
N/A	A	5	D	A-5	Provide social workers to coordinate and provide services for homeless students and families	6100	130	<u>Other Certified Instructional Personnel</u> Salaries for social workers serving homeless students and families	61131	0.000	2.000	0.000	2	83,550.00
N/A	A	5	D	A-5	Provide retirement benefit for social workers	6100	210	<u>Retirement</u> Retirement benefit for social workers		0.000	0.000	0.000	0	8,229.68
N/A	A	5	D	A-6	Retirement benefit for social	6100	210	<u>Retirement</u> Retirement benefit for social		0.000	0.000	0.000	0	4,846.20

					worker			worker							
N/A	A	5	D	A-6	Social security and medicare benefit for social worker	6100	220	<u>Social Security</u> Social security and medicare benefit for social worker		0.000	0.000	0.000	0	3,763.80	
N/A	A	5	D	A-5	Provide social security and medicare benefit for social workers	6100	220	<u>Social Security</u> Social security and medicare benefit for social workers		0.000	0.000	0.000	0	6,391.58	
N/A	A	5	D	A-5	Provide health benefit for social workers	6100	231	<u>Health and Hospitalization</u> Health and hospitalization benefit for social workers		0.000	0.000	0.000	0	14,350.00	
N/A	A	5	D	A-6	Provide group health and life benefit for social worker	6100	231	<u>Health and Hospitalization</u> Group health and life benefit for social worker		0.000	0.000	0.000	0	7,175.00	
N/A	N/A	N/A	D	A-3	Provide paraprofessional to coordinate programs and services through Title I Parent Resource Center	6150	160	<u>Other Support Personnel</u> Paraprofessional salary	51111	0.000	0.000	1.000	1	22,034.32	
N/A	N/A	N/A	D	A-3	Provide clerk typist to assist with operations of Title I Parent Resource Center	6150	160	<u>Other Support Personnel</u> Salary for clerk typist	72092	0.000	0.000	1.000	1	18,645.48	
N/A	N/A	N/A	D	A-3	Retirement benefit for clerk typist	6150	160	<u>Other Support Personnel</u> Retirement benefit for clerk typist		0.000	0.000	0.000	0	1,836.58	
N/A	N/A	N/A	D	A-3	Provide retirement benefit for paraprofessional	6150	210	<u>Retirement</u> Retirement benefit for paraprofessional		0.000	0.000	0.000	0	2,107.38	
N/A	N/A	N/A	D	A-3	Provide social security and medicare benefit for paraprofessional	6150	220	<u>Social Security</u> Social security and medicare benefit for paraprofessional		0.000	0.000	0.000	0	1,685.63	
N/A	N/A	N/A	D	A-3	Provide social security and medicare benefit for clerk typist	6150	220	<u>Social Security</u> Social security and medicare benefit for clerk typist		0.000	0.000	0.000	0	1,426.38	
N/A	N/A	N/A	D	A-3	Provide health benefit for clerk typist	6150	231	<u>Health and Hospitalization</u> Health benefit for clerk typist		0.000	0.000	0.000	0	7,175.00	
N/A	N/A	N/A	D	A-3	Provide health benefit for paraprofessional	6150	231	<u>Health and Hospitalization</u> Health benefit for paraprofessional		0.000	0.000	0.000	0	7,175.00	
D	C	21	D	A-7	Provide a coordinator to facilitate equitable services (including	6300	130	<u>Other Certified Instructional Personnel</u> Salary for non-public school coordinator	63012	0.000	0.000	1.000	1	124,100.00	

					meaningful, timely consultation) for non-public schools									
D	C	21	D	A-7	Provide retirement benefit for non-public school coordinator	6300	210	<u>Retirement</u> Retirement benefit for non-public school coordinator		0.000	0.000	0.000	0	12,223.86
D	C	21	D	A-7	Provide social security and medicare benefit for non-public school coordinator	6300	220	<u>Social Security</u> Social security and medicare benefit for non-public school coordinator		0.000	0.000	0.000	0	9,493.66
D	C	21	D	A-7	Provide group health and life benefit for non-public school coordinator	6300	231	<u>Health and Hospitalization</u> Group health and life benefit for non-public school coordinator		0.000	0.000	0.000	0	14,350.00
A	B3	21	D	A-8	Provide a 4 day pre-school Teachers' Institute for instructional staff at Title I schools to analyze student achievement data, develop IPDP's, make contact with incoming students and parents, and participate in professional development prior to the start of school.	6400	120	<u>Classroom Teachers</u> Salaries for 350 Kindergarten teachers to participate in a 4 day Teachers' Institute	51054	0.000	0.000	350.000	350	312,795.00
A	B3	21	D	A-8	Provide a 4 day pre-school Teachers' Institute for instructional staff at Title I schools to analyze student achievement data, develop IPDP's, make contact with incoming students and parents, and participate in professional development prior to the start of school.	6400	120	<u>Classroom Teachers</u> Salaries for 350 first grade teachers to participate in a 4 day Teachers' Institute	51055	0.000	0.000	350.000	350	312,795.00
A	B3	21	D	A-8	Provide a 4 day pre-school Teachers' Institute for instructional staff at Title I	6400	120	<u>Classroom Teachers</u> Salaries for 350 second grade teachers to participate in a 4 day Teachers' Institute	51056	0.000	0.000	350.000	350	312,795.00

					schools to analyze student achievement data, develop IPDP's, make contact with incoming students and parents, and participate in professional development prior to the start of school.									
A	B3	21	D	A-8	Provide a 4 day pre-school Teachers` Institute for instructional staff at Title I schools to analyze student achievement data, develop IPDP's, make contact with incoming students and parents, and participate in professional development prior to the start of school.	6400	120	<u>Classroom Teachers</u> Salaries for 350 third grade teachers to participate in a 4 day Teachers` Institute	51057	0.000	0.000	350.000	350	312,795.00
A	B3	21	D	A-8	Provide a 4 day pre-school Teachers` Institute for instructional staff at Title I schools to analyze student achievement data, develop IPDP's, make contact with incoming students and parents, and participate in professional development prior to the start of school.	6400	120	<u>Classroom Teachers</u> Salaries for 300 4th grade teachers to participate in a 4 day Teachers` Institute	51058	0.000	0.000	300.000	300	268,110.00
A	B3	21	D	A-7	Provide a 4 day pre-school Teachers` Institute for instructional staff at Title I schools to analyze student achievement data, develop IPDP's, make contact with incoming	6400	120	<u>Classroom Teachers</u> Salaries for 250 5th grade teachers to participate in a 4 day Teachers` Institute	51059	0.000	0.000	250.000	250	223,425.00

					students and parents, and participate in professional development prior to the start of school.									
A	B3	21	D	A-7	Provide a 4 day pre-school Teachers` Institute for instructional staff at Title I schools to analyze student achievement data, develop IPDP`s, make contact with incoming students and parents, and participate in professional development prior to the start of school.	6400	130	<u>Other Certified Instructional Personnel</u> Salaries for 50 music teachers to participate in a 4 day Teachers` Institute	51034	0.000	0.000	50.000	50	44,685.00
A	B3	21	D	A-7	Provide a 4 day pre-school Teachers` Institute for instructional staff at Title I schools to analyze student achievement data, develop IPDP`s, make contact with incoming students and parents, and participate in professional development prior to the start of school.	6400	130	<u>Other Certified Instructional Personnel</u> Salaries for 50 art teachers to participate in a 4 day Teachers` Institute	51004	0.000	0.000	50.000	50	44,685.00
A	B3	21	D	A-7	Provide a 4 day pre-school Teachers` Institute for instructional staff at Title I schools to analyze student achievement data, develop IPDP`s, make contact with incoming students and parents, and participate in professional development prior to the start of school.	6400	130	<u>Other Certified Instructional Personnel</u> Salaries for 50 physical education teachers to participate in a 4 day Teachers` Institute	51039	0.000	0.000	50.000	50	44,685.00

A	B3	21	D	A-7	Provide a 4 day pre-school Teachers` Institute for instructional staff at Title I schools to analyze student achievement data, develop IPDP` s, make contact with incoming students and parents, and participate in professional development prior to the start of school.	6400	130	<u>Other Certified Instructional Personnel</u> Salaries for 50 guidance counselors to participate in a 4 day Teachers` Institute	61231	0.000	0.000	50.000	50	44,685.00
A	B3	21	D	A-7	Provide a 4 day pre-school Teachers` Institute for instructional staff at Title I schools to analyze student achievement data, develop IPDP` s, make contact with incoming students and parents, and participate in professional development prior to the start of school.	6400	130	<u>Other Certified Instructional Personnel</u> Salaries for 50 media specialists to participate in a 4 day Teachers` Institute	62030	0.000	0.000	50.000	50	44,685.00
A	B3	21	D	A-7	Provide a 4 day pre-school Teachers` Institute for instructional staff at Title I schools to analyze student achievement data, develop IPDP` s, make contact with incoming students and parents, and participate in professional development prior to the start of school.	6400	130	<u>Other Certified Instructional Personnel</u> Salaries for 100 teachers of emotionally/behaviorally disabled students to participate in a 4 day Teachers` Institute	52006	0.000	0.000	100.000	100	89,370.00
A	B3	21	D	A-7	Provide a 4 day pre-school Teachers` Institute for instructional staff at Title I schools to	6400	130	<u>Other Certified Instructional Personnel</u> Salaries for 100 teachers of specific learning disabled students to participate in a 4 day Teachers` Institute	52007	0.000	0.000	100.000	100	89,370.00

					analyze student achievement data, develop IPDP's, make contact with incoming students and parents, and participate in professional development prior to the start of school.									
A	B3	21	D	A-7	Provide a 4 day pre-school Teachers` Institute for instructional staff at Title I schools to analyze student achievement data, develop IPDP's, make contact with incoming students and parents, and participate in professional development prior to the start of school.	6400	130	<u>Other Certified Instructional Personnel</u> Salaries for 50 teachers of students with varying exceptionalities to participate in a 4 day Teachers` Institute	52014	0.000	0.000	50.000	50	44,685.00
A	B3	21	D	A-7	Provide a 4 day pre-school Teachers` Institute for instructional staff at Title I schools to analyze student achievement data, develop IPDP's, make contact with incoming students and parents, and participate in professional development prior to the start of school.	6400	130	<u>Other Certified Instructional Personnel</u> Salaries for 50 speech teachers to participate in a 4 day Teachers` Institute	52018	0.000	0.000	50.000	50	44,685.00
D	B4	21	D	A-2	Provide a staff developer to coordinate and present professional development activities for teachers and parents of non-public school children	6400	130	<u>Other Certified Instructional Personnel</u> Salary for non-public school staff developer	64012	0.000	0.000	1.000	1	119,740.00
D	A	3	D	A-7	Provide a full-time reading/literacy	6400	130	<u>Other Certified Instructional Personnel</u> Salaries for 46	64021	0.000	46.000	0.000	46	2,279,000.00 0

					coach for each Title I school			reading/literacy coaches						
D	A	3	D	A-7	Provide a full-time math/science coach for each Title I school	6400	130	<u>Other Certified Instructional Personnel</u> Salaries for 46 math/science coaches	64024	0.000	46.000	0.000	46	2,279,200.00
N/A	A	3	D	A-6	Provide a math coach to support instruction in facilities for neglected and delinquent students	6400	130	<u>Other Certified Instructional Personnel</u> Salary for math coach	64024	0.000	1.000	0.000	1	49,200.00
A	B3	21	D	A-7	Provide retirement benefit for instructional staff at Title I schools attending 4 day Teachers` Institute.	6400	210	<u>Retirement</u> Retirement benefit for instructional staff attending 4 day Teachers` Institute (51054- \$30,765) (51055- \$30,765) (51056- \$30,765) (51057- \$30,765) (51058- \$26,370) (51059- \$21,975) (51004- \$4,395) (51034- \$4,395) (51039- \$4,395)		0.000	0.000	0.000	0	184,590.00
A	B3	21	D	A-7	Provide retirement benefit for instructional staff at Title I schools participating in 4 day Teachers` Institute.	6400	210	<u>Retirement</u> Retirement benefit for instructional staff attending 4 day Teachers` Institute (52006- \$8,790) (52007- \$8,790) (52014- \$4,395) (52018- \$4,395)		0.000	0.000	0.000	0	26,370.00
A	B3	21	D	A-7	Provide retirement benefit for instructional staff at Title I schools participating in 4 day Teachers` Institute.	6400	210	<u>Retirement</u> Retirement benefit for instructional staff attending 4 day Teachers` Institute (61231- \$4,395)		0.000	0.000	0.000	0	4,395.00
A	B3	21	D	A-7	Provide retirement benefit for instructional staff at Title I schools participating in 4 day Teachers` Institute.	6400	210	<u>Retirement</u> Retirement benefit for instructional staff attending 4 day Teachers` Institute (62030- \$4,395)		0.000	0.000	0.000	0	4,395.00
D	A	3	D	A-7	Provide retirement benefit for math/science coaches	6400	210	<u>Retirement</u> Retirement for 46 math/science coaches		0.000	0.000	0.000	0	224,481.50

D	A	3	D	A-7	Provide retirement benefit for reading/literacy coaches	6400	210	<u>Retirement</u> Retirement benefit for 46 reading/literacy coaches		0.000	0.000	0.000	0	224,481.50
D	B4	21	D	A-2	Provide retirement benefit for non-public school staff developer	6400	210	<u>Retirement</u> Retirement benefit for non-public school staff developer		0.000	0.000	0.000	0	11,794.40
N/A	A	3	D	A-6	Provide retirement benefit for math coach	6400	210	<u>Retirement</u> Retirement benefit for math coach		0.000	0.000	0.000	0	4,846.20
N/A	A	3	D	A-6	Provide social security and medicare benefit for math coach	6400	220	<u>Social Security</u> Social security and medicare benefit for math coach		0.000	0.000	0.000	0	3,763.80
A	B3	21	D	A-7	Provide social security and medicare benefit for instructional staff attending 4 day Teachers` Institute.	6400	220	<u>Social Security</u> Social security and medicare benefit for instructional staff attending 4 day Teachers` Institute (62030- \$3,420)		0.000	0.000	0.000	0	3,420.00
A	B3	21	D	A-7	Provide social security and medicare benefit for instructional staff at Title I schools participating in 4 day Teachers` Institute.	6400	220	<u>Social Security</u> Social security and medicare benefit for instructional staff attending 4 day Teachers` Institute (51054- \$23,940) (51055- \$23,940) (51056- \$23,940) (51057- \$23,940) (51058- \$20,520) (51059- \$17,100) (51004- \$3,420) (51034- \$3,420) (51039- \$3,420)		0.000	0.000	0.000	0	143,640.00
A	B3	21	D	A-7	Provide social security and medicare benefit for instructional staff at Title I schools participating in 4 day Teachers` Institute.	6400	220	<u>Social Security</u> Social security and medicare benefit for instructional staff attending 4 day Teachers` Institute (52006- \$6,840) (52007- \$6,840) (52014- \$3,420) (52018- \$3,420)		0.000	0.000	0.000	0	20,520.00
A	B3	21	D	A-7	Provide social security and medicare benefit for instructional staff at Title I schools participating in 4 day Teachers` Institute.	6400	220	<u>Social Security</u> Social security and medicare benefit for instructional staff attending 4 day Teachers` Institute (61231- \$3,420)		0.000	0.000	0.000	0	3,420.00
A	B3	21	D	A-7	Provide social	6400	220	<u>Social Security</u> Social		0.000	0.000	0.000	0	3,420.00

					security and medicare benefit for instructional staff at Title I schools participating in 4 day Teachers` Institute.			security and medicare benefit for instructional staff attending 4 day Teachers` Institute (62030- \$3,420)						
A	B3	21	D	A-7	Provide social security and medicare benefit for instructional staff attending 4 day Teachers` Institute.	6400	220	<u>Social Security</u> Social security and medicare benefit for instructional staff attending 4 day Teachers` Institute (61231- \$3,420)		0.000	0.000	0.000	0	3,420.00
D	A	3	D	A-7	Provide social security and medicare benefit for math/science coaches	6400	220	<u>Social Security</u> Social security and medicare benefit for 46 math/science coaches		0.000	0.000	0.000	0	141,298.00
D	A	3	D	A-7	Provide social security and medicare benefit for reading/literacy coaches	6400	220	<u>Social Security</u> Social security and medicare benefit for 46 reading/literacy coaches		0.000	0.000	0.000	0	141,298.00
D	B4	21	D	A-2	Provide social security and medicare benefit for non-public school staff developer	6400	220	<u>Social Security</u> Social security and medicare benefit for non-public school staff developer		0.000	0.000	0.000	0	9,160.12
N/A	A	3	D	A-5	Provide group health and life benefit for math coach	6400	231	<u>Health and Hospitalization</u> Group health and life benefit for math coach		0.000	0.000	0.000	0	7,175.00
A	B3	21	D	A-7	Provide group health and life benefit for instructional staff attending 4 day Teachers` Institute.	6400	231	<u>Health and Hospitalization</u> Group health and life benefit for instructional staff attending 4 day Teachers` Institute (61231- \$875)		0.000	0.000	0.000	0	875.00
A	B3	21	D	A-7	Provide group health and life benefit for instructional staff attending 4 day Teachers` Institute.	6400	231	<u>Health and Hospitalization</u> Group health and life benefit for instructional staff attending 4 day Teachers` Institute (62030- \$875)		0.000	0.000	0.000	0	875.00
D	A	3	D	A-7	Provide group health and life benefit for math/science coaches	6400	231	<u>Health and Hospitalization</u> Group health and life benefit for math/science coaches		0.000	0.000	0.000	0	645,000.00
D	A	3	D	A-7	Provide group health and life benefit for reading/literacy coaches	6400	231	<u>Health and Hospitalization</u> Group health and life benefit for 46 reading/literacy coaches		0.000	0.000	0.000	0	645,000.00
D	B4	21	D	A-2	Provide group health and life benefit for non-public school staff developer	6400	231	<u>Health and Hospitalization</u> Group health and life benefit for non-public school staff developer		0.000	0.000	0.000	0	14,350.00

N/A	D	N/A	D	N/A	Provide funds for travel and registration for literacy and math coaches to attend trainings and conferences (i.e., FCTM, IRA) in 09-11 school years	6400	330	<u>Travel</u> Travel and registration for literacy and math coaches		0.000	0.000	0.000	0	60,000.00
N/A	N/A	N/A	D	A-6	Provide an account clerk to facilitate and monitor expenditures and support staff serving neglected and delinquent youth	7500	160	<u>Other Support Personnel</u> Salary for account clerk	75032	0.000	1.000	0.000	1	27,500.00
N/A	N/A	N/A	D	A-6	Provide retirement benefit for account clerk	7500	210	<u>Retirement</u> Retirement benefit for account clerk		0.000	0.000	0.000	0	2,708.75
N/A	N/A	N/A	D	A-6	Provide social security and medicare benefit for account clerk	7500	220	<u>Social Security</u> Social security and medicare benefit for account clerk		0.000	0.000	0.000	0	2,103.75
N/A	N/A	N/A	D	A-6	Provide group health and life benefit for account clerk	7500	231	<u>Health and Hospitalization</u> Group health and life benefit for account clerk		0.000	0.000	0.000	0	7,175.00
N/A	N/A	N/A	D	A-1	Provide choice with transportation for families choosing to transfer to a receiving school not identified as "in need of improvement"	7800	450	<u>Gasoline</u> Gasoline for buses providing choice with transportation		0.000	0.000	0.000	0	367,028.25
N/A	N/A	N/A	D	N/A	Provide funds to cover indirect costs	7900	790	<u>Miscellaneous Expenses</u> Indirect costs (3.6%-based on 08-09 rate)		0.000	0.000	0.000	0	432,078.50
													TOTAL:	19,992,034

DOE 101-R



Eric J. Smith, Commissioner

General Assurances

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

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

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

School Districts, Community Colleges, Universities and State Agencies

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

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

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

- The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.**
- The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.**

Persistently Dangerous Schools

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

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

Program Specific Assurances

Title I Part A, Educational Disadvantaged Students (including NCLB Public School Choice)

- ☑ Inform eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
- ☑ Provide technical assistance and support to school-wide programs.
- ☑ Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
- ☑ Fulfill its school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
- ☑ Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research.
- ☑ In cases when the LEA chooses to use Title I, Part A funds to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
- ☑ Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.
- ☑ Coordinate and collaborate, to the extent feasible and necessary as the LEA determines, with the State Educational Agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116.
- ☑ Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- ☑ Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the LEA and receiving Title I, Part A funds to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) by the 2013-2014 school year.
- ☑ Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

- ☑ Ensure LEA implement the requirements of the "Parents Right-to-Know" Provisions as defined in Section 1111(h)(6)(A). Ensure that timely notice and information regarding the "Parents Right-to-Know" requirements are provided to parents in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.
- ☑ Participate, if selected, in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
- ☑ Reserve such funds as are necessary under Public Law 107-110, Section 1113(c)(3)(A), to provide children and youth experiencing homelessness and who do not attend Title I schools services that are comparable to those provided to children in Title I schools.
- ☑ Reserve such funds as are necessary under Public Law 107-110, Section 1113(c)(3)(B) and (C) to provide services to children in local institutions for neglected and delinquent children and youth that are comparable to those provided to children in Title I schools.
- ☑ Spend an amount equal to at least twenty percent (20%) of the LEA's Title I, Part A, allocation, unless a lesser amount is needed, to implement Choice with Transportation and Supplemental Education Services (when applicable). Reserve no more than one percent (1%) of the twenty percent (20%) LEA's Title I, Part A, allocation for parent notification and outreach activities. Ensure that all students enrolled in Schools Identified In Need of Improvement (SINI), Corrective Action, or Restructuring are offered no less than two choice options.
- ☑ Spend not less than five percent (5%) of the LEA's Title I, Part A, allocation to ensure that all teachers in Title I schools meet the NCLB and FDOE definition of Highly Qualified personnel, unless data warrant that less funding is needed.
- ☑ The LEA must reserve funds to provide: equitable services for private school students, parents, and, if applicable, teachers. These reservations must be allocated from the LEA's set-aside amounts for professional development (only if the LEA reserves funds to have Title I teachers meet the "highly qualified" requirement, or to provide the "garden variety" professional development to its Title I teachers. Funds that an LEA is required to reserve because it has been identified for improvement are not subject to equitable services).
- ☑ Reserve no less than one percent (1%) of the LEA's Title I, Part A, allocation for parental involvement activities. The LEA must calculate the equitable portion for services to families of private school students and then ninety-five percent (95%) of the remainder of the one percent (1%) shall be distributed to schools to provide for parental involvement. Exemption: LEAs receiving \$500,000 or less are not required to set-aside 1% of their allocation for parent involvement.
- ☑ Spend not less than 10 percent of the funds made available to the school under Section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal(s) high-quality professional development that —

A. Directly addresses the academic achievement problem that caused the school to be identified

for school improvement

- B. Meets the requirements for professional development activities under section 1119
- C. Is provided in a manner that affords increased opportunity for participating in that professional development [Section 1116 (b)(3)(A)(iii)&(I-III)].

Perform the calculations necessary every year to demonstrate that all of its Title I schools are comparable and make adjustments if any are not and maintain documentation to support the calculations and any adjustments.

Title I Part A: ARRA Assurances

Funds will be used only to meet the intents and purposes of The American Recovery and Reinvestment Act of 2009 as it pertains to Title I, Part A.

Spends funds quickly, consistent with NLCB's reporting and accountability requirements, to help drive the nation's economic recovery.

Improve student achievement through school improvement and reform and help close the achievement gap by:

4. Making progress toward rigorous college- and career-ready standards and high-quality assessments;
5. Establishing pre-K to college and career data systems that track progress and foster continuous improvement;
6. Improving teacher effectiveness and the equitable distribution of qualified teachers; and
7. 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.

Invest ARRA funds thoughtfully in ways that do not result in unsustainable continuing commitments after the funding expires.

Need Statements and Activities

For Title I, Part A: Improving the Academic Achievement of the Disadvantaged the following Performance Indicators are required as needed: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2. Provide evidence of the need for activities that will be funded through this application. Include information on the identified

need/required focus and target population, the strategic imperatives and performance goals to which each is tied, the data source, actual outcomes, and performance targets for 2009-2010.

1 1. Identify the Need to be addressed

Response:

Increase rdg proficiency of students in these subgroups: Black, Hisp., ELL, Econ. Dis., and SWD to meet AYP targets

Decrease gap in rdg achievement between students in above subgroups and students in White subgroup

Increase writing proficiency of students to meet AYP target (90% or +1%)

2. Provide the Data Source(s) and the Actual Outcome(s) as the basis for the identified Need.

Response:

FCAT results from 2006, 2007, and 2008 show the following trends in percentage of students proficient (Level 3 or above) in each of these subgroups:

Reading Grade 3:

White- 84%; 79%; 82%

Black- 54%; 44%; 47% (Gap: 35)

Hispanic- 65%; 60%; 62% (Gap: 20)

ELL- 48%; 38%; 42% (Gap: 40)

Econ. Dis.- 64%; 56%; 59% (Gap: 33)

SWD- 49%; 43%; 45% (Gap: 37)

Reading Grade 4:

White- 72%; 78%; 79%

Black- 38%; 42%; 43% (Gap: 36)

Hispanic- 53%; 56%; 58% (Gap: 21)

ELL- 20%; 26%; 30% (Gap: 49)

Econ. Dis.- 51%; 54%; 56% (Gap: 23)

SWD- 36%; 40%; 40% (Gap: 39)

Reading Grade 5:

White- 78%; 81%; 77%

Black- 45%; 47%; 42% (Gap: 35)

Hispanic- 60%; 62%; 56% (Gap: 21)

ELL- 16%; 30%; 30% (Gap: 47)

Econ. Dis.- 57%; 59%; 54% (Gap: 23)

SWD- 40%; 42%; 35% (Gap: 42)

Writing:

White- 75; 81; 80

Black- 62; 70; 69 (Gap- 11)

Hispanic- 69; 74; 77 (Gap- 3)

ELL- 54; 71; 73 (Gap-7)

Econ. Dis.- 64; 71; 71 (Gap- 9)

SWD- 54; 61; 63 (Gap- 17)

3. Describe the Activity(ies) that will be implemented to address the identified Need. Include the following information for each activity listed:

- Evidence based research that this strategy will be effective in addressing the identified need
- Identify each activity that is a Reading or Mathematics or Science Initiative
- Provide the frequency and duration of the activity
- Identify the population each activity will target to address the identified need

Response:

Reading and Writing Initiatives:

Provide a full-time reading/literacy coach for each Title I school to model, advocate, and facilitate effective instructional strategies in reading (daily, Aug.-June); Coaching is one model of professional development that has shown potential to improve the knowledge, skill, and practice of teachers, thus, enhancing student achievement. In a 2004 study by the University of Kansas Center for Research on Learning, instructional coaching was found to significantly increase the implementation rate of newly learned practices. This study indicated that without support and follow-up, teacher implementation of

new instructional methods is about 10%, but with coaching the percentage increases to 85% (Knight, 2004). Coaching as a professional development activity involves a highly skilled professional (the coach) working with other professionals (the teachers) in a collegial manner to raise instructional practice to the highest level possible. Coaching promotes teacher growth and problem solving. It is on-going, classroom based, and personalized for each teacher. Coaching should provide consistent support to teachers as they work to improve practice based on collaboration, inquiry, and consultative feedback from the coach. It represents sound, job-embedded professional development that has the potential to improve instructional practice, and ultimately student achievement.

Coaching PA: Coaching as a Vital Component of an Aligned, Standards-Based System:

<http://www.edportal.ed.state.pa.us/portal/server.pt/community/coaches/482> accessed 05.27.09.

Implement RtI for students in identified subgroups (daily, with progress monitoring every 2-3 weeks, August-June); The findings suggest that there is an emerging body of empirical evidence to support claims that RTI is an effective method for identifying children at risk for learning difficulties and for providing specialized interventions, either to ameliorate or to prevent the occurrence of learning disabilities. Although there was general agreement across studies about the conceptualization of RTI in terms of its key components and tiered implementation, there was less agreement about the nature and focus of specialized interventions, the duration or intensity of the interventions, and the benchmarks used to determine when more intensive interventions were needed for individual children. Despite these limitations, the research synthesis findings suggest that RTI is a promising approach, particularly because of its focus on sound instructional principles such as effectively teaching all children, intervening early, using research-based interventions, monitoring student progress, and using assessments to inform instructional decision-making, Coleman, M.R., Buysse, V. & Neitzel, J. (2006). Recognition Response: An early intervening system for young children at-risk for learning disabilities. Executive summary. Chapel Hill: The University of North Carolina at Chapel Hill, FPG Child Development Institute.]

http://www.ncl.org/images/stories/downloads/recog_response/2006fpgsynthesis_recognitionandresponse.pdf

Provide an extended school day, with priority for students in identified subgroups (2 days/week, Sept.-February)

Provide an extended school year (4 hours/day, 4 days/week, 6 weeks in June and July); A few studies indicate that there is a positive relationship between instructional time and student academic achievement. In a study of 25 Grade 2 classes and 21 Grade 8 classes, Brown and Saks (1986) found that the amount of time given to teaching reading and mathematics positively related to test scores. However, the relationship between time and increased test scores was influenced by several additional factors, including grade level, subject matter, and for mathematics, the teachers themselves. The researchers also found that the lower initial knowledge a student brought into class, the more important time was to achieving higher scores. That is, students with lower initial test scores benefited more from additional instruction time than did students who started with higher test scores (Brown & Saks, 1986).

Coates (2003) used data collected over a three-year period (1994-97) from Grade 3 students in

Illinois public schools to demonstrate that an increased amount of instructional time in mathematics and English translated to higher scores on reading and mathematics tests. He identified other interesting patterns, such as increased instructional time in social studies translating into improved reading and writing scores, but lower mathematics scores. In addition, Coates found that more instructional time in science did not produce significant effects on scores in any subjects. The data also indicated that the positive effect of increased instructional time was diminished by an increase in class size. Thus, increasing instructional time without addressing class size may provide little benefit to students. Prendergast, K.A., Spradlin T.E., & Palozzi, V.J. (2007) Is it Time to Change Indiana's School-Year Calendar?

Center for Education Evaluation and Policy, VOLUME 5, NUMBER 1, WINTER 2007 accessed 05.27.09 and located at <http://www.ecs.org/html/offsite.asp?document=http%3A%2F%2Fceep%2Eindiana%2Eedu%2Fprojects%2FPDF%2FPB%5FV5N1%5FWinter%5F2007%5FEPB%2Epdf>

Assign part-time Title I teachers or paraprofessionals to provide additional instruction for students in identified subgroups; make adjustments based on progress monitoring data (daily, Aug.-June)

Teachers will present reading focus lessons (based on data), in addition to core reading lessons, for students in identified subgroups (daily, Sept.-June)

Teachers will present focused, writing units of study for students in identified subgroups (daily, Sept.-June)

Teachers will engage in professional learning communities (weekly or bi-weekly, Aug.-June); To meet rising expectations, teachers need to deepen their content knowledge and learn new methods of teaching. They need more time to work with colleagues, to critically examine the new standards being proposed, and to revise curriculum. Corcoran reviews what is known about professional development--where it is now and where it needs to be. The brief discusses professional development's organization, costs, and effects on practice. The brief also suggests some principles to guide professional development in the future and offers a framework for designing and assessing policies and programs. Corcoran, T. (1995, June). Helping teachers teach well: Transforming professional development. CPRE Policy Briefs. Rutgers, NJ: Consortium for Policy Research in Education, 69-79. Download in PDF form at http://www.cpre.org/images/stories/cpre_pdfs/rb16.pdf

4. Describe how the LEA will monitor the implementation of these activities

Response:

Activities will be monitored by each school's Reading Leadership Team and RtI Team (weekly), schoolwide instructional coach (daily), Title I Supervisors (monthly), and by Region Superintendents and Reading/Language Arts Supervisor (during scheduled walkthroughs and school visits).

Documentation of monitoring visits will include class schedules, lesson plans, walkthrough feedback forms, and anecdotal notes.

	<p>5. Activity addresses one or more of the following Performance Indicators/Goals</p> <p>Response: <i>1.1,1.2,1.3</i></p>
	<p>6. Activity addresses one or more of the Next Generation Strategic Plan Focus Areas.</p> <p>Response: <i>1.1</i></p>
	<p>7. Describe the coordination with other federal and non-federal programs and the collaborative partners and/or resources outside of the LEA to address the identified need.</p> <p>Response: <i>Title I collaborates with Title II to provide reading/literacy coaches; Title I partners with the University of Florida/Lastinger Center to provide coaching for school administrators and inquiry-based professional development for teachers and coaches</i></p>
	<p>8. Specify the resources (including ARAA funds) provided by title program(s) to implement each activity.</p> <p>Response: <i>Title I, Part A Basic; School Improvement; Corrective Action; ARRA funds</i></p>
	<p>9. Provide the anticipated outcomes based on the activity(ies) being implemented to address the identified need.</p> <p>Response: <i>Increase the percentage of students in identified subgroups scoring at level 3 or above by 10% on the 2009-2010 Reading FCAT</i></p> <p><i>Decrease the gap in reading achievement between identified subgroups and the White subgroup by 10% on the 2009-2010 FCAT</i></p>

2	<p>1. Identify the Need to be addressed</p> <p>Response: <i>Increase math proficiency of students in these subgroups: Black, Hisp., ELL, Econ. Dis., and SWD in order to meet AYP targets for 2009-2010</i></p> <p><i>Decrease the gap in math achievement between students in the above subgroups and students in the White subgroup</i></p>
	<p>2. Provide the Data Source(s) and the Actual Outcome(s) as the basis for the identified Need.</p> <p>Response: <i>FCAT results from 2006, 2007, and 2008 show the following trends in percentage of students proficient (Level 3 or above) in each of these subgroups:</i></p>

Math Grade 3:

White- 84%; 86%; 86%

Black- 49%; 51%; 53% (Gap: 33)

Hispanic- 65%; 67%; 73% (Gap: 20)

ELL- 46%; 49%; 57% (Gap: 29)

Econ. Dis.- 62%; 65%; 67% (Gap: 19)

SWD- 53%; 58%; 58% (Gap: 28)

Math Grade 4:

White- 78%; 78%; 81%

Black- 44%; 45%; 44% (Gap: 37)

Hispanic- 58%; 61%; 65% (Gap: 16)

ELL- 34%; 38%; 46% (Gap: 35)

Econ. Dis.- 57%; 57%; 59% (Gap: 22)

SWD- 46%; 46%; 49% (Gap: 32)

Math Grade 5:

White- 69%; 70%; 71%

Black- 27%; 30%; 34% (Gap: 37)

Hispanic- 48%; 47%; 54% (Gap: 17)

ELL- 20%; 24%; 29% (Gap: 42)

Econ. Dis.- 44%; 45%; 48% (Gap: 23)

SWD- 32%; 31%; 35% (Gap: 36)

3. Describe the Activity(ies) that will be implemented to address the identified Need. Include the following information for each activity listed:

- Evidence based research that this strategy will be effective in addressing the identified need

- Identify each activity that is a Reading or Mathematics or Science Initiative
- Provide the frequency and duration of the activity
- Identify the population each activity will target to address the identified need

Response:

Math Initiatives:

Provide a full-time math/science coach for each Title I school to model, advocate, and facilitate effective instructional strategies in math (daily, Aug.-June); Coaching is one model of professional development that has shown potential to improve the knowledge, skill, and practice of teachers, thus, enhancing student achievement. In a 2004 study by the University of Kansas Center for Research on Learning, instructional coaching was found to significantly increase the implementation rate of newly learned practices. This study indicated that without support and follow-up, teacher implementation of new instructional methods is about 10%, but with coaching the percentage increases to 85% (Knight, 2004). Coaching as a professional development activity involves a highly skilled professional (the coach) working with other professionals (the teachers) in a collegial manner to raise instructional practice to the highest level possible. Coaching promotes teacher growth and problem solving. It is on-going, classroom based, and personalized for each teacher. Coaching should provide consistent support to teachers as they work to improve practice based on collaboration, inquiry, and consultative feedback from the coach. It represents sound, job-embedded professional development that has the potential to improve instructional practice, and ultimately student achievement.

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Assign part-time Title I teachers or paraprofessionals to provide additional instruction for students in identified subgroups; make adjustments based on progress

monitoring data (daily, Aug.-June)

Teachers will present focus lessons (based on data), in addition to core math lessons, for students in identifies subgroupsgrades K-5 (daily, Aug.-June)

Teachers will engage in professional learning communities (weekly or bi-weekly, Aug.-June); To meet rising expectations, teachers need to deepen their content knowledge and learn new methods of teaching. They need more time to work with colleagues, to critically examine the new standards being proposed, and to revise curriculum. Corcoran reviews what is known about professional development--where it is now and where it needs to be. The brief discusses professional development's organization, costs, and effects on practice. The brief also suggests some principles to guide professional development in the future and offers a framework for designing and assessing policies and programs. Corcoran, T. (1995, June). Helping teachers teach well: Transforming professional development. CPRE Policy Briefs. Rutgers, NJ: Consortium for Policy Research in Education, 69-79. Download in PDF form at http://www.cpre.org/images/stories/cpre_pdfs/rb16.pdf

<p>4. Describe how the LEA will monitor the implementation of these activities</p> <p>Response: <i>Activities will be monitored by each school's RtI Team (weekly), schoolwide instructional coach (daily), Title I Supervisors (monthly), and by Region Superintendents and Math Supervisor (during scheduled walkthroughs and school visits).</i></p> <p><i>Documentation of monitoring visits will include class schedules, lesson plans, walkthrough feedback forms, and anecdotal notes.</i></p>
<p>5. Activity addresses one or more of the following Performance Indicators/Goals</p> <p>Response: <i>1.2,1.3</i></p>
<p>6. Activity addresses one or more of the Next Generation Strategic Plan Focus Areas.</p> <p>Response: <i>1.1</i></p>
<p>7. Describe the coordination with other federal and non-federal programs and the collaborative partners and/or resources outside of the LEA to address the identified need.</p> <p>Response: <i>Title I collaborates with Title II to provide math/science coaches; Title I partners with the University of Florida/Lastinger Center to provide coaching for school administrators and inquiry-based professional development for teachers and coaches</i></p>
<p>8. Specify the resources (including ARAA funds) provided by title program(s) to implement each activity.</p> <p>Response: <i>Title I, Part A Basic; School Improvement; Corrective Action; ARRA funds</i></p>
<p>9. Provide the anticipated outcomes based on the activity(ies) being implemented to address the identified need.</p> <p>Response: <i>Increase the percentage of students in identified subgroups scoring at level 3 or above by 10% on the 2009-2010 Math FCAT</i></p> <p><i>Decrease the gap in math achievement between identified subgroups and the White subgroup by 10% on the 2009-2010 FCAT</i></p>

Process for Identifying Needs

How did the LEA determine the needs to be addressed? If applicable, provide rationale for excluding any of the following performance indicators (1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2)

Response:

Needs to be addressed were determined by the district's Elementary Leadership Team (ELT), which consists of Elementary Region Superintendents, Assistant Superintendent for K-12 Curriculum, Title I Director, Early Childhood Director, and Supervisors for Title I, Reading/Language Arts, Math, Science, and Exceptional Student Education.

The ELT used the most recent FCAT data, as well as anecdotal data gathered from walkthroughs and school visits, to determine needs.

Identified needs were reading proficiency, writing proficiency, and math proficiency in aggregate and subgroups.

The following performance indicators were excluded:

3.1-A process is in place to ensure that only highly qualified teachers are hired to work in Title I schools.

3.2- All teachers currently receive high quality professional development via embedded coaches, PLC's, book studies, and inquiry-based action research.

3.3- All paraprofessionals are highly qualified.

3.4- There are no district-derived performance indicators.

5.1, 5.2- Title I funds are only used at the elementary level.

Consultation with Private School Officials

To ensure timely and meaningful consultation, the local education agency shall consult with appropriate private school officials for the design and development of programs [NCLB: section 9501] for **2010-2011**. Include the timeline and frequency of activities that outline the plan of action for providing timely and meaningful consultation, and equitable services, to children, teachers, and parents in private schools within the local education agency (ies') service area.

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

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

Title IX – General Provisions:

<http://www.ed.gov/policy/elsec/guid/equitableserviceguidance.doc>

Response:

Consultation for school year (SY) 2010-2011 begins April/May 2009. Title I staff and Non-Public (NP) school officials determine needs, design next year PD for NP teachers & Parent Involvement activities based on survey data compiled by Title I evaluator. NP staff developer coordinates trainings with family education specialist & other district resource teachers. NP principals are updated on any program changes. NP staff use standardized, formal/informal test results, & other student info to create projected student list for next SY service. Written affirmation of timely & meaningful consultation obtained from NP principals. Documentation completed/filed for end of current SY.

August/September 2009; May consultation follow-up discussion; equitable services, equitable allocations, assigned teaching hours, Title I teacher assignment, calendar for 2009-10, complaint policy/procedures, NP professional development & parent involvement training and available district wide activities. Individual school meetings will be scheduled to determine AARA plan and testing/evaluation options for 2010-11.

Economic surveys sent. Eligibility checked for NP K-5 students. Address must indicate close to home school is a Title I school.

District Title I staff & NP officials discuss readiness for Title I program implementation: instructional hours/start dates; economic survey process; updated eligible student list for current year; eligible students for next SY (all student addresses in Title I public school area); Title I teacher hiring & assignments (start date-Aug.); students to be served/grade levels/subject areas (start date-Sept, same as public schools.); Title I & NP teachers' initial and monthly student data review; and on site small group teaching space and teaching times (determined by NP schools).

Review procedure requests, incl. instructional materials to support curriculum, PD, & PI training (determined from NP consultation feedback, parent meetings & staff/parent survey results.) Individual school meetings with school principals.

The Title I Compliance Director, NP Coordinator, NP Staff Developer, Title I Evaluator, Director of Special Projects, ESOL Supervisor, ESE Resource Teacher & Even Start Director, share services district departments can provide to NP.

Annual Meeting held; All components of NP Title I program explained.

Explanation/signing of parent teacher compact. Parents are: invited to participate in spring annual compact review; surveyed for workshop times, places and contents that meet their needs; invited to join Title I District Advisory Council, which meets three times yearly to review and monitor Title I funds, offer input into Title I PI policy and Title I plans and to participate in training to support learning of their children at home; Workshop sites and times based on annual meeting parent survey results. Parents meet with Title I teachers

assigned to their school.

NP staff reps invited to district Title I hourly teacher trainings. PD workshops offered to NP staff and parents mirror that of public schools. NP parent and staff reps invited to annual Region IV Parent Involvement Conference in November. Registration paid by. District wide PI training open to NP as practicable.

Oct. 2009; Continue consultation on current program and service implementation.

Nov. /Dec. 2009; Intent to participate letter sent to private schools. List of interested schools obtained. On-going consultation begins in preparation for services for 2010-11.

Dec. 2009/Feb. 2010; NP economic survey collection completed.

NP staff/parent surveys disseminated to current year participants.

Mar./May 2010; Economic survey data reviewed – estimated amount of generated funds used to project next SY hours assigned to NP schools. NP student assessment instruments, grade levels & dates administered collected as progress measure of Title I services, program progress reviewed & modifications made for next SY. Conduct district-wide consultation overview of services, consultation/planning document.

Completing the cycle, May/June, preparation for next SY, (See May Consultation at beginning.)

Methods/opportunities for feedback: NP consultations, monthly Title I staff school visits, complaint procedure document, NP staff/parent surveys, monthly teacher communication forms, bi-annual student progress reports (parent response section), email/phone.

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Coordination of Federal Programs & Participation

Programs:

If applicable address coordination and collaboration with partners and programs that are not identified in the Activities Section. Describe how the services provided under Title I, Part A are integrated and coordinated with other programs funded under NCLB; for example Title I, Part C, Title I, Part D; Title II, Part A, Title II, Part D; Title III, Part A; Title IV, Part A; and/or Title VI, Part B, Subpart 2.

Response:

The Title I Director and supervisors consult with supervisors for Title I, Part D (Neglected and Delinquent) and Title X (homeless) to develop a plan for coordinating services and resources. A portion of Title I, Part A funds are designated to pay the salary of a resource teacher who assists with the implementation of Title I, Part D activities in juvenile detention centers and other intervention programs. Two resource teachers for Homeless students are funded out of Title I, Part D. A portion of Title I, Part A funds are used to support these resource teachers (phones, mileage) as they provide services to Title I school staff and families.

Title II funds are used to supplement Title I, Part A funds in providing professional development, including exam preparation to assist elementary teachers (exceptional student education and out-of-field) in becoming highly qualified.

Title I staff will coordinate with the ESOL supervisor (Title III) to collaborate on initiatives and instructional resources to support ELL students in schoolwide programs (grades K-5) as well as for Title I eligible students who attend non-public schools.

Participation:

Describe how the LEA consulted with stakeholders in developing this application and how the LEA will provide ongoing consultation with the application participants throughout the project period.

Response:

The Title I Research Specialist modeled a process for schools to conduct a needs assessment and identify priorities. The process highlighted the importance of beginning with needs (as identified by data) rather than simply identifying services and resources without clear targets/goals. This process was utilized with Title I principals, schoolwide instructional coaches, and parent representatives on the District Advisory Council (DAC) in order to gather input prior to development of the project. School administrators and instructional coaches were encouraged to utilize this process with their school staffs to gather input and develop their schoolwide plans.

Title I staff will provide for ongoing consultation with key application participants throughout the project period in the following ways:

1. District and school administrators

Title I staff meet monthly with school principals, the Assistant Superintendent for K-12 Curriculum, and Elementary Regional Superintendents to communicate the goals, major

initiatives, and budget updates for the current year`s Title I project. These meetings are a forum for administrators to receive guidance and updates on the most recent federal and state requirements for the LEA plan and schoolwide plans.

2. Instructional staff

Title I staff meet monthly with each school`s instructional coach to assess needs and provide support for the ongoing curriculum, instruction, and assessment needs of teachers in alignment with goals of the LEA plan and schoolwide plans. In addition, each school`s instructional coach receives periodic visits from Title I supervisors to assist with monitoring of the schoolwide plan (implementation, alignment to needs assessment, budget expenditures, and professional development).

3. Parent Representatives

Title I staff meet the District Advisory Council (DAC) three times during the school year. A portion of these meetings is devoted to providing professional development and networking opportunities for parents from each Title I school. In addition DAC is a forum for informing parents about resources, involvement and advocacy opportunities for parents through the Title I program. DAC members are key stakeholders for Title I staff in gathering input and feedback from parents on the 1% Parental Involvement set-aside and other Title I project activities.

Collaborative Partners:

If applicable, identify federal(non-NCLB)/state/local collaborative partners; describe in a narrative, the type and benefit of the collaborative activities; include the type of program(s) and the primary target group(s); and how LEA ensures that all home-school communication is in the parents home language.

Response:

Title I will collaborate with the NAACP to present informational meetings regarding availability of public school choice options, assistance with selecting SES providers and completing applications.

Title I will collaborate with the St. Petersburg Times and Pinellas Education Foundation to publish a Parent Guide in multiple languages for all Pinellas County students.

REPORTING REQUIREMENTS/ INFORMATION DISSEMINATION

*NOTE: All reporting and information dissemination should be in an understandable and

uniform format and, to the extent practicable, in a language the parents can understand. This requirement applies to each of the items listed in this section.

1. Reporting Student and Program Outcomes/Dissemination

Please describe the methods and timelines the LEA utilizes to disseminate information about this application to the appropriate populations, and to report student and program outcomes to school staff, parents, and the community.

Response: Dissemination: Each public and non public school that receives Title I services is given a copy of the Title I project application for parents and the community to review. Once approved by the FDOE, the project will be disseminated in the following ways: *posted on the district website *a hard copy located in the front office of each school *shared at the first District Advisory Council meeting * shared with the family service team and the community partnership committee *reviewed at the annual meetings for both public and non-public schools' annual meeting *posted on individual Title I schools' websites Availability and access information are published in the following manner: *via newsletter in student registration packet * each school's individual Parent Involvement Policy , which is distributed at the Annual meeting * the annual Parent Guide * advertised on school marquees All documents, including the information posted on the Pinellas County Schools website, are available in English and Spanish. Based on school populations, they are made available in other languages such as Croatian/Serbian/Bosnian, Vietnamese, and Laotian through the district's ESOL department. Reporting Program Outcomes: In early fall (August-September), the SPAR report and the Annual Report Card will be sent to each school from the district administration building. Schools will notify parents (via newsletters, marquee, PTA/SAC)of the availability of various reports of student and program outcomes. The following reports will be available at each school site, at the district administration building, and/or online: 1) The No Child Left Behind School Public Accountability Report (NCLB SPAR): This report sent home in August includes information and data that includes school demographics, results from the Florida Comprehensive Assessment Test (FCAT), kindergarten readiness, college entrance exams, school safety and discipline, and teacher qualifications. 2) The Florida Department of Education Annual School Report Card: This report, available in July, contains state and federal accountability results that are disaggregated by subgroup. Newsletters sent home in appropriate languages at the beginning of the school year inform parents of the availability of this information on the Florida Dept. of Education website. 3) Individual Student Assessment Results: The Florida Department of Education has a secure website for parents to view individual FCAT results online in May/June. Individual progress reports for elementary students are sent home every 12 weeks and middle/high school students on a traditional schedule are sent home six times during the school year. For high school students on a 4x4 schedule, report cards are sent home four times during the year. Dates of midterm and end-of-term reports are available on the district's web page. Reports of student progress and/or program outcomes will be provided by a translator in parents' native language, upon request. Schools with large Hispanic populations will publish all parent letters and newsletters in English and Spanish. Other languages such as Croatian/Serbian/Bosnian, Vietnamese, or Laotian, will be provided based on the populations at each school through the ELL Department or for individual parent needs as

requested. The Title I Research Specialist will prepare various reports and data summaries to show Title I program outcomes at the district, regional, and school-based levels. These reports will be shared with district and school administrators and the school board. These reports will also be available for review by the District Monitoring and Advisory Committee (DMAC), a court-appointed, representative group that is comprised of school, parent, and community stakeholders.

2. Parents Notification Requirements

A. The "[Parents Right-To-Know](#)" provisions under Section 1111(h)(6)(A) of NCLB state that at the start of each school year (in a timely manner), an LEA that receives Title I, Part A funds must inform/notify parents of each student attending a Title I school that they have the right to request info about their child’s classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals’ qualifications. The LEA should include the method for which this information will be provided.

B. Section 1111(h)(6) (B) of NCLB further requires that, when a child is taught for 4 or more consecutive weeks by a teacher who is not highly qualified, LEAs must provide written notification to each parent in a timely manner. This notification should be timely and in letter form on LEA or school letterhead. Newsletters are not always timely and bring about providing information about a teacher’s qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

Provide description of the process and method used to ensure LEA/schools compliance with the “Parents Right-To-Know” requirements. Include date of dissemination.

Response: xxx

Uploaded Sample Copy of Parent’s Right to Know Letter:	Previously Uploaded Sample Copies
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Uploaded Sample Copy of 4-week Notification Letter:	Previously Uploaded Sample Copies
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Instructional Services to Increase Student Achievement

Description of Methods to be used for identifying the lowest performing eligible students and the process for ranking students if funds are not available to address all identified low-performing students. Note: The most academically needy students must be served first.

Response:

If funds are not available to address all identified low-performing students, the following process for ranking students will be applied:

1. Retained 3rd grade students in identified subgroups
2. Other retained 3rd grade students.
3. Level 1 and 2 fourth and fifth graders in identified subgroups.
4. Any other retained students in identified subgroups.
5. 1- and 2-star students, as measured by Pinellas Classroom Assessment Series or FLKRS

Support for Eligible Students in Private Schools - TIERING

District Level Data: Date Certain: 02/27/2009, not pooling Form A Free and Reduced Lunch									
	Nonpublic School Name	Nonpublic School Number (4 digit)	Grade Span	Number of Private School Students Residing In PSAA	Number of Private School Students from Low Income Families	Current PPA	ARRA PPA	Dollars Generated	Public School Number Used
1	Blessed Sacrament	2295	K-5	237	19.00	456.00	45.61	9,530.59	4331
2	Elim	2656	K-5	32	17.00	506.00	45.61	9,377.37	0481
3	Grace Lutheran	0804	K-5	363	11.00	506.00	45.61	6,067.71	1261
4	Gulf Coast	0487	K-5	80	20.00	506.00	45.61	11,032.20	0391

	Christian								
5	Holy Family	1397	K-5	225	15.00	456.00	45.61	7,524.15	2691
6	Indian Rocks Christian	2698	K-5	863	19.00	456.00	45.61	9,530.59	1361
7	Our Lady of Lourdes	1365	K-5	302	19.00	506.00	45.61	10,480.59	1071
8	Sacred Heart	2426	K-5	177	35.00	506.00	45.61	19,306.35	3391
9	St. Cecelia	1742	K-5	559	19.00	506.00	45.61	10,480.59	4121
10	St. John	9693	K-5	237	11.00	506.00	45.61	6,067.71	1691
11	St. Jude Cathedral	2164	K-5	467	42.00	506.00	45.61	23,167.62	4591
12	St. Patrick	1555	K-5	198	19.00	506.00	45.61	10,480.59	2431
13	St. Paul	1524	K-5	321	24.00	506.00	45.61	13,238.64	4931
14	St. Petersburg Christian	1919	K-5	1919	45.00	506.00	45.61	24,822.45	1421
15	St. Raphael	1485	K-5	205	9.00	456.00	45.61	4,514.49	4021
16	Yvonne Reed	2662	K-5	116	80.00	506.00	45.61	44,128.80	2281
17	Blessed Sacrament	2295	K-5	237	19.00	456.00	45.61	9,530.59	4331
18	Elim	2656	K-5	32	17.00	506.00	45.61	9,377.37	0481
19	Grace Lutheran	0804	K-5	363	11.00	506.00	45.61	6,067.71	1261
20	Gulf Coast Christian	0487	K-5	80	20.00	506.00	45.61	11,032.20	0391
21	Holy Family	1397	K-5	225	15.00	456.00	45.61	7,524.15	2691
22	Indian Rocks Christian	2698	K-5	863	19.00	456.00	45.61	9,530.59	1361
23	Our Lady of Lourdes	1365	K-5	302	19.00	506.00	45.61	10,480.59	1071
24	Sacred Heart	2426	K-5	177	35.00	506.00	45.61	19,306.35	3391
25	St. Cecelia	1742	K-5	559	19.00	506.00	45.61	10,480.59	4121

26	St. John	9693	K-5	237	11.00	506.00	45.61	6,067.71	1691
27	St. Jude Cathedral	2164	K-5	467	42.00	506.00	45.61	23,167.62	4591
28	St. Patrick	1555	K-5	198	19.00	506.00	45.61	10,480.59	2431
29	St. Paul	1524	K-5	321	24.00	506.00	45.61	13,238.64	4931
30	St. Petersburg Christian	1919	K-5	1919	45.00	506.00	45.61	24,822.45	1421
31	St. Raphael	1485	K-5	205	9.00	456.00	45.61	4,514.49	4021
32	Yvonne Reed	2662	K-5	116	80.00	506.00	45.61	44,128.80	2281
33	Esthers School	2285	K-5	32	14.00	506.00	45.61	7,722.54	4591
34	Espiritu Santo	4217	K-5	373	12.00	506.00	45.61	6,619.32	1071
Totals				13007	834.00			453,842.74	

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

Response: Non-public schools select which students and grade levels to be served based on individual school needs. Schools use various standardized test results from assessments that are administered in the spring. Individual students` performance is assessed using teacher-generated formal and informal tests. Principals and classroom teachers decide, through collaboration, which students will be served by the Title I program.

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

Response: Services provided to private school students, teachers, and parents are provided by employees of Pinellas County Schools according to the plan developed during the consultation process. All employees meet the Highly Qualified requirements.

A non-public schools coordinator implements and monitors program requirements and services. An Instructional Staff Developer facilitates training opportunities for teachers and parents, including the use of materials, assessment strategies, and best practices to improve student achievement. A paraprofessional works with Title I teachers in non-public schools to co-teach, observe student learning, assist with assessment and planning for student instruction, and assist with the dissemination of available

resources.

These key staff members meet with non-public school principals and/or staff representatives at the beginning of the school year to design a specific plan for the school. The plan includes professional development for classroom teachers and training for parents. In addition to individual school support plans, the following services are offered to all non-public schools:

Students- Each non-public school is assigned one or more Title I teachers to work with students in small group settings (4 or fewer), at least twice per week for thirty minutes. Non-public school principals and teachers select individual students for service, based on student needs. Instruction is based on best practices in reading, writing, and mathematics. Students are given materials and supplies to support their learning both at school and at home.

Teachers- Teachers who work with identified students receive professional development in content, classroom management, and special needs to support small group instruction. A minimum of three training opportunities are provided each semester. The Instructional Staff Developer and various consultants present reading, writing, and math training.

Teachers who work with identified students are invited to attend the annual Parent Involvement Conference, which provides information on a variety of topics.

Parents- The Title I Annual Meeting is presented to parents of non-public school students in August. the meeting is offered on different dates and locations to meet parents` needs. During the Annual Meeting, parents are introduced to district Title I staff and have an opportunity to meet their child`s Title I teacher(s) for small group conferences or individual conversations. An overview of services and support for non-public schools is presented. The district Title I Parent Involvement Policy, Title I 5-Year Plan, and Title I project application are shared with parents. Non-public school parents are invited to join the District Advisory Council (DAC) and to be a part of the annual review team for the Title I Plan and Parent Involvement Policy. Parents are also invited to attend the annual Parent Involvement Conference. Parents are invited to attend workshops throughout the school year, as well as a summer reading camp workshop.

DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED SET-ASIDES

A. Highly Qualified Teachers:

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

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

Required set-aside: 5% of the LEA's Title I Allocation* \$ **Response:** \$ 2,231,418.00
2,321,250.75

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

*Unless lesser amount is needed.

Minimum Amount for Equitable Services to Private School Teachers: **Response:** \$ 89,833.00

The amount entered here should be equal to or greater than %
3.9838 of the value entered for Required Set-Aside.

The most recent data available shows that **Pinellas** School District has 1.60% courses taught by teacher(s) that **do not** meet the definition of highly qualified.

Current Data: **1.6%**

The most recent data available show that **Pinellas** School District has 0.72% courses taught by Title I teacher(s) that **do not** meet the definition of highly qualified.

Current Data: **0.7%**

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

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

Include:

- A description of how professional development activities to be funded under this application will assist teachers in satisfying these requirements;
- Activities that ensure that newly hired teachers acquire the necessary knowledge and skills, consistent with the Sunshine State Standards and the district's curriculum, to increase student academic achievement.
- How the district will ensure that a larger portion of non-highly qualified teachers are not assigned to high poverty schools.
- If applicable, how the district will utilize incentives to attract and retain high quality teachers to schools in need of improvement, corrective action, or restructuring.
- Identify Line item(s) where these set-asides are located.

Response:

The Title I office coordinates with the Human Resources office to ensure that only teachers who meet the NCLB and FDOE definitions of "highly qualified" are hired to work in Title I schools. The most recent data shows that only 1.6% of teachers in all

schools do not meet the definition of highly qualified; in Title I schools, only 0.7% of teachers do not meet the definition of highly qualified. These exceptions to the hiring policy for Title I schools occur when it is necessary to hire exceptional student education (ESE) teachers. In such cases, temporary contracts are offered to ESE teachers with a hiring agreement that they will take and pass the K-6 subject area test. Title II funds are used to assist ESE teachers become highly qualified. A portion of the 5% Highly Qualified Teacher set-aside goes to provide equitable services for private schools. These Title I and Title II funds are used to provide test preparation and to reimburse fees for taking and passing the appropriate examination(s). These funds are also used to provide ongoing professional development for hourly teachers who work in non-public schools so that they will be kept current of curriculum standards and instructional strategies to increase student achievement. Since 100% of general education teachers in Title I schools currently meet the definition of highly qualified, the majority of this set-aside is used to keep them current in their knowledge and pedagogical skill through ongoing, daily support and professional development by a school-based coach. Newly hired teachers are primarily supported in acquiring necessary knowledge and skills by these school-based instructional coaches. Instructional coaches assist new teachers by modeling, co-teaching, coaching, and mentoring them in all areas of curriculum, instruction, and assessment. In addition, new teachers receive ongoing support from grade level team leaders, reading coaches, and Title Ifunded staff developers through weekly Professional Learning Communities and classroom visits. Coaches and staff developers work collaboratively to help new teachers: -understand and effectively utilize instructional materials, including curriculum guides and units of study -develop and deliver relevant, engaging lessons - monitor and analyze student achievement data and adapt instruction accordingly to meet students` needs

B. Parental Involvement:

Required set-side* - 1% of the LEA's Title I Allocation:	\$ 464,250.15
Total Amount LEA Will Set-aside for Parent Involvement Activities	\$464250.15
Minimum Amount for Equitable Services to Private School Parents The amount entered here should be equal to or greater than % 3.9838 of the value entered for 'Total Amount LEA Will Set-aside for Parent Involvement Activities.'	\$ 18,495.02
Balance after reservation of funds for Private School Parents	\$ 445,755.13
Indicate the amount to be allocated (dollar amount) to public schools for parent involvement (minimum of 95% is required)	\$ 445,755.13
If applicable, Balance to be used for LEA-level Parent Involvement Activities	\$ 0.00

Purpose: To support parent involvement, including parents of private school students receiving Title I services.

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

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

(Limited to 5000 characters or about 800 words.)

Response:

One hundred percent (100%) of Pinellas' 1% set-aside for Parental Involvement is distributed to schools after the portion for equitable services for private school parents is determined. The Title I Survey takes into account feedback from parental involvement activities during the past school year and ideas/suggestions for the upcoming school year. Parents are invited to prioritize training needs and interests, which include general parenting tips and networking as well as academic content. Plans are made to continue activities that received favorable feedback. New ideas are discussed by the school leadership team who, in turn, share this information with the School Advisory Council. The School Advisory Council (SAC) reviews parent survey results and determines how SAC funds can be used to support identified needs and activities. A comprehensive goal for Parental Involvement is developed as part of the School Improvement Plan, utilizing the Title I allocation and SAC funds. The District Advisory Council provides feedback to district Title I staff on the implementation of parental involvement activities in the schools. This group advises district staff on ways to improve communication and outreach initiatives in order to increase participation of all parents in decision-making regarding their allocation as well as participation in the funded activities.

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

(Limited to 5000 characters or about 800 words.)

Response:

The most recent AYP data (2008) show that the following subgroups did not meet proficiency targets in reading and math: Total, Black, Hispanic, Students with Disabilities, and Economically Disadvantaged. In early summer, District Title I staff participated in a community forum sponsored by the District Monitoring and Advisory Committee, a community-based group that is charged with monitoring and advising the school district on issues equity and diversity. A focus of this forum was to discuss and brainstorm ways to facilitate parental involvement, especially among parents of students in subgroups not meeting proficiency standards. A recurring concern and suggestion centered around improving communication and accessibility for all parents. As part of the Districtwide set-aside, a Family and Community Liaison will be funded for each Title I school. These liaisons will work with school staff as well as community and business partners to bridge the identified "gaps" that prohibit some families from participating in parent involvement activities. Workshops and other events (such as Donuts for Dad/Muffins for Mom, Math and Parent Partnership, and Partners in Print) will be advertised and presented in multiple

languages and locations. The Title I Family Education Specialist will plan and present training for school staff members to educate them in research and best practices for building and maintaining positive family relations to increase parental involvement and, ultimately, increase student achievement in all subgroups.

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

(Limited to 5000 characters or about 800 words.)

Response:

Title I will open a new Parent Resource Center, which will serve students and families of Title I schools. Activities and resources provided will include guest speakers, books for check-out, book clubs, access to computers, homework assistance, tutoring, and parenting tools.

C. Homeless Set-Aside:

Required Set-Aside: \$257,000

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

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

Response:

The homeless set-aside was determined, through consultation with the district Homeless Liaison, by the determining an amount equal to or greater than the district's McKinney-Vento funds. Title I funds will be used to pay the salaries of 1 Resource Teacher and 2 Social Workers who work with schools to collect information on homeless families and students to ensure that homeless students enroll in school. They also inform parents/guardians of services that are available to their children, such as referrals to health care agencies, preschool programs, and supplemental educational services. Title I funds will also be used to pay the salaries of 6 after-school tutors and to provide literacy backpacks for homeless students. Homeless students are primarily identified by completion of Student Residency Forms, which are completed by the parent or legal guardian. Other actions that are taken to assist school staff with identifying homeless students include annual training for school staff, training for new teachers and administrators, and training for school counselors, bus drivers, and school data management technicians. Title I funds are set aside and designated in the district's accounting system (TERMS). Salaries are paid as part of the bi-weekly payroll. The district's Homeless Liaison submits purchase requisitions for books and other materials

are submitted to the Title I office. Upon approval by the Title I Director, purchase orders are issued. The role of the district's Homeless Liaison is to advocate for homeless students to have equal access and opportunities to have a successful education. Her duties include regular collaboration with the Title I Director to determine appropriate supplemental services, coordination of transition services and support, and providing training and information for school staff members.

D. Neglected and Delinquent Set-Aside:

Required Set-Aside: \$ 560,000.00

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

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

Response:

The neglected and delinquent set-aside was determined, through consultation with the district Director for Dropout Prevention, by the projected cost of personnel and support services. Title I funds will be used to fund the salaries for a Resource Teacher, a Math Coach, a Social Worker, a Transition Teacher, a Vocational Resource Teacher, and an Account Clerk. Educational support services that will be provided for neglected and delinquent students through this set-aside will include: Title I funds will also be used to purchase technology hardware and educational software for students' use in neglected in delinquent facilities.

E. LEA-Wide Activities:

Set-Aside Amount, If Applicable: \$10,657,000
(Note: Do not include expenditures for preschool programs)

Minimum Amount for Equitable Services to Private Schools: \$424559.67

The amount entered here should be equal to or greater than % 3.9838 of the value entered for 'Set-Aside Amount.'

Please provide the amount that your district will use for district-wide instructional activities. Examples from the Federal guidance include: summer school programs, intersession, additional professional development, school improvement, and coordinated services. Please note that this amount is subject to the equitable services provision for

private school students. Please also note that because the reservation of funds by a District will reduce the funds available for distribution to participating schools, the District must consult with teachers, pupil services personnel (where appropriate), principals, and parents in determining what reservations are needed. This issue must also be part of the consultation with private school officials.

Response:

Activities and resources provided out of this set-aside will include: Schoolwide Instructional Coaches, who will coordinate and monitor implementation of the schoolwide program (professional development, parental involvement, instructional services) Intervention Teachers who will support implementation of RtI in subjects in which schools did not make AYP A pre-school teachers` institute, during which teachers at Title I schools will review student achievement data, write Individual Professional Development Plans, make positive contacts with incoming students and parents, engage in professional learning communities to review and provide input on the School Improvement Plan/Corrective Action Plan/Restructuring Plan, and work in classrooms to prepare a positive learning environment for students that is inviting, safe, and attractive.

SCHOOL IMPROVEMENT

Check Box if LEA has no schools identified for improvement.

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

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

Response:

Professional development activities for teachers and principals will include training and coaching in implementation of Response to Intervention, School Improvement Plan

Development (including the Florida Continuous Improvement Model and the needs assessment process), and understanding Differentiated Accountability. Content will be delivered through book studies, speakers/presenters, and action research through professional learning communities. The intended outcome is that school leaders will be empowered to be effective instructional leaders in their schools and that teachers will be knowledgeable of strategies to meet the needs of diverse learners. As a result, the quality of teaching and learning in each classroom will improve, leading to increased achievement for all students. Principals and assistant principals will receive intensive training and support throughout the year, beginning in August and continuing through monthly Region meetings and Superintendent`s meetings. Teachers will receive training through working with an embedded reading/literacy and math/science coach, PLC`s, inquiry projects, and district training opportunities aligned to their IPDP.

Professional development needs were determined based on these key initiatives that will require a deep understanding and ongoing support (RtI, SIP/FCIM, DA).

Title I staff conducted a budget review process to ensure that schools in need of improvement allocated at least 10% of their funds for high-quality professional development activities. School improvement plans are reviewed by Title I and members of the Elementary Leadership Team to ensure that planned professional development activities address the specific academic achievement problems that led to the school`s "in need of improvement" designation.

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

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

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

Response: \$ 4,642,501.50

Amount LEA will set-aside for Professional Development:

Response: \$ 10,853,106.00

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

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

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

for professional development, please identify the amount.

If the LEA is in “corrective action” and has chosen to set aside funds for professional development, please describe how it will use those funds by addressing the following: (1) the specific professional development activities the LEA will carry out with the set-aside amount, (2) the specific needs identified by the LEA for these funds and the source(s) of data, and (3) how the LEA will measure the impact of these professional development activities.

Response:

Although the district is not required to set aside 10% for professional development, an allocation will be used to provide reading/literacy and math/science coaches, who will support effective instruction (differentiation, use of data to drive instruction, incorporation of rigorous content and thinking skills, integration of content). In addition, a portion of funds from this set-aside will be used to support a collaborative partnership with the University of Florida Lastinger Institutes. This partnership will provide 2 Professors-in-Residence who will provide coaching, feedback, research support, and other resources, for teachers and administrators in schools "in need of improvement." A focus will be on measuring the level of student engagement and adapting instruction to higher levels of complexity to increase engagement.

A review of trend FCAT data from 2006-2008 indicate a persistent gap in achievement between White students and students in other subgroups. Moreover, data from instructional walkthroughs reveal a need for higher expectations and increased rigor of instruction. The intended outcome of these professional development activities is that teacher`s instructional practices will be of a consistently high quality across all curriculum areas.

The district will measure the impact of these professional development activities by teacher self-analysis as compared to walkthrough data collected by school principals, content supervisors, Title I supervisors, and Region Superintendents.

EARLY CHILDHOOD COMPONENT

Describe the early childhood education services to be provided under this application.

Response: A blended pre-Kindergarten (pre-K) program provides preschool instruction, activities, and interactions for children who are 3 or 4 years old on or before September 1. The program includes language, science, social studies, math, health, safety, art, and music. Exploratory experiences involve cooking, computers, and field trips. Opportunities for socialization and physical development are provided through circle time, choice time,

creative dramatics, and playground activities. Title I funds will be used to supplement IDEA funds in order to extend the daily blended pre-Kindergarten program in identified Title I schools. Title I funds will pay a portion of the salaries for a highly qualified teacher in each blended pre-K classroom.

Line Item	Program Type and/or Name (1)	Site(s)/School Number(s) (2)	Amount of Title I funds (3)	Number of students to be served at each site by age (4)		Type of service(s) provided (5)		Number of Classes (6)				Curriculum Used (7)	Required Teacher Credentials (8)		Indicate Line Item(s) for this set-aside (9)
				Age 3	Age 4	Title I	VPK	Title I		VPK			Title I	VPK	
								180-day	90-day	180-day	90-day				
1	VE/Pre K (Blended)	AZALEA ELEMENTARY SCHOOL	25000.00	4	3	1	0	1	0	0	0	Creative Curric. and Houghton-Mifflin Pre-K Literacy	AA degree	NA	x
2	VE/Pre K (Blended)	BARDMOOR ELEMENTARY SCHOOL	25000.00	4	3	1	0	1	0	0	0	Creative Curric. and Houghton-Mifflin Pre-K Literacy	AA degree	NA	x
3	VE/Pre K (Blended)	BEAR CREEK ELEMENTARY SCHOOL	25000.00	4	3	1	0	1	0	0	0	Creative Curric. and Houghton-Mifflin Pre-K	AA degree	NA	x

												Literacy			
4	VE/Pre K (Blended)	CAMPBELL PARK ELEMENTARY SCHOOL	25000.00	4	3	1	0	1	0	0	0	Creative Curric. and Houghton-Mifflin Pre-K Literacy	AA degree	NA	x
5	VE/Pre K (Blended)	DUNEDIN ELEMENTARY SCHOOL	25000.00	4	3	1	0	1	0	0	0	Creative Curric. and Houghton-Mifflin Pre-K Literacy	AA degree	NA	x
6	VE/Pre K (Blended)	EISENHOWER ELEMENTARY SCHOOL	25000.00	4	3	1	0	1	0	0	0	Creative Curric. and Houghton-Mifflin Pre-K Literacy	AA degree	NA	x
7	VE/Pre K (Blended)	FUGUITT ELEMENTARY SCHOOL	25000.00	4	3	1	0	1	0	0	0	Creative Curric. and Houghton-Mifflin Pre-K Literacy	AA degree	NA	x
8	VE/Pre K (Blended)	GULFPORT MONTESSORI ELEMENTARY SCHOOL	25000.00	4	3	1	0	1	0	0	0	Creative Curric. and Houghton-Mifflin Pre-K Literacy	AA degree	NA	x
9	VE/Pre K	LAKWOOD	25000.00	4	3	1	0	1	0	0	0	Creative Curric.	AA degree	NA	x

	(Blend ed)	ELEMENTA RY SCHOOL											and Houghto n-Mifflin Pre-K Literacy	ee		
10	VE/Pre K (Blend ed)	LYNCH ELEMENTA RY SCHOOL	25000.00	4	3	1	0	1	0	0	0	0	Creative Curric. and Houghto n-Mifflin Pre-K Literacy	AA degr ee	NA	x
11	VE/Pre K (Blend ed)	MAXIMO ELEMENTA RY SCHOOL	25000.00	4	3	1	0	1	0	0	0	0	Creative Curric. and Houghto n-Mifflin Pre-K Literacy	AA degr ee	NA	x
12	VE/Pre K (Blend ed)	MILDRED HELMS ELEMENTA RY SCHOOL	25000.00	4	3	1	0	1	0	0	0	0	Creative Curric. and Houghto n-Mifflin Pre-K Literacy	AA degr ee	NA	x
13	VE/Pre K (Blend ed)	NEW HEIGHTS ELEMENTA RY SCHOOL	25000.00	4	3	1	0	1	0	0	0	0	Creative Curric. and Houghto n-Mifflin Pre-K Literacy	AA degr ee	NA	x
14	VE/Pre K (Blend ed)	PINELLAS CENTRAL ELEMENTA RY SCHOOL	25000.00	4	3	1	0	1	0	0	0	0	Creative Curric. and Houghto n-	AA degr ee	NA	x

20	VE/Pre K (Blended)	JOHN M. SEXTON ELEMENTARY SCHOOL	25000.00	4	3	1	0	1	0	0	0	Creative Curric. and Houghton-Mifflin Pre-K Literacy	AA degree	NA	x
21	VE/Pre K (Blended)	SHORE ACRES ELEMENTARY SCHOOL	25000.00	4	3	1	0	1	0	0	0	Creative Curric. and Houghton-Mifflin Pre-K Literacy	AA degree	NA	x
22	VE/Pre K (Blended)	SKYVIEW ELEMENTARY SCHOOL	25000.00	4	3	1	0	1	0	0	0	Creative Curric. and Houghton-Mifflin Pre-K Literacy	AA degree	NA	x
23	VE/Pre K (Blended)	STARKEY ELEMENTARY SCHOOL	25000.00	4	3	1	0	1	0	0	0	Creative Curric. and Houghton-Mifflin Pre-K Literacy	AA degree	NA	x
24	VE/Pre k (Blended)	TARPON SPRINGS ELEMENTARY SCHOOL	25000.00	4	3	1	0	1	0	0	0	Creative Curric. and Houghton-Mifflin Pre-K Literacy	AA degree	NA	x
25	Ve/Pre K (Blend	WALSINGHAM ELEMENTA	25000.00	4	3	1	0	1	0	0	0	Creative Curric. and	AA degree	NA	x

ed)	RY SCHOOL										Houghton- Mifflin Pre-K Literacy			
Totals		625,000 .00	10 0	75		25	0	0	0					

SECTION 2141

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

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

Will the LEA be using Title I funds to hire new paraprofessionals for the 2009-2010 school year?

Response: No

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

If the LEA will be using Title I funds to hire new paraprofessionals for the 2009-2010 school year, please provide the justification(s), pursuant to section 2141, from the following:

The LEA can demonstrate that the hiring is to fill a vacancy created by the departure of another paraprofessional funded under Title I;

The LEA can demonstrate that a significant influx of population has substantially

increased student enrollment;

The LEA can demonstrate that there is an increased need for translators; or

The LEA can demonstrate that there is an increased need for assistance with parental involvement activities.

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL:

<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>