

Sunshine County Public Schools

LEA Profile

In the space below, please provide a brief narrative description of the LEA. Include the LEA's vision/mission statement and any additional information about the make-up of the LEA, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the Title I, Part A application.

Response:

Sunshine County Public Schools (SCPS) mission statement is committed to the success of every student! There were 24,673 students(29% African-American, 14% Hispanic, 42% Caucasian, 10% Asian/Pacific Islander, 5% Native-American) attending SCPS in 2015-16 of which 13,059 were eligible for free/reduced lunch, making our district poverty 52.93 percent. There are 59 school sites. There will be 31 Title I schools in 2016-17; 19 traditional public elementary schools (18 schoolwide and 2 targeted assistance), 1 traditional public middle/high school, 2 alternative education centers, 6 public charter elementary schools and 2 private schools. The majority of Title I students are in grades K-5. The total number of Title I students in our district is currently 13,077. Generally, our Title I funding provides salaries and benefits for supplemental intervention teachers in Title I schools, supplemental materials and supplies to support instruction in Title I schools, computer software designed to support classroom instruction and improve student achievement, stipends for teachers participating in before and after school tutoring, and consultant services for professional development designed for teachers in Title I schools.

Indicate whether the LEA has participating private schools.

Response:

yes

Indicate whether the LEA will provide early childhood services with Title I funds.

Response:

yes

Indicate whether the LEA is providing transportation with Title I funds to students who transferred to another public school in the 11-12 school year that have not exited the highest grade level.

Response:

no

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, and 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://fldoe.org/comptroller/doc/gbsectiond.doc>

School Districts, Community Colleges, Universities and State Agencies

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

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

By my signature on this application, I hereby certify that the Sunshine County District School Board will comply with the following requirements of the Elementary and Secondary Education Act (ESEA) as reauthorized as No Child Left Behind (NCLB) 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 Supplemental Educational Services)

- Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from federal, state, and local sources.
- Provide technical assistance and support to schoolwide programs.
- Work in consultation with schools to develop the plans pursuant to Section 1114 and assist schools in implementation of 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.
- 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.
- 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. [ESEA, Section 1112 (c) (1)(L)]
- Comply with requirements of Section 1119 regarding the qualifications of teachers, paraprofessionals, and professional development.
- 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 that the LEA and schools 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.

Program Specific Assurances (continued)

- Participate, if selected, in the 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.
- Allocate funds of the LEA's Title I, Part A, allocation to ensure that all teachers in Title I schools meet the federal and state definition of highly qualified personnel, if applicable.
- The LEA shall reserve funds to provide equitable services for private school students, parents, and, teachers, if applicable.
- Reserve no less than one percent (1 percent) 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 95 percent (95 percent) of the remainder of the one percent (1 percent) shall be distributed to schools to provide for parental involvement. Exemption: LEAs receiving \$500,000 or less are not required to set-aside 1 percent of their allocation for parent involvement; however, all activities outlined in ESEA Section 1118 must be implemented by the LEA and the schools receiving Title I, Part A funds.
- Comply with the Title I fiscal requirements of Section 1120A, which includes comparability, supplement, not supplant, and maintenance of effort.
- Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part. [NCLB 1112(b)(1)(j)]

Needs Assessment/Activities

For Title I, Part A: Improving the Academic Achievement of the Disadvantaged. 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 2016-17.

Need 1

Need to be addressed: **Strengthening Foundation Skills**

1. Provide the baseline data, the source of data, and the basis for the identified need. Please access the following link <http://schoolgrades.fldoe.org/> and click on "Search School Accountability Reports" - (includes School Grades, Adequate Yearly Progress (AYP), and School Report Card)." Once accessed, choose "Type of Report's School Grades," "Level of Report's District (School Grades and AYP only);" and select the district, and school year. Select continue.

Response:

The Preliminary Florida School Grades Report for 2014-15 indicates:

60 percent of students scored Level 3 or higher in reading

60 percent of students scored Level 3 or higher in math

61 percent of students scored Level 3 or higher in science

61 percent of students in the lowest 25 percent are making learning gains in reading compared to 60 percent of students overall.

58 percent of students in the lowest 25 percent are making learning gains in math compared to 60 percent of students overall.

Although the data shows that the district's lowest 25 percent is making gains comparable to their peers, several schools and subgroups are making learning gains that are far below the overall average for the district in both reading and math. The data continues to indicate that the initiative to decrease learning gaps is not being achieved in several schools and with many subgroups across the district.

Need to be addressed: Strengthening Foundation Skills

2. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2016-17 school year, all level 1 and level 2 students will increase proficiency by at least 5 percent as indicated on the 2015 Florida Standards Assessments (FSA)

Response:

By the end of 2016-17 school year, the percent of students in the lowest 25 percent in reading making learning gains will increase by 10 percent. The percent of students in the lowest 25 percent in math making learning gains will increase by 3 percent.

3. Select one of the following performance indicators that this Need will address.

Response:

1.2, 1.3

4. Describe the activity(ies) that will be implemented to address the identified need(s). Include the following information for each activity listed:

Describe each specific activity that the LEA will implement based on data analysis of the student subgroups on the FSA and/or other benchmark assessments.

Response:

READING/MATH –

Supplemental instruction in reading or math will be provided to:

- targeted students who scored in the lowest quartile on the state assessment
- students not meeting grade level scores on the district On Track assessment
- students not performing to expectations on the Florida Assessments for Instruction in Reading (FAIR), and
- students recommended by teachers based on ongoing progress monitoring student data.

This will be accomplished through pull-out interventions where students will meet in small groups or one-on-one with teachers four to five sessions per week for 30 minutes to 45 minutes per session.

Need to be addressed: Strengthening Foundation Skills

Extended Learning Opportunity Intervention in math or reading will be provided to all students who need additional instruction based on student data. Extended Day Intervention will be provided to students two days per week for sixty minute sessions. Students not meeting grade level scores on the district On Track Assessment and FAIR which is three times per year, and students recommended by teachers as not performing to expectations will be served in the Extended Day Intervention program.

The district will set-aside funds to purchase the research-based curriculums: Florida Ready, Achieve 3000, and My Sidewalks on Easy Street Intervention, Numbers Worlds, and My Math for the district's lowest performing schools based on 2016-17 FSA.

In addition to the supplemental support provided during the regular school year, district Title I funds will be used to provide supplemental curriculum materials for third and fourth grade summer school.

- a. Describe how the activities are consistent with the LEA Assistance and Improvement Plan.

Response:

READING/MATH:

Title I activities related to reading and math support the extended learning opportunities within the District Assistance and Improvement Plan. The plan addresses specific learning needs of students not making expected learning gains, develops strategies and actions to improve student achievement, and provides professional development in the scientifically researched based core reading and math programs.

- C. Provide the frequency and duration of each activity.

Response:

READING/MATH

Supplemental pull-out instruction in the reading or math tutorials will take place four to five days a week in 30 to 45 minute sessions from August – June. Extended Day Intervention reading or math tutorials will take place twice a week for sixty minutes from September to May.

- D. Describe the recent evidence-based research that supports the activities to be implemented.

Response:

In Educational Building Blocks (2008), Dr. Eric Miller states that interactive small-group instruction with opportunities for meaningful peer interaction is a crucial factor in increasing student outcomes on standardized tests in the subjects of reading and math.

Need to be addressed: Strengthening Foundation Skills

5. Describe how the LEA will monitor the implementation of these activities and provide follow-up to ensure fidelity.

Response:

The Title I Coordinator and district staff will be assigned the responsibility of working with assigned schools to monitor instruction and student progress in reading and math. This will be accomplished through coaching, site visits, and technical assistance on an ongoing basis. During monthly site visits, Title I staff will conduct walk-throughs in Title I teacher tutor pull out classrooms monitoring group size and programs used for interventions. Staff will review student performance data which will indicate student progress towards proficiency levels. Curriculum and instruction will be implemented and revised based on the FCIM process by school curriculum leadership. If information gathered during walk-throughs and the Florida Continuous Improvement Model (FCIM) process (data chats) indicate that students are not showing academic improvement, Title I, Part A district staff and school leadership will meet to revise strategies to increase achievement.

6. If other federal sources, besides Title I, Part A are being used to fund these strategies, describe the resources and how they will be coordinated.

Response:

None

7. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address this need.

Response:

The LEA will review student performance data on the 2016-17 FSA and evaluate anticipated outcomes as listed in SMART goals. The district will also evaluate the effectiveness of the intervention for each school to determine effectiveness based on school and individual student data related to end-of-course (EOC) assessments

Need 2

Need to be addressed: **Improving Quality of Teaching in the Educational System**

1. Provide the baseline data, the source of data, and the basis for the identified need.

Response:

1. *Survey 3 HQT data indicating 16 sections of courses taught by non-HQT in neglected and delinquent programs.*
2. *Latest DOE2141 Sanction report indicating that one percent of all teachers in the district are not HQ.*
3. *Staff development survey data indicating interest in staff development for teachers to prepare them for teaching and understanding the Florida Common Core Standards and increasing knowledge in core curriculum.*

2. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART).

Response:

1. *By the end of the 2016-17 school year, 100 percent of all Title I teachers will have participated in at least one staff development or PLC activity.*
2. *By the end of the 2016-17 school year, 10 percent of teachers in neglected and delinquent programs will have passed the middle grades certification exam or a required content area exam.*
3. *By the end of the 2016-17 school year, the percentage of courses taught by non-HQTs in neglected and delinquent programs will decrease by five percent.*
4. *By the end of the 2016-17 school year, the number of non-HQT in the district will be reduced to less than one percent.*

3. Select one of the following performance indicators that this Need will address.

Response:

1.2,1.3,2.5

Need to be addressed: Improving Quality of Teaching in the Educational System

4. Describe the activity(ies) that will be implemented to support the identified need(s). Provide an answer to each field below.

A. Describe each specific activity funded by Title I that the LEA will implement based on data analysis of Survey 3 data about highly qualified teachers to maintain the number of highly qualified teachers in Title I schools.

Response:

The districts will set-aside less than the five percent of funds for HQ due to the fact that 100 percent of Title I teachers in district schools meet the requirement. However, not all teachers in neglected and delinquent programs meet the requirement. The district estimated that it could reduce the percent of teachers in non-Title I and neglected and delinquent programs who are not HQ with the Title I, Part A set-aside combined with Title II funding. The set-aside would be used for the following activities:

- 1. Providing teachers with opportunities and resources to take subject area exams to extend certification areas.*
- 2. Provide staff development activities to newly hired and experienced teachers to ensure they know and understand requirements related to implementation of Florida State Standards, Next Generation Sunshine State Standards, Grade Level Expectations, and Florida State Assessment benchmarks/proficiency levels. Activities will include materials and training in Kagan strategies, FCIM, My Sidewalks on Reading Street, Everyday Counts Calendar Math, Achieve 3000, Waterford, adopted Intervention materials, and writing workshops.*
- 3. Assist teachers with resources to meet course requirements. The district offers a variety of options for teachers to improve their content knowledge and skills. This includes the opportunity to attend classes or in-service in order to meet the core academic subject area competency requirements or to pass exams necessary for demonstrating highly qualified (HQ) teacher status. Non-HQ teachers have the options of:*

- (a) completing specialized training offered through the district,*
- (b) completing additional college coursework, or*
- (c) adding more subject area certifications through examinations.*

Need to be addressed: Improving Quality of Teaching in the Educational System

B. Describe the activities that will ensure that teachers acquire the necessary knowledge and skills, consistent with the LEA Assistance and Improvement Plan, K-12 Reading Plan and LEA Professional Development Plan.

Response:

Title I Office and Staff Development department will work together to identify specific training opportunities that are required to ensure that teachers acquire the knowledge and skills that are consistent with the LEA Plan, K12 Reading Plan, and the LEA Professional Development Plan. Activities will include opportunities for teachers to meet the reading endorsement requirement for K12; Professional development activities identified through the District Staff Development Needs Assessment and LEA professional development plan as it relates to requirements under Differentiated Accountability. Activities will also include training for intervention teachers in My Sidewalk on Reading Street, Everyday Counts Calendar Math, Kagan, Achieve3000, Waterford, Math Reads, and adopted core intervention materials. The activities will support the LEA's strategies to support teaching and learning and fundamental teaching and learning needs.

C. Provide the frequency and duration of each activity.

Response:

My Sidewalks on Reading Street - 2 sessions/3 hours each

Calendar Math – 1 session/6 hours

Florida State Standards training - multiple sessions throughout year

Adopted core intervention materials training - 1 session/3 hours; follow up as needed

Achieve3000 – 1 session/ 3 hours; additional as needed/ Train the trainer model FCIM Facilitator will train at their school site ongoing throughout year

Kagan Days 1 - 5: full day sessions, with observation follow up & evidence of coaching

Identifying non-HQ Personnel and providing resources and opportunities for additional training is a priority. Teachers, particularly those not meeting HQ standards, will be provided release time to attend training and in-service to address deficiencies.

Need to be addressed: Improving Quality of Teaching in the Educational System

D. Describe the evidence-based research that supports the activities to be implemented.

Response:

Research support for HQT

Studies conducted by Ronald Ferguson revealed that "every dollar spent on more highly qualified teachers netted greater increases in student achievement than did less instructionally focused uses of school resources" (Darling-Hammond, 1997, p. 8). In addition, reviews of more than 200 studies make it clear that teacher education is critical and that more appears to be better than less (Darling-Hammond, 1997). "In fields ranging from mathematics and science to early childhood, elementary, vocational, and gifted education, teachers who are fully prepared and certified in both their discipline and in education are more highly rated and are more successful with students than are teachers without preparation, and those with greater training in learning, child development, teaching methods, and curriculum are found to be more effective than those with less" (Darling-Hammond, 1997, p. 10).

E. Describe the specific professional development to be provided to improve the effectiveness of teachers and highly qualified paraprofessionals.

Response:

Kagan Structures: June 2016 for 5 days

FCIM Training: August 2016 - May 2017: six sessions/3 hours each with FCIM Facilitators from every Title I school

My Sidewalks on Reading Street: September 2016

Every Day Counts Calendar Math: October 2016

Achieve 3000: September 2016

Math Reads: Multiple sessions through the year

Additional school-based staff development - varies depending on staff development schedule and school needs.

Print Rich Environment training from August 2016-May 2017 based on individual school needs

F. Describe how the professional development activities to be funded will assist teachers to attain and retain highly qualified status. Note: Title I, Part A funds may not be used to assist paraprofessionals to meet the highly qualified requirements.

Response:

Teachers who are not highly qualified will be identified by the Human Resources Department and will be told of specific requirements needed to meet HQT requirements. Training opportunities as well as opportunities to take courses and subject area exams will be made available to these teachers.

Need to be addressed: Improving Quality of Teaching in the Educational System

G. Describe how the LEA will ensure that a larger portion of non-highly qualified teachers are not assigned to high poverty schools.

Response:

The District Human Resources Department will monitor individual school staffing and teacher allocations to ensure that a larger portion of non-highly qualified teachers are not assigned to high poverty schools.

H. Describe how the LEA will utilize incentives to retain high quality and effective teachers at Priority and Focus schools.

Response:

Title I has set-aside funds for the voluntary transfer, hiring, and retention of HQT to assist in this requirement and effort. This activity will be coordinated with the District Human Resources Department.

5. Describe how the LEA will provide opportunities for job-embedded professional development for teachers, such as Lesson Study or Professional Learning Communities.

Response:

District staff will provide training on lesson study protocol. Professional Learning Community – Each Title I School will participate in a Professional Learning Community. The PLC will focus on the areas of need as determined by the FCIM process based on student data. These small collaborative groups of teachers will regularly study more effective learning and teaching practices, analyze professional development, and/or examine student data and make instructional adjustments in their classrooms.

6. Describe how the LEA will monitor the implementation of these activities and provide follow-up to ensure fidelity.

Response:

The Title I, Part A staff at the district will use end of training evaluations to assess the delivery of training. Classroom walk-throughs and fidelity checks will also be done by the Title I staff, curriculum department and school principals on a monthly basis ensure that professional development training is being implemented in the classroom. Feedback will be provided to teachers on a weekly basis by school administrators. District staff and school leadership will develop processes to support teachers in implementing professional development training in the classroom such as assigning instructional coaches, mentoring teachers, or providing additional training, as needed.

7. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address this need.

Response:

The Title I, Human Resources and Staff Development personnel will assess the effectiveness of the program by reviewing end of year data related to the SMART goals written for this activity. District staff and school-based administrators will also complete teacher observations to determine if strategies delivered in the activities are being used in the classroom by teachers.

Need 3

Need to be addressed: **Increase Parental Involvement**

1. Provide the LEA measurement of parental involvement participation and the basis for the identified need.

Response:

Parent survey results indicated 48 percent of parents stated that work schedules and lack of time were barriers to participation, while 15 percent of parents indicated that they did not feel welcome at schools and needed more communication. Baseline data includes 6 District PI trainings (151), 1 District PLC book study (31). School level data includes parent participation in meetings and activities (5267), participation in planning/implementation/evaluations (1166), communications to parents (893,314), and volunteering in classrooms (1507).

2. Provide the anticipated goal/objective the LEA plans to accomplish to address this need.

Response:

By the end of the 2016-17 school year, there will be at least 2 parent activities held at each Title I school between August and May, in addition to the Title I Annual Meeting.

By the end of the 2016-17 school year, there will be a 2 percent increase district wide in the number of communications to parents or a 2 percent increase of parents involved in the education of their child by attending at least one parent meeting.

By the end of 2016-17 school year, participation in project planning, implementation, and/or evaluation as part of development of school's Parent Involvement Plan, Home-School Compact, or School Improvement Plan will increase by 2 percent.

3. Select one of the following performance indicators that this Need will address.

Response:

1.2, 1.3, 1.4

4. Describe the activity(ies) that will be implemented to address the identified need(s). Provide an answer to each field below.

A. Describe how the parental involvement set-aside will be used to support the activities outlined in the LEA parental involvement policy/plan. Include any activities that the LEA plans to implement LEA-wide for parental involvement, such as a parental involvement center, if applicable.

Need to be addressed: **Increase Parental Involvement**

Response:

District Title I Parent Involvement In-services (Staff Development) for the implementation and coordination of the parent involvement program, are conducted by the Title I Teacher Specialist and Title I staff. The in services are held five times from August 2016-May 2017 for the Title I Lead Teacher from each Title I school.

Assistance on planning and implementation of Parent Involvement activities is provided during monthly technical assistance site visits to each Title I school by Title I Teacher Specialist.

A monthly researched based newsletter from the Parent Institute, Value of Parents: Parents Make a Difference, is distributed to all Title I Schools (available in English/Spanish) to make available for all students, and is maintained in the Parent Resource Area Notebook. Parent Notification Requirement Packets including Parents` Right to Know, complaint procedures, local, state and federal informational websites and District Parent Involvement plans are distributed to all Title I Schools for all students in the Title I Beginning of School Year Packet.

The following are also provided:

Researched based materials from Parent Institute

Activities/meetings/food/materials/supplies

*Professional learning Community"*The 7 Habits of Highly Effective People" by Stephen Covey, use of PI modules

Book study materials and stipends, Parent Involvement training stipends

LEA-wide activities with expenditures include: Staff Development, Professional Development, Professional Learning Communities, Research Based Newsletters, teacher stipends, books, parent workshops including food and childcare, printing, supplies and materials. Private school equitable shares have been calculated and included in the budget.

Cost of translation of materials into Spanish:

"A Parent's Guide for School Success" purchased for each school in English and Spanish (Head Start, Kdg.-8th. gr.)

Parents Homework Dictionaries were purchased for each school

Parent Involvement Magnets

Parent Involvement Certificates purchased 1 package for each school

Parent Involvement Resource Center brochure refills were purchased for each school

"The Leader in Me Student Planners" for grades 3-5 was purchased for each school

Building Home-School Connections Kit by Teacher Created Materials - purchased for every school

"Ready for School" folders were purchased for all Head Start, Kindergarten, ELL, and Migrant students in English and Spanish.

Need to be addressed: Increase Parental Involvement

B. Describe how the parental involvement allocations to schools will be used to support the activities outlined in the school's parental involvement policy/plans.

Response:

Each school, with the approval of parents, will provide materials and training to help parents work with their children to improve academic achievement as identified by the individual school's Needs Assessment in the following areas:

Reading- Achieve 3000, Waterford, Pearson Scott Foresman Reading, Parent Resources, Lexiled Readers, Reading Fluency, Decoding, Vocabulary Building, Comprehension, Phonological Awareness, Literacy Activities, Kindergarten Readiness Skills, Grade Level Transition, We Both Read, Student Planners, Newsletters

Math - Math Activities, Numbers World/SRA, Kindergarten Readiness Skills, Grade Level Transition, Debbie Diller K-2 Math Centers and Math Triumphs Discovery Ed Science Activities, AIMS Math & Science Workshops • Testing Information – FSA Strategies, Grade Level Expectations, Data workshops, Understanding FAIR Assessments, Curriculum Benchmarks, Workshops on the State Standards and Florida State Assessments, Assessments and Monitoring Progress in Reading, Math, Science, and Writing • Workshops on Home Access to District Computer Assisted Instructional Programs and online resources of adopted core curriculum.

Parents as Partners, Kids Learn by Teacher Created Materials - transition workbook for parents to use at home to review skills from previous grade level and prepare for next grade level over summer.

C. Describe the evidence-based research that supports the activities to be implemented using the parental involvement set-aside.

Response:

Evidence based research includes FCRR (Florida Center for Reading Research), state adopted research based Pearson Scott Foresman Reading Series, the state adopted McMillan/McGraw-Hill Math Series, Math research from NCTM, , IRA (International Reading Association) Reading Research, and the state adopted Discovery Ed Science Series. All materials, including the parent newsletters, Value of Parents: Parents Make A Difference, published by The Parent Institute is research-based. Topics for all materials published by the Parent Institute are first identified through scientific surveys of practicing education leaders to make sure the topics are relevant to educators' needs and of high priority interest. Then each publication is developed by professional writers using the best scientific research available. Articles are cited. The Professional Learning Community Book Study "7 Habits of Highly Effective People " by Stephen Covey is supported by Joyce Epstein's (John Hopkins University-Center on School, Family, and Community Partnerships) Research Based Framework for Parent Involvement and is used as the foundation for all parent involvement activities. This research is conducted at the National Network of Partnership Schools (NNPS).

All parent involvement activities at schools must be pre-approved by Title I Office using the Request for Parent Involvement Pre Approval form to ensure that activity is academically focused to provide parents assistance in improving their child's achievement, and that funds are spent which are allowable. These activities must also be in the school's PIP approved by LEA.

Need to be addressed: Increase Parental Involvement

5. Describe how the LEA will monitor the implementation of parental involvement activities and provide follow-up to schools to ensure fidelity.

Response:

All parent involvement activities are approved and documented through the Sunshine County Public Schools Title I Pre-Approval Form, which is approved by the Title I, Part A Coordinator. Activities are tied to the Parent Involvement Plans (Needs Assessment) •Include an agenda •Include a parent-learning objective •Are research based • Include an evaluation •Are held at various times (before school, mornings, lunch, after school, dinner meetings, evening meetings, conference nights, etc.) Activities are also monitored and documented by the District through the Title I Parent Involvement Documentation Form, which is submitted, by each school at the end of the first and second semester. Documentation also includes activity logs, parent sign-in sheets, and sample parent evaluations of activities. A member of the Title I, Part A staff, designated by the Title I, Part A Coordinator, will also conduct monthly site visits to each Title I school to ensure activities are being implemented with fidelity.

6. If other federal sources, besides Title I, Part A are being used to fund these strategies, describe the resources and how they will be coordinated.

Response:

Head Start- Head Start will assist parents in effectively transitioning their preschool children to kindergarten. Activities designed to assist parents in the transition process will include:

Monthly Parent Meetings

Kindergarten Transition Activities Coordinated with the Title I Program. "Ready for School" folders were purchased in English/Spanish.

Take – home backpacks with Reading and Math materials were purchased for all head start students

"Dads Matter" – Male Involvement Strategies

These activities will be funded with an allocation to the Head Start program located at the ABC Early Learning Center which has classes at twelve school sites. Migrant- Migrant PAC meetings will be held throughout the year for all parents of migrant children. Meetings and all associated handouts will be provided in the parents' native language. Parents will be encouraged to express their views on policies, decisions, and programs affecting their children's academic progress through informal discussions and needs assessment surveys. Migrant PAC meetings will provide an opportunity to improve student achievement by offering: Parent training in the Title I Migrant Program, parental and student rights, family literacy opportunities, strategies to assist their children academically, health related issues that could affect academic progress. Title I purchased "Ready for School" folders in English and Spanish for entering Kindergarten students. Parents will also be provided an opportunity to provide input into the improvement of MEP services. Through advocacy and needs assessment/parent surveys, supportive services will be offered to parents by networking with local health/social service agencies in Sunshine County and neighboring districts. Parents will be provided the opportunity to serve on the State Migrant PAC. Meetings are documented by way of an agenda, parent sign-in sheet, meeting minutes, and parent surveys. The MEP Coordinator of Support Services is responsible for keeping all records and associated documents of the PAC meetings.

Need to be addressed: **Increase Parental Involvement**

7. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address this need.

Response:

The process to evaluate effectiveness for 2016-17 will include compiling data from the Parent Climate Surveys, the Parent Committee Meeting Surveys, school level evaluations from parents, school level evaluation reports, parent activity documentation submitted each semester, and the District Parent Involvement Evaluation to document increases or decreases in parental involvement, to evaluate programs, and to address barriers. The Title I staff and school-based administrators at each Title I school will be responsible for analyzing and assessing this data. Using this information, Title I Staff will work with schools to set goals, plan and implement PI activities, and develop strategies to overcome barriers.

Need 4

Need to be addressed: **To provide comparable services to serve homeless children in non-Title I schools.**

1. Provide the baseline data, the source of data, and the basis for the identified need.

[2015-16 Homeless Counts Unsecured](#)
[Homeless Education Trend Data](#)

Response:

The 2015-16 Homeless Counts Report indicated that there were 796 homeless students in Sunshine County. This includes 114 living in emergency housing, 379 who were sharing housing of others, 20 living in cars, 35 living in hotels or motels, and less than 3 awaiting foster care; of the total, 135 are unaccompanied youth. Data collected from residency questionnaires identified the living status, educational and psychosocial needs. Data reflected that students in this population had a higher truancy rate and lower grades and scores on educational assessments when compared to students not classified as homeless.

2. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2016-2017 school year, services will be provided to 100 percent of the homeless students based upon their specific needs.

Response:

- a) *By the end of the 2016-17 school year 85 percent of homeless students in Title I, non-Title I and private schools will be identified and served as needed.*
- b) *By the end of the 2016-17 school year 95 percent of all homeless students needing assistance with uniforms will receive uniforms provided by this homeless set-aside.*
- c) *By the end of the 2016-17 school year the proficiency level of homeless students will increase by 5 percent on the Florida State Assessment.*

3. Select one of the following performance indicators that this Need will address.

Response:

1.2, 1.3

Need to be addressed: To provide comparable services to serve homeless children in non-Title I schools.

4. Describe the activity(ies) that will be implemented to address the identified need(s). Provide an answer to each field below.

A. Describe each specific activity that will be implemented based on data analysis.

Response:

- a) *Funds will be used to pay .40 FTE of the homeless liaison salary to make the position full time in order to meet the needs of students in non-Title I schools, the remaining .60 FTE will be paid by Title X grant funds. The 40 percent was determined to be in agreement with the fact that 60 percent of the schools in LEA are Title I schools, this would leave 40 percent of schools as non-Title I schools. The liaison will conduct weekly meetings with community agencies and schools to meet the daily needs of homeless students and families. The liaison will also meet regularly to collaborate with other school district programs to coordinate services to meet the daily needs of families.*
- b) *Funds will be set-aside for maintenance of technology equipment used for tutoring at homeless shelters. Title x funds are used to provide computer based instruction to students at the Interface Center four days a week for one hour.*
- c) *Funds will be used to purchase school uniforms for students so that they meet the District uniform policy. The liaison will work with school personnel to identify needy families and provide uniforms during the 2016-17 school year.*
- d) *Funds will be used to purchase school supplies as needed for students identified as homeless during 2016-2017 school year.*

B. Describe how the Title I staff collaborated with the homeless liaison to determine the method of identifying and distributing funds to benefit homeless students.

Response:

Prior to the beginning of each school year, the Title I Coordinator and Title X Coordinator meet to determine any revisions or developments to its methods for identifying homeless children and youth, and also to determine how funds should be coordinated between the programs to improve program effectiveness . All schools will receive a "Homeless Education Notification Form" to notify the district homeless liaison of homeless children's enrollment in schools. The district also uses a Residency Questionnaire that schools use to capture data on those students who live in multiple households or "double up" during the academic school year. Once a homeless student is identified, the school will notify the homeless liaison that the process has started and that a copy of the form is in transit to that office. The homeless liaison will compare the identification date with the enrollment date at the school to ensure compliance with a 24-hour enrollment policy.

Need to be addressed: **To provide comparable services to serve homeless children in non-Title I schools.**

C. Describe how you and the homeless liaison calculated the amount of the set-aside for the LEA.

Response:

The amount of the set aside to provide comparable services to serve homeless students in non-Title I schools is .60percent of the total Title I allocation. This was determined after collaboration with director of Project Development who administers the Title X grant, a review of SMART goals and data related to this population. The decision to fund 40percent of Homeless Liaison was in line with the fact that 40percent of schools in LEA are non-Title I schools. It was decided that this allocation would be sufficient to implement the activities identified for the program.

D. Describe ongoing collaboration activities between the Title I office staff and the homeless liaison.

Response:

Administrators of Title I, Part A and Title X grants collaborate to ensure that funds are coordinated and distributed in accordance with both grants. The Title I, Part A and Title X grants are budgeted and earmarked after close collaboration and are distributed and monitored through the Title I, Part A office, Title X Grants Department and the district finance department. All expenditures must be pre-approved.

Describe the duties of the homeless liaison.

Response:

The Local liaisons duties will be to ensure that: Homeless children and youth are identified by schools and are enrolled and have full and equal opportunity to succeed in schools in the LEA; Homeless children and youth and their families receive educational services for which they are eligible, including Head Start, Even Start, private schools and preschool programs administered by the LEA, referrals to health, Mental health, dental, and other appropriate services are recommended; to ensure that parents or guardians of homeless children and youth are informed of educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children; to ensure that parents and guardians and unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of choice; coordination and resolution of enrollment disputes are mediated in accordance with the requirements of The McKinney-Vento Act; public notice of the educational rights of homeless students is disseminated to locations where they receive services under the McKinney-Vento Act.

Need to be addressed: **To provide comparable services to serve homeless children in non-Title I schools.**

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

Response:

Title I Part A staff, Title X staff and the homeless liaison will meet at least monthly to review the needs of the program, review how each goal is progressing and to ensure compliance from September through June 2016-17. Homeless Liaison will maintain log of daily activity using Google Calendar in the LEA's Gmail system and submit logs to the Title I office weekly. Title I, Part A staff will reconcile the allocated budget for homeless services monthly throughout the school year to ensure use of set aside funds. Revisions to the activities will take place based on data and information generated through the monitoring process. Requests for repair/maintenance of computers of homeless shelters will be made by presenting a quote for services before work is done so that pre approval can be given. Purchases of school uniforms and school supplies will be made by Title I administrative secretary after pre approval is submitted and approved. Request for uniform assistance and school supplies will take place throughout the 2016-17 school year and will be provided as needed. If data collected through the monitoring process indicate that the process towards meeting the goals and needs of students are not being met, staff will discuss needed revisions of strategies and activities to improve services.

6. If other federal sources, besides Title I, Part A are being used to fund these strategies, describe the resources and how they will be coordinated.

Response:

Title X Funds are also allocated to support the Homeless program. Title I and Title X staff meet to identify SMART goals, determine funds and resources to meet the needs of this population and to plan for monitoring and compliance for the year. The liaison will be funded at .60 FTE based on the Title X allocation. Title X funds will also be used to provide tutoring at homeless shelters and to contribute to purchasing school uniforms and school supplies for needy students

7. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address this need.

Response:

FSA data will be analyzed (once available) to evaluate whether or not SMART goals were met. Progress monitoring will occur on a monthly basis in the form of meetings between Title I and Title X staff to analyze identification data associated with students experiencing homeless to determine whether or not adequate progress is being made.

Need 5

Need to be addressed: **To provide services comparable to those provided to children in schools funded under Title I, Part A to serve children in local institutions for neglected children; and, if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs.**

1. Provide the baseline data, the source of data, and the basis for the identified need.

Response:

2014-15 FSA results

- a) Eighty-nine percent (89 percent) of students in neglected and delinquent programs scored at levels 1 and 2 in reading
- b) Eighty-three percent (83 percent) scored at levels 1 and 2 in math

2. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2016-17 school year, services will be provided to 100 percent of the students identified as neglected and delinquent based upon their specific needs.

Response:

- a) *By the end of the 2016-17 school year, the percent of students scoring at level three or above in reading, math and science on the Florida State Assessment will increase by 5 percent.*
- b) *By the end of the 2016-17 school year the graduation rate for DJJ students will increase by 10 percent.*
- c) *By the end of the 2016-17 school year the percent of students earning GED diplomas will increase by 15 percent*
- d) *By the end of the 2016-17 school year student scores on the entry and exit assessments will increase by 10 percent in all neglected and delinquent programs.*

3. Select one of the following performance indicators that this Need will address.

Response:

1.2, 1.3, 1.5

Need to be addressed: To provide services comparable to those provided to children in schools funded under Title I, Part A to serve children in local institutions for neglected children; and, if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs.

4. Describe the activity(ies) that will be implemented to address the identified need(s). Include the following information for each activity listed:

A. Describe each specific activity that will be implemented based on data analysis of neglected/delinquent children in local institutions.

Response:

N & D funds will be used to pay for GED testing for students in neglected and delinquent facilities. A major research synthesis developed by Bessel, Absalom, and Smith (1998), Educational and Labor Market Performance of GED Recipients, compared research studies that examined performance of male and female GED recipients in postsecondary education, the labor market, and the military. The report provided detailed analyses and summarized both cross sectional and longitudinal studies. Results of most of the studies indicated that female and male GED holders have earnings advantages over dropouts who have not attained their GED.

Set-aside funds will be used to purchase supplemental instructional materials in reading, writing, science and math. Funds can be used to buy supplemental instructional supplies such as paper, pens, pencils, and flash drives.

Funds will be used to reimburse teachers for taking subject areas exams related to the HQT requirement and to attend educational conferences. There is a significant amount of evidence to support the notion that the quality of the teacher teaching in a classroom is the single, most influential determinant of increased student academic achievement. "More can be done to improve education by improving the effectiveness of teachers than by any other single factor" (Wright, Horn & Sanders, 1997, p. 63)

B. Describe the method of identifying and distributing funds to benefit neglected/delinquent children.

Response:

There are four neglected and delinquent programs in Sunshine County (PACE, Sunshine Academy for Girls, Sunshine Regional Detention and AMI Kids Rays City). Program administrators were asked to review data and to determine specific needs and resources to meet the needs at their center. Centers were required to identify specific SMART goals and to list funding to accomplish the goals.

C. Describe how you calculated the amount of the set-aside for the LEA.

Response:

The amount expended was far less than anticipated in 2015-16, because other funding sources such as Title I, Part D were used. It was decided to reduce the funding level for 2016-17 in order to more closely reflect needed funding based on past expenditures. This allocation should be sufficient to implement the activities identified for the program and not cause a reduction in services

Need to be addressed: To provide services comparable to those provided to children in schools funded under Title I, Part A to serve children in local institutions for neglected children; and, if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs.

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

Response:

The district contract manager for DJJ programs will be responsible for monitoring the implementation of these activities. Monthly classroom walk-throughs, mock quality assurance reviews and fidelity checks will be conducted by the LEA contract manager at least 3 times during the 2016-17 school year. Director of secondary curriculum, Supervisor, teacher specialist of secondary curriculum and Teacher Specialist Transition will work with DJJ programs to ensure implementation of activities. The Title I office will monitor expenditures to ensure funds are spent on approved activities/materials through the use of pre-approval process, all orders will be placed by Title I administrative secretary. Communication will be done via email, phone and in person.

5. If other federal sources, besides Title I, Part A are being used to fund these strategies, describe the resources and how they will be coordinated.

Response:

Title I, Part D funds are also used to fund strategies. The Director of Secondary Curriculum and the Supervisor of Title I coordinate efforts at N&D centers. Meetings are also held with administrators of centers to ensure that there is efficient use of funds and no overlap of services.

6. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address this need.

Response:

End of year data for each SMART goal will be reviewed and evaluated by the Title I coordinator to determine effectiveness. Mid-year reviews will also be conducted by Title I, Part A staff and school-based administrators to determine progress towards meeting the goals and to make adjustments to assist in meeting the goals.

Need 6

Need to be addressed: **Support for Priority and Focus Schools**

1. Provide the baseline data, the source of data, and the basis for the identified need.

Response:

- 1) 2014-15 FLDOE School Grade Report indicating two Focus Schools and four Priority Schools
- 2) 2014-15 Report from FLDOE Bureau of School Improvement which places seven district schools in the Lowest 300 Schools in the state
- 3) 2014-15 FLDOE School Grade Reports showing subgroups of students who did not make Learning Gains: Black Students, Economically Disadvantaged Students, ELL Students, Students with Disabilities, and American Indians in Reading and Math

2. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2016-2017 school year, there will be a decrease in the number of schools identified as Priority and Focus.

Response:

- 1) *By the end of 2016-17 school year, there will be a 50 percent decrease in the number of schools identified as Focus or Priority Schools.*
- 2) *By the end of the 2016-17 school year, the district will have no schools in the Lowest 300 Schools in the state.*
- 3) *By the end of the 2016-17 school year the number of subgroups not Making Learning Gains will decrease by 20 percent.*

3. Select one of the following performance indicators that this Need will address.

Response:

1.2,1.3,2.2,2.4,2.8

4. Describe the activity(ies) that will be implemented to address the identified need(s).

A. Describe the current capacity the LEA has in place to support Priority and Focus schools.

Response:

Activities will correlate with the District Improvement and Assistance Plan (DIAP) plan that are intended to provide strategies to support teaching and learning and to support fundamental teaching and learning needs. Activities include:

- 1) *Funding a School Improvement Principal Specialist: Funds have been reserved to provide district level support for school improvement activities. The funds will be used to pay the salary and benefits for a school improvement principal specialist who has been successful as a principal in turning around a low performing school. The School Improvement Principal Specialist will work with schools identified in the Lowest 300 Schools in Reading, Focus and Priority Schools. The School Improvement Principal Specialist will meet with the schools' administration to develop a work plan for August through June. The School Improvement Principal Specialist will work with the district support team to review data from all schools and to plan for future activities, as well as work closely with FLDOE team.*

Need to be addressed: Support for Priority and Focus Schools

- 2) *Incentives: Funds have been set-aside for incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, to ensure that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. Funds will be available for the entire 2016-17 school year. Human Resources will monitor this activity and will communicate with Title I and the deputy superintendent to ensure compliance.*
- 3) *FCIM Facilitators: Schools use allocated funds to hire FCIM facilitators. This position will give schools the ability to: Improve student achievement and close the achievement gap by continually evaluating school specific data to adjust and improve instruction as needed; align curriculum and instruction to the Next generation standards and Florida State Assessment; enhance school culture and climate and increase meaningful parent and community involvement. Collection and review of data will take place from Sept-May regularly and at the end of the district based testing cycle after grade level and subject level assessments at each school.*
- 4) *Title I Intervention Teachers: Schools use allocated funds to hire supplemental teachers to provide additional instruction to students who scored level 1 or 2 on the FSA, students not making grade level scores on district assessments, FAIR, and students in subgroups not making learning gains in AMOs. Pull-out intervention takes place for a minimum of 30 to 45 minutes, four to five days per week, with consistent small groups of students in either reading or math during the school day.*
- 5) *Staff Development/In-service: Title I and the district staff development department will provide in-service opportunities to teachers and administrators to address specific needs in areas that caused schools to be identified as Lowest 300 Schools and/or Focus and Priority Schools. This activity will take place from August through June and will focus special attention on sub groups that are not making Learning Gains in AMOs as reported on School Public Accountability Report.*
- 6) *LEA set-aside funds will be allocated to hire subject area coaches in reading, science and math who will work with the lowest performing schools. Coaches will work with school staff beginning in August and will work through June.*
- 7) *The district will set-aside funds to purchase the research-based curriculum- My Sidewalks on Easy Street Intervention materials, Early Interventions in Reading Materials, Florida Ready, Achieve 3000, Math Triumphs Intervention, Go Math Intervention materials, My Math Intervention materials, Waterford, Everyday Counts Calendar Math, and Number Worlds supplemental materials for the district's lowest performing schools based on 2016-17 FSA.*
- 8) *Staff Development will be provided in Kagan structures, CR/ISS strategies, and for all materials purchased.*
- 9) *Funds will be used to pay for a consultant to work with priority and focus schools*

Need to be addressed: Support for Priority and Focus Schools

B. Describe the specific and differentiated support the LEA will provide for Priority and Focus schools.

Response: Reduction in Class Size/Combo Classes: Funds have been identified to provide additional teachers at Focus and Priority schools in order to further reduce class size (beyond Class Size Amendment requirements) and to alleviate grade level combination classes, especially for the instruction of reading and math.

.LEA set-aside funds will be allocated to hire subject area coaches in reading, science and math who will work with the lowest performing schools. Coaches will work with school staff beginning in August and will work through June.

- 1) The district set-aside funds to purchase research-based curriculum- My Sidewalks on Easy Street Intervention materials, Early Interventions in Reading Materials, Florida Ready, Achieve 3000 software, My Math Intervention materials, Math Triumphs, Everyday Counts Calendar Math, and Number Worlds supplemental materials for the district's lowest performing schools based on 2016-17 FSA.
- 2) Staff development will be provided in Kagan structures, CR/ISS strategies, Lastinger Institute and for all instructional materials purchased.
- 3) Schools in the Lowest 300 will extend the student school day by 60 minutes each day for intensive reading instruction. District funds must be used to pay for teachers for this additional hour. Title I funds will be used to pay Title I Intervention Teachers to continue the pull out model during this additional instructional time of school day.

Title I funds will be used to pay for Extended Day Intervention tutoring at the Priority and Focus schools which are not in the Lowest 300 Schools.

All schools receive funds for intervention teachers, FCIM facilitators, and SBR materials.

Funds will be used for staff development which includes professional learning communities and book studies based on specific needs of individual school.

C. If the LEA has Priority and Focus schools, describe the specific professional development activities to be provided that directly addresses the academic achievement problem(s).

Response:

Title I will offer/provide staff development in the following areas:

- 1) Kagan: Days 1-5, with follow up and coaching throughout school year
- 2) Florida Continuous Improvement Model: staff development for all Title I schools for 6 sessions 3 hours each from August thru May.
- 3) Everyday Counts Calendar Math: training will take place for six hours in Sept.
- 4) Individual schools will identify additional staff development activities based on student data and teacher needs.
- 5) Staff development will be funded for all instructional materials purchased.

Need to be addressed: Support for Priority and Focus Schools

D. Describe the specific professional development activities provided to teachers and principals supported with Title I, Part A funds in Priority and Focus schools.

Response:

Title I school and district funds will be used to support principals and teachers by providing funds to be used for specific staff development through Professional Learning Communities and Lesson Studies to meet the needs of Priority and Focus Schools, and Lowest 300 Schools. Job embedded professional development through the use of coaching model in direct use in classrooms, with coaches providing support and evaluation, will take throughout school year.

E. Provide a summary of the evidence-based research (including the citation) that supports the implementation of each activity.

Response:

School Improvement Principal Specialist/Instructional Coaches: 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 percent, but with coaching the percentage increases to 85 percent (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 ongoing, 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.

Incentives: Because teachers respond to incentives, education policymakers can improve the quality of teaching and learning by designing effective incentives that will attract, retain, and motivate highly qualified teachers (see Cullen and Reback 2002; Figlio and Getzler 2002; Figlio and Winicki 2002; Jacob and Levitt 2003; Murnane and Cohen 1986).

FCIM Facilitators: Differentiated Instruction- According to the proponents of differentiation, the principles and guidelines are rooted in years of educational theory and research. For example, differentiated instruction adopts the concept of "readiness." That is, the difficulty of skills taught should be slightly in advance of the child's current level of mastery. Constant review of student performance data is required to provide and plan for differentiated instruction. This is grounded in the work of Lev Vygotsky (1978), and the zone of proximal development (ZPD), the range at which learning takes place. The classroom research by Fisher et al., (1980), strongly supports the ZPD concept. The researchers found that in classrooms where individuals were performing at a level of about 80 percent accuracy, students learned more and felt better about themselves and the subject area under study (Fisher, 1980 in Tomlinson, 2000)

Need to be addressed: Support for Priority and Focus Schools

Intervention Teachers (extended learning opportunities): Research studies generally have shown that children from low socio-economic backgrounds have the most to gain from extended learning time in any of its forms. Elementary and secondary students tend to gain more from extended learning time and out-of-school programs than middle schools students, depending on the content and quality of the programming. Out-of-school learning time appears to have approximately the same effect whether it is delivered in addition to the regular school day or in the summer. Silva, E. (2007). On the Clock: Rethinking the Way Schools Use Time. Washington, D.C.: Education Sector.

Staff Development: Job-embedded professional development used by the highly qualified reading and mathematics coaches refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council, 2010). Job-embedded professional development is a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work (Hawley & Valli, 1999). High-quality Job-embedded professional development also is aligned with state standards for student academic achievement and any related local educational agency and school improvement goals (Hirsh, 2009).

Provide the frequency and duration of each activity.

Response:

- 1) *School Improvement Principal Specialist: The specialist will work with identified schools from July 2016 thru June 2017. The specialist will meet with school leadership teams on a weekly basis. The specialist will also meet with the principals in a monthly group meeting. The specialist will meet regularly with the Title I and curriculum personnel to review individual school data and to make recommendations for changes in delivery of curriculum and instruction. School Improvement Specialist meets with FLDOE team as scheduled.*
- 2) *Incentives to Transfer and recruit: Funds will be available throughout the 2016-17 school year until exhausted.*
- 3) *FCIM Facilitator: The facilitator will monitor instruction and review data from August through June and will make recommendations for adjustments in supplemental curriculum and instruction as needed.*
- 4) *Title I Intervention Teachers: Teachers will work with identified students from August through June. Data generated by the FCIM facilitators will be used to identify specific students and subjects to receive the tutorials which will take place for 30 to 45 minutes per session, four to five days per week.*

In-service Activities will take place throughout the 2016-17 school year and will be scheduled by the staff development department and Title I and at individual schools as needed.

Need to be addressed: Support for Priority and Focus Schools

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

Response:

Elementary Education Director will monitor the School Improvement Principal Specialist and Consultant from July 2016 to June 2017 to ensure that the School Improvement Principal Specialist is performing duties as described in the job description. Specifically, the Director will meet with the Specialist bi-weekly to review job performance and duty progress. The School Improvement Principal Specialist will also have specific goals and objectives that should be accomplished in meeting the needs of the schools, parents and students, all of which will be analyzed in June 2017 as part of the School Improvement Principal Specialist's annual performance evaluation.

The Title I supervisor and teacher specialists will participate in the activities and processes identified with these needs to ensure fidelity and effectiveness. The Elementary Education Director will use information and data collected through monitoring to revise or improve activities as needed.

The principal at each Title I school will monitor the effectiveness of interventions using the classroom walk-through procedure (occurring monthly) and in compliance with the district evaluation process for teacher appraisal. Title I specialists will monitor the activities during their monthly compliance and technical assistance meetings by reviewing tutorial documentation and FCIM Record of Meetings forms. Staff development monitoring will be completed by that department and will conduct end of training evaluations.

6. If other federal sources, besides Title I, Part A are being used to fund these strategies, describe the resources and how they will be coordinated.

Response:

Funds in Specific Appropriations 6 and 84 which is provided for K-12 comprehensive, district-wide system of research-based reading instruction will be used to pay for teachers to work the additional hour added to school day for district schools which have been identified in the Lowest 300 Schools in State, RDG and SAI funds, as well as district general funds will be used as required and needed. Title I funds will be used to pay for Title I Intervention Teachers during the additional hour of reading to continue the pull out intervention model.

7. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address this need.

Response:

FSA data will be analyzed by the Title I, Part A staff at the district as one way of evaluating the effectiveness of the aforementioned strategies and to determine whether or not SMART goals were met. In addition, Title I, Part A staff will meet with school-based administrators on a monthly basis to determine whether or not adequate progress in being made (by analyzing student performance data) and whether or not any revisions need to be made to these strategies to positively impact student achievement.

Need 7

Need to be addressed: **Improve College and Career Readiness**

Note: If the LEA only serves elementary and middle schools then the LEA should describe strategies that will be implemented to ensure students' preparation for transition to the next grade level (i.e. elementary to middle, middle to high, high to post-high school)

1. Provide the baseline data, the source of data, and the basis for the identified need.

Response:

- 1) 2015-16 FLDOE District Established Dropout Rate of 2.1 percent.
- 2) 2015-16FLDOE District Graduation Rate of 78.3percent.
- 3) District School Grades Report indicating sub groups not making expected learning gains in 2014-15.
- 4) 2015-16 District Student Credit Deficient Report.

2. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2016-2017 school year, there will be a 5percent increase in the percent of students that graduate with their cohort.

Response:

- 1) *By the end of the 2016-17 school year 90percent of students in Title I schools who received a level 1 or 2 on the 2015-16 FSA in Reading will receive intervention.*
- 2) *By the end of the 2016-17 school year credit deficient students in neglected and delinquent programs should earn a minimum of one credit using credit retrieval options available in the district.*
- 3) *By the end of the 2016-17 school year the percent of students who are credit deficient will decrease by 15 percent.*
- 4) *By the end of the 2016-17 school year there will be a 3percent increase in the percent of students graduating with their cohort.*

3. Select one of the following performance indicators that this Need will address.

Response:

1.2,1.3,1.5

Need to be addressed: Improve College and Career Readiness

4. Describe the activity(ies) that will be implemented to address the identified need(s)

A. Describe the specific activities that will be implemented to address the identified need.

Response:

1. *Additional instruction in reading or math through pullout intervention model.*
2. *Extended Day Intervention.*
3. *Credit retrieval opportunities through the district credit retrieval option program (CROP).*
4. *Transitional Parent Involvement Activities through Head Start to prepare students for Kindergarten*
5. *Use of Parents as Partners Kids Learn materials to help parents prepare children for transition from one grade level to the next during summer.*

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

Response:

Extended Learning Time – Research studies generally have shown that children from low socio-economic backgrounds have the most to gain from extended learning time in any of its forms. Elementary and secondary students tend to gain more from extended learning time and out-of-school programs than middle schools students, depending on the content and quality of the programming. Out-of-school learning time appears to have approximately the same effect whether it is delivered in addition to the regular school day or in the summer. Silva, E. (2007). On the Clock: Rethinking the Way Schools Use Time. Washington, D.C.: Education Sector.

C. Provide the frequency and duration of the activity.

Response:

1. *Pull-out intervention for 30 to 45 minutes/ four to five days per week from August to May during school day.*
2. *Extended Day Intervention tutoring 2 hours per week from September to May.*
3. *Credit retrieval opportunities in before and after school programs from August to June.*

D. Identify the population each activity will target to address the identified need.

Response:

1. *Pull-out Intervention: All students scoring level 1 and 2 on the 2016-17 FSA in reading or not making Expected Learning Gains.*
2. *Extended Day Intervention Tutoring: for all students identified as needing assistance by school staff based on individual student data.*
3. *Credit Retrieval Options: for students in neglected and delinquent programs and middle/high school Title I programs.*

Need to be addressed: Improve College and Career Readiness

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

Response:

- 1) *Title I Teacher Specialists and Schools FCIM Facilitators will monitor intervention tutorials and extended day intervention tutoring programs from September 2016 through June 2017 by reviewing tutorial documentation, FCIM Record of Meetings forms, and classroom walk-throughs.*
- 2) *Meetings will be held regularly throughout the school year with teachers and administrators to review student data. Each Title I school FCIM Facilitator will monitor student data and students participating in these interventions. This data will be used to revise instruction and to identify additional needs of students.*
- 3) *Adjustments to instruction will be made based on data collected through the FCIM and monitoring process if it is determined that progress is not being made in meeting SMART goals. Title I and school-based staff will monitor the activities during walk-throughs and site visits.*
- 4) *School administrators and counselors will review records of secondary students in August 2016 and January 2017 to identify students who are credit deficient and will place them in the district CROP program.*

6. If other federal sources, besides Title I, Part A are being used to fund these strategies, describe the resources and how they will be coordinated.

Response:

Title I, Part D funds are used to provide assistance to students who are credit deficient through district CROP program placement, who are in DJJ centers in the LEA.

7. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address this need.

Response:

The district will use end of year data to evaluate and determine the success of each SMART goal.

Need 8

Need to be addressed: **To purchase, upgrade, and/or replace technology**

1. Provide the baseline data, the source of data, and the basis for the identified need.

Response:

- 1) *Title I goal listed in the District Technology Plan is to provide supplemental hardware in support of Math and ELA. Title I plans to continue to provide a minimum of three supplemental instructional computers in basic and ESE classrooms serving students in all subgroups and to replace previously purchased Title I computers that are five years and older.*
- 2) *Title I goal, determined through a needs assessment and the Title I evaluation process, identified the need to support supplemental technology integration to meet the different learning styles and needs of Title I students in all subgroups. This includes the purchasing of LCD projectors, document cameras and audio enhancement devices, IPADs, and online web based subscription license software which meets requirements of district IT committee. Need for advancement in student use of technology*
- 3) *The aforementioned needs assessment conducted by Title I schools involved an analysis of the results of a district-wide teacher survey regarding needs for classroom equipment and materials for the 2016-17. The survey results indicated a need for Smart boards, computers, and instructional software to accelerate learning in the classroom, increase student engagement, and encourage learning time outside school hours to ultimately increase student achievement.*

2. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2016-17 school year, all teachers in the Title I schools will have access to presentation stations to enhance the instruction.

Response:

By the end of the 2016-17 school year 100 percent of the teachers in Title I schools will have a minimum level of technology and access to web based software to include computers, LCD projectors, document cameras and audio enhancement devices, used in the instruction of students. In addition, Title I is purchasing all of the technology needed to implement a Laptop Project in a select number of schools. Title I will also fund the training needed to implement the Laptop Project.

Incorporating the use of technology in classroom instruction (indicated by the activities describe above) will provide additional support in meeting our SMART goal for Need 1 : that is, by the end of the 2016-17 school year, to increase the percent of students in the lowest 25 percent in reading making learning gains by 10 percent and increase the percent of students in the lowest 25 percent in math making learning gains by 3 percent.

3. Select one of the following performance indicators that this Need will address.

Response:
1.2, 1.3, 1.5

Need to be addressed: To purchase, upgrade, and/or replace technology

4. Describe the activity(ies) that will be to address the identified need(s).
- A. Describe the specific needs for technology upgrades/purchases.

Response:

Instructional technology is a key component of instruction in Sunshine County Title I schools. Title I funds will be used to purchase new computers for expanding programs and enrollments, replacement of five year old computers and non-repairable instructional technology needed to assist and enhance instruction in the lowest performing schools. The technology will be used daily to supplement instruction in reading and math. The technology will be used in Extended Daily Intervention tutoring from September to May. Tutorials will be delivered with scientifically researched based instructional software.

- B. Describe the specific hardware that is necessary to support the needs.

Response:

Purchases will include Smart boards or Bright links, desk top computers, audio enhancement devises, document cameras and hand held devices. Additional purchases could include iPads and Tablet PCs. All required technology will meet cross bar technology (CBT) requirements and testing capabilities, and be approved by district IT committee.

- C. Describe the specific software that is necessary to support the needs.

Response:

The district technology and curriculum departments have purchased a series of web based software programs to supplement curriculum and instruction. This is free to all schools in the District. Additional software will be purchased as needed for the 2016-17 school year. Software includes: Earobics, Waterford, Achieve 3000, Read 180, Discovery Ed, Reflex Math, Gizmos, Read Naturally Online, NG Connect, Think Central, core curriculum instructional online resources.

- D. Provide the rationale for the technology purchases and the current capacity of the LEA to provide needed support to schools and teachers in the use of the technology.

Response:

Technology integration in the curricula entails the teachers and students seamless use of technology as a tool to accomplish a given task in a disciplined study that promotes higher-order thinking skills. It is the role of the Office of Technology and Innovation to ensure that all students have access to digital technologies with significant opportunity to obtain the skills necessary to become full participants in the civic, economic, and educational life of the community.

Need to be addressed: To purchase, upgrade, and/or replace technology

E. Provide a plan for teacher professional development to use the new technology in alignment with the LEA's technology plan.

Response:

Tech coaches will use several methods of professional development and training depending on needs. In all schools the LEA encourages the model of Train the Trainer. Schools will most likely have several 'trainers' at the school or center that specialize in certain software or skills. Training is delivered in three tiers:

- 1) Hands on group learning: Structured learning with a trainer in a computer lab. This training is available by request if it is not already offered in True North Logic as a current offering.*
- 2) Onsite mentoring: LEA tech coaches help in the classroom to reinforce skills. This training is available by request.*
- 3) Online learning: self-paced and available. Classes are available in the E-Learning Portal (Moodle) or through Custom Guide.*

F. Describe the ongoing assistance the LEA will provide to ensure technology is incorporated into the learning process.

Response:

The LEA provides technology support for all employees and staff.

- 1) Help Desk - The help desk is the first place employees should call.*
- 2) Instructional Technology - Provides guidance with hardware and software purchases.*
- 3) Tech coaches - Provide training and mentoring for teachers and staff in various software types. ACDE staff provides e-mail, chat and telephone support. This support is guaranteed as follow-up for any training received through AIT.*
- 4) District Techs – Work at several schools as needed, requested by work order from school site techs. School Site Techs - The school site tech is the first person to contact if schools are having trouble with any software, hardware or network issues.*

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

Response:

Title I Teacher Specialists and school administrators will monitor the use of technology during compliance visits throughout the 2016-17 school year using walk-throughs and the teacher appraisal timeline. Curriculum and instructional technology departments will monitor technology activities throughout the year to observe and ensure that technology and software designed and intended to supplement and support curriculum and instruction are being implemented with fidelity. The district tech coaches will also monitor implementations monthly during the 2016-17 school year to ensure compliance with the technology and Title I plan. This will be accomplished with the classroom walk through process, fidelity checks, teacher observations required for annual evaluations and the Title I monitoring requirements that are carried out monthly. Title I will also work closely with the Instructional Technology staff to ensure that all technology is appropriate, scientifically researched based and that it meets all purchasing requirements. Revision will be made if monitoring identifies a need. Meetings with the curriculum departments will determine effectiveness and fidelity, with school based administrators receiving all information if changes are needed.

Need to be addressed: To purchase, upgrade, and/or replace technology

6. If other federal sources, besides Title I, Part A are being used to fund these strategies, describe the resources and how they will be coordinated.

Response:

Title II funds are used to pay salaries of additional district tech coaches in the amount of \$120,000

7. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address this need.

Response:

Title I, Part A district staff along with school-based administrators at each Title I school will evaluate each SMART goal to determine if the expected outcomes have been accomplished. Mid-year evaluations will also be conducted to determine effectiveness and to adjust strategies as needed. Student data such as ongoing progress monitoring, Achieve 3000 reports, Waterford reports, scheduled district assessments such as On Track, FAIR assessment, core curriculum assessments, Florida State Assessment, and any other relevant student data to determine the effectiveness of technology use in increasing student academic achievement.

8. Describe the process the LEA used to ensure that all technological devices, where applicable, have Crossbar Technology (CBT) capacity. (Note: CBT capacity is a requirement for technology purchased with Title I, Part A funds. Technology devices such as iPods, iPads, Tablet PCs, etc., that do not have CBT capacity may not be purchased unless the LEA can demonstrate that all schools have sufficient technology to conduct required computer-based testing during the next school year.)

Response:

The directors for instructional technology and testing, along with the district purchasing agent will verify and approve all purchases to assure that they meet CBT requirements as listed in this application. Title I will also notify each principal of this requirement and will not approve any purchases until CBT capability is determined.

Optional Need 9: LEA-Wide Activities

Examples from the federal guidance include: **summer school programs, intersession, additional professional development, 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 an LEA will reduce the funds available for distribution to participating schools, the LEA 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.

1. Provide the baseline data, the source of data, and the basis for the identified need.

Response:

1. 2014-15 FLDOE School Grade Report indicating two Focus Schools and four Priority Schools
2. 2014-15 Report from FLDOE Bureau of School Improvement which places seven district schools in the Lowest 300 Schools in the state -
3. 2014-15 FLDOE School Grade Reports showing subgroups of students who did not make Learning Gains: Black Students, Economically Disadvantaged Students, ELL Students, Students with Disabilities, and American Indians in Reading and Math

2. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2016-17 school year, 100percent of the teachers in Title I schools will know and understand the process for analyzing student academic achievement data and use the data to improve instruction as verified with classroom walkthrough and lesson plan reviews.

Response:

By the end of 2016-17 school year, 92percent of teachers in Title I schools will be implementing programs and strategies that have been presented in professional development to improve instruction which will increase student achievement.

3. Select one of the following performance indicators that this Need will address.

Response:

1.2, 1.3, 1.5

4. Describe the activity(ies) that will be implemented to address the identified need(s). Provide an answer to each field below.

A. Describe the specific needs for each activity.

Response:

Provide staff development activities to newly hired and experienced teachers to ensure they understand requirements related to implementation of Florida Standard Assessment, NGSSS, Grade Level Expectations, and benchmarks/proficiency levels. Activities will include training in Kagan strategies, FCIM, SRA Early Reading strategies, SRA Early Interventions in Reading, Everyday Math Counts, newly adopted Reading and Math core curriculum intervention materials, Achieve 3000, Waterford and all instructional materials purchased with Title I funds. All activities will be available to all public schools in the district.

Examples from the federal guidance include: **summer school programs, intersession, additional professional development, and coordinated services.**

B. Provide the frequency and duration of each activity.

Response:

- 1) *Kagan: Days 1-5, with follow up and coaching throughout school year*
- 2) *Florida Continuous Improvement Model: staff development for all Title I schools for 6 sessions 3 hours each from August thru May.*
- 3) *Everyday Counts Calendar Math: training will take place for six hours in Sept.*
- 4) *Individual schools will identify additional staff development activities based on student data and teacher needs.*
- 5) *Staff development will be funded for all instructional materials purchased.*

C. Describe the evidence-based research that supports the activities to be implemented.

Response:

Studies conducted by Ronald Ferguson revealed that "every dollar spent on more highly qualified teachers netted greater increases in student achievement than did less instructionally focused uses of school resources" (Darling-Hammond, 1997, p. 8). In addition, reviews of more than 200 studies make it clear that teacher education is critical and that more appears to be better than less (Darling-Hammond, 1997). "In fields ranging from mathematics and science to early childhood, elementary, vocational, and gifted education, teachers who are fully prepared and certified in both their discipline and in education are more highly rated and are more successful with students than are teachers without preparation, and those with greater training in learning, child development, teaching methods, and curriculum are found to be more effective than those with less" (Darling-Hammond, 1997, p. 10).

Reading - Early Interventions in Reading, Early Reading Tutor -supported by research cited on FCRR website.

Math – Calendar Math is supported by NCTM (National Council of Teachers of Mathematics) since 1989, with multiple research studies cited such as Knapp & Shields (2004), McLeod (2004), and Bransford, Brown, and Cocking (2000)

Kagan provides increased student engagement through the continued use of and implementation of Kagan Structures. Kagan structures lead to cooperative learning, greater academic achievement, improved ethnic relations, enhanced self-esteem, and increased student engagement to classroom learning activities. The importance of engagement to academic achievement is evident and has been commented on by a number of researchers and theorists (Connell, Spencer, & Aber, 1994; Connell & Wellborn, 1991; Marks, 2000; Skinner, Wellborn, & Connell, 1990). Their research supports that increased student engagement, increases academic achievement. (Reference: Marzano, R. The Art and Science of Teaching; 2007) Through Kagan professional development, teachers will be trained to use multiple strategies and activities which will capture and maintain student engagement and therefore enhance student academic growth. Kagan Win Win structures have also proven to be effective in managing behaviors for learners.

Examples from the federal guidance include: **summer school programs, intersession, additional professional development, and coordinated services.**

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

Response:

The Title I supervisor and teacher specialists will monitor the activities and processes identified with these needs to ensure fidelity and effectiveness. The Elementary education director will use information and data collected during monitoring to revise or adjust activities as needed.

The principal at each Title I school will monitor the effectiveness of the interventions using the classroom walk through procedure and in compliance with the district evaluation process for teacher appraisal. Title I teacher specialists will monitor the activities and implementation during their monthly compliance and technical assistance school site visits. Staff development monitoring will be completed by that department and they will conduct end of training evaluations.

6. If other federal sources, besides Title I, Part A are being used to fund these strategies, describe the resources and how they will be coordinated.

Response:

Funds in Specific Appropriations 6 and 84 which is provided for K-12 comprehensive, district-wide system of research-based reading instruction will be used to pay for teachers to work the additional hour added to school day for district schools which have been identified in the Lowest 300 Schools in State, RDG and SAI funds, as well as district general funds will be used as required and needed. Title I funds will be used to pay for Title I teacher tutors during the additional hour of reading to continue the pull out intervention model (Title I funds will be provided for schools not identified in the lowest 300).

7. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address this need.

Response:

The Title I staff and school administrators will assess the effectiveness of the program by reviewing end of year data related to the SMART goals written for this activity. District staff and school-based administrators will also complete teacher observations to determine if strategies delivered in the activities are being used in the classroom by teachers. There will be ongoing evaluation during the year to see if adjustments need to be made or strategies need to be changed in order to accomplish the goals. This will be done through the FCIM process.

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 equitable services [NCLB: section 9501] for 2015-2016. Include the timeline and frequency of activities that outline the detailed plan of action for providing timely and meaningful consultation, and equitable services to eligible children, teachers, and parents in private schools within the LEA's 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/equitableeserguidance.doc>

Response:

Timely and meaningful consultation to private schools is provided by the following plan of action:

October – November

ESE, Title II, and Title I work together to create a list of all private schools with students who are residents of the LEA. Certified letters are sent inviting private school representatives to an informative meeting. ESE, Title I, and Title II meet with private school officials to review programs. If private school officials are interested in participating in Title I they are offered a private school consultation with the Title I Supervisor. At individual consultation meetings we review the ten required elements and obtain signatures on a Written Affirmation of Consultation.

December-February

After private consultation meetings are held with each interested party, letters are sent to interested private schools with instructions on obtaining poverty data. We use free and reduced lunch forms to gather data from private school children. The data that is returned to the LEA is verified and funds are generated based on the number of private school children who are from low-income families and living in participating public school attendance areas. We used form 2.6, LEA Worksheets to Calculate Equitable Share of LEA Reservations, to determine funding for additional district wide programs, parent involvement, and professional development.

March-April

As funds are estimated for each private school; the Title I Supervisor consults individually to discuss possible options. Third party consultation is offered but schools are more interested in joint consultation with the district, as to the delivery of educational services. During individual consultation we review possible criteria to identify students most in need of services (most at risk), assessments to be used to measure progress, appropriate scientifically based materials to be used for instruction, Title I Plans for the coming year, required Parental Involvement, and professional development opportunities for the coming year. All consultations and communication are documented by email, agendas, and meeting notes. Existing, participating private schools have site visit reports that are signed and maintained in the Title I District Office.

Consultation with Private School Officials (continued)

April-May

Title I, Title II, and ESE offer another informative meeting for private schools who are interested in participating in our programs. This allows private schools an additional opportunity to review our programs and prepare for possible participation in the fall school year meeting.

April - August

Consultation with interested private schools continues on an individual basis. We assist and consult in finalizing the program offered at each site for the following year including delivery model, budget, parent involvement, and we provide each private school with our complaint policy. Private school parents are invited to district parent involvement activities but usually participate in activities specifically designed for the tutorial model at their site. Technical Assistance meetings are offered throughout the summer to finalize Title I Plans.

Once the school year begins Title I staff monitor each site on a monthly basis. We obtain a list of students identified as at risk using a multiple teacher criteria check list, at least one norm-referenced test, and possible program sub tests. This student list with test results is maintained in the Title I Office. We also encourage, assist, and monitor parent involvement at each site.

We include Title I private schools in all professional development, Title I equitable service set-aside expenditures, technical assistance meetings, and parent involvement meetings held during the school year. In addition, we provide specific professional development to the private school-site for all teachers who work with Title I students based on specific student needs.

At this time we have hired a highly qualified Title I teacher to work part time at one private school using scientifically research-based materials, which supplement the existing reading program. This will be in a pull-out learning lab setting. As funds are generated we will pursue additional tutorial services after school or during non-instructional times during the school day. At the second private school site a highly qualified teacher provides during and after school tutoring for 1 hour 2 days a week on individual basis using scientifically research based materials.

Equipment, property, and materials that are purchased with Title I funds are inventoried each spring, with private school official signing off on verification and sent to Title I Office. A signed copy of inventory is kept on file at the private school and is maintained throughout the year as needed at private schools. Property, equipment, and materials costing over \$200 are accounted for with a signed computerized inventory that is returned to the District Title I office. All materials are labeled and kept within a secure Title I area at the private school site and all purchases are reviewed by the Title I lead teacher and Title I district supervisor. Additional materials and equipment are only purchased after consultation.

Consultation with Private School Officials (continued)

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Coordination of Federal Programs & Participation/Collaborative Partners

Programs:

If applicable, address coordination, integration, and collaboration with programs that are not identified in the Needs Assessment/Activities Section of this application.

Response:

Services provided under the programs in this application are integrated to ensure that funds, educational resources and personnel are in place to provide supplemental educational services to students. This takes place through coordination and collaboration. Goals and objectives are developed and services provided to increase student performance and to assist schools in meeting AMOs in reading and math which are ambitious but achievable. Services are also coordinated with the following programs:

Title II, Part A: Professional Development activities are planned to avoid duplication. Title I set-aside funds for staff development are monitored to ensure that they address areas that will assist schools in improving student outcomes.

Title III: Services are coordinated to ensure that students who speak other languages have the same opportunities as traditional students and receive instruction appropriate to their language and culture.

Title IV: Safe and Drug Free programs are in place and coordinated with Title I to ensure that students have an educational environment that is conducive to learning.

Title X, Part C Homeless Education: Education and family services programs for school aged, pre-kindergarten homeless children and runaway youth are instituted to improve the academic achievement of homeless children and youth. This includes hiring staff and providing after school tutors.

Title I Part D: Services are coordinated between the Director of Secondary Education and the N & D Center administrators to ensure that students who attend local institutions for delinquent children and neglected or delinquent children in community day school programs receive supplemental educational services.

Migrant: Services are coordinated between the Title I department and the Migrant Coordinator to ensure that students who are identified as migrant have the same opportunities as traditional students and receive instruction appropriate to their language and culture.

Head Start: Services are coordinated between the Title I department and the Director of Head Start to provide materials and training to parents of Head Start children and their parents for the purposes of transitioning to Kindergarten.

Coordination of Federal Programs & Participation/Collaborative Partners (continued)

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:

Title I, Part A consulted with and coordinated professional development activities with Title II staff, curriculum department and with subject area specialists. Results of the professional development needs assessment were reviewed to complete the 2016-17 plan. Collaboration will continue throughout 2016-17 to ensure that professional development needs are being met. Monthly meetings were held with schools to review and analyze student performance data. These meetings will continue throughout the 2016-17 school year.

Technical assistance meetings were held with stakeholders and schools to develop goals, objectives and student outcomes. School Improvement and Title I Intervention Plans are developed based on consultation and technical assistance during the months of April-September.

Collaborative Partners:

If applicable, identify federal (non-NCLB)/state/local collaborative partners and/or community organizations; describe the benefit of the collaborative activities, the type of program(s), and the primary target group(s).

Response:

- 1) The Sunshine Health Department provides emergency medical services, immunization and nurses for students. This improves the health needs of all students and provides site level health and medical services for students.*
- 2) The Sunshine Department of Juvenile Justice Council works with the school district and other agencies to provide services to families who have delinquent children and children on probation in Middle and High school. Collaboration results in coordination of services and resources to reduce and eliminate juvenile delinquency. A Cooperative Agreement between law enforcement, the Corner Drug Store and the LEA is in place and established a Truancy Center for the District.*
- 3) Collaboration with Saint Francis House Homeless Shelter for students and families K-12 results in the identification of needed supplementary educational services to students and families identified as homeless. As a result, a tutor has been assigned to homeless shelters to tutor students in K-12 programs after school. The tutor coordinates activities with the student's home school. A computer lab has been placed at two shelters to provide technology and computer assisted services. These services will result in students receiving additional instruction to assist them in passing the required state assessments, End of Course exams, meeting AMO goals and promotion and graduation requirements.*

Coordination of Federal Programs & Participation/Collaborative Partners (continued)

- 4) *Parents are provided information and activities to assist them in the education of their children, through meetings and trainings at individual school sites that focus on academic achievement.*
- 5) *Resources are available in English and Spanish and will be translated by VIA Language into other languages as necessary and practical.*
- 6) *Partnerships are also in place with the Early Learning Coalition, Partnership for Strong Families and Department of Children and Families to ensure that each organization meets the varying needs of all children and to eliminate duplication of services.*

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

A. 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:

Information about the district's Title I Plan will be disseminated and marketed through the district's Title I web page once approved by the State. Information regarding the District Plan and school plan will be discussed at School Advisory Council (SAC) meetings which take place monthly from September through May. The complete plan will be made available and housed in each school's Parent Resource Area Notebook after approval for parent review. The plan will be available for checkout or for copies to be made for individual parents, staff and the community. School grades will be made available to parents and published in local news media. The information will also be disseminated using the School Public Accountability Reports. This report (SPAR) will be available on each school's website and a copy will be available and housed in each school's Parent Resource Area Notebook. Copies will be available per parent request. The Management Information System (MIS) will generate information to parents. Information will also be made available through daily internet access and the local media.

B. Describe the process the LEA will use to ensure the accuracy of the data reported via the student and/or staff data reporting system. Include the process for reporting services provided for students attending private schools and N&D facilities; highly qualified teachers and paraprofessionals; and any program that coordinates and integrates services with Title I, Part A (homeless, migrant, and targeted assistance programs).

Response:

The district research department is responsible for coordinating and administering state mandated tests. District produces and administers the district's formative assessment program, On Track. The department works with the FLDOE to review and verify that all district and state data are correct based on established procedures and through the survey data report corrections process. Principals and district level administrators also work with the research department to verify and validate accuracy of information. No information is released until approved for accuracy by the research department. The research department also produces specialized data reports and statics for students who are enrolled in private schools and N&D programs. Private school data production is correlated with specific programs and curriculum that were decided upon during collaboration and consultation. Once this information is generated and verified for accuracy the information is shared with the school and parents. Data for N&D programs are also generated by the research department as it relates to student performance on FSA, FAIR and BASI. This information is collected in the district's Management Information System (MIS) and each program has access to this data. N&D programs work with the district to verify information accuracy, once verified information is released to programs and parents. Information related to HGT and paraprofessionals is generated by the Human Resources department and data produced by FLDOE. This information is reviewed for accuracy and also reported to parents in the four week letter notification and noted in the School Report Card.

Reporting Requirements/ Information Dissemination (continued)

2. Parents Notification Requirements

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. A. Describe the process and method used to ensure LEA and schools compliance with the "Parents Right-To-Know" requirements. Include date of dissemination.

Response:

"Parents Right to Know" Letters are printed on district letterhead and sent home with students as part of the Title I Beginning of School Packet. Four types of letters are used (School-wide Title I English, School-wide Title I in Spanish, Targeted Assistance Title I English and Targeted Assistance in Spanish). Letters have a sign-off section for parents to return to school as evidence that notification was received. Schools are required to make at least three attempts to get returned notification. Attempts after the initial letter sent home include email & phone home reminders, and repeated hard copies of letter sent home via backpacks. In addition, some school sites will disseminate these packets at their Annual Meeting in September. Students who enter after the start of the school year receive "Parents Right to Know" Letters when they register at a school site throughout the school year. Individual Student Reports for FSA are sent to schools at the end of school year to go home with student in last report card. Copies of these reports are kept in the student's cumulative folder. Results for all State academic assessments are available to parents through Infinite Campus Parent Portal. In addition, these results are part of the data chats held with parents during Parent-Teacher conferences throughout the school year. If a child is taught for 4 or more consecutive weeks by a teacher who is not highly qualified, a parent letter is sent home with students within a month of a non-highly qualified teacher placement. Presently all teachers employed within Title I schools in our district are highly qualified, with this being documented by Principal's Attestation signed by each Title I school's principal attesting that all staff meet HQ status. These are filed in Title I Office and also in school's Title I Audit File.

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.

Uploaded Files

"Parent's Right to Know" notifications: [Previously Uploaded Sample Copies](#)

Uploaded Sample Copy of 4-week Notification Letter: [Previously Uploaded Sample Copies](#)

Identify the LEA allocation process. If serving multiple grade spans, please include allocation process as appropriate (floor percentages).

Response:

Sunshine County Schools serves all grade spans with Title I, Part A funds. Low-income and enrollment counts are based on free and reduced price lunch data reported in Survey 3. All schools receive a PPA of \$202.

Public School Eligibility Survey

District: Sunshine County District School Board

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
No.	School Name	School Number	Grade Code	School Type	Reported 2015-2016 Number of Children Attending Public Schools	Reported 2015-2016 Number of Children from Low-Income Families (CLIF)	Reported 2015-2016 Percent of Children from Low-Income Families	2015-2016 Number of Children Attending Public Schools	2015-2016 Number of Children from Low-Income Families	2015-2016 Percent of Children from Low-Income Families	Selection Code	Program Type	PPA	Total School Allocation (TSA)	Provision 2 or CEP	Parental Involvement Reservation (PIR)
1	Rivers High School	0205	9-12	Senior High	360	88	24.44%	360	88	24.44%	B	TA	\$202	\$17,776		\$197.50
2	Maple Creek Elementary	3156	K-5	Elem.	219	46	21.00%	219	46	21.00%	D	TA	\$202	\$9,292		\$197.50
					579	134	23.14%	579	134	23.14%			\$404	\$27,068		\$395

- No.:** Each row on the survey is numbered according to the school's rank order.
- School Name:** The school name is pulled from the Master School Identification (ID) file.
- School Number:** The school name and number is pulled from the Master School Identification (ID) file.
- Grade Code:** This column lists the grade span served by each identified school.
- School Type:** This column will pull school type information from Master School Identification (ID) file.
- Total Students (Reported):** This column lists the total number of students enrolled in each school as reported in Survey 3.

Public School Eligibility Survey (continued)

7. **Number of Children from Low-Income Families (Reported):** This column lists the total number of children from low-income families as reported in Survey 3.
8. **Percent of Children from Low-Income Families (Reported):** This column lists the percent of children from low-income families based on the enrollment and low-income count reported in Survey 3.
9. **Total Students (Updated):** This column lists the updated total number of students enrolled in each school as entered by the user.
10. **Number of Children from Low-Income Families (Updated):** This column lists the updated total number of children from low-income families as entered by the user.
11. **Percent of Children from Low-Income Families (Updated):** This column lists the updated percent of children from low-income families based on the updated enrollment and low-income count entered by the user.
12. **Selection Code:** This column indicates the reason a school is being served—or not served—with Title I, Part A funds. See Selection Code Guidelines for more details.
13. **Program Type:** This column indicates the type of Title I, Part A program a served school will operate. The district may select a schoolwide program (SW) or a targeted assistance program (TA). Any school not served will have the not applicable (NA) option selected.
14. **PPA:** The per-pupil allocation, or PPA, refers to the amount the district allocates per low-income student for Title I, Part A services. The PPA for each school is determined by the district. Districts may not allocate a higher PPA to a school with a lower poverty rate than a school with a higher poverty rate.
15. **Total School Allocation:** This figure represents the total amount of funds being allocated to a served Title I, Part A school to operate its program. This amount is calculated by multiplying the PPA times the number of low-income students in the school.
16. **Provision 2 or CEP:** For each school participating in CEP or Provision 2, the year for the data provided in the PSES is entered here.
17. **Parental Involvement Reservation (PIR):** This column is reserved for parental involvement allocations to served public schools. The allocation amount for each participating school is entirely at the district's discretion; however, the total for this column must be at least 95% of the required 1% reservation for districts with an allocation of over \$500,000.
18. **DPA:** The district poverty average, or DPA, is automatically calculated in the PSES by dividing the total number of children from low-income families by the total enrollment.

Instructional Services to Increase Student Achievement

A. Identify strategies based on the needs for increasing student achievement in reading, mathematics, and science for targeted assistance schools for the 2016-17 school year. This section must clearly document that the proposed activities are supplementary and do not supplant existing state and locally funded activities.

Response:

The students at targeted assistance schools will receive tutoring from highly qualified teachers using the pull out model during the school day. Students will be tutored four to five times each week for 30-45 minutes each session. They will not be pulled during core curriculum instruction with regular classroom teachers; but will receive additional instruction in reading or math with the Title I intervention teacher. The following programs may be used: Early Intervention in Reading, Pearson Reading Street intervention- My Sidewalks, Kaleidoscope, Earobics, Language for Learning, McGraw Hill My Math intervention materials (Gr K-2), Numbers World. Selected eligible students will participate in Extended Day Intervention for 2 days a week for 1 hour sessions using Waterford K-2 and Achieve 3-5.

B. Identify strategies for increasing academic achievement of eligible students served through Targeted Assistance Programs. Description must include specific strategies and the description of methods to be used for identifying the lowest-performing eligible students.

Response:

TITLE I SELECTION PROCEDURES TARGETED ASSISTANCE

The Title I Lead Teacher and the Curriculum Resource Teacher (CRT) at Targeted Assistance Schools may share the responsibility for correct documentation of the selection process. The school's copy of the computer printout, teacher recommendation list, and other selection data forms must be maintained for audit purposes. The selection procedures are:

KINDERGARTEN through SECOND GRADE SELECTION FOR READING

Kindergarten, First, and Second, grade selection will be determined by the FAIR (Florida Assessment for Instruction in Reading). Students may qualify with either a Vocabulary Assessment score of 30percent and below or with a Probability of Reading Success score of 45percent and below. A teacher recommendation will also be completed that would take into account further targeted diagnosis. A qualifying student must have a teacher recommendation and either a qualifying Vocabulary score or Probability of Reading Success score.

THIRD GRADE SELECTION FOR READING

Third grade selection will be determined by the FAIR (Florida Assessment for Instruction in Reading). Those students scoring with a Probability of FCAT Success of 45percent or lower are eligible for Title I services. A teacher recommendation will also be completed that would take into account further targeted diagnosis. A student must have both a qualifying FAIR score and teacher recommendation.

Instructional Services to Increase Student Achievement (continued)

FAIR LIST PROCEDURES FOR STUDENT IDENTIFICATION GRADES K-2

Beginning of the Year Procedures:

Kindergarten, First Grade, and Second Grade Computer Generated Lists:

- 1) Generate the grade level lists from PMRN testing grades K through 2.
- 2) Highlight the students who qualify for Title I services based on their FAIR Reading Probability Success Score or Vocabulary Score.
- 3) Homeroom teachers complete a Teacher Recommendation list.
- 4) ESE and ELL students who are not being served at Targeted Assistance Schools should be labeled ESE and ELL. Their IEPs and LEP plans must be in agreement with this recommendation that the student not receive Title I services because other services are meeting the student's needs.
- 5) PMRN lists are signed by the principal and returned to the Title I office by the end of September. Maintain a copy of the lists at the school site for monitoring purposes.

FAIR LIST PROCEDURES FOR STUDENT IDENTIFICATION GRADE 3

Beginning of the Year Procedures:

Third Grade Computer Generated Lists:

- 1) Generate the grade level list from PMRN.
- 2) Highlight the students who qualify for Title I services based on their FAIR Probability of FCAT Success of Score.
- 3) Homeroom teachers complete a Teacher Recommendation list.
- 4) ESE and ELL students who are not being served at Targeted Assistance Schools should be labeled ESE and ELL. Their IEPs and LEP plans must be in agreement with this recommendation that the student not receive Title I services because other services received meet the student's needs.
- 5) PMRN lists are signed by the principal and returned to the Title I office by the end of September. Maintain a copy of the lists at the school site for monitoring purposes.

RETAINED THIRD, FOURTH, AND FIFTH GRADE SELECTION

Students scoring at FSA Level 1 in Reading will qualify for Title I services.

Students scoring Level 2 on the FSA in reading may be served, if resources are available. Teacher judgment, supported by scores from an appropriate standardized assessment selected by the school, should be used to place students scoring a Level 2 in Title I services and/or move students from Title I services when they are no longer needed. Confirming scores should be from a standardized assessment, such as FAIR, the district adopted benchmark reading tests. Level 2 students must also have a Teacher Recommendation.

New State Assessment American Institutes on Research (AIR) for Florida Standards will be used as required and appropriate and scores that are equivalent to FSA levels will be used as the measure.

Support for Eligible Students in Private Schools – POOLING

District Level Data: Date Certain: 03/15/2014, not pooling Form A Free and Reduced Lunch

	A	B	C	D	E	H	I
	Nonpublic School Name	Nonpublic School Number (4 digit)	Grade Span	Number of Private School Residing In PSAA	Public School Number PPA used	Number of Private School Students from Low Income Families	Dollars Generated
1	Flamingo Academy	0807	K-5	18	0161	11.00	6,985.00
2	Flamingo Academy	0807	K-5	19	0571	17.00	10,795.00
3	St. Patrick Day School	0802	K-5	8	0031	1.00	625.00
4	St. Patrick Day School	0802	K-5	8	0041	2.00	1,270.00
5	St. Patrick Day School	0802	K-5	14	0331	3.00	1,575.00
6	St. Patrick Day School	0802	K-5	8	0321	1.00	675.00
7	St. Patrick Day School	0802	K-5	10	0091	2.00	1,270.00
8	St. Patrick Day School	0802	K-5	8	0101	2.00	1,550.00
9	St. Patrick Day School	0802	K-5	11	0541	2.00	1,250.00
10	St. Patrick Day School	0802	K-5	10	0341	3.00	2,325.00
11	St. Patrick Day School	0802	K-5	5	0311	1.00	675.00
Totals				119		45.00	28,995.00

A. Indicate if the LEA provides services to private school students, their parents, or their teachers through a third-party contractor.

Response:

We do not use a third party contractor.

B. Provide method for identifying low-income students for services in private schools.

Response:

Families of students at private schools complete the district Free and Reduced Lunch Form. The private school official collects the forms and delivers them to the Title I office. The Free and Reduced Lunch Forms are then sent to the Food Service Department to verify for eligibility of low income. The list of eligible students and their addresses are sent to Department of Zoning to verify zoned school to determine funding based on PPA at each Title I school.

Support for Eligible Students in Private Schools – POOLING (continued)

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

Response:

During consultation with private school officials, the following are used to identify private school students for Title I services: Tower, ITBS, DIBELS, Open Court Unit tests, Open Court Fluency Tests, Diagnostic Prescriptive Assessment for Math, University of Chicago Math Project grade level assessment, and Brigrance. develop a rank order list by grade level of students most at-risk. In addition, a Teacher Recommendation form is completed by classroom teachers of students.

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

Response:

Through consultation with private school officials students at one private school will be served using a pull out tutorial model during the school day using SRB curriculum Foundations, Open Court, LIPS, SRA Decoding, SRA Reading Mastery, Wilson Reading System, and Early Interventions in Reading by a highly qualified teacher. At the second private school students will attend school day pull out and afterschool tutoring with a highly qualified teacher using the University of Florida Literacy Tutoring program. Students will receive tutoring two or three times each week for 30-60 minutes.

Parents of eligible Title I private school students are invited to specific parent involvement activities throughout the school year. These activities are designed to help parents work with their students at home to improve academic performance.

Based upon student data, professional development is planned to assist the classroom teachers of Title I eligible private school students to better instruct these students to improve academic performance.

E. Provide a description explaining how the LEA will evaluate the effectiveness of the services provided to the private school students, their parents, and their teachers, annually.

Response:

Student assessment data is collected at the beginning of the school year, at regular intervals during the year, and at the end of the year. This data is used to determine the student gain to evaluate the effectiveness of Title I services to eligible private school students. Parents complete evaluations following all Parent Involvement activities to determine if the activities being offered meet the needs of their children. Parents and teachers also complete surveys which are used to evaluate the effectiveness of Title I services provided to Title I eligible private school students.

Description of LEA Activities to Support Required Set-Asides

A. Maintain Highly Qualified Status of Teachers and Paraprofessionals:

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

Check here if all teachers of "core academic subjects" in non-Title I and Title I schools in the LEA district meet the highly-qualified requirements in accordance with requirements. If checked, FDOE will verify numbers submitted via the FDOE Automated Teacher Database.

LEA's amount reserved: **\$25,000.00**

B. Parental Involvement Calculation:

REQUIRED set-side* - 1percent of the LEA's Title I Allocation:

*Not required if allocation amount is less than \$500,000. However, LEAs are still required to carry out the parental involvement requirements of Section 1118 and must complete this section.

Additional set-aside over and above the required 1percent

Total Amount LEA Will Set-aside for Parental Involvement Activities

Minimum Amount for Equitable Services to Private School Parents

[The amount entered here should be equal to or greater than 0.65percent of the value of the Set-Aside.]

Balance after reservation of funds for Private School Parents

Indicate the amount to be allocated (dollar amount) to public schools for parent involvement (minimum of 95percent is required)

If applicable, Balance to be used for LEA-level Parental Involvement Activities **\$29,018.66**

C. Homeless Set-Aside:

An LEA 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 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. [Section 1113(c)(3)(A) of NCLB]

Required Set-Aside: **\$40,000.00**

Description of LEA Activities to Support Required Set-Asides (continued)

D. Neglected and Delinquent Set-Aside:

An LEA 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 children in local institutions for neglected children; and if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. Section 1113(c)(3)(B)(C).

Required Set-Aside: **\$10,000.00**

E. Please provide the amount that your LEA will use for LEA-wide instructional and professional development activities. (Note: Do not include expenditures for preschool programs)

LEA-wide Professional Development Activities: **\$200,000.00**

LEA-wide Instructional Activities [Examples: summer school programs, intersession, additional professional development, and coordinated services.] **\$400,000.00**

Minimum Amount for Equitable Services to Private School Teachers [The amount entered here should be equal to or greater than 0.65 percent] of the value of the Required Set-Aside. **\$3,840.00**

F. Optional Set-Aside for Professional Development for LEAs with Identified Priority and Focus Schools

G. Optional Sequestration (7-9percent) Set-Aside **\$0.00**

H. Amount of Fifteen percent (15percent) Set-Aside for Tutoring of level 1 and 2 students: **\$690,247.50**

The LEA must indicate one of the following funding options that will be used to meet the requirements for tutoring:

- Only Title I Funds
- Only Non-Title I Funds
- Combination of Title I and Non-Title I Funds

Explanation:

The amount of the Title I set aside funds is for Level 1 and Level 2 students.

Early Childhood Component

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

Response:

Title I collaborated with the Early Childhood Education Department and a need was identified that Title I support would be helpful to assist the program in the areas of transition and male parent involvement. Title I will provide funding to support male parent involvement activities that will give parents the knowledge and skills to assist students in acquiring reading skills. Additional activities will include providing parents with knowledge and understanding of the skills and abilities students must have as they transition from early childhood education programs to kindergarten. These activities will be funded with an allocation to the ABC Early Learning Center which has classes at twelve school sites. The program has 37, 180-day classes and provides for a 6.5 hour school day. Teachers in the program are required to hold a CDA certification and must be working towards an associate degree. The program utilizes the High Reading Learning curriculum to provide instruction.

Sunnyville HIPPY will provide services to identified families based on the HIPPY model. HIPPY serves children ages 3-5. The services will include home visits, parent meetings and working closely with teachers of identified children to address any educational concerns. HIPPY Parent Educators will be trained weekly on the HIPPY curriculum and will role play the curriculum with the parents on a weekly basis.

Participation in the program is voluntary. Parents of children who do not volunteer to participate will be invited to the parent meeting. The Parent Educators will be supervised by the Sunnyville HIPPY, Inc. Coordinator.

2. Describe how the LEA will coordinate Title I preschool with other preschool programs providing educational services in the LEA.

Response:

1. Coordination takes place through collaboration with relevant school personnel, district staff, parents and other stakeholders to identify needs of program.

Collaboration includes:

(a) Title I collaborates with Head Start and Voluntary Prekindergarten to assist in developing transition services and plans for students and their families.

(b) Title I Staff coordinates and plans with Early Childhood Education Department to plan and implement the delivery of the program. This ensures that scientifically based research materials are purchased, best practices in reading are planned and effective strategies to deliver instruction are implemented

(c) Coordination and planning also takes place to ensure that migrant, homeless and neglected youth are provided supplemental services to meet the special needs of these students. Coordination takes place to avoid duplication and to improve effectiveness of programs and services.

2. Identification and formulation of goals, objectives, and strategies for each program to ensure effectiveness and to avoid duplication.

3. Choose and prioritize specific services to be delivered to Head Start and Prekindergarten students. Coordination and planning will also take place to meet the unique needs of migrant, LEP and neglected students.

Early Childhood Component (continued)

3. Describe how the LEA will ensure on-going progress monitoring measures will align with VPK Education Standards, are administered multiple times throughout the program, and provide data to inform instructional focus and strategies for use by the classroom teacher.

Response:

The program will implement ongoing monitoring measures that align with the National Head Start Performance Standards and the State of Florida Voluntary Prekindergarten Standards. The Brigance Head Start System is used to screen children to identify needs and meet screening requirements. It has a Developmental Inventory that monitors student's progress in the Head Start Eight Domains of Early Learning. It also has readiness activities that are used to promote development in school readiness skills. The program has an online management system that to generate student and classroom reports for monitoring purposes. The ongoing monitoring system will allow for assessments to occur at the beginning, middle and end of the year.

The program will be monitored on a monthly basis by the Sunshine County Public Schools Title I Staff.

4. Describe how the LEA will assist parents in effectively transitioning their preschool children to kindergarten.

Response:

Activities designed to assist parents in the transition process.

- *Monthly Parent Meetings to discuss topics related to transition and readiness*
- *Annual Parent/Child Interaction Activities (Literacy Development) to prepare students for kindergarten*
- *Parent meetings to introduce them to Active Parent Participation in Learning Enhances-Empowerment and Student-Learning - A.P.P.L.E.S (LINK, Inc.)*
- *Kindergarten Transition Activities Coordinated with the Title I Program*
- *"Dads Matter" – Male Involvement Strategies*
- *Kindergarten at home activities coordinated with Title I*
- *Summer Literacy Activities for Children and Parents*
- *Junior League Literacy Newsletters and Book Distribution.*

These activities will be funded with an allocation to the Head Start program located at the ABC Early Learning Center which has classes at twelve school sites.

Early Childhood Component (continued)

Title I Preschool Blended with:	Number of Site/s	Full-Day (if yes, how many hours per day are funded with Title I?)		Number of children served with Title I		Curriculum Used Note: List All Samples from http://www.fldoe.org/earlylearning/curric_Asp	Qualifications of Instructors Note: List All		Funding LEA anticipates to set aside	
		Yes	No	Age 3	Age 4		teachers	paras		
Early Head Start/Migrant and Seasonal Head Start	12	X		265.00	370.00	Opening the World of Learning (OWL); "Marvelous Explorations through Science and Stories" (MESS), "I'm Moving, I'm Learning"	State certified highly qualified teacher	Paraprofessionals in the program are required to hold an associate degree in Early Childhood Education	20000.00	
<p>Describe the formative and summative assessments that will be used The Brigance Head Start Developmental Inventory is used to address ongoing assessment and progress monitoring requirements and aligns with the curriculum. The assessment is conducted three times during the school year; at the beginning, middle and end (October, January and April). The Brigance Developmental Inventory is also used as a pre and post assessment.</p> <p>Professional Development to be provided 1. Developmentally Appropriate Practices 2. Opening the World of Learning 3. Health and Wellness for Early Learners 4. I'm Moving, I'm Learning 5. Classroom Assessment Scoring System 6. Earobics</p>										
<p>Parental Involvement Activities Monthly Parent Meetings • Annual Parent/Child Interaction Activities (Literacy Development) • Active Parent Participation in Learning Enhances-Empowerment and Student-Learning - A.P.P.L.E.S (LINK, Inc.) • Kindergarten Transition Activities Coordinated with the Title I Program • "Dads Matter" – Male Involvement Strategies</p>										
Home Instruction for Parents of Preschool Youngsters (HIPPY)	4	X		31.00	21.00	HIPPY Curriculum	HIPPY coordinator is certified	Parent Educators must have high school diploma and HIPPY training	40000.00	
<p>Describe the formative and summative assessments that will be used HIPPY coordinator will evaluate the effectiveness of the program based on HIPPY criteria</p> <p>Professional Development to be provided Weekly training on the HIPPY curriculum</p>										
<p>Parental Involvement Activities Home visits with parents weekly; Group parent meetings scheduled regularly</p>										
Totals				296	391					

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>

NOTE: For display purposes the text for the "Activity" and "Account Title and Description", will be abbreviated if it is more than 75 characters long. Click here to [Hide full text](#).

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2016-2017**

E) TAPS Number
15A112

A) NAME OF ELIGIBLE RECIPIENT: **Sunshine County District School Board**
B) Project Number (DOE USE ONLY): **112-2125A-5CB01**

[Export to Excel For Your Records](#)

	Activity	Function	Object	Account Title and Description	FTE	Amount
1	N/A Salaries, Supplemental intervention teachers in reading, math, writing, and science will be provided in Title I schools to replace state and local funds. (Need 6 and 7)	5100	120	Classroom Teachers Classroom Teachers Expenditures for salaries, supplemental classroom teachers.	79.000	\$4,740,000.00
2	N/A Salaries, Supplemental Intervention Teachers in reading, math, writing and science will be provided to targeted students. This will be accomplished through pull-out activities where students will meet in small groups or one-on-one with teacher and paras during the school day.(need 6 and 7)	5100	120	Classroom Teachers Classroom Teachers Expenditures for salaries, supplemental classroom teachers- Private Schools	0.500	\$20,000.00
3	N/A Salaries, Supplemental instruction in reading, math, writing and science will be provided to targeted students. This will be accomplished through pull-out activities where students will meet in small groups or one-on-one with teachers or paraprofessionals during the school day.(need 6)	5100	150	Aides Expenditures for Instructional classroom paraprofessionals	3.000	\$40,000.00
4	N/A Benefits - Supplemental instructional staff	5100	210	Retirement @ 7.37percent	0.000	\$353,760.00
5	N/A Benefits - Supplemental instructional staff	5100	220	Social Security Social Security @ 7.65percent	0.000	\$367,200.00

	Activity	Function	Object	Account Title and Description	FTE	Amount
6	N/A Benefits- Supplemental Instructional Staff	5100	230	Group Insurance Group Insurance @ \$5742	0.000	\$482,328.00
7	N/A Benefits- Supplemental Instructional Staff	5100	290	Other Employee Benefits Other Employee Benefits Early Retirement @ .38percent	0.000	\$18,240.00
8	N/A Repair and maintenance of computers used in Title I program (need 8)	5100	350	Repairs and Maintenance Repairs and Maintenance Repairs and maintenance of Title I computers	0.000	\$7,000.00
9	E Web-based subscription/user agreements for less than one year (supplemental) need 8	5100	360	Rentals (web based subscription/user agreements for less than one year(Achieve3000, Read Naturally Online, Waterford,)	0.000	\$92,619.00
10	N/A Printing and Duplicating for supplement instruction	5100	390	Other Purchased Services Other Purchased Services: Printing, Duplicating, Early Interventions in Reading, Calendar Math materials, SRA student materials, SRA Blackline materials	0.000	\$37,379.68
11	D Materials and supplies N&D to supplement instruction (need 5)	5100	510	Supplies Teacher selected supplemental materials and supplies recommended in State adopted text to enhance teaching and learning (varies from school to school)	0.000	\$3,000.00
12	N/A Materials and supplies to supplement and assist in instruction (need 1 & 6)	5100	510	Supplies Teacher selected supplemental materials and supplies recommended in State adopted text to enhance teaching and learning (varies from school to school) Paper, pencils, pens, markers, folders, notebooks, printer cartridges, highlighters, post-its, student journals	0.000	\$79,155.34
13	N/A Materials and supplies to supplement and assist in instruction (need 1 & 6)	5100	510	Supplies Teacher selected supplemental materials and supplies recommended in State adopted text to enhance teaching and learning (varies from school to school)- Private Schools	0.000	\$4,837.00
14	N/A Funds to purchase consumable books to be used at Title I schools (need 6)	5100	520	Textbooks Expenditures for the purchase of consumable books to be used at Title I schools	0.000	\$350,549.00
15	D Supplemental textbooks in reading, writing, math, and science for students at DJJ centers (need 5)	5100	520	Textbooks Expenditures for the purchase of textbooks (supplemental textbooks, reading, math, writing, science)	0.000	\$3,000.00

	Activity	Function	Object	Account Title and Description	FTE	Amount
16	N/A Supplemental resources for classroom libraries (need 5)	5100	610	Library Books Library Books Library Resource Materials (Newbridge Readers, Early Interventions in Reading, Content area books for science)	0.000	\$50,000.00
17	N/A Supplemental audio visual materials to assist in classroom instruction (need 1)	5100	621	Audio Visual Materials Capitalized Audio Visual Materials (Non-Consumable) Capitalized Expenditures for non-consumable materials (recording, exhibits, charts, maps, and globes)	0.000	\$25,000.00
18	N/A Supplemental audio visual materials to assist in classroom instruction (need 1)	5100	622	Audio Visual Materials Non-Capitalized Audio Visual Materials Non-Capitalized - under \$1000.00 each item, audio visual materials, DVDs, CDs	0.000	\$18,000.00
19	N/A Equipment, furniture, fixtures (cabinets for storing Title I materials) (need 1)	5100	641	Furniture, Fixtures and Equipment Capitalized Furniture, Fixtures and Equipment Capitalized (Capitalized - over \$1000.00 each item) Cabinets.	0.000	\$5,000.00
20	N/A Furniture, Fixtures, and Equipment for Title I schools (need 1,5,8)	5100	642	Furniture, Fixtures and Equipment Non-Capitalized Furniture, Fixtures and Equipment Non-Capitalized CD Players, Language Masters, Flash Masters	0.000	\$40,000.00
21	N/A Purchase, upgrade, and/or replace technology (supplemental) (need 8)	5100	643	Computer Hardware Capitalized Computer Hardware Capitalized Smart boards, Interactive Whiteboards, Projectors, Clickers, Lightspeeds (portable amplification systems)	0.000	\$40,000.00
22	N/A Provide funds to purchase computers, iPads (needs 8)	5100	644	Computer Hardware Non-Capitalized Computer Hardware Non-Capitalized Computers, Laptops, iPad, Document Cameras, Audio Enhancement devices	0.000	\$160,000.00
23	N/A Supplemental software to implement the supplemental instruction program (need 8)	5100	691	Computer Software Capitalized Computer Software Capitalized Achieve 3000, Earobics, Waterford	0.000	\$200,000.00
24	N/A Provide funds to purchase software licenses to implement supplemental instruction activities(Need 8)	5100	692	Computer Software Non-Capitalized Computer Software Non-Capitalized software	0.000	\$25,000.00

	Activity	Function	Object	Account Title and Description	FTE	Amount
25	D	5100	730	Dues and Fees Dues and Fees N & D set asides, GED testing for students at neglected and delinquent facilities(need 5)	0.000	\$4,000.00
26	N/A	5500	310	Supplemental Professional and technical services for Title I schools and programs	0.000	\$25,000.00
27	N/A	5500	390	Provide funds to print and duplicate materials for parental involvement activities (need 3)	0.000	\$5,000.00
28	N/A	5500	510	Materials and supplies to implement the early learning strategy and transition services.(need 7)	0.000	\$35,000.00
29	N/A	5500	520	Textbooks to supplement instruction(need 5)	0.000	\$6,000.00
30	E	5900	120	Other Instruction (Stipends, Teachers for before and after school tutoring programs)(need 1 & 6)	0.000	\$300,000.00
31	N/A	5900	120	Other Instruction (Stipends, Teachers for before and after school tutoring programs)(need 1 & 6)	0.000	\$6,000.00
32	E	5900	150	Other Instruction (Stipends, Paraprofessionals to support teachers for before and after school tutoring programs)(need 1 & 6)	0.000	\$1,000.00
33	N/A	5900	210	Benefits- Supplemental instruction	0.000	\$22,626.00
34	N/A	5900	220	Benefits- Supplemental instruction	0.000	\$23,486.00
35	N/A	5900	290	Benefits- Supplemental instruction	0.000	\$1,167.00

	Activity	Function	Object	Account Title and Description	FTE	Amount
36	C	6110	160	Other Support Personnel Other Support Personnel Homeless Education Coordinator LEA-Wide Activities Homeless set asides	0.400	\$27,200.00
37	C	6110	210	Retirement @7.37percent	0.000	\$2,005.00
38	C	6110	220	Social Security Social Security @7.65percent	0.000	\$2,080.00
39	C	6110	230	Group Insurance Group Insurance @ \$5742	0.000	\$5,742.00
40	C	6110	290	Other Employee Benefits Other Employee Benefits Early Retirement @.38percent	0.000	\$103.00
41	C	6110	390	Other Purchased Services Other Purchased Services Expenditures to print and duplicate materials for homeless students	0.000	\$500.00
42	C	6110	510	Supplies LEA-Wide Activities Homeless set asides, Uniforms, caps and gowns	0.000	\$2,370.00
43	B-2	6150	120	Classroom Teachers Classroom Teachers Stipends, Teachers (Parent Involvement Activities) 1percent set-asides parental involvement	0.000	\$25,000.00
44	B-2	6150	150	Aides Paraprofessional Supporting Teacher-1percent set-asides parental involvement	0.000	\$1,100.00
45	B-2	6150	210	Retirement @ 7.37percent (Parent Involvement Activities) 1percent set-asides parental involvement	0.000	\$1,924.00

	Activity	Function	Object	Account Title and Description	FTE	Amount
47	B-2 Benefits- Parental Involvement (need 3)	6150	290	Other Employee Benefits Other Employee Benefits Early Retirement Pay @ .38percent (Parent Involvement Activities) 1percent set-asides parental involvement	0.000	\$99.00
48	B-2 Supplemental Professional and technical services for Title I schools and programs(need 3)	6150	310	Professional and Technical Services Professional and Technical Services (Parent Involvement Activities) Consultants	0.000	\$15,000.00
49	B-2 Travel expenses for Title I Parent Involvements (need 3)	6150	330	Travel (Parent Involvement Activities) Bus for Parent Involvements (mileage on district bus) 1percent Set Asides Parent Involvement	0.000	\$1,000.00
50	B-2 Provide funds for rental of web-based subscriptions for parental involvement(need 3)	6150	360	Rentals (Parent Involvement Activities) Rentals	0.000	\$2,693.00
51	B-2 Provide funds to print and duplicate materials for parental involvement activities (need 3)	6150	390	Other Purchased Services Other Purchased Services (Parent Involvement Activities) 1percent Set Asides Parent Involvement	0.000	\$5,285.00
52	B-2 Materials and Supplies (need 3)	6150	510	Supplies Provide funds to purchase materials, pens, paper, pencils, journals, notebooks for parental involvement 1percent Set Aside Parent Involvement	0.000	\$15,343.66
53	B-2 Materials and Supplies- Parental Involvement set-aside - Private Schools Equitable Services (need 3)	6150	510	Supplies Provide funds to purchase materials, pens, paper, pencils, journals, notebooks for parental involvement- Private Schools Equitable Services	0.000	\$569.32
54	B-2 Funds to purchase books used for Parent involvement activities (need 3)	6150	520	Textbooks Funds to purchase consumable books to be used for Parent Involvement activities at Title I schools 1percent Set Aside Parent Involvement	0.000	\$15,000.00
55	B-2 Provide funds to purchase resource materials for parental involvement activities (need 3)	6150	610	Library Books Library Books School will select books based on need and input from parents	0.000	\$1,000.00
56	B-2 Provide supplemental CDs and DVDs for parental involvement activities and training (need 3)	6150	622	Audio Visual Materials Non-Capitalized Audio Visual Materials Non-Capitalized (Non-Consumable) CD's, DVD's, charts, maps, globes	0.000	\$1,000.00

	Activity	Function	Object	Account Title and Description	FTE	Amount
57	N/A	6300	110	Administrators Salaries, School Improvement Specialist	0.600	\$70,000.00
58	N/A	6300	110	Administrators Salaries, Administrator Title I Supervisor (1.0)	1.000	\$75,000.00
59	E	6300	120	Classroom Teachers Classroom Teachers Stipends, Instructional staff (Planned Learning Communities-data driven, goals, planning, implementation, pacing)	0.000	\$30,000.00
60	N/A	6300	130	Other Certified Instructional Personnel Other Certified Instructional Personnel Salaries, Teacher Specialists (8)	8.000	\$480,000.00
61	N/A	6300	160	Other Support Personnel Other Support Personnel Administrative Assistants (2.0), Program Services Specialist (1.0)	3.000	\$135,000.00
62	E	6300	210	Retirement @ 7.37percent - LEA School Improvement Specialist	0.000	\$5,159.00
63	N/A	6300	210	Retirement @ 7.37percent	0.000	\$53,064.00
64	E	6300	220	Social Security Social Security @ 7.65percent School Improvement Specialist	0.000	\$5,355.00
65	N/A	6300	220	Social Security Social Security @ 7.65percent	0.000	\$55,080.00
66	E	6300	230	Group Insurance Group Insurance @ \$5742 School Improvement Specialist	0.000	\$5,742.00
67	N/A	6300	230	Group Insurance Group Insurance @ \$5742	0.000	\$68,904.00
68	E	6300	290	Other Employee Benefits Other Employee Benefits Early Retirement- .38percent School Improvement Specialist	0.000	\$266.00
69	N/A	6300	290	Other Employee Benefits Other Employee Benefits Early Retirement @ .38percent	0.000	\$2,736.00
70	N/A	6300	310	Professional and Technical Services Professional and Technical Services Consultants for Planned Learning Communities	0.000	\$6,000.00


	Activity	Function	Object	Account Title and Description	FTE	Amount
71	N/A Travel expenses for Title I staff and teachers.(supplemental) (need 2)	6300	330	Travel Monthly travel by TSAs and Title I staff to monitor Title I schools for compliance and to provide technical assistance: transportation, meals, hotel, registration fees associated with Title I district staff, Fees associated with attending conferences.	0.000	\$10,000.00
72	N/A Repair and maintenance of equipment for FCIM Data Analysis Specialist	6300	350	Repairs and Maintenance Repairs and Maintenance of equipment, such as Computers and printers	0.000	\$1,500.00
73	N/A Rental services required to operate /implement Title I program requirements.(supplemental) (need 1 & 6)	6300	360	Rentals Copiers, equipment required to operate/implement Title I programs	0.000	\$8,541.00
74	N/A Postage mail outs (need 1)	6300	370	Communications Mail outs for Title I	0.000	\$1,000.00
75	N/A Provide funds to print and duplicate materials for PLC activities	6300	390	Other Purchased Services Other Purchased Services Provide funds to print and duplicate materials for PLC activities	0.000	\$1,000.00
76	F Materials and supplies (need 1)	6300	510	Supplies Materials and Supplies- Paper, pencils, pens, highlighters, markers, folders, notebooks, binders, post-its, for Professional Learning Communities	0.000	\$12,915.00
77	N/A Funds to purchase consumable books to be used for PLC activities	6300	520	Textbooks Funds to purchase consumable books to be used for Professional Learning Communities	0.000	\$5,000.00
78	N/A Supplemental Title I equipment and furniture to assist in implementing Title I services (need 8)	6300	642	Furniture, Fixtures and Equipment Non-Capitalized Furniture, Fixtures and Equipment Non-Capitalized Desk, chairs, filing cabinets	0.000	\$2,000.00
79	N/A Supplemental Title I equipment and furniture to assist in implementing Title I services (need 8)	6300	643	Computer Hardware Capitalized Computer Hardware Capitalized Laptops	0.000	\$2,000.00
80	N/A Supplemental Title I equipment and furniture to assist in implementing Title I services (need 8)	6300	644	Computer Hardware Non-Capitalized Computer Hardware Non-Capitalized dell desktops	0.000	\$25,000.00
81	N/A Supplemental software required to implement and perform Title I services (need 8).	6300	692	Computer Software Non-Capitalized Computer Software Non-Capitalized software required to operate the newly purchased desktops and laptops	0.000	\$1,000.00

	Activity	Function	Object	Account Title and Description	FTE	Amount
82	N/A Funds to be used to cover the cost for staff to participate in professional activities related to implementing Title services. (need 2)	6300	730	Dues and Fees and Fees Registration paid separately for registration	0.000	\$1,000.00
83	N/A Other purchase services/Clerk (supplemental) (need 6)	6300	750	Other Personal Services Other Personal Services (OPS) Clerk	0.090	\$2,000.00
84	A Stipends to pay for activities related to staff development.(supplemental) (need 2 & 6)	6400	120	Classroom Teachers Classroom Teachers Stipends, Instructional Staff Training- Professional Development set aside	0.000	\$15,000.00
85	F Provides funds to stipend teachers to attend workshop/training (need 2)	6400	120	Classroom Teachers Classroom Teachers Stipends, Professional Development set-asides	0.000	\$50,000.00
86	N/A Stipends to pay for activities related to staff development.(supplemental) (need 2 & 6)	6400	120	Classroom Teachers Classroom Teachers Stipends, Instructional Staff Training- Professional Development set aside- Private Schools Equitable Services	0.000	\$163.00
87	E Provide teacher specialists to service Title I schools (supplemental) (need 2)	6400	130	Other Certified Instructional Personnel Other Certified Instructional Personnel Salaries, Teacher Specialist, Professional Development set aside	0.000	\$20,000.00
88	E Stipends to cover cost associated with staff development(supplemental) (need 2)	6400	150	Aides Stipends, Paraprofessional Staff Training Professional Development	0.000	\$1,000.00
89	E Benefits- Professional Development	6400	210	Retirement @ 7.37percent Professional Development set aside	0.000	\$6,277.00
90	E Benefits- Professional Development	6400	220	Social Security Social Security @ 7.65percent Professional Development set aside	0.000	\$6,516.00
91	E Benefits- Professional Development	6400	230	Group Insurance Group Insurance @ \$5742 Professional Development set aside	0.000	\$5,742.00
92	E Benefits- Professional Development	6400	290	Other Employee Benefits Other Employee Benefits Early Retirement @ .38percent Professional Development set aside	0.000	\$324.00

	Activity	Function	Object	Account Title and Description	FTE	Amount
93	E	6400	310	Professional and Technical Services Professional and Technical Services - Consultants	0.000	\$120,000.00
94	N/A	6400	310	Professional and Technical Services Professional and Technical Services LEA set-aside Private School Equitable Services	0.000	\$3,670.00
95	N/A	6400	330	Travel (Transportation, meals, hotel, registration fees associated with Staff Development)	0.000	\$2,500.00
96	N/A	6400	510	Supplies Materials LEA set-aside Private School Equitable Services	0.000	\$160.00
97	F	6400	510	Supplies set aside - Book Study, Early Interventions in Reading, SRA Teacher Kits, Everyday Math counts Calendar Math, Teacher Planning Guides)	0.000	\$35,585.00
98	A	6400	510	Supplies set aside - Book Study, Early Interventions in Reading, SRA Teacher Kits, Everyday Math counts Calendar Math, Teacher Planning Guides)	0.000	\$10,000.00
99	N/A	6400	520	Textbooks Books/Workbooks for Professional Development	0.000	\$20,000.00
100	N/A	6400	622	Audio Visual Materials Non-Capitalized Audio Visual Materials Non-Capitalized CD's DVD's, Maps	0.000	\$2,500.00
101	N/A	6400	691	Computer Software Capitalized Computer Software Capitalized	0.000	\$1,000.00
102	N/A	6400	692	Computer Software Non-Capitalized Computer Software Non-Capitalized	0.000	\$1,000.00
103	N/A	6400	730	Dues and Fees Dues and Fees registration paid separately from travel	0.000	\$33,000.00
104	N/A	6400	750	Other Personal Services Other Personal Services Other Purchased Services,	0.000	\$1,500.00

	Activity	Function	Object	Account Title and Description	FTE	Amount
105	F Other personnel services -Substitutes to support professional development trainings(supplemental) (need 2)	6400	750	Other Personal Services Substitutes on temporary duty	0.000	\$1,500.00
106	N/A Indirect cost (supplemental)	7200	790	Miscellaneous Expenses Miscellaneous Expenses Indirect Cost Cap Rate 5.35percent	0.000	\$300,000.00
107	N/A Travel for non-instructional personnel (supplemental) (need 2)	7730	330	Travel (Non-Instructional- Paras, Project Service Specialist)	0.000	\$500.00
108	N/A Dues and fees for non-instructional personnel (supplemental) (need 2)	7730	730	Dues and Fees Dues and Fees Non-instructional personnel,(Registration paid separate from travel)	0.000	\$250.00
109	N/A Funds to be used for communication services required to implement Title I services (need 6)	7900	370	Communications Telephone and Fax Services	0.000	\$1,046.00
110	B-2 Childcare for parent involvement activities (supplemental) (need 3)	9100	150	Aides Childcare for parents attending parent involvement activities (stipends for childcare)	0.000	\$500.00
111	B-2 Benefits- Supplemental/Childcare for parent involvement activities (supplemental) (need 3)	9100	210	Retirement @ 7.37 percent	0.000	\$37.00
112	B-2 Benefits- Supplemental/Childcare for parent involvement activities (supplemental) (need 3)	9100	220	Social Security Social Security @ 7.65percent	0.000	\$38.00
113	B-2 Benefits- Supplemental/Childcare for parent involvement activities (supplemental) (need 3)	9100	290	Other Employee Benefits Other Employee Benefits Early Retirement @ .38percent	0.000	\$2.00
Totals:					95.590	\$9,423,680.00

Totals:		
Code	Description	Total
A	5 percent Maintain Highly Qualified Status of Teachers & Paraprofessionals	\$25,000.00
B-2	1 percent Parental Involvement	\$87,587.98
C	Homeless Education	\$40,000.00
D	Neglected and Delinquent Set-Aside	\$10,000.00
E	LEA-Wide Activities	\$600,000.00
F	Professional Development for LEAs with Identified Priority & Focus Schools	\$100,000.00
	Total	\$862,587.98

	 Pam Stewart, Commissioner
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