

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

General Assurances

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

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

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

School Districts, Community Colleges, Universities and State Agencies

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

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

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

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

School Information

Notes:

- The school #, school name, % poverty, Differentiated Accountability (DA) Category and school grade are pre populated and represent the current information reported to the Florida Department of Education.
- Elementary and Middle school grade represents the 2012-2013 school grade. High School grade represents the 2011-2012 school grade. Schools with an unassigned letter grade were excluded because eligibility could not be determined.
- Charter Schools do not have a DA category, therefore; there will be an n/a in the DA column.
- Not less than 95% of the funds shall be expended for carrying out project activities. The remaining amount, not to exceed 5%, may be used for planning, interagency coordination, administration, and/or indirect costs. Positions such as project coordinator, accountant, clerical staff, and/or other positions not directly serving students or the direct project goals are considered administrative.
- The LEA should serve the lowest performing schools. However, the LEA may select which priority and/or focus schools are served. The LEA must provide justification* as to why priority schools will not receive School Improvement 1003(a) funds (i.e. the school receives support from other state or local or federal sources, no priority schools in LEA).

Instructions:

- In the "amount allocated per school" column, please indicate the amount each school will be allocated. (The amount allocated to each school is the LEAs discretion).
- For schools that will not be served under the SIG 1003(a) grant, the LEA must check the box in the "School Not Served" column and put a "0" dollar amount in the "amount allocated per school" column. Only complete records will be saved.
- * A justification is required at the end of this section for priority schools not being served.

School #	School Name	% Poverty Reported to DOE	Differentiated Accountability Category	School Grade	Allocation 1003(a) Regular
71	EAST MILTON ELEMENTARY SCHOOL	83.63	FOCUS	D	15838.00

Required Justification (For F and D school will not served):

Response: NA

Data Analysis during Project Period

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

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

Response: Reading- Dr. Beverly Tyner will provide training in the Tyner Method and progress monitoring related to small group reading instruction. In addition, Pearson will provide training to teachers to enable them to use SME 5.0 reports to provide feedback to students and to create custom courses that focus on the non-proficient areas in reading and math. The reading coach and Academic Intervention Specialist will conduct learning communities in progress monitoring through SME 5.0, DEA, and Renaissance.

Math- The Coordinator of Math/Science, the teachers on special assignment for math will provide professional development in math data analysis. In addition, a Pearson Representative will provide high stakes management training for reading and math related to SME 5.0.

Weekly Professional Development is provided to our teachers by grade level. This allows a smaller group to learn specific strategies that the grade level, or area, is weak in. This professional development allows for on-going learning and discussion of topics by teachers. Results of implementation of these strategies are shared and improved upon by the other teachers.

- b. What professional development will be offered to staff to analyze program outcome data and who will provide the training?

Response:

The principal and school leadership team, including the assistant principal, guidance counselor, school psychologist, reading coach, academic intervention specialist, math intervention teacher, ESE teachers and general education teachers, will conduct weekly MTSS meetings and coordinate the implementation of the MTSS leadership team. The role of the team is to assist the school staff in gathering and analyzing data to determine student learning outcomes. Professional development will occur at grade level and department meetings, as well as one-on-one as students receive intervention. The district data management system, SMART, will be utilized to analyze the outcomes of students in Tier I, II, and III. In addition FAIR, SME reading/Math, STAR reading/math, DEA, FASTT Math and Tyner Reading Assessments will be gathered and analyzed by grade level teams. The Director of Continuous Improvement will also provide training the MTSS teams throughout the school year, with the expectation of school level teams providing the training to teachers at East Milton.

Quarterly Continuous Improvement Team meetings are also held for the entire faculty of the school. At these meetings grade level as well as entire school assessment results are shared with everyone. School wide trends, as well as grade level and area trends, are noted and discussed. Suggestions for changes and/or continuation of practices are discussed on a school wide basis.

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

Response:

	Timeline	Format

FOCUS	<p>Data analysis will occur on a weekly basis as a means of tracking student progress and to drive instruction. Students will be offered after school tutoring with transportation provided. Additional instruction is offered in areas of weakness in grades 1 - 5. Students will utilize the SM5 program and custom courses, leveled readers, Accelerated Math individualized computer program, FasttMath computer program, Basal Intervention strategies, and Step up to Writing.</p>	<p>Teachers will use SM5, FasttMath, and Accelerated Math reports.</p> <ul style="list-style-type: none">- Gains reports from SM5 .- Successful completion of leveled readers will be graphed by student.- Accelerated Reader tests will be used for those books available.- Writing rubrics will be used to assess writing progress, progress of will be tracked by student using the rubric
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3. How will the results of the data analysis be used to make informed decisions that will lead to an increase in student achievement?

Response: Data will be used primarily to motivate students on a daily and weekly basis. Teachers and students will chart daily and weekly progress to provide motivation and feedback to students regarding their response to the instruction and intervention provided during the regular school day and during extended day activities. Adjustments to instruction regarding leveled book reading level, math intervention, and custom courses in SME 5.0 will be made as necessary for each student.

LEA Support Teams

1. Describe how the LEA will:

- provide sufficient support and assistance to schools in each of the following DA categories: focus and priority, as applicable;
- differentiate the support provided to schools in each DA category and;
- guide the schools in the use of these funds to increase student achievement.

Response:

	Description of Activities Including Timeline
FOCUS	<p>June- August-Upon release of AMO data, the Director of Continuous Improvement will analyze each school's AMO data separately and present information to each school's administration and faculty. The Director will focus on the subgroups in reading, math, and writing in which students were achieving proficiency and then assist the schools in identifying the subgroups and subjects in which students were not achieving acceptable learning gains.</p> <p>Continuous Improvement training will be conducted at each Focus School and each data team.</p> <p>The District Support Team, including the Director of Continuous Improvement, Director of Elementary Schools, Director of Federal Programs, and the Coordinators for Literacy, Math/Science will participate in School Improvement Activities provided by Mike McAuley and his team from FDOE. The School Improvement 1003 a grant will be aligned to the School Improvement Plan developed by the East Milton Leadership Team and approved by Mike McAuley.</p> <p>June-May-Focus School data leadership team, under the leadership of the Director of Continuous Improvement and the Director of Professional Development will print, review, and assist in the analysis of student progress monitoring data.</p> <p>Quarterly meetings will also be conducted by the district support team in September, November, February, and June to examine longitudinal trends and cohort data. Best practices will be shared for effective data analysis and recommendations are shared to improve instruction at each data team meeting. The district leadership team will discuss and review changes and adjustments in their educational programs based on previous year's performance data. These visits will also used to review progress toward School Improvement goals and data supporting such progress.</p>

Strategies to Be Implemented

Extended Day Services :: More instructional time needed for students below proficiency.

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

1a. Identify the root cause of low academic achievement the strategy will address:

Response: More instructional time needed for students below proficiency.

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

Response:

Data Sources(s)	Baseline Data	Goal(s)
AMO Data 2012-2013	Reading AMO Data 2012-2013 All Students: Target: 64% Actual: 59% Target Met: NO Black: Target: 61% Actual: 44% Target Met: NO White: Target: 65% Actual: 41% Target Met: NO SWD: Target: 44% Actual: 32% Target Met: NO ED: Target: 63% Actual: 56% Target Met: NO	2014 AMO Targets Reading- ALL 68% Black 65% White 69% SWD 50% ED 67%
	Math- AMO Data 2012-2013 All Students: Target: 53% Actual: 40% Target Met: NO Black: Target: 52% Actual: 44% Target Met: NO White: Target: 53% Actual: 41% Target Met: NO SWD: Target: 38% Actual: 35% Target Met: NO ED: Target: 51% Actual: 45% Target Met: NO	Math- ALL 57% Black 57% White 57% SWD 45% ED 56%

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

Response:

- EAST MILTON ELEMENTARY SCHOOL

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

Response: Extended Day Services
Type: Continued Strategy

1e. Identify the strategic initiative the strategy addresses in the 2013-14 FDOE Action Plan.

Response: 1b

1f. Provide if the strategy is a reading plan. If so, briefly describe.

Response:

- Reading
- Mathematics

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

Purpose of the strategy

Response: The Director of Elementary Education, the Director of Continuous Improvement and the Director of Federal Programs reviewed the academic achievement of East Milton Elementary School. Due to the high percentage of students below proficiency, it was determined that more instructional time is required to provide the resources and intervention necessary to enable these students to increase their proficiency in reading and math.

East Milton Elementary will provide extended school day activities through after-school tutoring for low performing students in reading and/or math.

High-quality extended learning time provides school-age youth with opportunities to belong, participate in enriching activities, receive targeted academic support, and forge meaningful connections with adults and peers outside the regular school day.¹ Offered before and after school, on weekends, and during the summer months, these programs often serve the neediest children—those attending high-poverty schools and living in high-need communities. (Using NCLB Funds to Support Extended Learning Time Strategy Brief, August 2005, The Finance Project). Research suggests that regular participation in programs that provide academic and social activities contribute positively to children's academic and social development. (NEA Education Policy and Practice Department | Center for Great Public Schools | 1201 16th St., NW, Washington, D.C. 20036)

Describe how the strategy will support the implementation of DA strategies.

Response: The district support team, including the Directors for Continuous Improvement, Elementary Education and Federal Programs will meet with the

principal and leadership team at East Milton Elementary, develop the School Improvement Plan and coordinate the development of strategies funded through the SIG 1003 (a) funds that will support the academic needs of students not demonstrating proficiency in reading and/or math. The support team will meet with the school leadership team to review student progress monitoring data and evaluate the effectiveness of the strategies supported by the grant. To ensure that progress monitoring and ongoing intervention occurs, based on student achievement data, School Improvement/DA meetings will be conducted each quarter at East Milton Elementary School. In addition, the district support team will regularly attend the data meetings conducted with grade level teachers and administrators.

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

Response:

- Student Subgroup: All Students

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

Response: East Milton Elementary implemented extended day learning opportunities during the 2012-2013 school year. An organizational structure, including data analysis, progress monitoring, and highly trained teachers exists. Programs and materials including My Reading Coach, Success Maker Enterprise 5.0, Rigby Leveled readers are available to differentiate instruction. Transportation will be contracted with Durham Transportation to ensure a high level of student participation.

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

Response: After School Tutoring will be conducted two times per week for 90 minutes each session, beginning in January 2014 through April 2014.

2. Identify the staff responsible for monitoring implementation of each strategy.

Response: The school principal will monitor the implementation of extended day learning opportunities. The Academic Intervention Specialist, Math intervention teacher, and reading coach will assist in the selection of students and implementation of the program. Classroom teachers will assist in the selection of students based on Title I criteria and highly qualified teachers with a record of successful academic performance will be selected for tutoring.

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

Response: Student progress will be monitored through SME 5.0, Reading and Math Renaissance weekly probes and Discovery Education Assessment practice probes, as well as running records and teacher observation.

4. How will the LEA ensure this strategy will supplement existing services that are already provided in the school(s)?

Response: East Milton Elementary will use other existing funds (Title I, Part A school-based allocations, Supplemental Academic Intervention) prior to using SIG 1003 a funds for extended day services. Once the other funds are fully expended, after school tutoring will be funded from SIG 1003 a.

Strategies to Be Implemented

Professional development to increase effective questioning and student engagement :: Low level questioning and low student engagement negatively affect student achievement.

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

1a. Identify the root cause of low academic achievement the strategy will address:

Response: Low level questioning and low student engagement negatively affect student achievement.

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

Response:

Data Sources(s)	Baseline Data	Goal(s)
AMO Data 2012-2013	<p>Reading AMO Data 2012-2013 All Students: Target: 64% Actual: 59% Target Met: NO Black: Target: 61% Actual: 44% Target Met: NO White: Target: 65% Actual: 41% Target Met: NO SWD: Target: 44% Actual: 32% Target Met: NO ED: Target: 63% Actual: 56% Target Met: NO</p> <p>Math- AMO Data 2012-2013 All Students: Target: 53% Actual: 40% Target Met: NO Black: Target: 52% Actual: 44% Target Met: NO White: Target: 53% Actual: 41% Target Met: NO SWD: Target: 38% Actual: 35% Target Met: NO ED: Target: 51%</p>	<p>2014 AMO Targets</p> <p>Reading- ALL 68% Black 65% White 69% SWD 50% ED 67%</p> <p>Math- ALL 57% Black 57% White 57% SWD 45% ED 56%</p>

Actual: 45% Target Met: NO

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

Response:

- EAST MILTON ELEMENTARY SCHOOL

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

Response: Professional development to increase effective questioning and student engagement.

Type: New Strategy

1e. Identify the strategic initiative the strategy addresses in the 2013-14 FDOE Action Plan.

Response:1b

1f. Provide if the strategy is a reading plan. If so, briefly describe.

Response:

- Reading
- Mathematics
- Science

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

Purpose of the strategy

Response: According to John Hattie (2012), the deliberate instructional practices of teachers in the classroom can yield the highest positive effect on student learning. To assist teachers at East Milton Elementary in developing deliberate practices, including increased student engagement and comprehension through effective questioning techniques and collaborative learning, the teachers will participate in explicit professional development.

The School Improvement Grant will fund teacher professional development in Webb's Depth of Knowledge, Kagan Professional Development in Cooperative Learning and Effective Questioning.

Kagan Structures integrate the most powerful principles from decades of research. Cooperative Learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal (Kagan, 1994). Students work together to learn and are responsible for their teammates' learning as well as their own. The basic elements are:

1. Positive Interdependence - occurs when gains of individuals or teams are positively correlated.
2. Individual Accountability - occurs when all students in a group are held accountable for doing a share of the work and for mastery of the material to be

learned.

3. Equal Participation - occurs when each member of the group is afforded equal shares of responsibility and input.

4. Simultaneous Interaction - occurs when class time is designed to allow many student interactions during the period.

Hundreds of studies have been undertaken to measure the success of cooperative learning as an instructional method regarding social skills, student learning, and achievement across all levels from primary grades through college. The general consensus is that cooperative learning can and usually does result in positive student outcomes in all domains (Johnson & Johnson, 1999).

Describe how the strategy will support the implementation of DA strategies.

Response: The professional development strategies and activities supported through SIG 1003 (a) are aligned directly to the East Milton Elementary School Improvement Plan. East Milton has identified two goals in their SIP to increase student achievement: 1. To increase student comprehension through effective questioning. 2. To increase student performance and student engagement through collaborative practices.

Activities funded will include:

1. Provide Depth of Knowledge (DOK) PD for teachers 2. Allow opportunities for teacher to collaborate and develop quality questions (including text dependent questions) utilizing DOK terms for all core content areas 3. Teachers model "unpacking" of questions for clear understanding of what information is needed to adequately answer a given question 4. Model the process of knowledge acquisition from resources and materials 5. Application of newly acquired knowledge by teachers within the classroom 6. Allow collaborative opportunities between students to apply newly acquired knowledge. 7. Establish group norms for collaboration 8. Participate in Trust Activity 9. Provide PD for teachers in communication skills 10. Provide PD for teachers in problem solving skills 5. Demonstrate capacity of communication and problem solving skills by facilitating grade level data meetings.

Teachers, paraprofessionals, and administrators will receive training in effective questioning, collaborative planning and learning through Kagan Professional Development School-based workshops, book studies using PBL (Project Based Learning) in the Elementary Grades, and participation in sessions at the ASCD Conference in March 2014 including the following sessions: Closing the Attitude Gap: A Framework for Student Achievement, Using Formative Assessment to Meet the Demands of the Common Core, and Success Strategies for New Principals.

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

Response:

- Teacher
- Student Subgroup: All Students

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

Response: The LEA Support Team includes the Director of Continuous Improvement, Director of Elementary Schools, and the Director of Federal Programs. All three directors have served as highly effective principals at Title I elementary schools. The LEA Support Team has expertise in data analysis, school improvement, MTSS/RtI, and formative assessment. The Support Team has made a commitment to attend the professional development activities funded through the grant, as well as the grade level data meetings and MTSS meeting throughout the school year. Further, the LEA Support Team will meet regularly with the Principal and Assistant Principal to review student data, as well as teacher implementation of the effective deliberate practices.

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

Response: Professional Development in depth of knowledge questioning will begin second semester with breakout sessions for each grade level once per month. The PBL in the Elementary Grade book study will begin in February. Participation in the Kagan Workshops is scheduled for June 2014, with implementation of the collaborative strategies during the 2014-2015 school year.

Evidence of Completion

PD logs/lesson plans/Teacher participation/Student participation/DOK questions generated by teachers and students/Weekly ongoing progress monitoring graphed by student/teacher reflections/student reflections

2. Identify the staff responsible for monitoring implementation of each strategy.

Response: The principal and assistant principal, along with assistance from the LEA Support Team will observe and collect evidence of completion of professional development and implementation of strategies.

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

Response: The principal and assistant principal, along with assistance from the District Support Team will observe and collect evidence of completion of professional development and implementation of strategies.

1. Monitor teacher application of DOK 2. Observe collaboration between teachers when developing questions 3. Observe collaboration between students when answering questions.

Evidence of Completion

PD logs/lesson plans/Teacher participation/Student participation/DOK questions generated by teachers and students/Weekly ongoing progress monitoring graphed by student/teacher reflections/student reflections

4. How will the LEA ensure this strategy will supplement existing services that are already provided in the school(s)?

Response: The Kagan Professional Development Workshop at the school, as well as the purchase of the training materials, books, and registration for the ASCD Conference would not be provided, without the funding available through the SIG 1003 (a) grant. The SIG 1003 a will enable the school and LEA to invest in the professional development of the teachers, resulting in an increase in student achievement.

Dissemination/Marketing and Reporting Student Outcomes

Describe how student outcomes and information in this application will be disseminated to the appropriate populations.

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

Response: In January, the Director of Federal made this application available to the general public, school administrators, teachers, parents/guardians, and the general public by completion of the following activities: 1) Presenting the application one time to the Santa Rosa County School Board for review and approval 2) Posting the application on the district Title I, Part A web site for continuous review 3) Providing a copy of the completed application to be kept at each Title I school participating in the grant In January, the Director completes the following activities: 1) Reviewing the application with the LEA Support Team and building-level administrators 2) Ensuring administrator-led meetings at each school site with an explanation of the application for all parents and guardians In January, the Director completes the following activity: 1) Provide an overview of the strategies for implementation and program outcomes for the Instructional Services Department In October and/or March, the Director completes the following activity: 1) Providing an overview of the application to the joint Parent Advisory Council that includes family representation from Title I, ESOL, Migrant, and Homeless programs Note: Title I translates pertinent communication documents related to this plan into Spanish. As need arises, documents may be translated into Russian and Vietnamese.

2. Provide the method(s), timeline(s) and population(s) for reporting student outcomes. Include how the LEA will ensure that the communication is provided in a parent friendly and understandable format in multiple languages, if necessary.

Response:

Method	Timeline	Population	Language
1. Student Outcomes will be reported for both formative and summative data. Data Team Teams will meet formally each nine week grading period. 2. The Focus school data leadership team, under the leadership will meet with the LEA Support Team to review, and assist in the analysis of student progress monitoring data, using FAIR, DEA Benchmark Assessment, and Write Score. 3. Each Focus school's MTSS Team will meet a minimum of once per month. With the support of school psychologists and the Director of Continuous Improvement, MTSS teams will meet regularly to identify students who are not successful and identify Tier II and Tier III strategies to meet the need of struggling students. Progress Monitoring Plans will be maintained and monitored by the principals and district support team, through the A3 Academic Improvement Plan System. Special scrutiny will be given to subgroups consistently not making AYP. Resources (staffing, programs, technology) and professional development opportunities will be allocated based on identified needs. Schools were required to target subgroups not making AYP in their	Data teams- Meet once per nine-week grading period during the 2013-2014 school year. 2. The Focus School data leadership team will meet a minimum of 4 times during the 2013-2014 school year. 3. Each school's MTSS Team will meet a minimum of once per month during the 2013-2014 school year. 4. The School Advisory Council at each Focus school will review student outcomes each quarter during the 2013-2014 school year. 5. The District Title I	1. School data Team 2. School MTSS Team 3. School Advisory Council 4. District Title I Parent Advisory Council.	Title I translates pertinent communication documents related to this plan into Spanish. As need arises, documents may be translated into Russian and Vietnamese.

School Improvement Plans. Teacher Professional Development Plans in schools under DA sanctions targeted students in subgroups not achieving proficiency. 4. School Advisory Councils, required to meet a minimum of 4 times per school year, will receive quarterly reports regarding student outcomes and the status of School Improvement Plan strategies developed to meet the needs of students below proficiency. 5. District Title I Parent Advisory Council will review each school's AMO data at the October meeting. At subsequent meetings in January and May, the Parent Advisory Council will review progress monitoring data collected using DEA.

Parent Advisory Council Meeting will meet 3 times during the 2013-2014 school year.

Evaluation of Previous Year's Title I School Improvement

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

Response: At East Milton Elementary we evaluate the outcomes of student academic achievement using many different processes and tools. Each grade level meets monthly for data meetings where students' data is examined and compared to the average level of the group. At these meetings teachers and administration look at Accelerated Reader results, current book levels, percentage of accuracy, etc. They also compare Accelerated math scores and percentage of objectives mastered to the average of the grade level. SuccessMaker Enterprise (SME) information is also followed to identify trends of individual students and grade level. Those students falling behind are targeted and closely followed for the following month. If a student continues to struggle, they may be referred to the MTSS/RtI team where further interventions may be implemented with the student. These targeted students are also assessed more frequently using a computer program (STAR and/or STAR Early Literacy) due help identify student trends. Teachers also display class data outside of each classroom. This allows students, parents, and visitors to the school to observe what level each classroom is working at, and gains that the students have made throughout the year. Using this data, teachers meet with individual students to set goals for a predetermined amount of time. Some students work on weekly goals, whereas older students may set goals stretching throughout the marking period. Response to Intervention meetings (RtI) are a full day, weekly event at East Milton. The MTSS/RtI team invites parents and teachers to every meeting to be a part of the team that examines each child's data. In each meeting, teachers provide current data to be used to track a student's progress, parents are asked to describe their view on their child's learning and attitude toward school, and then the team determines if progress is being made, or if more intensive interventions are needed to help the student reach the level of their peers. This team meets every 4-6 weeks on each student which allows these struggling students' progress to be under constant observation. Quarterly Continuous Improvement Team meetings are also held for the entire faculty of the school. At these meetings grade level as well as entire school assessment results are shared with everyone. School wide trends, as well as grade level and area trends, are noted and discussed. Suggestions for changes and/or continuation of practices are discussed on a school wide basis.

2. Describe the evaluation results from the previous year's activities. Describe how the activities have been maintained, altered, or discontinued as a result of the evaluation conducted.

Response: Unfortunately, the AMO 2013-2013 targets in both reading and math were not achieved for any subgroup. The School had achieved a C during the 2011-2012 school year and dropped to a D for the 2012-2013 school year. Therefore, in addition to extended day services, the SIG 1003 a funds will be used to provide extensive professional development to teachers and the administrators at East Milton. These activities are aligned to the goals of the School Improvement Plan approved by FDOE and the Santa Rosa County School District Board of Education. The following SIP goals will be addressed through the professional development provided through the SIG 1003 a. 1. Increase knowledge and use of Depth of Knowledge questioning for teachers and students in all core subjects. 2. Increase student performance and student engagement through teacher and student collaborative practices.

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
2013-14 School Improvement Initiative 1003(a) 2013-2014**

A) NAME OF ELIGIBLE RECIPIENT: **Santa Rosa County District School Board**
B) Project Number (DOE USE ONLY): **570-2264A-4CS01**

E) TAPS
Number
14A006

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	Teacher salaries for extended learning	5910	120	<u>Classroom Teachers</u> Teacher salaries for extended learning \$1,300 \$30/hour =43 hours/1475	0.030	\$1,300.00
2	Retirement for extended learning 6.95%	5910	210	<u>Retirement</u> Retirement for extended learning 6.95%	0.000	\$90.35
3	Social Security for extended learning 7.65%	5910	220	<u>Social Security</u> Social Security for extended learning 7.65%	0.000	\$99.05
4	Classroom teacher salaries to participate in professional development for Depth of Knowledge Questioning to increase student engagement and collaborative learning	6400	120	<u>Classroom Teachers</u> Classroom teacher salaries to participate in professional development for Depth of Knowledge Questioning to increase student engagement and collaborative learning \$15/hour. \$3600/\$15= 240hr/ 1475= .16	0.160	\$3,600.00
5	Retirement for professional development stipends 6.95%	6400	210	<u>Retirement</u> Retirement for professional development stipends 6.95%	0.000	\$250.20
6	Social Security for professional development stipends 7.65%	6400	220	<u>Social Security</u> Social Security for professional development stipends 7.65%	0.000	\$275.40
7	Professional and Technical Services- Structures for Thinking Skills Kagan Training \$3499.00 one day training 51-100 people	6400	310	<u>Professional and Technical Services</u> Professional and Technical Services- Structures for Thinking Skills Kagan Training \$3499.00 one day training 51-100 people	0.000	\$3,499.00
8	Travel Expenses for ASCD Conference	6400	332	Hotel Room 5 nights X \$359 and car rental \$300 \$99 in gas	0.000	\$1,819.00
9	PD Books: Project Based Learning In the Elementary Grades and Kagan training materials	6400	520	<u>Textbooks</u> Textbook: Project Based Learning In the Elementary Grades 60 x \$32.95 Balanced Literacy Books - 40 x \$34.00 = \$1360.00; shipping	0.000	\$3,395.56
10	Registration for ASCD Conference- \$359 x 2	6400	730	<u>Dues and Fees</u> Registration for ASCD Conference- \$359 x 2	0.000	\$718.00
11	Indirect Cost Rate 5.26%	7200	790	<u>Miscellaneous Expenses</u> Indirect Cost Rate 5.26%	0.000	\$791.44
Totals:					0.190	\$15,838.00

Reviewed by SACSD Finance Department

Date