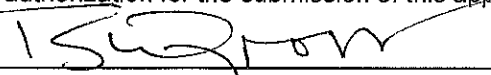


<b>FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION</b>		TAPS: 1. 16A010
Please return to:  Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Name and Address of Eligible Applicant:</b>  Santa Rosa County District School Board 5086 CANAL ST MILTON, FL 32570	<b>DOE USE ONLY</b>  Date Received
<b>B) Applicant Contact Information</b>		
Contact Name: Karen Barber		Telephone Number: 850-983-5001 Ext:
Mailing Address: 5086 Canal St. Milton, FL		Fax Number: 850-983-5011
E-mail Address: BarberK@santarosa.k12.fl.us		
<b>Programs</b>		
<b>C) Program Name:</b>	<b>Project Number: (DOE Assigned):</b>	<b>D) Total Funds Requested:</b>
1. School Improvement Initiative 1003(a) 2015-2016	570-2266B-6CS01	\$43,824.00
<b>Total Approved Funds (DOE USE ONLY):</b>		
<b>CERTIFICATION</b>		
<p>I, <u>Tim Wyrosdick</u> do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>		
<p>E) <u></u> Signature of Agency Head</p>		

DOE 100



Pam Stewart, Commissioner

**FLORIDA DEPARTMENT OF EDUCATION  
BUDGET DESCRIPTION FORM -  
School Improvement Initiative 1003(a) 2015-2016**

A) NAME OF ELIGIBLE RECIPIENT: **Santa Rosa County District School Board**  
B) Project Number (DOE USE ONLY): **570-2266B-6CS01**

E) TAPS  
Number  
16A010

count	Activity	Function Object		Account Title and Description	FTE	Amount
1	Textbooks Leveled Readers for Small Group Differentiated Instruction	5100	520	<u>Textbooks</u> Textbooks Leveled Readers	0.000	\$9,471.00
2	Reflex Computer Software	5100	691	<u>Computer Software Capitalized</u> Reflex Computer Software Site License	0.000	\$3,095.50
3	Salary for Extended Day Instruction	5910	120	<u>Classroom Teachers</u> Teacher Salary for extended day instruction @ \$37...	0.350	\$22,958.06
4	Retirement @ 7.26%	5910	210	<u>Retirement</u> Retirement @ 7.26%	0.000	\$1,669.80
5	Retirement @ 7.26%	5910	220	<u>Social Security</u> Social Security @ 7.65%	0.000	\$1,759.50
6	Other Personal Services: Substitute Teachers for PD	6400	750	<u>Other Personal Services</u> Substitute Teachers for sub for teacher prof...	0.000	\$3,067.85
7	Indirect Costs @ 4.63%	7200	790	<u>Miscellaneous Expenses</u> Indirect Costs @ 4.63%	0.000	\$1,802.29
<b>Totals:</b>					<b>0.350</b>	<b>\$43,824.00</b>

DOE 101



Pam Stewart, Commissioner

**Title I, Part A, 2015-2016 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.

## 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 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).
- ✓ Improve student achievement through school improvement and reform and help close the achievement gap by: 1) making progress toward rigorous college and career-ready standards and high-quality assessments; 2) establishing pre-K to college and career data systems that track progress and foster continuous improvement; 3) improving teacher effectiveness and the equitable distribution of qualified teachers; and 4) providing intensive support and effective interventions for the lowest-performing schools.
- ✓ Ensure transparency, reporting, and accountability to accurately measure and track funds and publicly report on how funds are used.
- ✓ Use scientifically researched-based strategies.

## Program Specific Assurances

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

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

The LEA certifies it will serve and fully meet the needs of all Priority and Focus schools prior to serving other Title I schools.

## Allocations (School and LEA)

### Notes:

- School grade reflects the most recently released school grade. Schools with an unassigned letter grade were excluded because eligibility could not be determined.
- At least 95% of the project award must be used to carry out project activities. Administrative costs including the indirect cost rate cannot exceed 5%. Positions such as project coordinator, accountant, clerical staff, and/or other positions not directly serving students or the direct project goals are considered administrative.
- The LEA should serve the lowest performing schools with the highest needs. However, the LEA may select which schools are served.
- The LEA will not be permitted to allocate funds to a school during the grant period that was not initially identified, funded, and served at the time of application approval.
- The school and LEA allocations should be consistent with amounts indicated in the budget.

### Allocation Instructions.

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

School #	School Name	% Poverty Reported to DOE	School Grade	Amount Allocated Per School
0061	BAGDAD ELEMENTARY SCHOOL	67.15	D	15497.61
0071	EAST MILTON ELEMENTARY SCHOOL	85.40	D	26387.39

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

Response:

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

LEA Cost Type	LEA Allocation
Indirect	1939.00
Administrative	0.00
LEA Activities	0.00

## Data Analysis During Project Period

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

1. Describe how staff will be trained to analyze student achievement and program outcome data. Also, describe how data analysis training will help staff respond to students' instructional needs and improve program outcomes during the project period.

**Response:** Each school's leadership team, as well as each teacher and staff member will gather data related to the strategies to analyze the change in:

Reading- Dr. Beverly Tyner will provide training in the Tyner Method and progress monitoring related to small group reading instruction. In addition, the LEA will provide training that focuses on the non-proficient areas in reading and math utilizing iReady and Fast ForWord. The reading coach and Academic Intervention Specialist will conduct learning communities in progress monitoring through DEA, and Renaissance.

A reading academic intervention specialist (AIS) has been added to each school's faculty. The reading AIS will work closely with teachers to provide grade level writing instruction to students, with follow up provided to analyze each student's response to the instruction and to plan instruction. The approach for data analysis and planning for instruction will follow a professional learning community format.

Math- The Coordinator of Math/Science, the teachers on special assignment for math will provide professional development in math data analysis. In addition, the LEA will provide training that focuses on the non-proficient areas in reading and math utilizing iReady. A math academic intervention specialist (AIS) has been added to each school's faculty. The math AIS will work closely with teachers to provide grade level math instruction to students, with follow up provided to analyze each student's response to the instruction and to plan instruction. The approach for data analysis and planning for instruction will follow a professional learning community format.

In addition, the LEA offers 3 days of training for implementation of reading and math intervention software using iReady and Fast ForWord. Both interventions include progress monitoring data and diagnostic assessment.

2. Describe how data analysis will be used to address schools' needs and how often data analysis will take place during the project period.

**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, Fast ForWord, iReady, 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 Bagdad Elementary and East Milton Elementary.

Quarterly Continuous Improvement Team meetings are also held for the entire faculty at each 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.

3. Describe how data analysis will be used to make informed decisions that increase 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.

In addition, administrators and staff will implement the CKH Impact Strategies for Addressing Key Variables that Affect Student Achievement the Capturing Kids Hearts (CKH) teachers, administrators and staff will implement including:

- Strategies for increasing the amount of allocated time
- Strategies for decreasing absenteeism and tardiness
- Strategies for communicating the importance of students' academic achievement
- Strategies for celebrating and displaying student achievement
- Strategies for communicating school rules and procedures
- Strategies for articulating leadership roles
- Strategies for transferring and communicating key information
- Strategies for group decision making
- Strategies for developing consensus around key issues
- Strategies for increasing the frequency and quality of informal contact among staff
- Strategies for establishing and implementing behavioral norms among staff
- Teaching strategies that reinforce effort and provide recognition
- Teaching strategies for provide students with opportunities to engage in cooperative learning
- Teaching strategies that enhance the effectiveness of academic goals and provide students with feedback
- Teaching strategies that activate students' prior knowledge
- Strategies that enhance the identification and implementation of rules and procedures for room use, seatwork, groups work, discipline
- Teaching strategies for identifying and tapping into students' interests

## LEA Capacity

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

**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. In addition, the Coordinator for Literacy, the Coordinator of Math and Science, as well as the literacy coaches and math teachers on special assignment will support each school with professional development and resources that are identified as needed.



## Strategies to Be Implemented

**Develop fact fluency :: Fact fluency in math has negatively impacted student proficiency in math.**

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

**Response:** Fact fluency in math has negatively impacted student proficiency in math.

1b. Name of Strategy

**Response:** Develop fact fluency  
Type: New Strategy

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

**Response:**

Data Sources (s)	Baseline Data	Goal(s)
DEA, iReady, FSA	<p>FSA results with % proficient not available yet. DEA results with % of increase in grades 3-5 included. All grades significantly increased proficiency in reading and math.</p> <p>DEA Math % Proficient: Bagdad KG 73.7% , 1st 93.3% , 2nd 71.9%, 3rd 79.4%(+13), 4th 75.8% (+22), 5h 68.1% (+20). DEA Reading % Proficient: Bagdad KG 73.8%, 1st 84.4%, 2nd 64.1%, 3rd 82.44% (+17), 4th 66.7% (+36), 5th 68.1% (+50).</p>	Students will demonstrate a minimum of 5% increase in proficiency in math, as measured by DEA and FSA.

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

**Response:**

- BAGDAD ELEMENTARY SCHOOL

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

**Response:**

- Mathematics

1f. Describe the purpose of the strategy and the intervention, as well as the anticipated outcome of implementing this strategy.

**Response:** The purpose of Reflex Math is to get students more familiar with fact fluency. Students need to realize that not all students are great at math in the beginning but that they can learn and we are here to help them. Reflex is an intervention that we will use for that purpose.

1g. Describe how the strategy aligns with implemented differentiated accountability (DA) strategies.

**Response:** Reflex fits in perfect with our School Improvement Goal and Capturing Kids Heart. Building relationships are a big part of this program. The students earn points to purchase items for a tree house when they learn their facts. This leads to great communication between the teacher and the student and other students when they talk about their tree houses.

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

**Response:** Student Achievement being posted in the classroom and outside the classroom, gives the student a sense of accomplishment and pride. Students cannot wait to do Reflex Math. The amount of Facts Mastered have become a level system of sorts. Graphing the facts that have been mastered has really shown the growth that has been accomplished so far.

1i. 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:** Students are allowed to come to lab 20 minutes every morning before classes officially start to do Reflex Math. Students can also do Reflex Math anywhere (home) they have internet connection. They have been given the directions as to how to log in from an alternative site. If their teachers allow, they can do Reflex in the classes as well. A report can be run to show exactly how many times a day and how long they spend on Reflex each day. One session of Reflex normally lasts approximately 20 minutes.

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

**Response:** The principal, assistant principal, the Math Academic Intervention Specialist (Math AIS) will be responsible for the monitoring the implementation of the strategies for Reflex Math.

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

**Response:** The tool used to monitor this strategy is the various reports in reflex that will be run weekly (status reports, dashboard reports) but also fluency growth reports and usage run every nine weeks. DE Assessments will also provide data for periodic monitoring throughout the year.

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

**Response:** Bagdad Elementary will utilize Title I, Part A funding prior to using any available funds from SIG 1003a. Based on the Comprehensive Needs Assessment and School Improvement Plan, the strategies and tools needed to make improvement can not be fully supported using the school's Title I, Part A allocation.

## Strategies to Be Implemented

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

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

**Response:** More instructional time needed for students below proficiency.

1b. Name of Strategy

**Response:** Extended Day Services  
Type: Continued Strategy

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

**Response:**

Data Sources(s)	Baseline Data	Goal(s)
Discovery Education Assessment, STAR Reading, iReady diagnostic reports.	<p>FSA results with % proficient not available yet. DEA results with % of increase in grades 3-5 included. All grades significantly increased proficiency in reading and math, with the exception of Grade 3 Reading at East Milton (-16).</p> <p>DEA Math % Proficient: East Milton KG 86.2%, 1st 91.1%, 2nd 79.49%, 3rd 64.7% (+17), 4th 85.6% (+36), 5th 80.6% (+50).</p> <p>DEA Reading % Proficient: East Milton KG 85.4%, 1st 82.31%, 2nd 59.3%, 3rd 48.5% (-16), 4th 82.4% (+27), 5th 78.8%(+23%).</p>	A minimum increase of 5% of students at East Milton Elementary will increase proficiency in reading and math.

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

**Response:**

- EAST MILTON ELEMENTARY SCHOOL

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

**Response:**

- Reading
- Mathematics

1f. Describe the purpose of the strategy and the intervention, as well as the anticipated outcome of implementing this strategy.

**Response:** After school tutoring and Summer School will be offered to those students who require additional instruction to reach proficiency in reading and/or math. Students will be chosen using various assessments and teacher observation and then given additional instructional

strategies to reach proficiency. The intended outcome would be for each student to reach proficiency in their area of weakness.

1g. Describe how the strategy aligns with implemented differentiated accountability (DA) strategies.

**Response:** Teachers providing after school tutoring and summer school will use the Test Item Specification to select examples for use during instruction and lesson assessment. They will develop and implement lesson plans using a research-based lesson format that promotes a gradual release of responsibility with a "check for understanding" throughout the lesson to ensure students are obtaining the knowledge and skills to answer the Essential Question by the end of class. Student performance and assessment data will be used as a basis for providing specific levels of differentiated instruction and varying levels of cognitive complexity as appropriate for students at different levels of readiness through modifications and or extensions of content. To comprehend content area teachers will provide students with explicit vocabulary instruction to determine the meaning of general, specialized, and technical content-related words and concepts. Teachers will provide the scaffolding and support in the content areas necessary for students to generalize the use of four strategies that good readers use to comprehend text: predicting, questioning, clarifying and summarizing.

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

**Response:** Providing after school tutoring and summer school will allow the school to offer additional time for instruction for those students who have shown a need. This additional instructional time will also allow the school to focus on understanding the obstacles that inhibit the students from realizing their development goals while enhancing the abilities that will allow them to achieve measurable and sustainable results. The school/teachers will strengthen the skills, competencies and abilities of their students so they can overcome the causes of their lack of mastery of the Florida Standards.

1i. 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 offered two days a week for 10 weeks beginning in January and ending in March.

Summer school will be offered for a total of 24 days during the month of June and July. Each day will consist of 4 and a half hours of instruction.

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

**Response:** People responsible for monitoring the implementation will be the school's administration, teachers at the school and district leaders.

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

**Response:** Students will be assessed using STAR assessments at the beginning and the end of each strategy. Formative assessments will also be used at least weekly to determine the levels of understanding each child has within the content. I-Ready reports will also be used throughout the strategy with identified areas of need highlighted for intervention. District developed portfolios may also be used with third grade students to determine proficiency of Florida Standards.

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

**Response:** To ensure that students eligible for extended day are given the opportunity to attend, East Milton Elementary will fund extended day instruction through separate funds. Supplemental Academic Instruction will be used first and then the school's Title I Part A, regular allocation. Finally, the school will use SIG 1003a to adequately fund this strategy.

## Strategies to Be Implemented

**Professional development to increase differentiated instruction and high yield strategies. ::**  
**A minimal use of high yield instructional strategies has results in a low percentage of proficiency.**

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

**Response: A minimal use of high yield instructional strategies has results in a low percentage of proficiency.**

1b. Name of Strategy

**Response:** Professional development to increase differentiated instruction and high yield strategies.  
 Type: New Strategy

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

**Response:**

Data Sources(s)	Baseline Data	Goal(s)
The effectiveness of high yield strategies will be monitored through the use of running records at least once every nine weeks. Data from Star Early Literacy, STAR reading and DE assessments will also provide data for periodic monitoring throughout the year.	FSA results with % proficient not available yet. DEA results with % of increase in grades 3-5 included. All grades significantly increased proficiency in reading and math.  DEA Math % Proficient: Bagdad KG 73.7% , 1st 93.3% , 2nd 71.9%, 3rd 79.4% (+13), 4th 75.8% (+22), 5h 68.1% (+20). DEA Reading % Proficient: Bagdad KG 73.8%, 1st 84.4%, 2nd 64.1%, 3rd 82.44% (+17), 4th 66.7% (+36), 5th 68.1% (+50).	Teachers will increase their use of high yield strategies, including differentiated instruction using leveled readers.

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

**Response:**

- BAGDAD ELEMENTARY SCHOOL

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

**Response:**

- Reading

1f. Describe the purpose of the strategy and the intervention, as well as the anticipated outcome of implementing this strategy.

**Response:** High yield strategies such as reciprocal teaching, vocabulary instruction, and meta-cognitive strategies will enable teacher to assist students in developing the reading process across a gradient of text with increasingly high demands.

1g. Describe how the strategy aligns with implemented differentiated accountability (DA) strategies.

**Response:** Supportive embedded professional development of high yield strategies over sustained periods of time will be a productive format for increasing student achievement. We will be utilizing job embedded coaching to introduce high yield strategies to increase

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

**Response:** An understanding of effective implementation of high yield strategies will produce change in classroom reading instruction thus increasing student achievement.

1i. 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:** Gradient level text will be used to practice high yield strategies at least thirty minutes five days a week with all student in grades K through 2.

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

**Response:** The principal, assistant principal, and Academic Intervention Specialist (AIS) will be responsible for monitoring the implementation of high yield strategies within the reading block.

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

**Response:** The effectiveness of high yield strategies will be monitored through the use of running records at least once every nine weeks. Data from Star Early Literacy, STAR reading and DE assessments will also provide data for periodic monitoring throughout the year.

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

**Response:** Bagdad Elementary will utilize Title I, Part A funding prior to using any available funds from SIG 1003a. Utilizing other funding is necessary as the allocation from SIG 1003 a is only \$15497.61. This amount is not enough to fully fund the professional development and materials needed for this strategy.

## Dissemination

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

**Response:** In October, 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) Providing a copy of the completed application to be kept at each Title I school participating in the grant. 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; 3) Provide an overview of the strategies for implementation and program outcomes for the Instructional Services Department; 4) 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), population(s) and language(s) for reporting student outcomes.

**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 DEA Benchmark Assessment, iReady, Fast ForWord, and other available progress monitoring tools. 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 district SIS (SMART). 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 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	1. Data teams-Meet once per nine-week grading period during the 2015-2016 school year. 2. The Focus School data leadership team will meet a minimum of 4 times during the 2015-2016 school year. 3. Each school's MTSS Team will meet a minimum of once per month during the 2015-2016 school year. 4. The School Advisory Council at each Focus school will review student outcomes each quarter during the 2015-2016 school year. 5. The District Title I Parent Advisory Council Meeting will meet 3 times during the 2015-2016 school year.	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.



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.			
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## Evaluation of Previous Year's Strategies

1. Identify each strategy from the LEA's previous year application, indicate goal attainment per strategy, and for any areas in which the LEA has not seen a positive impact, describe the LEA's plan to assist Priority and Focus schools in achieving the desired impact.

**Response:** Strategy A large percentage of students are not proficient in one or more subjects, due to poor attendance. Training Goals Bagdad and East Milton Elementary will decrease the percent of students with 10 or more absences and 18 or more absences by 3%. One hundred % of Bagdad and East Milton Elementary staff will receive CKH training and implement the Key CKH strategies with fidelity as measured by the Process Champion checklist. OUTCOME: 100% of staff at Bagdad and East Milton participated in Capturing Kids Hearts Training. Bagdad increased the percent of students with 18 or more absences from 8% to 9%. East Milton saw no change in the percent of students with 18 or more absences (18% in 13-14 and 18% in 14-15). FSA results with % proficient not available yet. DEA results with % of increase in grades 3-5 included. All grades significantly increased proficiency in reading and math at both Bagdad and East Milton, with the exception of Grade 3 Reading at East Milton (-16). DEA Math % Proficient: Bagdad KG 73.7% , 1st 93.3% , 2nd 71.9%, 3rd 79.4%(+13), 4th 75.8% (+22), 5h 68.1% (+20). East Milton KG 86.2%, 1st 91.1%, 2nd 79.49%, 3rd 64.7% (+17), 4th 85.6% (+36), 5th 80.6% (+50). DEA Reading % Proficient: Bagdad KG 73.8%, 1st 84.4%, 2nd 64.1%, 3rd 82.44% (+17), 4th 66.7% (+36), 5th 68.1% (+50). East Milton KG 85.4%, 1st 82.31%, 2nd 59.3%, 3rd 48.5% (-16), 4th 82.4% (+27), 5th 78.8%(+23%).

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

**Response:** Student attendance was measured using the district's student information system (SMART). Since FSA Proficiency data was not available, proficiency was determined in Reading and Math for grades K-5 using Discovery Education Assessment Test 4.

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

**Response:** Both schools will continue implementation of Capturing Kids Hearts Strategies during the 2015-2016 school year and provide additional training and monitoring for staff. Schools will also continue the focus on regular attendance by monthly monitoring attendance for all students and implementation of attendance improvement plans and truancy plans for students with poor attendance. Both schools will continue to provide math interventionists to ensure progress in math proficiency continues. STEAM strategies will also be employed to increase proficiency in reading, math, science, and writing.