

**Title I, Part A, 2016-2017 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 grades reflect 2013-14 school grades. 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 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.
- The LEA must serve all priority and focus school based on 2013-14 school grades before serving priority and focus schools based on 2015-16 school grade.

### 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
0051	BAGDAD ELEMENTARY SCHOOL	67.15	D	23579.79
0071	EAST MILTON ELEMENTARY SCHOOL	85.40	D	53290.60

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

Response: NA

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

LEA Cost Type	LEA Allocation
Indirect	3375.00
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:** After participation in the Capturing Kids Hearts and Process Champions training, school administrators, teachers and staff will implement the strategies that impact student achievement. 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 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, 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 iReady will be made as necessary for each student.

In addition, after participation in the Capturing Kids Hearts (CKH) training, teachers, administrators and staff will implement the CKH Impact Strategies for Addressing Key Variables that Affect Student Achievement 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; Two have served as principals at Title I elementary schools. The LEA Support Team has expertise in data analysis, school improvement, MTSS, 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 meetings throughout the school year. Further, the LEA Support will meet every four months with each school's leadership team to review student data, as well as teacher implementation of the effective deliberate practices. In addition, the Coordinator for Literacy and the Coordinator for Math and Science, as well as the literacy coaches for math and teachers on special assignment will support each school with professional development and resources that are identified as needed.

## Strategies to Be Implemented

**Differentiated literacy instruction :: A lack of non-fiction text to meet the varying instructional needs of students below proficiency.**

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

**Response: A lack of non-fiction text to meet the varying instructional needs of students below proficiency.**

1b. Name of Strategy

**Response:** Differentiated literacy instruction  
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:**

<b>Data Sources(s)</b>	<b>Baseline Data</b>	<b>Goal(s)</b>
FSA and DEA data 2015-2016	FSA- 52% overall learning gains 49% Level 3 and above. 43% learning gains of bottom 25%. DEA 73% Level 3 and above	FSA- 57% Level 3 and above. DEA 78% Level 3 and above

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
- Mathematics
- Science

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. Teachers will receive professional development in the effective use of leveled readers to include the following skills:

1. Setting the purpose for reading
2. Writing cognitively complex questions to increase comprehension
3. Developing extension activities using leveled readers
4. Using multiple texts to integrate knowledge.

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 the implementation of high yield strategies and reading proficiency.

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 5.

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. 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 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:** Title I, Part A funds will be used to purchase all materials and supplies and leveled reading, prior to expending SIG 1003a funds.



## 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)
FSA and Discovery Education Assessment Data	<p><b>ELA:</b> FSA- 49% overall learning gains 49% Level 3 and above. 43% learning gains of bottom 25%.</p> <p><b>Math:</b> FSA- 63% overall learning gains, 57% learning gains of bottom 25%. DEA- 67%</p>	<p><b>ELA:</b> FSA-55% Level 3 and above DEA 75% Level 3 and above</p> <p><b>Math:</b> FSA- 65% Level 3 and above DEA- 70% Level 3 and above</p>

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 use 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:** Supplemental Academic Intervention (SAI) funds 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

### **Implementation of Capturing Kids Hearts and Process Champions :: Lack of attendance and student engagement.**

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

**Response:** Lack of attendance and student engagement.

1b. Name of Strategy

**Response:** Implementation of Capturing Kids Hearts and Process Champions  
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)
2015-2016 Attendance Data 173 students had 10 absences or more.	173 students had 10 absences or more.	168 students will have 10 absences or more.
82 students had 10 tardies or more.	82 students had 10 tardies or more.	78 students had 10 tardies or more.

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
- Mathematics
- Science
- Writing

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

**Response:** After participation in the Capturing Kids Hearts (CKH) training, teachers, administrators and staff will implement the CKH Impact Strategies for Addressing Key Variables that Affect Student Achievement 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

Differentiated Accountability Strategies include; School Improvement Planning, Leadership, Educator Quality, Professional Development, Florida Continuous Improvement Model, and Monitor Processes and Plan.

See the strategies listed in 1F that align with the DA strategies, as well as Marzano's highly effective instructional strategies.

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

**Response:** Capturing Kids Hearts trains teachers and administrators in key strategies aligned with effective teaching strategies identified by Robert Marzano and incorporated into the Santa Rosa Teacher Evaluation Instrument.

In his monograph, Marzano distills from the writings of many other authors the "Key Variables" at the school, teacher, and student level that affect academic achievement. The variables are divided into school-level variables (opportunity to learn, time, monitoring, pressure to achieve, parental involvement, climate, leadership, and cooperation), teacher level variables (instruction, curriculum design, classroom management), and student level variables (home atmosphere, aptitude/prior knowledge, and interest).

Through training, implementation and support of CKH strategies, both teachers and administrators will understand how the key strategies positively affect student achievement and how to implement these key strategies on a school-wide basis.

**Administrator leaders**

will support the key variables at the school level and will develop relational trust within the school such that teachers can cooperate and work together to create a positive school climate, ensure that curriculum is aligned with assessments, and provide the means to monitor the school's progress toward academic goals.

**Teacher leaders**

will be intentional in deciding which instructional strategies will be used and will engage students' minds and hearts in the learning process. They will have the skills to manage classroom discipline, and will teach in a manner such that instructional goals and activities are well planned.

**Student leaders**

will understand that they are responsible for their own actions and will be equipped to resist peer pressure, develop healthy relationships, resolve conflicts, and set goals. These leadership skills will help them achieve their full academic potential.

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

**Response:** Process Champion training will be provided to a leadership team at Bagdad Elementary.

Implementation of the key CKH strategies will occur throughout the day for the remainder of the school year.

The Process Champion leadership team will ensure that the strategies are delivered with fidelity throughout the school year.

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:** Process Champion training for Bagdad's leadership team will be conducted in December, with job embedded coaching following in January. Implementation and fidelity checks will occur daily from December through the end of the school year.

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

**Response:** Each school's leadership team, including the principal, assistant principal, and key school leaders will participate in Process Champions.

Because CKH training presents so many transformational ideas and techniques, schools need additional assistance with implementation. This vital reinforcement is provided through Process Champions.

Process Champions are teachers and administrators who act as CKH mentors, helping their colleagues apply and master all aspects of Capturing Kids' Hearts. In the Process Champions training, these faculty and administrators receive special additional instruction that prepares them to assist and support their peers in the CKH effort.

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

**Response:** Capturing Kids Hearts should positively affect:  
Student Attendance  
School Climate  
Teacher/Student Collaboration  
Student Achievement

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

Monitoring tools will include:  
SMART Attendance Reports  
Climate Surveys  
Classroom walkthrough data documenting student collaboration, celebrating success, goal setting

Discovery Education Assessment data  
Student Achievement Data

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:** The Title I, Part A grant will be used to provide Capturing Kids Hearts initial training. However, the Title I, Part A grant does not have enough funding to pay for Process Champions. Process Champions funding must be supported by the SIG 1003 a grant or it will not occur.

## 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 will complete 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 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 iReady, DEA Benchmark Assessment, and Fast ForWord. 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 learning gains. Resources (staffing, programs, technology) and professional development opportunities will be allocated based on identified needs. Schools were required to target subgroups not making learning gains in their School Improvement Plans. Teacher Professional Development Plans in schools 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	1. Data teams- Meet once per nine-week grading period during the 2016-2017 school year. 2. The Focus School data leadership team will meet a minimum of 4 times during the 2016-2017 school year. 3. Each school's MTSS Team will meet a minimum of once per month during the 2016-2017 school year. 4. The School Advisory Council at each Focus school will review student outcomes each quarter during the 2016-2017 school year. 5. The District Title I Parent Advisory Council Meeting will meet 3 times during the 2016-2017 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.



meet the needs of students below proficiency. 5. District Title I Parent Advisory Council will review each school's student achievement 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:** East Milton: After school tutoring and summer school were offered at EME to those students who demonstrated weakness in reading and/or math. All grade levels showed an average gain in proficiency of over 15% in ELA and over 26% in Math as demonstrated on the Discovery Education Assessment. These gains were not demonstrated on the Florida Standards Assessment. Professional Development will be provided to teachers by the Reading Coach and District Facilitators to address specific areas of weakness shown on the FSA across all grade levels, such as Integration of Knowledge and Ideas and Craft and Structure. This professional development will also include creating valid assessment questions which align to FSA, both in phrasing and depth of knowledge. Another area of weakness that will be addressed this year will be in the area of test-based writing. Due to the deficits in vocabulary development in EME's economically disadvantaged population, elaboration within writing needs to be further developed. This year, the Expanding Expression Tool will be implemented throughout the school. Similar training will be provided in the area of Math, highlighting areas that showed a weakness on the 15-16 FSA. Bagdad: Strategy 1 was to develop fact fluency in math. To assist our school we purchase Reflex Math to get our students more familiar with fact fluency. Reflex was used as an intervention before and during school. The main focus was from our Math Interventionist having groups before school using the program from 20 minutes a day. The goal was for students to demonstrate a minimum of 5% increase in proficiency in math, as measured by DEA and FSA. Bagdad Elementary's DEA results for the 2015-2106 school year in Math was KG 78% (+5), 1st 93% (same), 2nd 86 (+22), 3rd 87% (+5), 4th 73% (+7), 5th 80 (+12). Based on the results, we met our goal in every grade level except 1st grade which remained the same at 93%. Strategy 2 was to increase differentiated instruction by providing professional development in high yield strategies. Our goal was to increase teachers use of high yield strategies, including differentiated instruction by using level readers. The data sources we used to monitor the progress was running records every nine week, STAR results, DEA assessments throughout the year. Our teachers were provided trainings throughout the year on high yield strategies such as reciprocal teaching, vocabulary strategies, metacognitive strategies, and self-reported grades and it was evident of the implementation through administrative observations as well as data sources. Our teachers were able to observe good teaching strategies within our faculty and from outside classrooms as well.

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:** East Milton: Students were given the Discovery Education Assessment as a progress monitoring tool throughout the school year. Students in all grade levels showed an increase in both ELA and Math of more than the goal of 5% gains. DEA Reading gains: KG - 33%, 1st- 13%, 2nd - 16%, 3rd - 13%, 4th - 16%, 5th - 7%. DEA Math gains: KG - 27% 1st - 25%, 2nd - 25%, 3rd - 23%, 4th - 30%, 5th - 24%. These same gains were not seen on the Florida Standards Assessment. The ELA section of the FSA showed a decrease of proficiency dropping from 51% to 49% as compared to last year. FSA Math scores did increase 4% across grades 3, 4, and 5. Bagdad: 2. To evaluate the outcome of student academic achievement we looked at several data sources such as DEA assessments, FSA results, running records, and professional development logs. Every nine weeks our MTSS team reviewed student data and had data chats with our teachers on the progress and areas of concerns. Also, we had intensive discussions with our leadership team about the process and implementation of professional development and

Reflex Math. Based on input, we have adjusted and altered the way we provide professional development moving forward in the new school year.

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

**Response:** East Milton: After school tutoring and summer school will continue to be offered to students showing a weakness in reading and math with some changes to the curriculum and strategies used during this time. The Ready Florida English Language Arts and Math program will be used to provide a proven-effective, gradual-release model that ensures students get the modeled and guided instruction they need to build confidence and mastery of the LAFS and MAFS. These workbooks will be used in conjunction with the I-Ready computer program that has been purchased by EME. This program will provide a more structured approach to the curriculum used during tutoring and summer school.

Bagdad: Strategy 1 to develop fact fluency in math has continued this year. We still have access to the program and continue to target our students in need in the morning before school for 20 minutes of day. Our math interventionist is continuously monitoring the progress and celebrating the success of our students. We have increased the awareness for our parents to use and encourage the students to use the program at home this year.

Strategy 2, which was to increase differentiated instruction by providing professional development, has been altered this year. We have changed the method that we present the strategies each month in the professional development setting. Our faculty will be able to pick and choose the professional development sessions they go by identifying areas that each individual needs to improve in as a teacher. Also, the principal is leading a book study with job embedded coaching interwoven in the book study.

**FLORIDA DEPARTMENT OF EDUCATION  
BUDGET DESCRIPTION FORM -  
School Improvement Initiative 1003(a) 2016-2017**

A) NAME OF ELIGIBLE RECIPIENT: Santa Rosa County District School Board  
B) Project Number (DOE USE ONLY): 570-2267B-7CS01

E) TAPS  
Number  
17A002

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	Leveled Readers for small group differentiated reading instruction	5100	520	<u>Textbooks</u> Leveled readers for small group reading instruction.	0.000	\$10,100.26
2	Salary Extended Day Tutoring	5900	120	<u>Classroom Teachers</u> Salary Extended Day 37.50 1,226 hours/1475	0.830	\$46,102.00
3	Retirement	5900	210	<u>Retirement</u> Retirement @ 7.26%	0.000	\$3,669.60
4	Social Security	5900	220	<u>Social Security</u> Social Security @ 7.65	0.000	\$3,519.00
5	Process Champion Training	6400	310	<u>Professional and Technical Services</u> Process Champion Training- 2 days of training and 1/2 school-based coaching.	0.000	\$8,400.00
6	Substitutes to provide coverage for classroom teachers during leveled reader training and Process Champion Training.	6400	315	Substitutes to provide coverage for classroom teachers during leveled reader training and Process Champion Training. 54 hours of subs x \$98.69= 54/1475	0.030	\$5,079.53
7	Indirect Cost PLAN B 4.39%	7200	790	<u>Miscellaneous Expenses</u> Indirect Cost PLAN B 4.39%	0.000	\$3,374.61
Totals:					0.860	\$80,245.00

DOE 101



Pam Stewart, Commissioner

Reviewed by SACSD Finance Department

*[Signature]*  
Date  
10/4/16

Reviewed by SPCCO Finance Department

Date: \_\_\_\_\_