



**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Pinellas County School District	2 PROJECT NUMBER 520-2120B-0CB01
3 PROJECT/PROGRAM TITLE Title I, Part A - Improving the Academic Achievement of the Disadvantaged <p align="right">TAPS 20A001</p>	4 AUTHORITY 84.010A Title I, Part A, Basic USDE or Appropriate Agency FAIN#: S010A190009
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2019 - 06/30/2020 Program Period: 07/01/2019 - 06/30/2020
7 AUTHORIZED FUNDING Current Approved Budget: \$28,126,642.00 Amendment Amount: Estimated Roll Forward: \$2,465,000.00 Certified Roll Amount: Total Project Amount: \$30,591,642.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>06/30/2020</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2020</u> Last date for receipt of proposed budget and program amendments: <u>05/31/2020</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : <u>07/01/2019</u> 	
10 DOE CONTACTS Program: Sonya Morris Phone: (850) 245-9614 Email: Sonya.Morris@fldoe.org Grants Management: Unit A (850) 245-0496	Comptroller Office Phone: (850) 245-0401 Duns#: 010508844 FEIN#: F596000799108
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. 	
12 APPROVED: <div style="display: flex; justify-content: space-between;"> <div data-bbox="149 1654 755 1776">  _____ Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> <div data-bbox="820 1654 1088 1747"> <u>10/9/19</u> _____ Date of Signing </div> <div data-bbox="1193 1606 1510 1711" style="text-align: right;">  FLORIDA DEPARTMENT OF EDUCATION <small>fldoe.org</small> </div> </div>	

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

- 1** Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2** Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3** Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4** Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5** Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6** Project Periods: The periods for which the project budget and program are in effect.
- 7** Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8** Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9** Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10** DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11** Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12** Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

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	A) Program Name: ✓ Title I, Part A Improving the Academic Achievement of the Disadvantaged ✓ TAPS NUMBER: 20A001	DOE USE ONLY Date Received Project Number (DOE Assigned) 520-2120B-00B01
B) Name and Address of Eligible Applicant: ✓ Pinellas County District School Board 301 4 th Street SW Largo, FL 33770		RECEIVED 2019 JUN 19 AM 10:30 OFFICE OF GRANTS MANAGEMENT
C) Total Funds Requested: \$28,560,289 <hr style="width: 20%; margin: 0 auto;"/> DOE USE ONLY Total Approved Project: \$ 30,591,642.00	D) Applicant Contact & Business Information	
	Contact Name: Felita Grant, Ed.D. Fiscal Contact Name: Mary Conage, Ed.D.	Telephone Numbers: 727-893-2988 727-588-6311
	Mailing Address: 301 4 th Street SW Largo, FL 33770	E-mail Addresses: grantf@pcsb.org conagem@pcsb.org
	Physical/Facility Address: 301 4 th Street SW Largo, FL 33770	DUNS number: 010508844 FEIN number: F596000799108
CERTIFICATION		
I, <u>Michael A. Grego, Ed.D.</u> as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.		
Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.		
E)	 _____ Signature of Agency Head	Superintendent _____ Title
		6/17/19 _____ Date

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2019-
2020**

A) NAME OF ELIGIBLE RECIPIENT: **Pinellas County District School Board**
B) Project Number (DOE USE ONLY): **520-2120B-0CB01**

E) TAPS Number 20A001

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	E Provide salary for classroom teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Middle and High Schools) Payment based on teacher hourly rate of pay. Focus #1, #5, #6	5100	120	<u>Classroom Teachers</u> Salary for Classroom Teachers for classroom teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Middle and High Schools)	3.660	\$183,716.84
2	H-5 Provide salary for part-time teachers to provide instruction for Private School program during the school year. Payment based on district hourly rate of pay: Focus #8	5100	120	<u>Classroom Teachers</u> Salary for part-time teachers to provide instruction for Private School program during the school year	5.380	\$258,353.44
3	I Provide funds for classroom teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Summer Bridge). Payment based on teacher hourly rate of pay. Focus #1, #5, #6	5100	120	<u>Classroom Teachers</u> Funds for classroom teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Summer Bridge)	28.680	\$1,369,273.16
4	F Provide incentives (salary supplements) to recruit and retain highly effective teachers at select Title I schools (Bear Creek ES, Belleair ES, Campbell Park ES, Fairmount Park ES, High Point ES, Lakewood ES, Maximo ES, Ponce de Leon ES, Azalea MS, Largo MS, Tyrone MS, John Hopkins MS, Meadowlawn MS): Focus #6	5100	120	<u>Classroom Teachers</u> Classroom Teachers Incentives (salary supplements) to recruit and retain highly effective teachers at select Title I schools (Bear Creek ES, Belleair ES, Campbell Park ES, Fairmount Park ES, High Point ES, Lakewood ES, Maximo ES, Ponce de Leon ES, Azalea MS, Largo MS, Tyrone MS, John Hopkins MS, Meadowlawn MS).	0.000	\$1,110,919.74

5	F	Provide supplemental salary for classroom teachers to extend the school day (one hour) at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Ponce De Leon, Sandy Lane): Focus #6	5100	120	<u>Classroom Teachers</u> Supplemental salary for classroom teachers to extend the school day (one hour) at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Ponce De Leon, Sandy Lane)	10.300	\$516,706.86
6	F	Provide salary for classroom teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Middle and High Schools) Payment based on teacher hourly rate of pay. Focus #1, #5, #6	5100	120	<u>Classroom Teachers Salary</u> for Classroom Teachers for classroom teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Middle and High Schools)	4.200	\$210,547.71
7	F	Provide supplemental classroom teachers to provide targeted supports for students at select Title I schools ovide salary for supplemental classroom teach(Campbell Park, Fairmount Park,Lakewood, Maximo, Melrose, Ponce de Leon, Sandy Lane) Focus #6	5100	120	<u>Classroom Teachers</u> Classroom Teachers' Salary for supplemental classroom teachers to provide targeted supports for students at select Title I schools (Campbell Park, Fairmount Park,Lakewood, Maximo, Melrose, Ponce de Leon, Sandy Lane)	10.000	\$440,972.03
8	F	Provide salary for teachers to lower TPR for Science in select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Ponce De Leon, Sandy Lane): Focus #6	5100	120	<u>Classroom Teachers</u> Salary for teachers to lower TPR for Science in select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Ponce De Leon, Sandy Lane):	3.500	\$191,786.69
9	N/A	Provide salary for part-time teachers to provide supplemental interventions at Title I schools. Payment based on district hourly rate of pay: Focus #1	5100	120	<u>Classroom Teachers</u> Classroom Teachers Part-time teachers to provide supplemental student interventions	30.480	\$1,569,375.50
10	N/A	Provide salary for supplemental full-time classroom teachers to provide interventions for students at Title I schools: Focus #1	5100	120	<u>Classroom Teachers</u> Classroom Teachers Full-time classroom teachers to provide interventions for students at Title I schools	14.225	\$682,804.88
11	H-4	Provide salary for part-time teachers to provide instruction for Private School program during the school year. Payment based on district hourly rate of pay: Focus #8	5100	120	<u>Classroom Teachers</u> Classroom Teachers Salary for part-time teachers to provide instruction for Private School program during the school year	4.340	\$199,408.00
12	C	Provide salary for full-time classroom teacher for Homeless program: Focus #3	5100	120	<u>Classroom Teachers</u> Classroom Teachers Salary	1.000	\$73,413.37

					for full-time classroom teacher for Homeless program		
13	N/A	Provide salary for supplemental paraprofessionals to provide interventions for students in Title I schools: Focus #1	5100	150	<u>Aides</u> Supplemental paraprofessionals to provide interventions for students in Title I schools	21.000	\$396,755.16
14	D	Provide salary for paraprofessionals (2.5) to provide interventions for students for the neglected and delinquent program: Focus #4	5100	150	<u>Aides</u> Salary for paraprofessionals (2.5) to provide interventions for students for the neglected and delinquent program	2.500	\$46,365.16
15	F	Provide supplemental paraprofessionals (51) to provide intervention support at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Midtown): Focus #6	5100	150	<u>Aides</u> Supplemental paraprofessionals to provide intervention support at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Midtown)	51.000	\$950,051.67
16	N/A	Provide retirement benefits for part-time teachers to provide supplemental interventions at Title I schools: Focus #1	5100	210	<u>Retirement</u> Retirement benefits for part-time teachers to provide supplemental interventions at Title I schools	0.000	\$132,926.23
17	N/A	Provide retirement benefits for supplemental full-time classroom teachers to provide interventions for students at Title I schools: Focus #1	5100	210	<u>Retirement</u> Retirement benefits for supplemental full-time classroom teachers to provide interventions for students at Title I schools	0.000	\$132,926.11
18	N/A	Provide retirement benefits for supplemental paraprofessionals to provide interventions for students in Title I schools: Focus #1	5100	210	<u>Retirement</u> Retirement benefits for supplemental paraprofessionals to provide interventions for students in Title I schools	0.000	\$57,833.58
19	H-4	Provide retirement benefits for part-time teachers to provide instruction for Private School program during the school year: Focus #8	5100	210	<u>Retirement</u> Retirement benefits for part-time teachers to provide instruction for Private School program during the school year	0.000	\$16,889.86
20	C	Provide retirement benefits for full-time classroom teacher for Homeless program: Focus #3	5100	210	<u>Retirement</u> Retirement benefits for full-time classroom teacher for Homeless program	0.000	\$10,718.35
21	D	Provide retirement benefits for paraprofessionals (2.5) to provide interventions for students for the neglected and delinquent program: Focus #4	5100	210	<u>Retirement</u> Retirement benefits for paraprofessionals (2.5) to provide interventions for students for the neglected and delinquent program	0.000	\$3,952.30
22	F	Provide retirement benefits for supplemental paraprofessionals to provide intervention support at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo,	5100	210	<u>Retirement</u> Retirement benefits for supplemental paraprofessionals to provide intervention support at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo,	0.000	\$80,469.38

		Melrose., Azalea MS, Largo MS, Mildred Helm, Sandy Lane, Sexton): Focus #6			Melrose, Azalea MS, Largo MS, Mildred Helm, Sandy Lane, Sexton)		
23	F	Provide retirement benefits for teachers to lower TPR for Science in select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Mildred Helms, Sandy Lane): Focus #1, #6	5100	210	<u>Retirement</u> Retirement benefits for teachers to lower TPR for Science in select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Mildred Helms, Sandy Lane):	0.000	\$16,244.33
24	F	Provide retirement benefits for supplemental classroom teachers to provide targeted supports for students at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Midtown, Azalea MS, Largo MS, Mildred Helm, Sandy Lane, Sexton):Focus #6	5100	210	<u>Retirement</u> Retirement benefits for supplemental classroom teachers to provide targeted supports for students at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Midtown, Azalea MS, Largo MS, Mildred Helm, Sandy Lane, Sexton)	0.000	\$54,208.00
25	I	Provide retirement benefits for classroom teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Summer Bridge): Focus #1, #5, #6	5100	210	<u>Retirement</u> Retirement benefits for classroom teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Summer Bridge)	0.000	\$115,977.44
26	F	Provide retirement benefits for classroom teachers to extend the school day (one hour) at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Midtown Academy): Focus #6	5100	210	<u>Retirement</u> Retirement benefits for classroom teachers to extend the school day (one hour) at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Midtown Academy)	0.000	\$43,765.07
27	F	Provide incentives (retirement benefits supplements) to recruit and retain highly effective teachers at select Title I schools (Bear Creek ES, Belleair ES, Campbell Park ES, Fairmount Park ES, High Point ES, Lakewood ES, Maximo ES, Ponce de Leon ES, Azalea MS, Largo MS, Tyrone MS, John Hopkins MS): Focus #6	5100	210	<u>Retirement</u> Retirement Benefits Classroom Teachers Incentives (supplements) to recruit and retain highly effective teachers at select Title I schools (Bear Creek ES, Belleair ES, Campbell Park ES, Fairmount Park ES, High Point ES, Lakewood ES, Maximo ES, Ponce de Leon ES, Azalea MS, Largo MS, Tyrone MS, John Hopkins MS)	0.000	\$94,094.90
28	H-5	Provide retirement benefits for part-time teachers to provide instruction for Private School program during the school year. Payment based on	5100	210	<u>Retirement</u> Retirement benefits for part-time teachers to provide instruction for Private School program during the school year	0.000	\$21,882.53

		district hourly rate of pay: Focus #8					
29	E	Provide retirement benefits for classroom teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Middle and High Schools) Payment based on teacher hourly rate of pay. Focus #1, #5, #6	5100	210	<u>Retirement</u> Retirement Benefits for Classroom Teachers Funds for classroom teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Middle and High Schools)	0.000	\$15,560.81
30	F	Provide retirement benefits for classroom teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Middle and High Schools) Payment based on teacher hourly rate of pay. Focus #1, #5, #6	5100	210	<u>Retirement</u> Retirement Benefits for Classroom Teachers for classroom teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Middle and High Schools)	0.000	\$17,833.40
31	F	Provide social security benefits for classroom teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Middle and High Schools) Payment based on teacher hourly rate of pay. Focus #1, #5, #6	5100	220	<u>Social Security</u> Social Security Benefits for Classroom Teachers for classroom teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Middle and High Schools)	0.000	\$13,053.99
32	F	Provide social security benefits for supplemental classroom teachers to provide targeted supports for students at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Midtown, Azalea MS, Largo MS, Mildred Helm, Sandy Lane, Sexton): Focus #6	5100	220	<u>Social Security</u> Social Security benefits for supplemental classroom teachers to provide targeted supports for students at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Midtown, Azalea MS, Largo MS, Mildred Helm, Sandy Lane, Sexton)	0.000	\$39,680.00
33	F	Provide social security benefits for teachers to lower TPR for Science in select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Mildred Helms, Sandy Lane): Focus #1, #6	5100	220	<u>Social Security</u> Social security benefits for teachers to lower TPR for Science in select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Mildred Helms, Sandy Lane):	0.000	\$11,890.77
34	F	Provide social security benefits for supplemental paraprofessionals to provide intervention support at select Title I schools (Campbell	5100	220	<u>Social Security</u> Social security benefits for supplemental paraprofessionals to provide intervention support at select Title I schools (Campbell	0.000	\$58,903.20

		Park, Fairmount Park, Lakewood, Maximo, Melrose, Azalea MS, Largo MS, Mildred Helm, Sandy Lane, Sexton): Focus #6			Park, Fairmount Park, Lakewood, Maximo, Melrose, Azalea MS, Largo MS, Mildred Helm, Sandy Lane, Sexton)		
35	D	Provide social security benefits for paraprofessionals (2.5) to provide interventions for students for the neglected and delinquent program: Focus #4	5100	220	<u>Social Security</u> Social security benefits for paraprofessionals (2.5) to provide interventions for students for the neglected and delinquent program	0.000	\$2,893.05
36	C	Provide social security benefits for full-time classroom teacher for Homeless program: Focus #3	5100	220	<u>Social Security</u> Social security benefits for full-time classroom teacher for Homeless program	0.000	\$4,551.63
37	E	Provide social security benefits for classroom teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Middle and High Schools) Payment based on teacher hourly rate of pay. Focus #1, #5, #6	5100	220	<u>Social Security</u> Social Security Benefits for Classroom Teachers Funds for classroom teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Middle and High Schools)	0.000	\$11,390.41
38	H-5	Provide social security benefits for part-time teachers to provide instruction for Private School program during the school year. Payment based on district hourly rate of pay: Focus #8	5100	220	<u>Social Security</u> Social Security benefits for part-time teachers to provide instruction for Private School program during the school year	0.000	\$16,017.91
39	F	Provide incentives (social security benefits supplements) to recruit and retain highly effective teachers at select Title I schools (Bear Creek ES, Belleair ES, Campbell Park ES, Fairmount Park ES, High Point ES, Lakewood ES, Maximo ES, Ponce de Leon ES, Azalea MS, Largo MS, Tyrone MS, John Hopkins MS): Focus #6	5100	220	<u>Social Security</u> Social Security Benefits Classroom Teachers Incentives (supplements) to recruit and retain highly effective teachers at select Title I schools (Bear Creek ES, Belleair ES, Campbell Park ES, Fairmount Park ES, High Point ES, Lakewood ES, Maximo ES, Ponce de Leon ES, Azalea MS, Largo MS, Tyrone MS, John Hopkins MS)	0.000	\$68,877.02
40	F	Provide social security benefits for classroom teachers to extend the school day (one hour) at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Midtown Academy): Focus #6	5100	220	<u>Social Security</u> Social Security benefits for classroom teachers to extend the school day (one hour) at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Midtown Academy)	0.000	\$32,035.83
41	I	Provide social security benefits for classroom	5100	220	<u>Social Security</u> Social security benefits for classroom	0.000	\$84,894.94

		teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Summer Bridge). Focus #1, #6			teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Summer Bridge)		
42	H-4	Provide social security benefits for part-time teachers to provide instruction for Private School program during the school year: Focus #8	5100	220	<u>Social Security</u> Social security benefits for part-time teachers to provide instruction for Private School program during the school year	0.000	\$12,363.30
43	N/A	Provide social security benefits for part-time teachers to provide supplemental interventions at Title I schools: Focus #1	5100	220	<u>Social Security</u> Social security benefits for part-time teachers to provide supplemental interventions at Title I schools	0.000	\$97,301.29
44	N/A	Provide social security benefits for supplemental full-time classroom teachers to provide interventions for students at Title I schools: Focus #1	5100	220	<u>Social Security</u> Social security benefits for supplemental full-time classroom teachers to provide interventions for students at Title I schools	0.000	\$42,333.91
45	N/A	Provide social security benefits for supplemental paraprofessionals to provide interventions for students in Title I schools: Focus #1	5100	220	<u>Social Security</u> Social security benefits for supplemental paraprofessionals to provide interventions for students in Title I schools	0.000	\$24,646.85
46	N/A	Provide medicare benefits for part-time teachers to provide supplemental interventions at Title I schools: Focus #1	5100	221	Medicare benefits for part-time teachers to provide supplemental interventions at Title I schools	0.000	\$22,755.95
47	N/A	Provide medicare benefits for supplemental full-time classroom teachers to provide interventions for students at Title I schools: Focus #1	5100	221	Medicare benefits for supplemental full-time classroom teachers to provide interventions for students at Title I schools	0.000	\$9,900.67
48	N/A	Provide medicare benefits for supplemental paraprofessionals to provide interventions for students in Title I schools: Focus #1	5100	221	Medicare benefits for supplemental paraprofessionals to provide interventions for students in Title I schools	0.000	\$5,764.17
49	C	Provide medicare benefits for full-time classroom teacher for Homeless program: Focus #3	5100	221	Medicare benefits for full-time classroom teacher for Homeless program	0.000	\$1,064.49
50	H-4	Provide medicare benefits for part-time teachers to provide instruction for Private School program during the school year: Focus #8	5100	221	Medicare benefits for part-time teachers to provide instruction for Private School program during the school year	0.000	\$2,891.42
51	D	Provide medicare benefits for paraprofessionals (2.5) to provide interventions for students for the neglected and delinquent program: Focus #4	5100	221	Medicare benefits for paraprofessionals (2.5) to provide interventions for students for the neglected and delinquent program	0.000	\$676.61

52	F	Provide medicare benefits for supplemental paraprofessionals to provide intervention support at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Azalea MS, Largo MS, Mildred Helm, Sandy Lane, Sexton): Focus #6	5100	221	Medicare benefits for supplemental paraprofessionals to provide intervention support at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Azalea MS, Largo MS, Mildred Helm, Sandy Lane, Sexton)	0.000	\$13,775.75
53	F	Provide medicare benefits for teachers to lower TPR for Science in select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Mildred Helms, Sandy Lane): Focus #1, #6	5100	221	Medicare benefits for teachers to lower TPR for Science in select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Mildred Helms, Sandy Lane):	0.000	\$2,780.91
54	I	Provide medicare benefits for classroom teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Summer Bridge). Focus #1, #6	5100	221	Medicare benefits for classroom teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Summer Bridge)	0.000	\$19,854.46
55	F	Provide medicare benefits for classroom teachers to extend the school day (one hour) at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Midtown Academy): Focus #6	5100	221	Medicare benefits for classroom teachers to extend the school day (one hour) at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Midtown Academy)	0.000	\$7,492.25
56	F	Provide incentives (medicare benefits supplements) to recruit and retain highly effective teachers at select Title I schools (Bear Creek ES, Belleair ES, Campbell Park ES, Fairmount Park ES, High Point ES, Lakewood ES, Maximo ES, Ponce de Leon ES, Azalea MS, Largo MS, Tyrone MS, John Hopkins MS): Focus #6	5100	221	Medicare Benefits Classroom Teachers Incentives (supplements) to recruit and retain highly effective teachers at select Title I schools (Bear Creek ES, Belleair ES, Campbell Park ES, Fairmount Park ES, High Point ES, Lakewood ES, Maximo ES, Ponce de Leon ES, Azalea MS, Largo MS, Tyrone MS, John Hopkins MS)	0.000	\$16,108.34
57	H-5	Provide medicare benefits for part-time teachers to provide instruction for Private School program during the school year. Payment based on district hourly rate of pay: Focus #8	5100	221	Medicare benefits for part-time teachers to provide instruction for Private School program during the school year	0.000	\$3,746.12
58	E	Provide medicare benefits for classroom teachers to provide extended learning	5100	221	Medicare Benefits for Classroom Teachers Funds for classroom teachers to	0.000	\$2,663.89

		opportunities for students in Title I schools beyond the contracted school day and school year (Middle and High Schools) Payment based on teacher hourly rate of pay. Focus #1, #5, #6			provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Middle and High Schools)		
59	F	Provide medicare benefits for supplemental classroom teachers to provide targeted supports for students at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Midtown, Azalea MS, Largo MS, Mildred Helm, Sandy Lane, Sexton): Focus #6	5100	221	Medicare benefits for supplemental classroom teachers to provide targeted supports for students at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Midtown, Azalea MS, Largo MS, Mildred Helm, Sandy Lane, Sexton)	0.000	\$9,280.00
60	F	Provide medicare benefits for classroom teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Middle and High Schools) Payment based on teacher hourly rate of pay. Focus #1, #5, #6	5100	221	Medicare Benefits for Classroom Teachers for classroom teachers to provide extended learning opportunities for students in Title I schools beyond the contracted school day and school year (Middle and High Schools)	0.000	\$3,052.95
61	F	Provide health and life insurance benefits for teachers to lower TPR for Science in select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Mildred Helms, Sandy Lane): Focus #1, #6	5100	230	<u>Group Insurance</u> Health and Life insurance benefits for teachers to lower TPR for Science in select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Mildred Helms, Sandy Lane): Focus #1, #6	0.000	\$30,800.00
62	F	Provide health and life insurance benefits for supplemental paraprofessionals to provide intervention support at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Azalea MS, Largo MS, Mildred Helm, Sandy Lane, Sexton): Focus #6	5100	230	<u>Group Insurance</u> Health and Life Insurance benefits for supplemental paraprofessionals to provide intervention support at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Azalea MS, Largo MS, Mildred Helm, Sandy Lane, Sexton)	0.000	\$369,968.17
63	F	Provide health and life insurance benefits for supplemental classroom teachers to provide targeted supports for students at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Midtown, Azalea MS,	5100	230	<u>Group Insurance</u> Group Insurance Health and life insurance benefits for supplemental classroom teachers to provide targeted supports for students at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo,	0.000	\$160,000.00

		Largo MS, Mildred Helm, Sandy Lane, Sexton):Focus #6			Melrose, Midtown, Azalea MS, Largo MS, Mildred Helm, Sandy Lane, Sexton)		
64	D	Provide health and life insurance benefits for paraprofessionals (2.5) to provide interventions for students for the neglected and delinquent program: Focus #4	5100	230	<u>Group Insurance</u> Group Insurance Health and life insurance benefits for paraprofessionals (2.5) to provide interventions for students for the neglected and delinquent program	0.000	\$13,822.32
65	C	Provide health and life insurance benefits for full-time classroom teacher for Homeless program: Focus #3	5100	230	<u>Group Insurance</u> Group Insurance Health and life insurance benefits for full-time classroom teacher for Homeless program	0.000	\$12,647.28
66	N/A	Provide health and life insurance benefits for supplemental full-time classroom teachers to provide interventions for students at Title I schools: Focus #1	5100	230	<u>Group Insurance</u> Group Insurance Health and life insurance benefits for supplemental full-time classroom teachers to provide interventions for students at Title I schools	0.000	\$123,315.63
67	N/A	Provide health and life insurance benefits for supplemental paraprofessionals to provide interventions for students in Title I schools: Focus #1	5100	230	<u>Group Insurance</u> Group Insurance Health and life insurance benefits for supplemental paraprofessionals to provide interventions for students in Title I schools	0.000	\$133,198.22
68	H-4	Provide contract with Catapult Learning (3rd party provider) to provide Private School students with small group reading and math instructional support: Focus #8	5100	310	<u>Professional and Technical Services</u> Professional and Technical Services Contract with Catapult Learning (3rd party provider) to provide Private School students with small group reading and math instructional support	0.000	\$920,000.00
69	E	Provide funds for contract with Arts Conservatory for Teens to provide enrichment programs before and after the school day in select Title I middle schools (Azalea MS, John Hopkins MS, Largo MS, Oak Grove MS, Tyrone MS): Focus #5	5100	310	<u>Professional and Technical Services</u> Professional and Technical Services Contract with Arts Conservatory for Teens to provide enrichment programs before and after the school day in select Title I middle schools (Azalea MS, John Hopkins MS, Largo MS, Oak Grove MS, Tyrone MS) General estimate: \$8454.21 per school. \$845 month for 10 months.	0.000	\$42,271.05
70	F	Provide contract with R'Club Child Care, Inc. (third party provider) to provide tutors for Promise Time Extended	5100	310	<u>Professional and Technical Services</u> Professional and Technical Services Contract with R'Club Child Care, Inc. to provide tutors for Promise	0.000	\$1,358,000.00

		learning Program at Title I Elementary schools: NEED #6			Time Extended Learning at Title I Elementary schools. 10 months daily instruction. Average \$30/hour		
71	N/A	Provide funds for annual software licenses and subscription renewals for supplemental instructional support in Title I schools: Focus #12	5100	369	<u>Technology-Related Rentals</u> Technology-Related Rentals Software licenses and subscription renewals for Title I schools	0.000	\$136,192.06
72	D	Provide technology related rentals (STARS, Flocabulary) for Neglected and delinquent: Focus #4	5100	369	<u>Technology-Related Rentals</u> Technology Software Licenses for Neglected and Delinquent. Provide technology related rentals (STARS, Flocabulary) for Neglected and delinquent: Focus #4	0.000	\$8,500.00
73	N/A	Provide funds for enrichment programs for students during the school based extended learning program; focus #1	5100	390	<u>Other Purchased Services</u> Other Purchase Services provide external enrichment programs for the school based extended learning program. Contracted services, paid by invoice to provided student enrichment. Partner with JWB.	0.000	\$49,000.00
74	L	Provide reimbursement to charter schools for capitalized and non-capitalized computer hardware and software (USA Test Prep): Focus #1	5100	394	Reimbursement to charter schools for capitalized and non-capitalized hardware and software (USA Test Prep	0.000	\$12,455.00
75	L	Provide reimbursement to charter schools for part-time teachers to provide supplemental interventions and tutoring: Focus #1	5100	394	Reimbursement to charter schools for teachers to provide interventions and tutoring	0.000	\$52,986.00
76	L	Provide reimbursement to charter schools for classroom instructional materials (pencils, pens, notebooks, journal books, paper, markers.)	5100	394	Reimbursement to charter schools for classroom instructional materials (pencils, pens, notebooks, journal books, paper, markers.)	0.000	\$5,935.00
77	H-4	Provide funds for instructional materials and supplies for Private School programs (composition books notebooks, chart paper, markers, highlighters, rulers, workbooks): Focus #8	5100	510	<u>Supplies</u> Supplies Funds for instructional materials and supplies for Private School programs (composition books notebooks, chart paper, markers, highlighters, rulers, workbooks	0.000	\$53,755.25
78	C	Provide funds for materials and supplies for students in Homeless program (backpacks, books, test prep	5100	510	<u>Supplies</u> Supplies Funds for materials and supplies for students in Homeless program (backpacks, books,	0.000	\$16,931.00

		materials, math and reading materials); Focus #3			test prep materials, math and reading materials)		
79	C	Provide funds for supplemental in-house copying and printing for Homeless program: Focus #3	5100	510	<u>Supplies</u> Supplies Funds for supplemental in-house copying and printing for Homeless program	0.000	\$8,500.00
80	N/A	Provide funds for classroom instructional materials and supplies in Title I schools (notebooks, consumable workbooks, math manipulative's, science lab equipment - microscopes, notebooks, magnifying glasses etc., calculators, LLI intervention kits, Eureka Math, Jan Richardson Guided Reading, Literacy Footprints, chart paper, markers, compositions books): Focus #1	5100	510	<u>Supplies</u> Supplies Supplemental materials and supplies for Title I schools (notebooks, consumable workbooks, math manipulative's, science lab equipment, calculators, LLI intervention kits, Eureka Math, Jan Richardson Guided Reading, Literacy Footprints, chart paper, markers, compositions books)	0.000	\$3,130,682.02
81	N/A	Provide funds for supplemental in house copying and printing for Title I schools: Focus #1	5100	510	<u>Supplies</u> Supplies Funds for supplemental copying and printing for Title I schools.	0.000	\$53,184.01
82	H-5	Provide funds for materials and supplies for the operation of the Title I Private School program (instructional intervention materials, paper, printing, markers, pens): Focus #8	5100	510	<u>Supplies</u> Supplies Funds for materials and supplies for the operation of the Title I Private School program (instructional intervention materials, paper, in-house printing, markers, pens)	0.000	\$175,000.00
83	D	Provide funds for supplemental instructional materials and supplies for neglected and delinquent students (paper, markers, consumable workbooks, notebooks, composition books): Focus #4	5100	510	<u>Supplies</u> Supplies Funds for supplemental instructional materials and supplies for neglected and delinquent students (paper, markers, consumable workbooks, notebooks, composition books)	0.000	\$406.20
84	D	Provide funds for supplemental in-house copying and printing for neglected and delinquent program: Focus #4	5100	510	<u>Supplies</u> Supplies Funds for supplemental in-house copying and printing for neglected and delinquent program	0.000	\$500.00
85	N/A	Provide funds to purchase student headphones Focus #1	5100	519	<u>Technology-Related Supplies</u> Provide funds to purchase student headphones Focus #1	0.000	\$7,500.00
86	N/A	Provide funds for supplemental subscriptions and periodicals for student use in Title I schools (National Geographic, Scholastic	5100	530	<u>Periodicals</u> Periodicals Supplemental subscriptions and periodicals for student use in Title I schools	0.000	\$46,462.04

		Magazine, Time for Kids): Focus #1					
87	N/A	Provide funds for supplemental books for student use in Title I schools: Focus #1	5100	610	<u>Library Books</u> Library Books Supplemental books for student use in Title I schools:	0.000	\$130,863.49
88	H-4	Provide funds for books for students in Private School program to support summer reading: Focus #8	5100	612	<u>Library Books for Existing Libraries</u> Library Books for Existing Libraries Funds for books for students in Private School program to support summer reading	0.000	\$55,000.00
89	H-5	Provide funds for books for students in Private School program: Focus #8	5100	612	<u>Library Books for Existing Libraries</u> Provide funds for books for students in Private School program.	0.000	\$50,000.00
90	N/A	Provide funds for non-capitalized AV materials for Title I schools (audio book sets, CDs, DVDs): Focus #1	5100	622	<u>Audio Visual Materials Non-Capitalized</u> Audio Visual Materials Non-Capitalized Funds for non-capitalized AV materials for Title I schools. (audio book sets, CDs, DVDs)	0.000	\$7,606.85
91	N/A	Provide funds for capitalized computer hardware for Title I schools (Smartboards, desktop computers, printers and 3D printer, mobile laptop labs): Focus #12	5100	643	<u>Capitalized Hardware and Technology-Related Infrastructure</u> Capitalized Hardware and Technology-Related Infrastructure Funds for capitalized computer hardware for Title I schools. (Smartboards, desktop computers, mobile laptop labs):	0.000	\$41,475.16
92	N/A	Provide funds for non-capitalized computer hardware (student laptops, iPads, printers, monitors,) for Title I Schools: Focus #12	5100	644	<u>Computer Hardware Non-Capitalized</u> Funds for non-capitalized computer hardware (student laptops, iPads, printers, monitors) for Title I Schools: Focus #12	0.000	\$202,807.46
93	N/A	Provide funds to refresh student laptops in 49 Title I schools for Connect for Success laptop initiative in Title I schools. Focus #2	5100	644	<u>Computer Hardware Non-Capitalized</u> Funds to refresh student laptops in 49 Title I schools for Connect for Success laptop initiative in Title I schools.	0.000	\$94,607.46
94	H-4	Provide funds for non-capitalized computer hardware (student laptops, iPads,) for Private Schools: Focus #8	5100	644	<u>Computer Hardware Non-Capitalized</u> Computer Hardware Non-Capitalized Funds for non-capitalized computer hardware (student laptops, iPads) for Private Schools	0.000	\$75,000.00
95	H-4	Provide funds for non-capitalized computer hardware RE-IMAGING	5100	644	<u>Computer Hardware Non-Capitalized</u> Computer Hardware Non-Capitalized	0.000	\$20,000.00

		(student laptops) for Private Schools: Focus #8			Funds for non-capitalized computer hardware Re-Imaging (student laptops) for Private Schools		
96	H-5	Provide funds for non-capitalized computer hardware (student laptops, iPads,) for Private Schools: Focus #8	5100	644	<u>Computer Hardware Non-Capitalized</u> Computer Hardware Non-Capitalized Funds for non-capitalized computer hardware (student laptops, iPads) for Private Schools	0.000	\$200,000.00
97	N/A	Provide funds for capitalized equipment for Title I schools (laptop/iPad carts, charging stations, laminators): Focus #12	5100	648	<u>Technology-Related Capitalized Furniture, Fixtures and Equipment</u> Funds for capitalized equipment for Title I schools (laptop/iPad carts, charging stations, laminators)	0.000	\$15,500.00
98	N/A	Provide funds for non-capitalized equipment for Title I schools (projectors, document cameras, tripod stands, printers, student response systems.):Focus #12	5100	649	<u>Technology-Related Noncapitalized Furniture, Fixtures and Equipment</u> Funds for non-capitalized equipment for Title I schools (projectors, document cameras, student response systems)	0.000	\$39,102.84
99	N/A	Provide funds for supplemental capitalized software for Title I schools (Educated Minds) Focus #12	5100	691	<u>Computer Software Capitalized</u> Computer Software Capitalized Funds for supplemental capitalized software for Title I schools	0.000	\$350.00
100	N/A	Provide funds for non-capitalized computer software for Title I schools (MYon, iReady, LSI Tracker, IRLA Learning Program) Focus #12	5100	692	<u>Computer Software Non-Capitalized</u> Funds for non-capitalized computer software for Title I schools (MYon, iReady, LSI Tracker, IRLA Learning Program)	0.000	\$10,800.00
101	H-4	Provide funds for laptop re-imaging non-capitalized computer software for Private School program (iReady): Focus #8	5100	692	<u>Computer Software Non-Capitalized</u> Computer Software Non-Capitalized Funds for non-capitalized computer software for Private School program (iReady) and laptop re-imaging.	0.000	\$34,000.00
102	H-5	Non-capitalized computer software for Private School program (iReady, Tune into Reading, STMath): Focus #8	5100	692	<u>Computer Software Non-Capitalized</u> Non-capitalized computer software for Private School program (iReady, Tune into Reading, STMath)	0.000	\$50,000.00
103	D	Provide funds for non-capitalized computer software for neglected and delinquent program Focus #4	5100	692	<u>Computer Software Non-Capitalized</u> Computer Software Non-Capitalized Funds for non-capitalized computer software for Neglected and delinquent program.	0.000	\$1,000.00

104	N/A	Provide funds for select Title I schools for supplemental dues and fees (teacher industry certification, Cambridge): NEED #1	5100	730	<u>Dues and Fees</u> Dues and Fees Funds for supplemental dues and fees for select Title I schools. (teacher industry certification)	0.000	\$3,705.00
105	G	Provide salary (.75) for ESE Associates (7) in Title I Pre-K programs: Focus #7	5200	150	<u>Aides</u> Aides Salary (.75) for ESE Associates (7) in Title I Pre-K programs	5.250	\$99,622.03
106	G	Provide retirement benefits (.75) for ESE Associates (7) in Title I Pre-K programs: Focus #7	5200	210	<u>Retirement</u> Retirement benefits (.75) for ESE Associates (7) in Title I Pre-K programs	0.000	\$8,437.96
107	G	Provide social security benefits (.75) for ESE Associates (7) in Title I Pre-K programs: Focus #7	5200	220	<u>Social Security</u> Social security benefits (.75) for ESE Associates (7) in Title I Pre-K programs	0.000	\$6,176.55
108	G	Provide medicare benefits (.75) for ESE Associates (7) in Title I Pre-K programs: Focus #7	5200	221	Medicare benefits (.75) for ESE Associates (7) in Title I Pre-K programs	0.000	\$1,444.52
109	G	Provide health and life insurance benefits (.75) for ESE Associates (7) in Title I Pre-K programs: Focus #7	5200	230	<u>Group Insurance</u> Group Insurance Health and life insurance benefits (.75) for ESE Associates (7) in Title I Pre-K programs	0.000	\$54,096.00
110	G	Provide salary (.65) for Pre-K Child Development Associates (8) in Title I Pre-K programs: Focus #7	5500	150	<u>Aides</u> Aides Salary (.65) for Pre-K Child Development Associates (8) in Title I Pre-K programs	5.200	\$109,187.00
111	G	Provide salary (.70) for Pre-K Child Development Associates (5) in Title I Pre-K programs: Focus #7	5500	150	<u>Aides</u> Aides Salary (.70) for Pre-K Child Development Associates (5) in Title I Pre-K programs	3.500	\$75,698.64
112	G	Provide retirement benefits (.70) for Pre-K Child Development Associates (5) in Title I Pre-K programs: Focus #7	5500	210	<u>Retirement</u> Retirement benefits (.70) for Pre-K Child Development Associates (5) in Title I Pre-K programs	0.000	\$6,411.68
113	G	Provide retirement benefits (.65) for Pre-K Child Development Associates (8) in Title I Pre-K programs: Focus #7	5500	210	<u>Retirement</u> Retirement benefits (.65) for Pre-K Child Development Associates (8) in Title I Pre-K programs	0.000	\$9,248.14
114	G	Provide social security benefits (.65) for Pre-K Child Development Associates (8) in Title I Pre-K programs: Focus #7	5500	220	<u>Social Security</u> Social security benefits (.65) for Pre-K Child Development Associates (8) in Title I Pre-K programs	0.000	\$6,769.60
115	G	Provide social security benefits (.70) for Pre-K Child Development Associates (5) in Title I Pre-K programs: Focus #7	5500	220	<u>Social Security</u> Social security benefits (.70) for Pre-K Child Development Associates (5) in Title I Pre-K programs	0.000	\$4,693.32

116	G	Provide medicare benefits (.70) for Pre-K Child Development Associates (5) in Title I Pre-K programs: Focus #7	5500	221	Medicare benefits (.70) for Pre-K Child Development Associates (5) in Title I Pre-K programs	0.000	\$1,097.63
117	G	Provide medicare benefits (.65) for Pre-K Child Development Associates (8) in Title I Pre-K programs: Focus #7	5500	221	Medicare benefits (.65) for Pre-K Child Development Associates (8) in Title I Pre-K programs	0.000	\$1,583.22
118	G	Provide health and life insurance benefits (.65) for Pre-K Child Development Associates (8) in Title I Pre-K programs: Focus #7	5500	230	<u>Group Insurance</u> Group Insurance Health and life insurance benefits (.65) for Pre-K Child Development Associates (8) in Title I Pre-K programs	0.000	\$49,768.25
119	G	Provide health and life insurance (.70) for Pre-K Child Development Associates (5) in Title I Pre-K programs: Focus #7	5500	230	<u>Group Insurance</u> Group Insurance Health and life insurance benefits (.70) for Pre-K Child Development Associates (5) in Title I Pre-K programs	0.000	\$32,251.46
120	N/A	Provide salary for supplemental social workers at select Title I schools to facilitate Check and Connect process and to develop and monitor Tier 2 and Tier 3 intervention plans to increase student engagement: Focus #1	6110	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel Funds for salary for supplemental social workers at select Title I schools.	2.260	\$104,967.08
121	C	Provide salary for supplemental social worker to provide services for homeless students in Title I and non-Title I schools: Focus #3	6110	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel Salary for supplemental social worker to provide services for homeless students in Title I and non-Title I schools	1.000	\$53,837.73
122	D	Provide salary for social worker (.5) to provide services for neglected and delinquent program: Focus #4	6110	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel Salary for social worker (.5) to provide services for neglected and delinquent program	0.500	\$27,500.50
123	D	Provide retirement benefits for social worker (.5) to provide services for neglected and delinquent program: Focus #4	6110	210	<u>Retirement</u> Retirement benefits for social worker (.5) to provide services for neglected and delinquent program	0.000	\$2,329.29
124	C	Provide retirement benefits for supplemental social worker to provide services for homeless students in Title I and non-Title I schools: Focus #3	6110	210	<u>Retirement</u> Retirement benefits for supplemental social worker to provide services for homeless students in Title I and non-Title I schools	0.000	\$4,560.06

125	N/A	Provide retirement benefits for supplemental social workers at select Title I schools to facilitate Check and Connect process and to develop and monitor Tier 2 and Tier 3 intervention plans to increase student engagement: Focus #1	6110	210	<u>Retirement</u> Retirement benefits for supplemental social workers at select Title I schools	0.000	\$8,890.72
126	N/A	Provide social security benefits for supplemental social workers at select Title I schools to facilitate Check and Connect process and to develop and monitor Tier 2 and Tier 3 intervention plans to increase student engagement: Focus #1	6110	220	<u>Social Security</u> Social security benefits for supplemental social workers at select Title I schools	0.000	\$6,507.96
127	C	Provide social security benefits for supplemental social worker to provide services for homeless students in Title I and non-Title I schools: Focus #3	6110	220	<u>Social Security</u> Social Security benefits for supplemental social worker to provide services for homeless students in Title I and non-Title I schools	0.000	\$3,337.94
128	D	Provide social security benefits for social worker (.5) to provide services for neglected and delinquent program: Focus #4	6110	220	<u>Social Security</u> Social security benefits for social worker (.5) to provide services for neglected and delinquent program	0.000	\$1,705.03
129	D	Provide medicare benefits for social worker (.5) to provide services for neglected and delinquent program: Focus #4	6110	221	Medicare benefits for social worker (.5) to provide services for neglected and delinquent program	0.000	\$398.76
130	C	Provide medicare benefits for supplemental social worker to provide services for homeless students in Title I and non-Title I schools: Focus #3	6110	221	Medicare benefits for supplemental social worker to provide services for homeless students in Title I and non-Title I schools	0.000	\$780.65
131	N/A	Provide medicare benefits for supplemental social workers at select Title I schools to facilitate Check and Connect process and to develop and monitor Tier 2 and Tier 3 intervention plans to increase student engagement: Focus #1	6110	221	Medicare benefits for supplemental social workers at select Title I schools	0.000	\$1,522.02
132	C	Provide health and life insurance benefits for supplemental social worker to provide services for homeless students in Title I and non-Title I schools: Focus #3	6110	230	<u>Group Insurance</u> Group Insurance Health and life insurance benefits for supplemental social worker to provide services for homeless students in Title I and non-Title I schools	0.000	\$11,267.13
133	D		6110	230		0.000	\$3,551.28

		Provide health and life insurance benefits for social worker (.5) to provide services for neglected and delinquent program: Focus #4			<u>Group Insurance</u> Group Insurance Health and life insurance benefits for social worker (.5) to provide services for neglected and delinquent program		
134	N/A	Provide health and life insurance benefits for supplemental social workers at select Title I schools to facilitate Check and Connect process and to develop and monitor Tier 2 and Tier 3 intervention plans to increase student engagement: Focus #1	6110	230	<u>Group Insurance</u> Group Insurance Health and life insurance benefits for supplemental social workers at select Title I schools	0.000	\$29,999.60
135	B-2	Provide stipends for teachers to plan and deliver workshops linked to learning for parents and families in Title I schools: FOCUS #2	6150	120	<u>Classroom Teachers</u> Classroom Teachers Stipends for teachers to plan and deliver workshops linked to learning for parents and families in Title I schools	0.000	\$35,895.00
136	B-2	Provide salary for supplemental parent/community liaisons to support and enhance family, community and business partnerships in support of student achievement goals in select Title I schools: FOCUS #2	6150	160	<u>Other Support Personnel</u> Other Support Personnel Salary for supplemental parent/community liaisons in select Title I schools	4.140	\$70,081.54
137	B-2	Provide retirement benefits for supplemental parent/community liaisons to support and enhance family, community and business partnerships in support of student achievement goals in select Title I schools: FOCUS #2	6150	210	<u>Retirement</u> Retirement benefits for supplemental parent/community liaisons	0.000	\$5,935.91
138	B-2	Provide retirement benefits for teachers to plan and deliver workshops linked to learning for parents and families in Title I schools: FOCUS #2	6150	210	<u>Retirement</u> Retirement benefits for teachers to plan and deliver workshops linked to learning for parents and families in Title I schools	0.000	\$3,040.31
139	B-2	Provide social security benefits for teachers to plan and deliver workshops linked to learning for parents and families in Title I schools: FOCUS #2	6150	220	<u>Social Security</u> Social security benefits or teachers to plan and deliver workshops linked to learning for parents and families in Title I schools	0.000	\$2,225.49
140	B-2	Provide social security benefits for supplemental parent/community liaisons to support and enhance family,	6150	220	<u>Social Security</u> Social security benefits for supplemental parent/community liaisons	0.000	\$4,345.06

		community and business partnerships in support of student achievement goals in select Title I schools: FOCUS #2					
141	B-2	Provide medicare benefits for supplemental parent/community liaisons to support and enhance family, community and business partnerships in support of student achievement goals in select Title I schools: FOCUS #2	6150	221	Medicare benefits for supplemental parent/community liaisons	0.000	\$1,016.19
142	B-2	Provide medicare benefits for teachers to plan and deliver workshops linked to learning for parents and families in Title I schools: FOCUS #2	6150	221	Medicare benefits for teachers to plan and deliver workshops linked to learning for parents and families in Title I schools	0.000	\$520.48
143	B-2	Provide funds for consultants for parent engagement activities at select Title I schools (Mad Science, Homework Helper, AVID Strategies, College Prep) :FOCUS #2	6150	310	<u>Professional and Technical Services</u> Professional and Technical Services Consultants for parent engagement activities at Title I schools (Mad Science, Homework Helper, AVID Strategies, College Prep)	0.000	\$10,431.73
144	B-2	Provide funds for registration fees for Title I school teachers and support staff, Family Engagement Team members, and parent/guardians to attend parent training conferences in support of Title I schools: FOCUS #2	6150	330	<u>Travel</u> Travel Registration for Title I school teachers and support staff and parent/guardians to attend parent training conferences in support of Title I schools	0.000	\$4,415.00
145	B-2	Provide funds for computer repairs and maintenance for student take-home laptops for extended learning and to increase school to home parent connections: FOCUS #2	6150	359	<u>Technology-Related Repairs and Maintenance</u> Repairs and Maintenance Computer repairs and maintenance for student take-home laptops for extended learning and to increase school to home parent connections	0.000	\$4,632.46
146	B-2	Provide funds for supplemental postage for parent mailings, notifications and other parent communications for Title I schools: FOCUS #2	6150	370	<u>Communications</u> Communications Postage for parent mailings, notifications and other parent communications for Title I schools	0.000	\$23,094.41
147	B-2	Provide funds for charter school reimbursement for parent and family engagement activities: Focus #2	6150	394	Funds for charter school reimbursement for parent and family engagement activities	0.000	\$20,598.00
148	B-2	Provide funds for transportation for parents and	6150	460	<u>Diesel Fuel</u> Diesel Fuel Transportation for parents	0.000	\$2,275.58

		students to attend parental engagement activities and workshops: FOCUS #2			and students to attend parental engagement activities and workshops		
149	B-2	Provide supplemental materials, supplies, in-house printing services, agenda books and food for over meal time at parent workshops and activities for Title I schools: FOCUS #2	6150	510	<u>Supplies</u> Supplies Supplemental materials, supplies, in-house printing services, agenda books and food for over meal time at parent workshops and activities for Title I schools:	0.000	\$305,171.46
150	B-2	Provide funds for student backpacks, for the Connect for Success student laptops: FOCUS #2	6150	510	<u>Supplies</u> Provide backpacks for Title I Connect for Success take home Student Laptops.	0.000	\$20,300.00
151	H-2	Provide funds for parent and family engagement resources and materials for Private School program (paper, pencils, markers, chart paper, post-it notes): Focus #8	6150	510	<u>Supplies</u> Supplies Funds for parent and family engagement resources and materials for Private School program (paper, pencils, markers, chart paper, post-it notes): Focus #8	0.000	\$38,646.00
152	B-2	Provide funds for supplies to support student take-home laptops for extended learning and school to home parent connections (batteries, power adapters): FOCUS #2	6150	519	<u>Technology-Related Supplies</u> Provide funds for supplies to support student take-home laptops for extended learning and school to home parent connections (batteries, power adapters) FOCUS #2	0.000	\$2,000.00
153	B-2	Provide funds for non-capitalized computer hardware to support student take-home laptops for extended learning and school to home parent connections (laptops, iPads): FOCUS #2	6150	644	<u>Computer Hardware Non-Capitalized</u> Computer Hardware Non-Capitalized computer hardware to support student take-home laptops, iPads for extended learning (laptops)	0.000	\$7,908.38
154	K	Provide salary for Title I Administrators-Director (1), Specialists (1), Senior Coordinator, Evaluation (0.5) Assistant Director Continuous Improvement (.80) and Manager Research and Accountability (0.5) to provide support, coordination and oversight of the district Title I Program, conduct external reviews, and provide targeted support for Title I schools: Focus #1	6300	110	<u>Administrators</u> Provide salary for Title I Administrators-Director (1), Specialists (1), Senior Coordinator, Evaluation (0.5) Assistant Director Continuous Improvement (.80) and Manager Research and Accountability (0.5) to provide support, coordination and oversight of the district Title I Program conduct external reviews, and provide targeted support for Title I schools: Focus #1	3.800	\$342,329.65
155	H-1	Provide salary for Assistant Director Continuous Improvement (1 @ .20) to support Title I Private School program evaluation: Focus #8	6300	110	<u>Administrators</u> Salary for Assistant Director Continuous Improvement (1 @ .20) to support Title I Private School program evaluation:	0.200	\$17,262.55

156	N/A	Provide stipends for teachers in Title I schools for program coordination, curriculum and assessment writing, and data analysis beyond the contract day: Focus #1	6300	120	<u>Classroom Teachers</u> Provide stipends for teachers in Title I schools for program coordination, curriculum and assessment writing, and data analysis beyond the contract day: Focus #1	0.000	\$178,220.00
157	N/A	Provide funds for stipends for teachers to work beyond their contracted day to facilitator Title I programs at Title I schools, including Connect for Success projects. Focus #1 and #12	6300	120	<u>Classroom Teachers</u> Provide funds for stipends for teachers to work beyond their contracted day to facilitator Title I programs at Title I schools, including Connect for Success projects. Focus #1 and #12	0.000	\$51,700.00
158	C	Provide salary for resource teachers (1) to provide academic support to homeless students in Title I and non-Title I schools: Focus #3	6300	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel Salary for resource teachers (1) to provide academic support to homeless students in Title I and non-Title I schools	1.000	\$49,492.98
159	N/A	Provide stipends to coaches in Title I schools for curriculum and assessment writing, and data analysis beyond the contract day: Focus #1	6300	130	<u>Other Certified Instructional Personnel</u> Stipends to coaches in Title I schools curriculum and assessment writing, and data analysis beyond the contract day	0.000	\$13,240.00
160	N/A	Provide funds for stipends for coaches to work beyond their contracted day to facilitator Title I programs at Title I schools, including Connect for Success projects. Focus #1 and #12	6300	130	<u>Other Certified Instructional Personnel</u> Funds for stipends for coaches (to work beyond their contracted day to facilitator Title I programs at Title I schools, including connect for Success.	0.000	\$30,000.00
161	N/A	Provide funds for stipends for coaches to work beyond their contracted day to facilitate Title I programs at Title I schools, including Program Coordination and Collaboration projects. Focus #1 and #12	6300	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel Funds for stipends for resource teachers, coaches and other certified instructional personnel to work beyond their contracted day to facilitate Title I programs at Title I schools, including Program Coordination and Collaboration projects.	0.000	\$35,540.00
162	N/A	Provide salary for Curriculum Specialists for Title I schools: Focus #1	6300	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel Salary for Curriculum Specialists for Title I schools	13.000	\$560,044.75
163	D	Provide salary for resource teachers (1) to provide academic support to	6300	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel Salary	1.000	\$48,917.28

		neglected and delinquent students in Title I and non-Title I schools: Focus #3			for resource teachers (1) to provide academic support to neglected and delinquent students in Title I and non-Title I schools		
164	K	Provide salary for resource teachers (.60) to provide support, coordination and oversight of the district Title I Program conduct external reviews, and provide targeted support for Title I programs: Focus #1	6300	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel Salary for resource teachers (.60) to provide support, coordination and oversight of the district Title I Program conduct external reviews, and provide targeted support for Title I programs:	0.600	\$28,565.20
165	C	Provide salary for clerical personnel (1 clerk specialist) for Homeless program: Focus #3	6300	160	<u>Other Support Personnel</u> Other Support Personnel Salary for clerical personnel (1 clerk specialist) for Homeless program	1.000	\$21,213.19
166	K	Provide salary for clerical personnel (2 Clerk specials and 1 secretary) to support operation of the district and school Title I programs: Focus #1	6300	160	<u>Other Support Personnel</u> Other Support Personnel Salary for clerical personnel (2 Clerk specials and 1 secretary) to support operation of the district and school Title I programs	3.000	\$91,034.68
167	K	Provide salary for accounting support personnel (1 Senior account clerk and 1.5 account clerks) to support operation of the district and school Title I programs: Focus #1	6300	160	<u>Other Support Personnel</u> Other Support Personnel salary for accounting support personnel (1 Senior account clerk and 1.5 account clerks) to support operation of the district and school Title I programs	2.500	\$94,303.39
168	H-1	Provide salary for clerical personnel (1 clerk specialist) to support operation of the Title I Private School program: Focus #8	6300	160	<u>Other Support Personnel</u> Other Support Personnel Salary for clerical personnel (1 clerk specialist) to support operation of the Title I Private School program	1.000	\$27,198.66
169	N/A	Provide retirement benefits for teachers in Title I schools for program coordination, curriculum and assessment writing, and data analysis beyond the contract day: Focus #1	6300	210	<u>Retirement</u> Retirement benefits for teachers in Title I schools for program coordination, curriculum and assessment writing, and data analysis beyond the contract day: Focus #1	0.000	\$15,095.23
170	N/A	Provide retirement benefits to coaches and other instructional personnel in Title I schools for curriculum and assessment writing, and data analysis beyond the contract day: NEED #1	6300	210	<u>Retirement</u> Retirement benefits to coaches and other instructional personnel in Title I schools for curriculum and assessment writing, and data	0.000	\$1,121.43

					analysis beyond the contract day		
171	N/A	Provide retirement benefits for stipends for coaches to work beyond their contracted day to facilitator Title I programs at Title I schools, including Connect for Success. Focus #1 and #12	6300	210	<u>Retirement</u> Retirement Benefits for Other Certified Instructional Personnel Funds for stipends for teachers, coaches and other instructional personnel to work beyond their contracted day to facilitator Title I programs at Title I schools, including connect for Success.	0.000	\$6,073.01
172	N/A	Provide retirement benefits for stipends for coaches to work beyond their contracted day to facilitator Title I programs at Title I schools, including Program Coordination and Collaboration projects. Focus #1 and #12	6300	210	<u>Retirement</u> Retirement Benefits Other Certified Instructional Personnel Funds for stipends for teachers, coaches and other instructional personnel to work beyond their contracted day to facilitator Title I programs at Title I schools, including Program Coordination and Collaboration projects.	0.000	\$3,010.24
173	N/A	Provide retirement benefits for Curriculum Specialists for Title I schools: Focus #1	6300	210	<u>Retirement</u> Retirement Benefits for Other Certified Instructional Personnel Salary for Curriculum Specialists for Title I schools	0.000	\$47,435.79
174	H-1	Provide retirement benefits for clerical personnel (1 clerk specialist) to support operation of the Title I Private School program: Focus #8	6300	210	<u>Retirement</u> Retirement Retirement benefits for clerical personnel (1 clerk specialist) to support operation of the Title I Private School program	0.000	\$2,303.73
175	C	Provide retirement benefits for resource teachers (1) to provide academic support to homeless students in Title I and non-Title I schools: Focus #3	6300	210	<u>Retirement</u> Retirement Retirement benefits for resource teachers (2) to provide academic support to homeless students in Title I and non-Title I schools	0.000	\$4,192.06
176	C	Provide retirement benefits for clerical personnel (1 clerk specialist) for Homeless program: Focus #3	6300	210	<u>Retirement</u> Retirement Retirement benefits for clerical personnel (1 clerk specialist) for Homeless program	0.000	\$1,796.76
177	K	Provide retirement benefits for accounting support personnel (1 Senior account clerk and 1.5 account clerks) to support operation of the district and school Title I programs: Focus #1	6300	210	<u>Retirement</u> Retirement Retirement benefits for accounting support personnel (1 Senior account clerk and 1.5 account clerks) to support operation of the district and school Title I programs	0.000	\$7,990.50
178	K		6300	210		0.000	\$28,995.33

		Provide retirement benefits for Title I Administrators-Director (1), Specialists (2), Senior Coordinator, Evaluation (0.5) Assistant Director Continuous Improvement (1) (.80) and Manager Research and Accountability (0.5) to provide support, coordination and oversight of the district Title I Program conduct external reviews, and provide targeted support for Title I schools: Focus #1			<u>Retirement</u> Retirement benefits for Title I Administrators-Director (1), Specialists (2), Senior Coordinator, Evaluation (0.5) Assistant Director Continuous Improvement (1) (.80) and Manager Research and Accountability (0.5) to provide support, coordination and oversight of the district Title I Program conduct external reviews, and provide targeted support for Title I schools: Focus #1		
179	K	Provide retirement benefits for clerical personnel (2 Clerk specials and 1 secretary) to support operation of the district and school Title I programs: Focus #1	6300	210	<u>Retirement</u> Retirement benefits for clerical personnel (2 Clerk specials and 1 secretary) to support operation of the district and school Title I programs	0.000	\$7,710.64
180	K	Provide retirement benefits for resource teachers (.60) to provide support, coordination and oversight of the district Title I Program conduct external reviews, and provide targeted support for Title I programs: Focus #1	6300	210	<u>Retirement</u> Retirement Benefits for Other Certified Instructional Personnel Salary for resource teachers (.60) to provide support, coordination and oversight of the district Title I Program conduct external reviews, and provide targeted support for Title I programs:	0.000	\$2,419.47
181	D	Provide retirement benefits for resource teachers (1) to provide academic support to neglected and delinquent students in Title I and non-Title I schools: Focus #3	6300	210	<u>Retirement</u> Retirement Benefits Other Certified Instructional Personnel Salary for resource teachers (1) to provide academic support to neglected and delinquent students in Title I and non-Title I schools	0.000	\$4,143.29
182	H-1	Provide retirement benefits for Assistant Director Continuous Improvement (1 @ .20) to support Title I Private School program evaluation: Focus #8	6300	210	<u>Retirement</u> Retirement Benefits for Assistant Director Continuous Improvement (1 @ .20) to support Title I Private School program evaluation:	0.000	\$1,462.14
183	K	Provide social security for clerical personnel (2 Clerk specials and 1 secretary) to support operation of the district and school Title I programs: Focus #1	6300	220	<u>Social Security</u> Social Security Social security benefits for clerical personnel (2 Clerk specials and 1 secretary) to support operation of the district and school Title I programs	0.000	\$5,644.15
184	C	Provide social security benefits for resource teachers (1) to provide academic	6300	220	<u>Social Security</u> Social Security Social security benefits for resource teachers	0.000	\$3,068.56

		support to homeless students in Title I and non-Title I schools: Focus #3			(2) to provide academic support to homeless students in Title I and non-Title I schools		
185	C	Provide social security benefits for clerical personnel (1 clerk specialist) for Homeless program: Focus #3	6300	220	<u>Social Security</u> Social Security Social security benefits for clerical personnel (1 clerk specialist) for Homeless program	0.000	\$1,315.22
186	K	Provide social security benefits for Title I Administrators-Director (1), Specialists (2), Senior Coordinator, Evaluation (0.5) Assistant Director Continuous Improvement (1) (.80) and Manager Research and Accountability (0.5) to provide support, coordination and oversight of the district Title I Program conduct external reviews, and provide targeted support for Title I schools: Focus #1	6300	220	<u>Social Security</u> Social Security benefits for Title I Administrators-Director (1), Specialists (2), Senior Coordinator, Evaluation (0.5) Assistant Director Continuous Improvement (1) (.80) and Manager Research and Accountability (0.5) to provide support, coordination and oversight of the district Title I Program conduct external reviews, and provide targeted support for Title I schools: Focus #1	0.000	\$21,224.45
187	K	Provide social security benefits for resource teachers (.60) to provide support, coordination and oversight of the district Title I Program conduct external reviews, and provide targeted support for Title I programs: Focus #1	6300	220	<u>Social Security</u> Social Security benefits for resource teachers (.60) to provide support, coordination and oversight of the district Title I Program conduct external reviews, and provide targeted support for Title I programs:	0.000	\$1,771.04
188	K	Provide social security benefits for accounting support personnel (1 Senior account clerk and 1.5 account clerks) to support operation of the district and school Title I programs: Focus #1	6300	220	<u>Social Security</u> Social Security Social security benefits for accounting support personnel (1 Senior account clerk and 1.5 account clerks) to support operation of the district and school Title I programs	0.000	\$5,846.81
189	D	Provide social security benefits for resource teachers (1) to provide academic support to neglected and delinquent students in Title I and non-Title I schools: Focus #3	6300	220	<u>Social Security</u> Social Security Benefits Other Certified Instructional Personnel Salary for resource teachers (1) to provide academic support to neglected and delinquent students in Title I and non-Title I schools	0.000	\$3,032.87
190	H-1	Provide social security benefits for Assistant Director Continuous Improvement (1 @ .20) to support Title I Private School program evaluation: Focus #8	6300	220	<u>Social Security</u> Social Security Benefits for Assistant Director Continuous Improvement (1 @ .20) to support Title I Private School program evaluation:	0.000	\$1,070.28

191	H-1	Provide social security benefits for clerical personnel (1 clerk specialist) to support operation of the Title I Private School program: Focus #8	6300	220	Social Security Social Security Social security benefits for clerical personnel (1 clerk specialist) to support operation of the Title I Private School program	0.000	\$1,686.32
192	N/A	Provide social security benefits for teachers in Title I schools for program coordination, curriculum and assessment writing, and data analysis beyond the contract day: Focus #1	6300	220	Social Security Social Security Benefits for stipends for teachers in Title I schools for program coordination, curriculum and assessment writing, and data analysis beyond the contract day: Focus #1	0.000	\$11,049.64
193	N/A	Provide social security benefits to coaches in Title I schools for curriculum and assessment writing, and data analysis beyond the contract day: Focus #1	6300	220	Social Security Social Security Benefits Other Certified Instructional Personnel Stipends to coaches in Title I schools curriculum and assessment writing, and data analysis beyond the contract day	0.000	\$820.88
194	N/A	Provide social security benefits for Other Certified Instructional Personnel Stipends to coaches in Title I schools curriculum and assessment writing, and data analysis beyond the contract day	6300	220	Social Security Social Security Benefits Other Certified Instructional Personnel Funds for stipends for teachers, coaches and other instructional personnel to work beyond their contracted day to facilitator Title I programs at Title I schools, including connect for Success.	0.000	\$4,445.40
195	N/A	Provide social security benefits for stipends for coaches to work beyond their contracted day to facilitator Title I programs at Title I schools, including Program Coordination and Collaboration projects. Focus #1 and #12	6300	220	Social Security Social Security Benefits Other Certified Instructional Personnel Funds for stipends for teachers, coaches and other instructional personnel to work beyond their contracted day to facilitator Title I programs at Title I schools, including Program Coordination and Collaboration projects.	0.000	\$2,203.48
196	N/A	Provide social security benefits for Curriculum Specialists for Title I schools: Focus #1	6300	220	Social Security Social Security Benefits Other Certified Instructional Personnel Salary for Curriculum Specialists for Title I schools	0.000	\$34,722.77
197	N/A	Provide medicare benefits for teachers in Title I schools for program coordination, curriculum and assessment writing, and data analysis	6300	221	Medicare Benefits for teachers in Title I schools for program coordination, curriculum and assessment writing, and data analysis	0.000	\$2,584.19

		beyond the contract day: Focus #1			beyond the contract day: Focus #1		
198	N/A	Provide medicare benefits to coaches in Title I schools for curriculum and assessment writing, and data analysis beyond the contract day: Focus #1	6300	221	Medicare Benefits for Other Certified Instructional Personnel Stipends to coaches in Title I schools curriculum and assessment writing, and data analysis beyond the contract day	0.000	\$191.98
199	N/A	Provide medicare benefits for stipends for coaches to work beyond their contracted day to facilitator Title I programs at Title I schools, including Connect for Success projects. Focus #1 and #12	6300	221	Medicare Benefits for Other Certified Instructional Personnel Funds for stipends for teachers, coaches and other instructional personnel to work beyond their contracted day to facilitator Title I programs at Title I schools, including connect for Success.	0.000	\$1,039.67
200	N/A	Provide medicare benefits for stipends for coaches to work beyond their contracted day to facilitator Title I programs at Title I schools, including Program Coordination and Collaboration projects. Focus #1 and #12	6300	221	Medicare Benefits Other Certified Instructional Personnel Funds for stipends for teachers, coaches and other instructional personnel to work beyond their contracted day to facilitator Title I programs at Title I schools, including Program Coordination and Collaboration projects.	0.000	\$515.33
201	N/A	Provide medicare benefits for Curriculum Specialists for Title I schools: Focus #1	6300	221	Medicare Benefits for Other Certified Instructional Personnel Salary for Curriculum Specialists for Title I schools	0.000	\$8,120.64
202	C	Provide medicare benefits for resource teachers (1) to provide academic support to homeless students in Title I and non-Title I schools: Focus #3	6300	221	Medicare benefits for resource teachers (1) to provide academic support to homeless students in Title I and non-Title I schools	0.000	\$717.65
203	C	Provide medicare benefits for clerical personnel (1 clerk specialist) for Homeless program: Focus #3	6300	221	Medicare benefits for clerical personnel (1 clerk specialist) for Homeless program	0.000	\$307.59
204	H-1	Provide medicare benefits for clerical personnel (1 clerk specialist) to support operation of the Title I Private School program: Focus #8	6300	221	Medicare benefits for clerical personnel (1 clerk specialist) to support operation of the Title I Private School program	0.000	\$393.99
205	K	Provide medicare benefits for accounting support personnel (1 Senior account clerk and 1.5 account clerks) to support operation of the district and	6300	221	Medicare benefits for accounting support personnel (1 Senior account clerk and 1.5 account clerks) to support	0.000	\$1,367.40

		school Title I programs: Focus #1			operation of the district and school Title I programs		
206	K	Provide medicare benefits for resource teachers (.60) to provide support, coordination and oversight of the district Title I Program conduct external reviews, and provide targeted support for Title I programs: Focus #1	6300	221	Medicare benefits for resource teachers (.60) to provide support, coordination and oversight of the district Title I Program conduct external reviews, and provide targeted support for Title I programs:	0.000	\$414.20
207	K	Provide medicare benefits for Title I Administrators-Director (1), Specialists (2), Senior Coordinator, Evaluation (0.5) Assistant Director Continuous Improvement (1) (.80) and Manager Research and Accountability (0.5) to provide support, coordination and oversight of the district Title I Program conduct external reviews, and provide targeted support for Title I schools: Focus #1	6300	221	Medicare benefits for Title I Administrators-Director (1), Specialists (2), Senior Coordinator, Evaluation (0.5) Assistant Director Continuous Improvement (1) (.80) and Manager Research and Accountability (0.5) to provide support, coordination and oversight of the district Title I Program conduct external reviews, and provide targeted support for Title I Programs	0.000	\$5,214.10
208	K	Provide medicare benefits for clerical personnel (2 Clerk specials and 1 secretary) to support operation of the district and school Title I programs: Focus #1	6300	221	Medicare benefits for clerical personnel (2 Clerk specials and 1 secretary) to support operation of the district and school Title I programs	0.000	\$1,320.00
209	D	Provide medicare benefits for resource teachers (1) to provide academic support to neglected and delinquent students in Title I and non-Title I schools: Focus #3	6300	221	Medicare Benefits Other Certified Instructional Personnel Salary for resource teachers (1) to provide academic support to neglected and delinquent students in Title I and non-Title I schools	0.000	\$709.30
210	H-1	Provide medicare benefits for Assistant Director Continuous Improvement (1 @ .20) to support Title I Private School program evaluation: Focus #8	6300	221	Medicare Benefits for Assistant Director Continuous Improvement (1 @ .20) to support Title I Private School program evaluation:	0.000	\$250.31
211	K	Provide health and life benefits for resource teachers (.60) to provide support, coordination and oversight of the district Title I Program conduct external reviews, and provide targeted support for Title I programs: Focus #1	6300	230	<u>Group Insurance</u> Health and Life benefits for resource teachers (.60) to provide support, coordination and oversight of the district Title I Program conduct external reviews, and provide targeted support for Title I programs:	0.000	\$6,668.00
212	K	Provide health and life benefits for Title I Administrators-Director (1), Specialists (2), Senior	6300	230	<u>Group Insurance</u> Health and Life benefits for Title I Administrators-Director (1), Specialists (2), Senior	0.000	\$32,560.00

		Coordinator, Evaluation (0.5) Assistant Director Continuous Improvement (1) (.80) and Manager Research and Accountability (0.5) to provide support, coordination and oversight of the district Title I Program conduct external reviews, and provide targeted support for Title I schools: Focus #1			Coordinator, Evaluation (0.5) Assistant Director Continuous Improvement (1) (.80) and Manager Research and Accountability (0.5) to provide support, coordination and oversight of the district Title I Program conduct external reviews, and provide targeted support for Title I Programs		
213	K	Provide health and life insurance benefits for accounting support personnel (1 Senior account clerk and 1.5 account clerks) to support operation of the district and school Title I programs: Focus #1	6300	230	<u>Group Insurance</u> Group Insurance Health and life insurance benefits for accounting support personnel (1 Senior account clerk and 1.5 account clerks) to support operation of the district and school Title I programs	0.000	\$23,894.00
214	K	Provide health and life insurance benefits for clerical personnel (2 Clerk specials and 1 secretary) to support operation of the district and school Title I programs: Focus #1	6300	230	<u>Group Insurance</u> Group Insurance Health and life insurance benefits for clerical personnel (2 Clerk specials and 1 secretary) to support operation of the district and school Title I programs	0.000	\$26,400.00
215	H-1	Provide health and life insurance benefits for Assistant Director Continuous Improvement (1 @ .20) to support Title I Private School program evaluation: Focus #8	6300	230	<u>Group Insurance</u> Health and Life Insurance Benefits for Assistant Director Continuous Improvement (1 @ .20) to support Title I Private School program evaluation:	0.000	\$1,760.00
216	C	Provide health and life insurance benefits for resource teachers (1) to provide academic support to homeless students in Title I and non-Title I schools: Focus #3	6300	230	<u>Group Insurance</u> Group Insurance Health and life insurance benefits for resource teachers (1) to provide academic support to homeless students in Title I and non-Title I schools	0.000	\$641.28
217	C	Provide health and life insurance benefits for clerical personnel (1 clerk specialist) for Homeless program: Focus #3	6300	230	<u>Group Insurance</u> Group Insurance Health and life insurance benefits for clerical personnel (1 clerk specialist) for Homeless program	0.000	\$418.08
218	D	Provide health and life benefits for resource teachers (1) to provide academic support to neglected and delinquent students in Title I and non-Title I schools: Focus #3	6300	230	<u>Group Insurance</u> Health and Life Benefits Other Certified Instructional Personnel Salary for resource teachers (1) to provide academic support to neglected and delinquent students in Title I and non- Title I schools	0.000	\$6,836.76
219	H-1	Provide health and life insurance benefits for clerical personnel (1 clerk specialist)	6300	230	<u>Group Insurance</u> Group Insurance Health and life insurance benefits for clerical	0.000	\$8,800.00

		to support operation of the Title I Private School program: Focus #8			personnel (1 clerk specialist) to support operation of the Title I Private School program		
220	N/A	Provide health and life insurance benefits for Curriculum Specialists for Title I schools: Focus #1	6300	230	<u>Group Insurance</u> Group Insurance Health and life insurance benefits for Curriculum Specialists for Title I schools	0.000	\$117,188.79
221	K	Provide professional and technical services for administration of Title I programs-contract with East Coast Technical Assistance Center (ECTAC/FASFEP) and Educational Computing Technologies: Focus #1	6300	310	<u>Professional and Technical Services</u> Professional and Technical Services Professional and technical services for administration of Title I programs-contract with East Coast Technical Assistance Center (ECTAC/FASFEP) and Educational Computing Technologies	0.000	\$95,000.00
222	K	Provide in and out of state travel expenses, registration fees and mileage reimbursement for district Title I staff (Director, Specialists, Asst Director, Research Evaluator, Staff Developers) to participate in and provide technical assistance: (Travel to include FASFEP, ECTAC, Title I National conference, Learning Forward; ESEA: Community Schools; NABSE; Hooked on Family Engagement; Program Administrators) Focus #1	6300	330	<u>Travel</u> Travel In and out of state travel expenses, registration fees and mileage reimbursement for district Title I staff (Director, Program Specialist, Asst. Director, Evaluator, Staff Developers to participate in and provide technical assistance. (Travel to include FASFEP, ECTAC, Title I National conference, Learning Forward; ESEA: Community Schools; NABSE; Hooked on Family Engagement; Program Administrators)	0.000	\$45,000.00
223	H-4	Provide postage for mailings and other communications for operation of the Private School program: Focus #8	6300	370	<u>Communications</u> Communications Postage for mailings and other communications for operation of the Private School program	0.000	\$1,100.00
224	H-4	Provide funds for materials and supplies for the operation of the Title I Private School program (instructional intervention materials, paper, printing, markers, pens): Focus #8	6300	510	<u>Supplies</u> Supplies Funds for materials and supplies for the operation of the Title I Private School program (instructional intervention materials, paper, in-house printing, markers, pens)	0.000	\$73,756.17
225	C	Provide funds for in house printing materials for use in professional development activities for Homeless staff Focus #3	6300	510	<u>Supplies</u> Provide funds for in house printing materials for use in professional development activities for Homeless staff .	0.000	\$5,000.00
226	K	Provide materials, supplies and printing costs (professional resources,	6300	510	<u>Supplies</u> Provide materials, supplies and printing costs (professional resources,	0.000	\$127,072.00

		paper, post it notes, pens, etc) for Title I program administration and supplemental school support; Focus #1			paper, post it notes, pens) for Title I program administration and supplemental school support.		
227	K	Provide non-capitalized computer hardware (computers, ipads, etc) for Title I program administration; Focus #1, #12	6300	644	<u>Computer Hardware Non-Capitalized</u> Non-capitalized computer hardware for Title I program administration (computers, ipads)	0.000	\$33,898.36
228	K	Provide funds for dues and fees for membership in technical assistance and professional organizations (National ESEA; FASFPEA; NAFPEA; ECTAC; Learning Forward; Community Schools; NABSE; Hook on Family Engagement); for Title I administration Focus #1, #2	6300	730	<u>Dues and Fees</u> funds for dues and fees for membership in technical assistance and professional organizations (National ESEA; FASFPEA; NAFPEA; ECTAC; Learning Forward; Community Schools; NABSE; Hook on Family Engagement); for Title I administration	0.000	\$5,000.00
229	H-3	Provide funds for dues and fees for membership in technical assistance and professional organizations (ASCD, Educational Week); Equitable Services for private Schools Focus #8	6300	730	<u>Dues and Fees</u> Dues and Fees Funds for membership in technical assistance and professional organizations (ASCD, Educational Week) for Private School	0.000	\$1,000.00
230	N/A	Provide stipends for teachers to plan and deliver professional development beyond the contracted day: NEED #1	6400	120	<u>Classroom Teachers</u> Classroom Teachers Stipends for teachers to plan and deliver professional development beyond the contracted day in core subject areas.	0.000	\$21,120.00
231	N/A	Provide stipends for teachers in Title I schools to attend professional development beyond the contract day: Focus #1	6400	120	<u>Classroom Teachers</u> Provide stipends for teachers in Title I schools to attend professional development beyond the contract day in core subject areas. Focus #1	0.000	\$228,940.00
232	H-1	Provide salary for staff developers (1.4) to provide support for Private School program for technical assistance, professional development, and parent end family engagement: Focus #8	6400	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel Salary for staff developers (1.4) to provide support for Private School program for technical assistance, professional development, and parent end family engagement:	1.400	\$80,794.03
233	N/A	Provide stipends for coaches to attend professional development beyond the contract day: NEED #1	6400	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel Stipends for coaches to plan and deliver professional	0.000	\$19,920.00

					development beyond the contract day		
234	N/A	Provide stipends for coaches to plan and deliver professional development (in core subject areas) beyond the contract day: NEED #1	6400	130	<u>Other Certified Instructional Personnel</u> Stipends for coaches to plan and deliver professional development (in core subject areas) beyond the contract day	0.000	\$10,085.00
235	F	Provide salary for Reading/Literacy, Math, Science Coaches to provide embedded support (in core subject areas) at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Bay Point, Gulfport, New Heights, Pinellas Park ES, Ponce De Leon, Sandy Lane, Azalea MS, John Hopkins MS, Meadowlawn MS): Focus #6	6400	130	<u>Other Certified Instructional Personnel</u> Salary for Reading/Literacy, Math, Science Coaches to provide embedded support (in core subject areas) at select Title I schools ((Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Bay Point, Gulfport, New Heights, Pinellas Park ES, Ponce De Leon, Sandy Lane, Azalea MS, John Hopkins MS, Meadowlawn MS)	26.048	\$1,172,187.42
236	N/A	Provide salary for embedded MTSS/RtI coaches to support academic and behavior interventions in Title I schools: Focus #1, #10	6400	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel Salary for embedded MTSS/RtI coaches to support academic and behavior interventions in Title I school	43.000	\$2,016,998.63
237	N/A	Provide salary for embedded math coaches (14), science coaches (3), and Reading/Literacy coaches (17.) in Title I schools: Focus #1	6400	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel Salary for embedded math coaches (14), science coaches (3), and Reading/Literacy coaches (17) in Title I schools	34.000	\$1,223,459.02
238	N/A	Provide funds for substitute teachers to deliver instruction while teachers in Title I schools participate in professional development: Focus #1	6400	140	<u>Substitute Teachers</u> Substitute Teachers Funds for substitute teachers to deliver instruction while teachers in Title I schools participate in professional development	0.000	\$101,555.00
239	H-1	Provide retirement benefits for staff developers (1.4) to provide support for Private School program for technical assistance, professional development, and parent end family engagement: Focus #8	6400	210	<u>Retirement</u> Retirement benefits for staff developers (1.4) to provide support for Private School program for technical assistance, professional development, and parent end family engagement	0.000	\$6,843.25
240	N/A	Provide retirement benefits for teachers in Title I schools to attend professional development beyond the contract day: Focus #1	6400	210	<u>Retirement</u> Retirement Benefits Classroom Teachers Stipends for teachers in Title I schools to attend professional	0.000	\$19,391.21

					development beyond the contract day		
241	N/A	Provide retirement benefits for coaches to attend professional development beyond the contract day: NEED #1	6400	210	<u>Retirement</u> Other Certified Instructional Personnel Stipends for coaches to plan and deliver professional development beyond the contract day	0.000	\$1,687.22
242	N/A	Provide retirement benefits for coaches to plan and deliver professional development beyond the contract day: NEED #1	6400	210	<u>Retirement</u> Retirement Benefits Other Certified Instructional Personnel Stipends for coaches to plan and deliver professional development beyond the contract day	0.000	\$854.19
243	N/A	Provide retirement benefits for embedded MTSS/RTI coaches to support academic and behavior interventions in Title I schools: Focus #1, #10	6400	210	<u>Retirement</u> Retirement Benefits Other Certified Instructional Personnel Salary for embedded MTSS/RTI coaches to support academic and behavior interventions in Title I school	0.000	\$170,839.79
244	N/A	Provide retirement benefits for embedded math coaches (14), science coaches (3), and Reading/Literacy coaches (17.) in Title I schools: Focus #1	6400	210	<u>Retirement</u> Retirement Benefits Other Certified Instructional Personnel Salary for embedded math coaches (14), science coaches (3), and Reading/Literacy coaches (17) in Title I schools	0.000	\$103,626.98
245	N/A	Provide retirement benefits for teachers to plan and deliver professional development beyond the contracted day: NEED #1	6400	210	<u>Retirement</u> Retirement Benefits for Classroom Teachers Stipends for teachers to plan and deliver professional development beyond the contracted day	0.000	\$1,788.87
246	F	Provide retirement benefits for Reading/Literacy, Math, Science Coaches to provide embedded support at select Title I schools (Campbell Park, Lakewood, Maximo, Melrose, Bay Point, Gulfport, New Heights, Pinellas Park ES, Ponce De Leon, Sandy Lane, Azalea MS, John Hopkins MS, Meadowlawn MS): Focus #6	6400	210	<u>Retirement</u> Retirement benefits Other Certified Instructional Personnel Salary for Reading/Literacy, Math, Science Coaches to provide embedded support at select Title I schools ((Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Bay Point, Gulfport, New Heights, Pinellas Park ES, Ponce De Leon, Sandy Lane, Azalea MS, John Hopkins MS, Meadowlawn MS)	0.000	\$99,284.27
247	F	Provide social security benefit for Reading/Literacy, Math, Science Coaches to provide embedded support at select Title I schools (Campbell	6400	220	<u>Social Security</u> Social security benefits for Reading/Literacy, Math, Science Coaches to provide embedded support at select Title I schools	0.000	\$72,675.62

		Park, Fairmount Park,Lakewood, Maximo, Melrose, Bay Point, Gulfport, New Heights, Pinellas Park ES, Ponce De Leon, Sandy Lane, Azalea MS, John Hopkins MS, Meadowlawn MS): Focus #6			((Campbell Park, Fairmount Park,Lakewood, Maximo, Melrose, Bay Point, Gulfport, New Heights, Pinellas Park ES, Ponce De Leon, Sandy Lane, Azalea MS, John Hopkins MS, Meadowlawn MS)for Reading/Literacy, Math, Science, and MTSS Coaches to provide embedded support at select Title I schools (Campbell Park, Fairmount Park,Lakewood, Maximo, Melrose, Azalea MS, Largo MS, Mildred Helm, Sandy Lane, Sexton)		
248	H-1	Provide social security benefits for staff developers (1.4) to provide support for Private School program for technical assistance, professional development, and parent end family engagement: Focus #8	6400	220	<u>Social Security</u> Social security benefits for staff developers (1.4) to provide support for Private School program for technical assistance, professional development, and parent end family engagement	0.000	\$5,009.23
249	N/A	Provide social security benefits for teachers in Title I schools to attend professional development beyond the contract day: Focus #1	6400	220	<u>Social Security</u> Social Security Benefits for Classroom Teachers Stipends for teachers in Title I schools to attend professional development beyond the contract day	0.000	\$14,194.28
250	N/A	Provide social security for coaches to attend professional development beyond the contract day: NEED #1	6400	220	<u>Social Security</u> Social Security Benefits Other Certified Instructional Personnel Stipends for coaches to plan and deliver professional development beyond the contract day	0.000	\$1,235.04
251	N/A	Provide social security benefits for coaches to plan and deliver professional development beyond the contract day: NEED #1	6400	220	<u>Social Security</u> Social Security Benefits Other Certified Instructional Personnel Stipends for coaches to plan and deliver professional development beyond the contract day	0.000	\$625.27
252	N/A	Provide social security benefits for teachers to plan and deliver professional development beyond the contracted day: NEED #1	6400	220	<u>Social Security</u> Social Security Benefits for Classroom Teachers Stipends for teachers to plan and deliver professional development beyond the contracted day	0.000	\$1,309.44
253	N/A	Provide social security benefits for embedded MTSS/Rtl coaches to support	6400	220	<u>Social Security</u> Social Security Benefits Other Certified Instructional	0.000	\$125,053.92

		academic and behavior interventions in Title I schools: Focus #1, #10			Personnel Salary for embedded MTSS/RtI coaches to support academic and behavior interventions in Title I school		
254	N/A	Provide social security benefits for embedded math coaches (14), science coaches (3), and Reading/Literacy coaches (17.) in Title I schools: Focus #1	6400	220	<u>Social Security</u> Social Security Benefits Other Certified Instructional Personnel Salary for embedded math coaches (14), science coaches (3), and Reading/Literacy coaches (17) in Title I schools	0.000	\$75,854.46
255	N/A	Provide medicare benefits for substitute teachers to deliver instruction while teachers in Title I schools participate in professional development: Focus #1	6400	221	Medicare benefits for substitute teachers to deliver instruction while teachers in Title I schools participate in professional development	0.000	\$1,472.57
256	N/A	Provide medicare benefits for teachers in Title I schools to attend professional development beyond the contract day: Focus #1	6400	221	Medicare Benefits for teachers in Title I schools to attend professional development beyond the contract day: Focus #1	0.000	\$3,319.63
257	N/A	Provide medicare benefits for coaches to attend professional development beyond the contract day: NEED #1	6400	221	Medicare Benefits Other Certified Instructional Personnel Stipends for coaches to plan and deliver professional development beyond the contract day	0.000	\$288.84
258	N/A	Provide medicare benefits for coaches to plan and deliver professional development beyond the contract day: NEED #1	6400	221	Medicare Benefits for Other Certified Instructional Personnel Stipends for coaches to plan and deliver professional development beyond the contract day	0.000	\$146.25
259	F	Provide medicare benefits for Reading/Literacy, Math, Science Coaches to provide embedded support at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Bay Point, Gulfport, New Heights, Pinellas Park ES, Ponce De Leon, Sandy Lane, Azalea MS, John Hopkins MS, Meadowlawn MS): Focus #6	6400	221	Medicare benefits for Reading/Literacy, Math, Science Coaches to provide embedded support at select Title I schools ((Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Bay Point, Gulfport, New Heights, Pinellas Park ES, Ponce De Leon, Sandy Lane, Azalea MS, John Hopkins MS, Meadowlawn MS)	0.000	\$16,996.71
260	N/A	Provide medicare benefits for teachers to plan and deliver professional development beyond the contracted day: NEED #1	6400	221	Medicare Benefits for Classroom Teachers Stipends for teachers to plan and deliver professional development beyond the contracted day	0.000	\$306.25

261	H-1	Provide medicare benefits for staff developers (1.4) to provide support for Private School program for technical assistance, professional development, and parent end family engagement: Focus #8	6400	221	Medicare benefits for staff developers (1.4) to provide support for Private School program for technical assistance, professional development, and parent end family engagement	0.000	\$1,171.51
262	N/A	Provide medicare benefits for embedded MTSS/Rtl coaches to support academic and behavior interventions in Title I schools: Focus #1, #10	6400	221	Medicare Benefits Other Certified Instructional Personnel Salary for embedded MTSS/Rtl coaches to support academic and behavior interventions in Title I school	0.000	\$29,246.48
263	N/A	Provide medicare benefits for embedded math coaches (14), science coaches (3), and Reading/Literacy coaches (17.) in Title I schools: Focus #1	6400	221	Medicare Benefits Other Certified Instructional Personnel Salary for embedded math coaches (14), science coaches (3), and Reading/Literacy coaches (17) in Title I schools	0.000	\$17,740.18
264	F	Provide group health and life insurance benefits for Reading/Literacy, Math, Science Coaches to provide embedded support at select Title I schools (Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Bay Point, Gulfport, New Heights, Pinellas Park ES, Ponce De Leon, Sandy Lane, Azalea MS, John Hopkins MS, Meadowlawn MS): Focus #6	6400	230	<u>Group Insurance</u> Group Insurance Health and life insurance benefits for Reading/Literacy, Math, Science Coaches to provide embedded support at select Title I schools ((Campbell Park, Fairmount Park, Lakewood, Maximo, Melrose, Bay Point, Gulfport, New Heights, Pinellas Park ES, Ponce De Leon, Sandy Lane, Azalea MS, John Hopkins MS, Meadowlawn MS)	0.000	\$250,000.00
265	H-1	Provide health and life insurance benefits for staff developers (1.4) to provide support for Private School program for technical assistance, professional development, and parent end family engagement: Focus #8	6400	230	<u>Group Insurance</u> Group Insurance Health and life insurance benefits for staff developers (1.4) to provide support for Private School program for technical assistance, professional development, and parent end family engagement	0.000	\$4,620.00
266	N/A	Provide health and life benefits for embedded MTSS/Rtl coaches to support academic and behavior interventions in Title I schools: Focus #1, #10	6400	230	<u>Group Insurance</u> Health and Life Benefits Other Certified Instructional Personnel Salary for embedded MTSS/Rtl coaches to support academic and behavior interventions in Title I school	0.000	\$453,015.43
267	N/A	Provide health and life benefits for embedded math coaches (14), science coaches (3), and	6400	230	<u>Group Insurance</u> Health and Life Benefits Other Certified Instructional Personnel Salary for embedded math coaches	0.000	\$256,958.37

		Reading/Literacy coaches (17.) in Title I schools: Focus #1			(14), science coaches (3), and Reading/Literacy coaches (17) in Title I schools		
268	H-5	Provide consultants to deliver professional development to teachers in Private School programs: FOCUS #8	6400	310	<u>Professional and Technical Services</u> Professional and Technical Services Consultants to deliver professional development to teachers in Private School programs: General estimate = \$2413 year per school and \$241 month based on need.	0.000	\$70,000.00
269	N/A	Provide funds for consultants to deliver professional development to teachers and school administrators (Principal/AP) in Title I schools: FOCUS #1 and FOCUS #6	6400	310	<u>Professional and Technical Services</u> Professional and Technical Services Consultants to deliver professional development to teachers and administrators (Principal/AP) in Title I schools. General estimate: 69 schools = \$2093/ per school for 10 months = \$209 month based on need.	0.000	\$144,428.86
270	H-3	Provide consultants to deliver professional development to teachers in Private School programs: FOCUS #8	6400	310	<u>Professional and Technical Services</u> Professional and Technical Services Consultants to deliver professional development to teachers in Private School programs: General estimate = \$1512 year per school and \$151 month based on need.	0.000	\$93,864.00
271	C	Provide funds for travel expenses for professional development for Homeless staff (Administrator and Staff Developer): Focus #3	6400	330	<u>Travel</u> Travel Funds for travel expenses for professional development for Homeless staff- (registration fee).	0.000	\$6,957.00
272	H-3	Provide funds for travel expenses (airfare, mileage, hotel, meals) for professional development for staff developers for Private School program: Focus #8 (travel to include ECTAC, FASFEP, National Title I conference)	6400	330	<u>Travel</u> Travel Funds for travel expenses (airfare, mileage, hotel, meals) for professional development for staff developers for Private School program	0.000	\$5,000.00
273	H-3	Provide funds for registration fees for professional development at conferences for staff developers for Private School program: Focus #8	6400	330	<u>Travel</u> Travel Funds for registration fees for professional development at conferences for staff developers for Private School program	0.000	\$5,000.00
274	N/A	Provide funds for travel expenses (airfare, mileage, hotel, meals) for professional development for teachers and	6400	330	<u>Travel</u> Travel expenses (airfare, mileage, hotel, meals) for professional development for teachers and	0.000	\$187,192.98

		<p>school administrators (Principal/AP) at Title I schools to increase content knowledge and research-based, effective instructional strategies: (Learning Forward; Association of School, Curriculum and Development; Learning Sciences International; FETC;STEM; Social Studies; Reading Recovery; Learning and the Brain (SEL); NCTM; Uncommon Schools (Reading Reconsidered and Leverage Leadership Mastering Standards); PLCs at Work; The Art of Coaching; PBIS Leadership Forum; Hooked on Family Engagement; Community Schools National Conference; Harvard Institute; Southeastern Conference on Positive Behavior Interventions and Support; Ron Clark; Title I Exceeding Expectations/Reform Strategies; Coalition of Schools Educating Boys of Color; Standards Institute, UnBound; WIDA/Reform Strategies; ESOL Engagement; Urban Leaders; AVID; Thinking Maps; Trauma Informed Care; Memphis Turnaround Models; Drop-Out Prevention; Personalized Learning; Innovative Schools; Marzano; Turnaround Leaders; Confratute; IB Global; IB FLIBS; School Discipline; International Literacy Association; and NABSE). FOCUS #1 #6 #10</p>			<p>school administrators (Principal/AP) at Title I schools to increase content knowledge and research-based, effective instructional strategies: (Learning Forward; Association of School, Curriculum and Development; Learning Sciences International; FETC;STEM; Social Studies; Reading Recovery; Learning and the Brain (SEL); NCTM; Uncommon Schools (Reading Reconsidered and Leverage Leadership Mastering Standards); PLCs at Work; The Art of Coaching; PBIS Leadership Forum; Hooked on Family Engagement; Community Schools National Conference; Harvard Institute; Southeastern Conference on Positive Behavior Interventions and Support; Ron Clark; Title I Exceeding Expectations/Reform Strategies; Coalition of Schools Educating Boys of Color; Standards Institute, UnBound; WIDA/Reform Strategies; ESOL Engagement; Urban Leaders; AVID; Thinking Maps; Trauma Informed Care; Memphis Turnaround Models; Drop-Out Prevention; Personalized Learning; Innovative Schools; Marzano; Turnaround Leaders; Confratute; IB Global; IB FLIBS; School Discipline; International Literacy Association; and NABSE).</p>		
275	N/A	<p>Provide funds for registration fees for professional development at conferences for teachers and school administrators (Principal/AP) at Title I schools: (Learning Forward; Association of School, Curriculum and Development; Learning Sciences International; FETC;STEM; Social Studies; Reading Recovery; Learning and the Brain (SEL); NCTM; Uncommon Schools (Reading Reconsidered and Leverage</p>	6400	330	<p><u>Travel</u> Travel registration fees for professional development at conferences for teachers and school administrators (Principal/AP) at Title I schools: (Learning Forward; Association of School, Curriculum and Development; Learning Sciences International; FETC;STEM; Social Studies; Reading Recovery; Learning and the Brain (SEL); NCTM; Uncommon Schools (Reading Reconsidered and Leverage</p>	0.000	\$158,000.68

		Leadership Mastering Standards); PLCs at Work; The Art of Coaching; PBIS Leadership Forum; Hooked on Family Engagement; Community Schools National Conference; Harvard Institute; Southeastern Conference on Positive Behavior Interventions and Support; Ron Clark; Title I Exceeding Expectations/Reform Strategies; Coalition of Schools Educating Boys of Color; Standards Institute, UnBound; WIDA/Reform Strategies; ESOL Engagement; Urban Leaders; AVID; Thinking Maps; Trauma Informed Care; Memphis Turnaround Models; Drop-Out Prevention; Personalized Learning; Innovative Schools; Marzano; Turnaround Leaders; Confratute; IB Global; IB FLIBS; School Discipline; International Literacy Association; and NABSE. FOCUS #1 #6 #10			Leadership Mastering Standards); PLCs at Work; The Art of Coaching; PBIS Leadership Forum; Hooked on Family Engagement; Community Schools National Conference; Harvard Institute; Southeastern Conference on Positive Behavior Interventions and Support; Ron Clark; Title I Exceeding Expectations/Reform Strategies; Coalition of Schools Educating Boys of Color; Standards Institute, UnBound; WIDA/Reform Strategies; ESOL Engagement; Urban Leaders; AVID; Thinking Maps; Trauma Informed Care; Memphis Turnaround Models; Drop-Out Prevention; Personalized Learning; Innovative Schools; Marzano; Turnaround Leaders; Confratute; IB Global; IB FLIBS; School Discipline; International Literacy Association; and NABSE.		
276	L	Provide funds to reimburse charter schools for embedded MTSS/RTI coaches to support academic and behavior interventions ; Focus #1	6400	394	Reimburse charter schools for embedded MTSS/RTI coaches to support academic and behavior interventions ; Focus #1	0.000	\$22,000.00
277	N/A	Provide funds for professional resource materials and books for Title I schools for use in Lesson Student Professional Learning Communities and other professional learning activities: FOCUS #1 and FOCUS #6	6400	612	<u>Library Books for Existing Libraries</u> Library Books for Existing Libraries Professional resource materials and books for Title I schools	0.000	\$21,775.82
278	H-3	Provide funds for professional resource materials and books for teachers in Private School program: Focus #8	6400	612	<u>Library Books for Existing Libraries</u> Library Books for Existing Libraries Funds for professional resource materials and books for teachers in Private School program	0.000	\$164,000.00
279	H-5	Provide funds for professional resource materials and books for teachers in Private School program: Focus #8	6400	612	<u>Library Books for Existing Libraries</u> Library Books for Existing Libraries Funds for professional resource materials and books for teachers in Private School program	0.000	\$30,000.00
280	N/A		6500	160		9.000	\$297,118.30

		Provide salary for technology technicians to support technology integration in Title I Schools: Focus #1, #12			<u>Other Support Personnel</u> Other Support Personnel Salary for technology technicians to support technology integration in Title I Schools: Focus #1, #12		
281	N/A	Provide retirement benefits for technology technicians to support technology integration in Title I Schools: Focus #1, #12	6500	210	<u>Retirement</u> Retirement benefits for technology technicians to support technology integration in Title I Schools	0.000	\$25,165.93
282	N/A	Provide social security benefits for technology technicians to support technology integration in Title I Schools: Focus #1, #12	6500	220	<u>Social Security</u> Social security benefits for technology technicians to support technology integration in Title I Schools	0.000	\$18,421.34
283	N/A	Provide medicare benefits for technology technicians to support technology integration in Title I Schools: Focus #1, #12	6500	221	Medicare benefits for technology technicians to support technology integration in Title I Schools	0.000	\$4,308.21
284	N/A	Provide health and life insurance benefits for technology technicians to support technology integration in Title I Schools: Focus #1, #12	6500	230	<u>Group Insurance</u> Group Insurance Health and life insurance benefits for technology technicians to support technology integration in Title I Schools	0.000	\$69,806.52
285	K	Provide funds for Indirect Costs for Title I program: Focus #1	7200	792	Miscellaneous Expenses Funds for Indirect Costs for Title I program	0.000	\$1,025,430.00 ✓
286	K	Provide funds for electricity for operation of the district Title I office: Focus #1	7800	430	<u>Electricity</u> Electricity Funds for electricity for operation of the district Title I office	0.000	\$20,000.00
287	K	Provide funds for fuel for Title I Van for the operation of the district Title I office: Focus #1, #12	7800	450	<u>Gasoline</u> Funds for fuel for Title I Van for the operation of the district Title I office	0.000	\$3,500.00
288	J	Provide funds for transportation for Foster Care Children: Focus #9	7800	790	<u>Miscellaneous Expenses</u> Other Purchased Services Funds for transportation for Foster Care Children	0.000	\$75,000.00
289	F	Provide school bus transportation funds for Title I middle and high schools for extended learning programs at their school sites: Focus #1	7800	790	<u>Miscellaneous Expenses</u> Other Purchased Services, to provide school bus transportation funds for Title I middle and high schools to transport students home after extended learning programs at the school sites.	0.000	\$65,000.00
290	N/A	Provide supplemental salary for plant operations (custodians) personnel for extended learning programs on Saturdays only: focus #1	7900	160	<u>Other Support Personnel</u> Other Support Personnel Supplemental salary for plant operations (Custodians) personnel for extended	0.080	\$2,574.00

					learning programs on Saturdays only		
291	K	Provide salary for full and part-time Plant Operators Custodian (1.5) for maintenance of the Title I office facilities: Focus #1	7900	160	<u>Other Support Personnel</u> Other Support Personnel Salary for full and part-time Plant Operators (1.5) for maintenance of the Title I office facilities	1.500	\$63,758.73
292	N/A	Provide retirement benefits for plant operations personnel for extended learning programs on Saturdays only: Focus #1	7900	210	<u>Retirement</u> Retirement benefits for plant operations personnel for extended learning programs on Saturdays only	0.000	\$218.02
293	K	Provide retirement benefits for full and part-time Plant Operators (1.5) for maintenance of the Title I office facilities: Focus #1	7900	210	<u>Retirement</u> Retirement benefits for full and part-time Plant Operators (1.5) for maintenance of the Title I office facilities	0.000	\$5,400.36
294	K	Provide social security benefits for full and part-time Plant Operators (1.5) for maintenance of the Title I office facilities: Focus #1	7900	220	<u>Social Security</u> Social security benefits for full and part-time Plant Operators (1.5) for maintenance of the Title I office facilities	0.000	\$3,953.04
295	N/A	Provide social security benefits for plant operations personnel for extended learning programs on Saturdays only: Focus #1	7900	220	<u>Social Security</u> Social security benefits for plant operations personnel for extended learning programs on Saturdays only	0.000	\$159.58
296	N/A	Provide medicare benefits for plant operations personnel for extended learning programs on Saturdays only: Focus #1	7900	221	Medicare benefits for plant operations personnel for extended learning programs on Saturdays only	0.000	\$37.32
297	K	Provide medicare benefits for full and part-time Plant Operators/Custodians (1.5) for maintenance of the Title I office facilities: Focus #1	7900	221	Medicare benefits for full and part-time Plant Operators/Custodians (1.5) for maintenance of the Title I office facilities	0.000	\$924.50
298	K	Provide health and life insurance benefits for full and part-time Plant Operators/Custodians (1.5) for maintenance of the Title I office facilities: Focus #1	7900	230	<u>Group Insurance</u> Group Insurance Health and life insurance benefits for full and part-time Plant Operators/Custodians (1.5) for maintenance of the Title I office facilities	0.000	\$8,800.00
299	K	Provide funds for internet and phone communications for the operation of the district Title I office: Focus #1	7900	379	<u>Telephone and Other Data Communication Services</u> Communications Funds for internet and phone communications for the operation of the district Title I office	0.000	\$10,000.00
300	K	Provide funds for utilities (water, sewer, garbage) for	7900	380	<u>Public Utility Services</u> Public Utility Services Funds for utilities (water, sewer,	0.000	\$15,000.00

operation of the district Title I
office: Focus #1

garbage) for operation of the
district Title I office

Totals:

354.243 \$30,591,642.00 ✓

Totals:		
Code	Description	Total
B-2	Parent and Family Engagement for LEAs with greater than \$500,000 set-aside	\$523,887.00 ✓
C	Homeless Education Set-Aside	\$296,730.00 ✓
D	Neglected & Delinquent Education Set-Aside	\$177,240.00 ✓
E	Educational Services Funded at the LEA-Level (Not to Exceed 1%)	\$255,603.00 ✓
F	Discretionary Educational Services Funded at the School-Level	\$7,599,442.98 ✓
G	Early Childhood Set-Aside	\$466,486.00 ✓
H-1	Private School Administrative Costs	\$160,626.00 ✓
H-2	Private School Parent and Family Engagement	\$38,646.00 ✓
H-3	Private School Professional Development	\$268,864.00 ✓
H-4	Private School Instructional Services	\$1,464,164.00 ✓
I	2017-2018 Roll-Forward	\$1,590,000.00 ✓
J	Transportation for Foster Care Children	\$75,000.00 ✓
K	Administrative Costs (Including Indirect Costs) - Not to Exceed 10%	\$2,198,410.00 ✓
L	Reimbursements for Charter School Expenditures	\$93,376.00 ✓
H-5	Roll Forward for Equitable Services	\$875,000.00 ✓
	Total	\$16,083,474.98

DOE 101



Richard Corcoran, Commissioner

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Funds Requested

Below is the amount allocated for this grant. Indicate the roll forward for this grant. Enter 0 if there is no roll forward. Then click the Save button. To print the DOE 100 form, click on the link below and complete the necessary contact information.

[Print 100A Form for this Grant](#)

Program Name: Title I, Part A: Improving the Academic Achievement of the Disadvantaged 520-2120B-0CB01

Funds Allocated: \$28,126,642.00 ✓

Estimated Roll Forward: \$ ✓



Pinellas County District School Board

DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED RESERVATIONS

A. Financial Rewards & Incentives Reservations:

Please provide the amount that your LEA to provide financial incentives and rewards to teachers who serve in eligible schools identified for comprehensive or targeted support and improvement activities for the purpose of attracting and retaining qualified and effective teachers. [Section 1113(c)(4) of ESSA]

LEA's amount reserved:

\$0.00 ✓

B. Parent and Family Engagement Calculation [Section 1116(3)(A-D) of ESSA]:

	Minimum Reservations	Actual Reservations Amount
REQUIRED reservation - 1% of the LEA's Title I Allocation:	\$ 281,266.42	\$ 523,887.00 ✓
Indicate the amount to be allocated (dollar amount) to public schools for parent and family engagement (minimum of 90% is required)	\$ 253,139.78	\$523,887.00 ✓
If applicable, Balance to be used for LEA-level Parent and Family Engagement Activities	N/A	\$0.00 ✓

C. Homeless Education Reservations:

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live. [Section 1113(C)(3)(A) of ESSA]

LEA's amount reserved

\$296,730.00 ✓

D. Neglected and Delinquent Education Reservations:

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for neglected children; and if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. [Section 1113(C)(3)(A)(ii)(iii) of ESSA]

LEA's amount reserved

\$177,240.00 ✓

E. Educational Services Funded at the LEA-Level

Please provide the amount that your LEA will use for LEA-wide instructional and professional development activities.

LEA's amount reserved \$255,603.00 ✓

F. Discretionary Educational Services Funded at the School-Level

LEA's amount reserved \$7,599,442.98 ✓

G. Early Childhood

LEA's amount reserved \$466,486.00 ✓

H. Private School Services

Please provide the amount that your LEA expenditures for non-instructional services and other benefits to eligible private schools. [Section 1117 of ESSA]

H-1. Private School Administrative Costs \$160,626.00 ✓

H-2. Private School Parent and Family Engagement \$38,646.00 ✓

H-3. Private School Professional Development \$268,864.00 ✓

H-4. Private School Instructional Services \$1,464,164.00 ✓

H-5. Roll Forward for Equitable Services \$ 875,000.00 ✓

I. 2017-18 Roll-Forward \$ 1,590,000.00 ✓

J. Transportation for Foster Care Children \$ 75,000.00 ✓

K. Administrative Costs (Including Indirect Costs) - Not to Exceed 10% \$ 2,198,410.00 ✓

L. Reimbursements for Charter School Expenditures \$ 93,376.00 ✓

M. Transportation for School Choice (Not to Exceed 5%) \$



**Pinellas County District School Board
PUBLIC SCHOOL ELIGIBILITY SURVEY**

Ranking Type: **districtWide**

Date Certain: **02/04/2019**

Community Eligibility Program: **Option 1 - Combination CEP and Non-CEP**

Identify the LEA allocation process. If serving multiple grade spans, please include allocation process as appropriate. (800 percentages)

Response:

The Local Educational Agency (LEA) allocates and tiers Title I funds based on the 2018-17 school year poverty percentage thresholds. The LEA uses the following tiered PPA methodology for CEP schools with percentages before the multiplier is applied: schools with a range from 92.98 - 90.27 percent poverty = \$3,100 PPA; schools with a range from 87.5 - 83.02 percent poverty = \$980 PPA; schools with a range from 82.53 - 81.38 percent poverty = \$775 PPA; schools with a range from 81.05 - 79.52 percent poverty = \$680 PPA; schools at 78.93 - 74.58 percent poverty = \$680 PPA; schools with a range from 73.96 - 70.26 percent poverty = \$670 PPA; schools at 68.19 - 66.73 percent poverty = \$660 PPA; schools with a range from 66.20 - 64.01 percent poverty = \$450 PPA; schools with 63.93 percent poverty = \$445 PPA, schools with 63.51 percent poverty = \$444 PPA, schools with a range from 62.50 - 62.43 percent poverty = \$313 PPA, schools with a range from 62.10 - 60.05 percent poverty = \$290 PPA, schools with a range from 58.97 - 55.29 percent poverty = \$280 PPA, schools with a poverty rate of 54.26 = \$278, and schools with a range of 52.58 - 48.53 percent poverty = \$275 PPA, non-CEP schools with 76.32 - 71.29 percent poverty = \$275 PPA.

District: Pinellas County District School Board

No.	School Name	School Number	Grade Code	School type	Neglected and Delinquent	New School	Reported 2019-2020 Number of Children Attending Public Schools	Reported 2019-2020 Number of Children from Low Income Families	Reported 2019-2020 Percent of Children from Low Income Families	2018-2020 Number of Children Attending Public Schools	2019-2020 Number of Children from Low Income Families	2019-2020 Percent of Children from Low Income Families	Selection Code (codes)	Program Type	2019-2020 PPA Per Pupil Allocation	2019-2020 TSA Total School Allocation	2018-2019 TSA Total School Allocation	Provision 2 Or CEP	1% Allocation for Parental Involvement	Charter School	Del.
1	MELROSE ELEMENTARY SCHOOL	2371	PREK-5	Elem.	N	NO	398	370	92.96%	398	398	100.00%	A	SW	3100	1,233,800.00	—	CEP: 20182019	8697	NO	
2	FAIRMOUNT PARK ELEMENTARY SCHL	1211	PREK-5	Elem.	N	NO	512	466	91.02%	512	512	100.00%	A	SW	3100	1,587,200.00	—	CEP: 20182019	9697	NO	
3	CAMPBELL PARK ELEMENTARY SCHOOL	0481	PREK-5	Elem.	N	NO	555	501	90.27%	555	555	100.00%	A	SW	3100	1,720,500.00	—	CEP: 20182019	9697	NO	
4	MYCROSSCHOOL PINELLAS	7491	9-12	Senior High	N	NO	58	49	87.50%	58	58	100.00%	A	SW	880	49,840.00	—	CEP: 20182019	8945	YES	

5	CLEARWATER INTERMEDIATE	3341	4-9	Combo. Elem. & Second.	N	NO	166	144	86.75%	166	166	100.00%	A	SW	890	147,740.00	—	CEP: 20182019	8945	NO
6	PINELLAS TELESCHOOL	7051	6-12	Senior High	N	NO	49	42	85.71%	49	49	100.00%	L	NA	0	0.00	—	CEP: 20182019	0	NO
Selection Code explain: Does not participate in the National School Lunch Program.																				
7	SANDY LANE ELEMENTARY SCHOOL	6871	PREK-5	Elem.	N	NO	348	295	84.77%	348	348	100.00%	A	SW	890	309,720.00	—	CEP: 20182019	8945	NO
8	DISSTON ACADEMY	8981	5-12	Senior High	N	NO	78	66	84.62%	78	78	100.00%	A	SW	890	89,420.00	—	CEP: 20182019	8945	NO
9	PINELLAS SECONDARY SCHOOL	2821	6-12	Senior High	N	NO	229	192	83.84%	229	229	100.00%	A	SW	890	203,810.00	—	CEP: 20182019	8945	NO
10	LAKEWOOD ELEMENTARY SCHOOL	2021	PREK-5	Elem.	N	NO	349	292	83.67%	349	349	100.00%	A	SW	890	310,810.00	—	CEP: 20182019	8945	NO
11	LEALMAN AVENUE ELEMENTARY SCHOOL	2141	PREK-5	Elem.	N	NO	417	348	83.45%	417	417	100.00%	A	SW	890	371,130.00	—	CEP: 20182019	8945	NO
12	RICHARD L. SANDERS SCHOOL	9231	K-12	Combo. Elem. & Second.	N	NO	67	56	83.58%	67	67	100.00%	A	SW	890	59,830.00	—	CEP: 20182019	8945	NO
13	BELLEAIR ELEMENTARY SCHOOL	0371	PREK-5	Elem.	N	NO	530	440	83.02%	530	530	100.00%	A	SW	890	471,700.00	—	CEP: 20182019	8945	NO
14	LEALMAN INNOVATION ACADEMY	2151	5-12	Senior High	N	NO	458	378	82.53%	458	458	100.00%	A	SW	775	354,950.00	—	CEP: 20182019	8337	NO
15	SKYCREST ELEMENTARY SCHOOL	4121	K-5	Elem.	N	NO	593	484	81.62%	593	593	100.00%	A	SW	775	458,575.00	—	CEP: 20182019	8337	NO
16	BEAR CREEK ELEMENTARY SCHOOL	0271	PREK-5	Elem.	N	NO	333	271	81.38%	333	333	100.00%	A	SW	775	258,075.00	—	CEP: 20182019	8337	NO
17	TARPON SPRINGS ELEMENTARY SCHOOL	4491	PREK-5	Elem.	N	NO	570	462	81.06%	570	570	100.00%	A	SW	690	393,300.00	—	CEP: 20182019	7837	NO
18	MAXIMO ELEMENTARY SCHOOL	2281	PREK-5	Elem.	N	NO	465	373	80.22%	465	465	100.00%	A	SW	690	320,850.00	—	CEP: 20182019	7837	NO
19	BAYSIDE HIGH SCHOOL	0251	9-12	Senior High	N	NO	76	61	80.26%	76	76	100.00%	A	SW	690	52,440.00	—	CEP: 20182019	7837	NO
20	WOODLAWN ELEMENTARY SCHOOL	4931	PREK-5	Elem.	N	NO	316	252	79.75%	316	316	100.00%	A	SW	690	218,040.00	—	CEP: 20182019	7837	NO
21	GULFPORT MONTESSORI ELEM SCHL	1691	PREK-5	Elem.	N	NO	625	497	79.52%	625	625	100.00%	A	SW	690	431,250.00	—	CEP: 20182019	7837	NO
22	KINGS HIGHWAY ELEMENTARY MAGNET SCHOOL	6361	PREK-5	Elem.	N	NO	299	236	78.93%	299	299	100.00%	A	SW	680	209,320.00	—	CEP: 20182019	7812	NO
23	HIGH POINT ELEMENTARY SCHOOL	1811	PREK-5	Elem.	N	NO	633	497	78.52%	633	633	100.00%	A	SW	680	430,440.00	—	CEP: 20182019	7812	NO
24	PONCE DE LEON ELEMENTARY SCHOOL	3461	PREK-5	Elem.	N	NO	484	373	77.07%	484	484	100.00%	A	SW	680	329,120.00	—	CEP: 20182019	7812	NO
25	NEW HEIGHTS ELEMENTARY	4591	PREK-5	Elem.	N	NO	680	521	76.62%	680	680	100.00%	A	SW	680	462,400.00	—	CEP: 20182019	7812	NO

SCHOOL																				
26 AZALEA MIDDLE SCHOOL	0121	6-8	Middle/Junior	N	NO	842	642	76.25%	842	842	100.00%	A	SW	980	572,560.00	—	CEP: 20182019	7812	NO	
27 BLANTON ELEMENTARY SCHOOL	0391	PREK-5	Elem.	N	NO	495	377	76.16%	495	495	100.00%	A	SW	680	336,660.00	—	CEP: 20182019	7812	NO	
28 EISENHOWER ELEMENTARY SCHOOL	1131	PREK-5	Elem.	N	NO	621	463	74.56%	621	621	100.00%	A	SW	680	422,280.00	—	CEP: 20182019	7812	NO	
29 MOUNT VERNON ELEMENTARY SCHOOL	2531	PREK-5	Elem.	N	NO	384	294	73.96%	384	384	100.00%	A	SW	670	257,260.00	—	CEP: 20182019	7812	NO	
30 SEVENTY-FOURTH ST. ELEMENTARY	3961	PREK-5	Elem.	N	NO	478	352	73.64%	478	478	100.00%	A	SW	670	320,260.00	—	CEP: 20182019	7812	NO	
31 PINELLAS PARK ELEMENTARY SCHL	3391	K-5	Elem.	N	NO	558	409	73.30%	558	558	100.00%	A	SW	670	373,880.00	—	CEP: 20182019	7812	NO	
32 CHI CHI RODRIGUEZ ACADEMY	2441	4-8	Combo. Elem. & Second	N	NO	64	47	73.44%	64	64	100.00%	A	SW	670	42,860.00	—	CEP: 20182019	7812	NO	
33 DUNEDIN ELEMENTARY SCHOOL	1071	PREK-5	Elem.	N	NO	541	395	73.01%	541	541	100.00%	A	SW	670	362,470.00	—	CEP: 20182019	7812	NO	
34 JOHN HOPKINS MIDDLE SCHOOL	4061	6-8	Middle/Junior	N	NO	758	546	72.03%	758	758	100.00%	A	SW	670	507,860.00	—	CEP: 20182019	7812	NO	
35 JOHN M. SEXTON ELEMENTARY SCHL	1281	PREK-5	Elem.	N	NO	497	355	71.43%	497	497	100.00%	A	SW	670	332,980.00	—	CEP: 20182019	7812	NO	
36 CROSS BAYOU ELEMENTARY SCHOOL	0811	K-5	Elem.	N	NO	421	299	71.02%	421	421	100.00%	A	SW	670	262,070.00	—	CEP: 20182019	7812	NO	
37 BAY POINT ELEMENTARY SCHOOL	0181	K-5	Elem.	N	NO	575	404	70.26%	575	575	100.00%	A	SW	670	365,250.00	—	CEP: 20182019	7812	NO	
38 MARJORIE KINMAN RAWLINGS ELEM	4351	PREK-5	Elem.	N	NO	591	403	68.18%	591	591	100.00%	A	SW	660	390,060.00	—	CEP: 20182019	7812	NO	
39 FUGITT ELEMENTARY SCHOOL	1361	PREK-5	Elem.	N	NO	512	346	67.58%	512	512	100.00%	A	SW	660	337,920.00	—	CEP: 20182019	7812	NO	
40 SKYVIEW ELEMENTARY SCHOOL	4171	PREK-5	Elem.	N	NO	568	397	67.52%	568	568	100.00%	A	SW	660	388,060.00	—	CEP: 20182019	7812	NO	
41 LARGO MIDDLE SCHOOL	0141	6-8	Middle/Junior	N	NO	800	534	66.75%	800	800	100.00%	A	SW	660	528,000.00	—	CEP: 20182019	7812	NO	
42 MEADOWLAWN MIDDLE SCHOOL	2321	6-8	Middle/Junior	N	NO	1043	696	66.73%	1043	1043	100.00%	A	SW	660	688,360.00	—	CEP: 20182019	7311	NO	
43 BARDMOOR ELEMENTARY SCHOOL	0131	PREK-5	Elem.	N	NO	463	309	66.74%	463	463	100.00%	A	SW	660	305,580.00	—	CEP: 20182019	7812	NO	
44 FRONTIER ELEMENTARY SCHOOL	1341	PREK-5	Elem.	N	NO	571	381	66.73%	571	571	100.00%	A	SW	660	376,660.00	—	CEP: 20182019	7812	NO	
45 WALSHINGHAM ELEMENTARY SCHOOL	4701	PREK-5	Elem.	N	NO	426	282	66.20%	426	426	100.00%	A	SW	450	191,700.00	—	CEP: 20182019	7247	NO	
46 LYNCH ELEMENTARY SCHOOL	1421	PREK-5	Elem.	N	NO	574	376	65.51%	574	574	100.00%	A	SW	450	256,300.00	—	CEP: 20182019	7247	NO	
47 WESTGATE ELEMENTARY	4771	K-5	Elem.	N	NO	572	372	65.03%	572	572	100.00%	A	SW	450	257,400.00	—	CEP: 20182019	7247	NO	

48	PINELLAS CENTRAL ELEM. SCHOOL	3381	PREK-5	Elem.	N	NO	560	361	64.46%	560	560	100.00%	A	SW	450	252,000.00	---	CEP: 20182019	7247	NO
49	MILDRED HELMS ELEM. SCHOOL	2431	PREK-5	Elem.	N	NO	572	368	64.34%	572	572	100.00%	A	SW	450	257,400.00	---	CEP: 20182019	7247	NO
50	NORTHWEST ELEMENTARY SCHOOL	2791	PREK-5	Elem.	N	NO	514	329	64.01%	514	514	100.00%	A	SW	450	231,300.00	---	CEP: 20182019	7247	NO
51	BAY POINT MIDDLE SCHOOL	0171	6-8	Middle/Junior	N	NO	1023	654	63.93%	1023	1023	100.00%	A	SW	445	455,235.00	---	CEP: 20182019	7242	NO
52	SAWGRASS LAKE ELEMENTARY SCHL.	3751	PREK-5	Elem.	N	NO	559	355	63.51%	559	559	100.00%	A	SW	444	248,196.00	---	CEP: 20182019	7180	NO
53	ENTERPRISE CHARTER HIGH SCHOOL	7731	9-12	Senior High	N	NO	112	70	62.50%	112	112	100.00%	A	SW	313	35,056.00	---	CEP: 20182019	7172	YES
54	TYRONE MIDDLE SCHOOL	4611	6-8	Middle/Junior	N	NO	929	580	62.43%	929	928	99.89%	A	SW	313	290,464.00	---	CEP: 20182019	7172	NO
55	SOUTHERN OAK ELEMENTARY SCHOOL	6251	PREK-5	Elem.	N	NO	525	326	62.10%	525	521	99.24%	A	SW	290	151,090.00	---	CEP: 20182019	6167	NO
56	ALFRED ADLER ELEMENTARY SCHOOL	7201	K-3	Combo. Elem. & Second.	N	NO	89	55	61.80%	89	88	98.88%	A	SW	290	25,520.00	---	CEP: 20182019	6167	YES
57	MIDTOWN ACADEMY	2381	K-5	Elem.	N	Y	299	194	61.54%	299	294	98.33%	A	SW	290	85,260.00	---	CEP: 20182019	6167	NO
58	GIBBS HIGH SCHOOL	1531	9-12	Senior High	N	NO	914	496	60.93%	814	793	97.42%	A	SW	260	228,970.00	---	CEP: 20182019	6167	NO
59	CALVIN A. HUNSINGER SCHOOL	1501	K-12	Combo. Elem. & Second.	N	NO	103	62	60.19%	103	99	96.12%	A	SW	290	28,710.00	---	CEP: 20182019	6167	NO
60	OAK GROVE MIDDLE SCHOOL	2851	6-8	Middle/Junior	N	NO	1134	681	60.05%	1134	1089	96.03%	A	SW	290	315,810.00	---	CEP: 20182019	6167	NO
61	PINELLAS PARK MIDDLE SCHOOL	3411	6-8	Middle/Junior	N	NO	1182	697	58.97%	1182	1115	94.33%	A	SW	280	312,200.00	---	CEP: 20182019	6167	NO
62	PINELLAS PARK HIGH SCHOOL	3421	9-12	Senior High	N	NO	1471	861	58.53%	1471	1377	93.61%	A	SW	280	385,560.00	---	CEP: 20182019	6167	NO
63	SAN JOSE ELEMENTARY SCHOOL	3851	PREK-5	Elem.	N	NO	308	179	57.79%	308	284	92.21%	A	SW	280	79,520.00	---	CEP: 20182019	6157	NO
64	NINA HARRIS ESE CENTER	2581	PREK-12	Combo. Elem. & Second.	N	NO	142	81	57.04%	142	129	90.85%	A	SW	280	36,120.00	---	CEP: 20182019	6167	NO
65	BELCHER ELEMENTARY SCHOOL	0321	PREK-5	Elem.	N	NO	621	353	56.84%	621	564	90.82%	A	SW	280	157,920.00	---	CEP: 20182019	6167	NO
66	PINELLAS GULF COAST ACADEMY	6371	9-12	Senior High	N	NO	85	47	55.29%	85	75	88.24%	A	SW	260	21,000.00	---	CEP: 20182019	6167	NO
67	BOCA CIEGA HIGH SCHOOL	0431	9-12	Senior High	N	NO	1255	681	54.26%	1255	1089	86.77%	A	SW	279	303,831.00	---	CEP: 20182019	6167	NO
68	DIKIE M. HOLLINS HIGH SCHOOL	1031	9-12	Senior High	N	NO	1318	693	52.58%	1318	1108	84.07%	A	SW	275	304,700.00	---	CEP: 20182019	6167	NO
69	STARKEY ELEMENTARY SCHOOL	4331	PREK-5	Elem.	N	NO	612	297	48.53%	612	475	77.61%	A	SW	275	130,625.00	---	CEP: 20182019	6167	NO
70	DROPOUT PREVENTION SCHOOL	7071	PREK-12	Combo. Elem. & Second.	N	NO	76	58	76.32%	76	58	76.32%	E	NA	275	15,950.00	---		0	NO

Selection Code explain: Dropout Prevention School (7071) receives state and local funding in the amount of \$5,515,320 which exceeds the \$34,000 the school would receive under Title I, Part A.

71	MCMULLEN-BOOTH ELEMENTARY SCHL	2301	PREK-5	Elem.	N	NO	606	432	71.29%	606	432	71.29%	B	SW	275	118,800.00	--		6167	NO
72	AZALEA ELEMENTARY SCHOOL	0111	PREK-5	Elem.	N	NO	529	346	65.41%	529	346	65.41%	I	NA	0	0.00	--		0	NO
73	NORTH SHORE ELEMENTARY SCHOOL	2691	K-5	Elem.	N	NO	360	235	65.28%	360	235	65.28%	I	NA	0	0.00	--		0	NO
74	SEMINOLE ELEMENTARY SCHOOL	3911	PREK-5	Elem.	N	NO	553	358	64.74%	553	358	64.74%	I	NA	0	0.00	--		0	NO
75	FITZGERALD MIDDLE SCHOOL	1281	6-8	Middle/Junior	N	NO	1127	714	63.35%	1127	714	63.35%	I	NA	0	0.00	--		0	NO
76	PAUL B. STEPHENS ESE CENTER	0681	PREK-12	Combo. Elem. & Second.	N	NO	110	68	61.82%	110	68	61.82%	I	NA	0	0.00	--		0	NO
77	CLEARWATER HIGH SCHOOL	0711	9-12	Senior High	N	NO	1270	782	61.57%	1270	782	61.57%	I	NA	0	0.00	--		0	NO
78	PLUMB ELEMENTARY SCHOOL	3431	PREK-5	Elem.	N	NO	675	414	61.33%	675	414	61.33%	I	NA	0	0.00	--		0	NO
79	DUNEDIN HIGHLAND MIDDLE SCHOOL	1091	6-8	Middle/Junior	N	NO	1015	621	61.18%	1015	621	61.18%	I	NA	0	0.00	--		0	NO
80	LAKEWOOD HIGH SCHOOL	2031	9-12	Senior High	N	NO	728	425	58.38%	728	425	58.38%	I	NA	0	0.00	--		0	NO
81	OSCEOLA MIDDLE SCHOOL	3041	6-8	Middle/Junior	N	NO	1204	694	57.64%	1204	694	57.64%	I	NA	0	0.00	--		0	NO
82	ANONA ELEMENTARY SCHOOL	0051	PREK-5	Elem.	N	NO	445	250	56.18%	445	250	56.18%	I	NA	0	0.00	--		0	NO
83	PERKINS ELEMENTARY SCHOOL	1471	PREK-5	Elem.	N	NO	531	298	56.12%	531	298	56.12%	J	NA	0	0.00	--		0	NO
84	GARRISON-JONES ELEMENTARY SCHL	1481	PREK-5	Elem.	N	NO	561	314	55.97%	561	314	55.97%	I	NA	0	0.00	--		0	NO
85	OLDSMAR ELEMENTARY SCHOOL	2961	PREK-5	Elem.	N	NO	555	303	54.59%	555	303	54.59%	I	NA	0	0.00	--		0	NO
86	TARPON SPRINGS MIDDLE SCHOOL	4581	6-8	Middle/Junior	N	NO	790	429	54.30%	790	429	54.30%	I	NA	0	0.00	--		0	NO
87	DOUGLAS L. JAMERSON JR. ELEMENTARY	1821	PREK-5	Elem.	N	NO	548	295	53.83%	548	295	53.83%	I	NA	0	0.00	--		0	NO
88	SAFETY HARBOR MIDDLE SCHOOL	3741	6-8	Middle/Junior	N	NO	1187	638	53.75%	1187	638	53.75%	I	NA	0	0.00	--		0	NO
89	NORTHEAST HIGH SCHOOL	2641	PREK-9-12	Senior High	N	NO	1170	626	53.50%	1170	626	53.50%	I	NA	0	0.00	--		0	NO
90	DUNEDIN HIGH SCHOOL	1081	9-12	Senior High	N	NO	937	495	52.83%	937	495	52.83%	I	NA	0	0.00	--		0	NO
91	SHORE ACRES ELEMENTARY SCHOOL	4021	PREK-5	Elem.	N	NO	616	322	52.27%	616	322	52.27%	I	NA	0	0.00	--		0	NO
92	LARGO HIGH SCHOOL	2081	9-12	Senior High	N	NO	1510	762	50.46%	1510	762	50.46%	I	NA	0	0.00	--		0	NO
93	RIDGECREST ELEMENTARY	3511	PREK-5	Elem.	N	NO	712	357	50.14%	712	357	50.14%	I	NA	0	0.00	--		0	NO

SCHOOL																				
94	SUNSET HILLS ELEMENTARY SCHOOL	4381	PREK-5	Elem.	N	NO	482	236	48.96%	482	236	48.96%	I	NA	0	0.00	—		0	NO
95	ATHENIAN ACADEMY	7151	K-8	Combo. Elem. & Second.	N	NO	505	242	47.92%	505	242	47.92%	I	NA	0	0.00	—		0	YES
96	PLATO ACADEMY PINELLAS PARK CHARTER SCHOOL	7781	K-8	Combo. Elem. & Second.	N	NO	435	206	47.36%	435	206	47.36%	I	NA	0	0.00	—		0	YES
97	SEMINOLE MIDDLE SCHOOL	8931	6-8	Middle/Junior	N	NO	1102	505	45.83%	1102	505	45.83%	I	NA	0	0.00	—		0	NO
98	COUNTRYSIDE HIGH SCHOOL	0751	PREK-9-12	Senior High	N	NO	1293	581	44.93%	1293	581	44.93%	I	NA	0	0.00	—		0	NO
99	ORANGE GROVE ELEMENTARY SCHOOL	8021	K-5	Elem.	N	NO	371	164	44.20%	371	164	44.20%	I	NA	0	0.00	—		0	NO
100	BAY VISTA FUNDAMENTAL ELEM.	0231	K-5	Elem.	N	NO	644	284	44.10%	644	284	44.10%	I	NA	0	0.00	—		0	NO
101	CURLLEW CREEK ELEMENTARY SCHOOL	0851	PREK-5	Elem.	N	NO	615	265	43.09%	615	265	43.09%	I	NA	0	0.00	—		0	NO
102	SAFETY HARBOR ELEMENTARY SCHOOL	3731	PREK-5	Elem.	N	NO	634	273	43.06%	634	273	43.06%	I	NA	0	0.00	—		0	NO
103	LAKE ST. GEORGE ELEM. SCHOOL	6281	PREK-5	Elem.	N	NO	626	263	42.01%	626	263	42.01%	I	NA	0	0.00	—		0	NO
104	HIGHLAND LAKES ELEMENTARY SCHL	1781	K-5	Elem.	N	NO	550	231	42.00%	550	231	42.00%	I	NA	0	0.00	—		0	NO
105	PINELLAS ACADEMY OF MATH AND SCIENCE	7291	K-8	Combo. Elem. & Second.	N	NO	800	335	41.88%	800	335	41.88%	I	NA	0	0.00	—		0	YES
106	THURGOOD MARSHALL FUNDAMENTAL	4631	6-8	Middle/Junior	N	NO	926	382	41.25%	926	382	41.25%	I	NA	0	0.00	—		0	NO
107	FOREST LAKES ELEMENTARY SCHOOL	1331	PREK-5	Elem.	N	NO	485	194	40.00%	485	194	40.00%	I	NA	0	0.00	—		0	NO
108	SUTHERLAND ELEMENTARY SCHOOL	6271	PREK-5	Elem.	N	NO	605	242	40.00%	605	242	40.00%	I	NA	0	0.00	—		0	NO
109	JAMES B. SANDERLIN PK-8	3761	PREK-8	Combo. Elem. & Second.	N	NO	531	209	39.36%	531	209	39.36%	I	NA	0	0.00	—		0	NO
110	OAKHURST ELEMENTARY SCHOOL	2921	PREK-5	Elem.	N	NO	649	255	39.29%	649	255	39.29%	I	NA	0	0.00	—		0	NO
111	TARPON SPRINGS HIGH SCHOOL	4521	9-12	Senior High	N	NO	971	381	39.24%	971	381	39.24%	I	NA	0	0.00	—		0	NO
112	ST. PETERSBURG HIGH SCHOOL	3781	9-12	Senior High	N	NO	1425	558	39.16%	1425	558	39.16%	I	NA	0	0.00	—		0	NO
113	LAKEVIEW FUNDAMENTAL	1961	K-5	Elem.	N	NO	339	130	38.35%	339	130	38.35%	I	NA	0	0.00	—		0	NO

ELEM.																				
114	PALM HARBOR MIDDLE SCHOOL	3191	6-8	Middle/Junior	N	NO	1246	467	37.48%	1246	467	37.48%	I	NA	0	0.00	—		0	NO
115	LEILA DAVIS ELEMENTARY SCHOOL	0991	PREK-5	Elem.	N	NO	732	274	37.43%	732	274	37.43%	I	NA	0	0.00	—		0	NO
116	DISCOVERY ACADEMY OF SCIENCE	7331	K-7	Combo. Elem. & Second.	N	NO	459	169	36.82%	459	169	36.82%	I	NA	0	0.00	—		0	YES
117	SEMINOLE HIGH SCHOOL	8921	9-12	Senior High	N	NO	1367	500	36.58%	1367	500	36.58%	I	NA	0	0.00	—		0	NO
118	JOSEPH L. CARWISE MIDDLE SCHOOL	0531	6-8	Middle/Junior	N	NO	1283	464	36.17%	1283	464	36.17%	I	NA	0	0.00	—		0	NO
119	PLATO SEMINOLE	7481	K-8	Combo. Elem. & Second.	N	NO	364	130	35.71%	364	130	35.71%	I	NA	0	0.00	—		0	YES
120	CLEARWATER FUNDAMENTAL MIDDLE SCHOOL	0731	6-8	Middle/Junior	N	NO	798	267	33.46%	798	267	33.46%	J	NA	0	0.00	—		0	NO
121	PLATO ACADEMY LARGO CHARTER SCHOOL	7381	K-8	Combo. Elem. & Second.	N	NO	364	120	32.97%	364	120	32.97%	J	NA	0	0.00	—		0	YES
122	GULF BEACHES ELEMENTARY MAGNET SCHOOL	6311	K-5	Elem.	N	NO	330	108	32.73%	330	108	32.73%	J	NA	0	0.00	—		0	NO
123	PLATO ACADEMY OF ST.PETERSBURG	7881	K-7	Combo. Elem. & Second.	N	NO	382	121	31.68%	382	121	31.68%	J	NA	0	0.00	—		0	YES
124	PINELLAS PRIMARY ACADEMY	7271	K-3	Elem.	N	NO	324	98	30.25%	324	98	30.25%	J	NA	0	0.00	—		0	YES
125	OZONA ELEMENTARY SCHOOL	3071	PREK-5	Elem.	N	NO	739	222	30.04%	739	222	30.04%	J	NA	0	0.00	—		0	NO
126	PINELLAS PREPARATORY ACADEMY	7171	4-8	Combo. Elem. & Second.	N	NO	440	132	30.00%	440	132	30.00%	J	NA	0	0.00	—		0	YES
127	TARPON SPRINGS FUNDAMENTAL ELE	4661	K-5	Elem.	N	NO	271	75	27.68%	271	75	27.68%	J	NA	0	0.00	—		0	NO
128	PLATO ACADEMY CLEARWATER	7181	K-8	Combo. Elem. & Second.	N	NO	479	132	27.56%	479	132	27.56%	J	NA	0	0.00	—		0	YES
129	BAUDER ELEMENTARY SCHOOL	0151	PREK-5	Elem.	N	NO	708	189	26.69%	708	189	26.69%	J	NA	0	0.00	—		0	NO
130	ACADEMIE DA VINCI CHARTER SCHOOL	7131	K-8	Combo. Elem. & Second.	N	NO	356	95	26.69%	356	95	26.69%	J	NA	0	0.00	—		0	YES
131	MADEIRA BEACH FUNDAMENTAL K-8	2261	K-8	Combo. Elem. & Second.	N	NO	1377	353	25.64%	1377	353	25.64%	J	NA	0	0.00	—		0	NO
132	PASADENA FUNDAMENTAL ELEM.	3281	K-5	Elem.	N	NO	464	118	25.43%	464	118	25.43%	J	NA	0	0.00	—		0	NO
133	EAST LAKE HIGH SCHOOL	6181	PREK-9-12	Senior High	N	NO	1663	416	25.02%	1663	416	25.02%	J	NA	0	0.00	—		0	NO
134	CYPRESS	6261	PREK	Elem.	N	NO	749	183	24.43%	749	183	24.43%	J	NA	0	0.00	—		0	NO

	WOODS ELEMENTARY SCHL		5																	
135	PALM HARBOR UNIVERSITY HIGH	4681	9-12	Senior High	N	NO	1874	453	24.17%	1874	453	24.17%	J	NA	0	0.00	—		0	NO
136	OSCEOLA FUNDAMENTAL HIGH	3031	9-12	Senior High	N	NO	1261	297	23.55%	1261	297	23.55%	J	NA	0	0.00	—		0	NO
137	PLATO ACADEMY CHARTER SCHOOL TARPON SPRINGS	7581	K-8	Combo, Elem. & Second.	N	NO	363	82	22.59%	363	82	22.59%	J	NA	0	0.00	—		0	YES
138	PLATO ACADEMY PALM HARBOR CHARTER SCHOOL	7281	K-8	Combo, Elem. & Second.	N	NO	363	73	20.11%	363	73	20.11%	J	NA	0	0.00	—		0	YES
139	ST. PETERSBURG COLLEGIATE HIGH	7191	10-12	Senior High	N	NO	151	28	18.54%	151	28	18.54%	J	NA	0	0.00	—		0	YES
140	CURTIS FUNDAMENTAL ELEMENTARY	3131	K-5	Elem.	N	NO	537	87	16.20%	537	87	16.20%	J	NA	0	0.00	—		0	NO
141	EAST LAKE MIDDLE SCHOOL ACADEMY ENGINEERING	6391	6-8	Middle/Junior	N	NO	392	59	15.05%	392	59	15.05%	J	NA	0	0.00	—		0	NO
142	BROOKER CREEK ELEMENTARY SCHL	0441	PREK- 5	Elem.	N	NO	575	70	12.17%	575	70	12.17%	J	NA	0	0.00	—		0	NO
							88,101	46,698	53.01%	88,101	56,982	64.68%			47,509	22,823,787.00	0.00		523,887	
* Schools with a Selection Code of E are not totaled in the overall Total School Allocation																				

LEA NAME: Pinellas				
Parent and Family Engagement				
Total Allocation	1%	90%	2%	Coded B-2
\$28,126,642.00	\$281,266.42	\$253,139.78	\$562,532.84	\$523,887.00

Sum of TOTAL			Column Labels		
Row Labels	Function	Object	B-2	Grand Total	
135	6150	120	35895	35895	
136	6150	160	70081.54	70081.54	
137	6150	210	5935.91	5935.91	
138	6150	210	3040.31	3040.31	
139	6150	220	2225.49	2225.49	
140	6150	220	4345.06	4345.06	
141	6150	221	1016.19	1016.19	
142	6150	221	520.48	520.48	
143	6150	310	10431.73	10431.73	
144	6150	330	4415	4415	
145	6150	359	4632.46	4632.46	
146	6150	370	23094.41	23094.41	
147	6150	394	20598	20598	
148	6150	460	2275.58	2275.58	
149	6150	510	305171.46	305171.46	
150	6150	510	20300	20300	
152	6150	519	2000	2000	
153	6150	644	7908.38	7908.38	
Grand Total			523887	523887	

LEA NAME: Pinellas				
Administrative Costs including Indirect Costs				
Total Allocation	10%	Coded K	Estimate Admin %	
\$28,126,642.00	\$2,812,664.20	\$2,198,410.00	7.82%	

Sum of TOTAL	Column Labels				
Row Labels	Function	Object	K	Grand Total	
154	6300	6300	110	342329.65	342329.65
164	6300	6300	130	28565.2	28565.2
166	6300	6300	160	91034.68	91034.68
167	6300	6300	160	94303.39	94303.39
177	6300	6300	210	7990.5	7990.5
178	6300	6300	210	28995.33	28995.33
179	6300	6300	210	7710.64	7710.64
180	6300	6300	210	2419.47	2419.47
183	6300	6300	220	5644.15	5644.15
186	6300	6300	220	21224.45	21224.45
187	6300	6300	220	1771.04	1771.04
188	6300	6300	220	5846.81	5846.81
205	6300	6300	221	1367.4	1367.4
206	6300	6300	221	414.2	414.2
207	6300	6300	221	5214.1	5214.1
208	6300	6300	221	1320	1320
211	6300	6300	230	6668	6668
212	6300	6300	230	32560	32560
213	6300	6300	230	23894	23894
214	6300	6300	230	26400	26400
221	6300	6300	310	95000	95000
222	6300	6300	330	45000	45000
226	6300	6300	510	126994	126994
227	6300	6300	644	33898.36	33898.36
228	6300	6300	730	5000	5000
285	7200	7200	792	1025508	1025508
286	7800	7800	430	20000	20000
287	7800	7800	450	3500	3500
291	7900	7900	160	63758.73	63758.73
293	7900	7900	210	5400.36	5400.36
294	7900	7900	220	3953.04	3953.04
297	7900	7900	221	924.5	924.5
298	7900	7900	230	8800	8800
299	7900	7900	379	10000	10000
300	7900	7900	380	15000	15000
Grand Total				2198410	2198410

LEA NAME: Pinellas		
Equitable Services		
Total Private School Allocation	Code H-1, H-2, H-3, and H-4	
\$1,932,300.31	\$1,932,300.00	

Sum of TOTAL		Column Labels					
Row Labels	Function	Object	H-1	H-2	H-3	H-4	Grand Total
11	5100	120				199408	199408
19	5100	210				16889.86	16889.86
42	5100	220				12363.3	12363.3
50	5100	221				2891.42	2891.42
68	5100	310				920000	920000
77	5100	510				53755.25	53755.25
88	5100	612				55000	55000
94	5100	644				75000	75000
95	5100	644				20000	20000
101	5100	692				34000	34000
151	6150	510		38646			38646
155	6300	110	17262.55				17262.55
168	6300	160	27198.66				27198.66
174	6300	210	2303.73				2303.73
182	6300	210	1462.14				1462.14
190	6300	220	1070.28				1070.28
191	6300	220	1686.32				1686.32
204	6300	221	393.99				393.99
210	6300	221	250.31				250.31
215	6300	230	1760				1760
219	6300	230	8800				8800
223	6300	370				1100	1100
224	6300	510				73756.17	73756.17
229	6300	730			1000		1000
232	6400	130	80794.03				80794.03
239	6400	210	6843.25				6843.25
248	6400	220	5009.23				5009.23
273	6400	330			5000		5000
278	6400	612			164000		164000
Grand Total			160626	38646	268864	1464164	1932300

LEA NAME: Pinellas				
Private School Parent and Family Engagement				
		Equitable Proportion		
Total Allocation from	1% PFE	n %	Private School PFE	Code H-2
\$28,126,642.00	\$281,266.42	6.87%	\$19,323.00	\$38,646.00

Sum of TOTAL			Column Labels	
Row Labels	Function	Object	H-2	Grand Total
	151	6150	510	38646
Grand Total				38646

LEA NAME: Pinellas				
Educational Services Funded at LEA Level				
Total Allocation	1%	Coded E	Estimate %	
\$28,126,642.00	\$281,266.42	\$255,603.00	0.91%	

Sum of TOTAL			Column Labels		
Row Labels	Function	Object	E	Grand Total	
	1	5100	120	183716.84	183716.84
	29	5100	210	15560.81	15560.81
	37	5100	220	11390.41	11390.41
	58	5100	221	2663.89	2663.89
	69	5100	310	42271.05	42271.05
Grand Total				255603	255603



Vision:
100% Student Success

Mission:
"Educate and prepare each student for college, career and life."

June 17, 2019

Florida Department of Education
Office of Grants Management
Room 332, Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-6533

To Whom it May Concern,

Enclosed is the Title I Application, in the amount of \$28,560,289.

Please call me at 727-588-6299 if you have any questions regarding this project.

Sincerely,

Mary Conage

Mary Conage, Ed.D.
Director, Special Projects Office

MC/kg
Enclosure

ADMINISTRATION BUILDING

301 Fourth St. SW
P.O. Box 2942
Largo, FL 33779-2942
Ph. (727) 588-6000

**SCHOOL BOARD OF
PINELLAS COUNTY, FLORIDA**

Chairperson
Rene Flowers

Vice Chairperson
Carol J. Cook

Lisa N. Cane
Nicole M. Carr, Ph.D.
Bill Dudley
Joanne Lentino
Eileen M. Long

Superintendent
Michael A. Grego, Ed.D.



Pinellas County District School Board

LEA Profile

Total District Allocation		\$28,126,642.00
Number of Public CLIF	Number of Private CLIF	Total CLIF
35469	2617	38086.00
Total Public School Proportion	Total Private School Proportion	
93.13%	6.87%	
Total Public School Allocation	Total Private School Allocation	
\$ 26,194,342.00	\$ 1,932,300.00	
	Private School Administrative Cost Reservation	
	\$ 160,626.00	

General Assurances

Title I Part A, Educational Disadvantaged Students

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

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Florida 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 and Federal Programs. The complete text may be found in Section D of the Green Book.

School Districts, Community Colleges, Universities, and State Agencies

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

Note: The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: <https://cfo.gov/cofar>

Risk Analysis

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued.

- **School Districts, State Colleges, State Universities, and State Agencies** must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fdoe.org/core/fileparse.php/5625/urlt/doe610.xls>

Funding Method

Federal Cash Advance (Public Entities only as authorized by the FDOE)

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through FDOE's Florida Grants System (FLAGS). Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

Fiscal Records Requirements and Documentation

Applicants must complete a Budget Narrative form, DOE101S. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

All accounts, records, and other supporting documentation pertaining to costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All must be available upon request.

Funded programs and any amendments are subject to the procedures outlined in the FDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be found at <http://www.fldoe.org/grants/greenbook/>

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report by the dates specified on the DOE 200 form, Project Award Notification.

Allowable Expenses:

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

Expenses for personal digital assistants (PDA), cell phones, smart phones and similar devices, including the service costs to support such devices may be allowable, with FDOE prior approval. Applicants will need to describe and justify the need for such devices, identify the amount that will be applicable to the project and how the device will be kept secure.

Unallowable Expenses:

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)

- Land acquisition
- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items/services already covered by indirect costs allocation
- Costs not allowable for federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> and the Reference Guide for State Expenditures, which may be found at https://www.myfloridacfo.com/aadir/reference_guide

Equipment Purchases

Any equipment purchased under this program must follow the Uniform Grants Guidance found at http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl or the Reference Guide for State Expenditures, https://www.myfloridacfo.com/aadir/reference_guide

Any equipment purchases not listed on the original budget approved by the FDOE require an amendment submission and approval prior to purchase by the agency awarded the funding.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book, www.fldoe.org/grants/greenbook

Administrative Costs including Indirect Costs

All administrative costs (including indirect costs) must not exceed 10 percent of the LEA's total allocation, excluding any roll-forward funds carried over from the previous year.

• School Districts

The Florida Department of Education has been given the authority by the U.S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved for a program by the Florida Department of Education's Comptroller. Indirect costs shall only apply to federal programs. Additional information and forms are available at www.fldoe.org/finance/comptroller

• State Agencies, Public Universities and State Colleges

The Florida Department of Education will allow other state agencies, state universities and state colleges to charge an indirect cost (administrative and/or overhead) up to 8 percent or the recipient's rate approved by the appropriate cognizant agency, whichever is lower. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of \$25,000 and for items of equipment, alterations, renovations and flow-through funds (to pass through to another entity) on programs issued by the department. This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to rental of office space, costs for bookkeeping and accounting services, and utilities. In the alternative, the department will approve an indirect cost rate of 8 percent plus the direct charges for typical administrative and overhead costs such as office space rental when such costs can be directly and appropriately allocated to the program. Indirect costs shall only apply to federal programs.

Chapter 1010.06 F.S. Indirect cost limitation. "State funds appropriated by the Legislature to the Division of Public Schools within the Department of Education may not be used to pay indirect costs to a university, state university, school district, or any other entity.

State of Florida, Executive Order 11-116

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>

For Federal Programs - General Education Provisions Act (GEPA)

Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to: <http://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

For Federal Programs - Equitable Services for Private School Participation – If Applicable

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the local education agency(ies) service area. For details, refer to: <https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>

By checking this box and by my signature on this application, I hereby certify that the **Pinellas County District School Board** agrees to all General Assurances, and will abide by all Federal, State and Local laws in the use of any funds awarded.

Program Specific Assurances

In order to receive funding, the applicant (LEA) must also meet the following Title I, Part A-specific requirements.

General

The LEA will

- Inform eligible schools and parents of schoolwide programs that the LEA may consolidate and use funds under this part, together with other federal, state, and local funds, in order to upgrade the entire educational program. [Every Student Succeeds Act (ESSA) Section 1114]
- Ensure an eligible school operating a schoolwide program develops a comprehensive plan or amends a plan for such a program that was in existence on the day before the date of the enactment of ESSA. [ESSA Section 1114(b)]
- Work in consultation with schools to develop schoolwide or targeted assistance program plans, and assist schools in the implementation of such plans or activities that will provide opportunities for all children to meet the challenging state academic standards. [ESSA Sections 1114 and 1115]
- Take into account evidence-based strategies, as defined in ESSA section 8101(21), when developing and implementing a schoolwide or targeted assistance program.
- In cases when the LEA chooses to use Title I, Part A funds to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that a Title I preschool program only includes children who are most at risk of failing to meet the state's challenging academic standards when they enter elementary school unless the preschool program is part of a schoolwide program, in which case all children may attend. [ESSA Section 1114(c)]
- Ensure that all teachers and paraprofessionals. Working in a program supported with Title I, Part A funds meet applicable state certification and licensure requirements. [ESSA Section 1112(c)(6)]

- Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. [ESSA Section 1112(b)(2)]
- Use the results of the student academic assessments required under ESSA section 1111(b)(2), 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.
- Ensure that the results from the academic assessments required under ESSA section 1111(b)(2) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESSA Section 1112(e)(1)(B)(i)]
- Ensure that the LEA and schools implement the requirements of the Parents Right-to-Know provisions as defined in ESSA section 1112(e), including ensuring that timely notice and information regarding the Parents-Right-to-Know requirements are provided to parents in an understandable and uniform format and, to the extent, practicable, in a language that the parents can understand.
- Ensure accuracy of the data reported via the student and/or staff data reporting system.
- Reserve such funds as are necessary under ESSA section 1113(c)(3)(A)(i) to provide children and youth experiencing homelessness and who do not attend Title I schools services that are comparable to those provided to children in Title I schools.
- Reserve such funds as are necessary under ESSA section 1113(c)(3)(A)(ii)-(iii), to provide services to children in local institutions for neglected and delinquent children and youth that are comparable to those provided to children in Title I schools.
- Reserve funds no less than one percent of the LEA's Title I, Part A allocation for parent and family engagement activities, unless the LEA receives \$500,000 or less. [ESSA Section 1116(a)(3)]
- Reserve funds to provide equitable services for private school students, parents and, if applicable, teachers. [ESSA Section 1117]
- Apply the proportionate share percentage for private school equitable services to the required one percent reservation for public school parent and family engagement to determine the amount to be reserved for parent and family engagement for participating private schools, and take this amount from the proportionate share reserved for private school equitable services. [ESSA Section 1117]
- Carry out the activities described in section 1119(b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs, which includes developing agreements with such Head Start agencies and other entities to carry out such activities. [ESSA Section 1119(a)]
- If the State of Florida identifies any school within the LEA as persistently dangerous, offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school. [ESSA Section 8532]

Foster Care

The LEA will collaborate with the state and/or local child welfare agency to

- Designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA.
- Update and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care. [ESSA Section 1112(c)(5)]

The LEA will ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act [42 U.S.C.675(4)(A)]. [ESSA Section 1112(c)(5)(B)(i)]

The LEA will ensure any additional costs incurred in providing transportation to maintain children in foster care in their school of origin are funded through one of the following means:

- The local child welfare agency agrees to reimburse the LEA for the cost of such transportation.
- The LEA agrees to pay for the cost of such transportation.
- The LEA and the local child welfare agency agree to share the cost of such transportation. [ESSA Section 1112(c)(5)(B)(ii)]

Parent and Family Engagement Plan

- The LEA will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in all of its schools with Title I, Part A programs consistent with section 1116 of ESSA. Such programs activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [ESSA Section 1116(a)]
- The LEA will work with its schools to ensure that the required school-level parent and family engagement policy is developed under section 1116(b). The LEA will also work with its schools served under this part to develop a school-parent compact that outlines how parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children meet the state's challenging academic standards. [ESSA Section 1116(d)]
- The LEA will incorporate the LEA-wide parent and family engagement policy into its LEA plan developed under ESSA, section 1112. [ESSA Section 1116(a)(2)]
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand. [ESSA Section 1116(f)]
- If the LEA plan for Title I, Part A developed under ESSA section 1112 is not satisfactory to the parents of participating children, the LEA will include any parent comments with the plan when the LEA submits the plan to the Florida Department of Education (FDOE). [ESSA Section 1116(b)(4)]
- The LEA will involve parents and family members of children receiving services under this part in the decisions regarding how funds reserved are allotted for parent and family engagement activities, and will ensure that not less than 90 percent of the funds reserved under this part shall be distributed to schools with priority given to high-needs schools. [ESSA Section 1116(a)(3)]
- The LEA will be governed by the statutory definition of "parental involvement" as defined in ESSA section 8101(39), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition.
- The LEA will use funds reserved under this part to carry out activities and strategies consistent with the parent and family engagement policy as outlined in ESSA section 1116(a)(3).

LEA Plan

- The LEA plan will be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and parents of children in schools served with Title I, Part A funds. [ESSA Section 1112(a)(1)(A)]
- As appropriate, the LEA plan will be coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 710 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 2301 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.) and other Acts as appropriate. [ESSA Section 1112(a)(1)(B)]

The LEA will

- Ensure that migratory children and formerly migratory children who are eligible to receive services under Title I, Part A are selected to receive such services on the same basis as other children who are selected to receive services under Title I, Part A.
- Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services.
- Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)).
- Coordinate and integrate services provided under Title I, Part A with other educational services at the LEA or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youth, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. [ESSA Section 1112(c)(1)-(4)]

Supplement Not Supplant

In accordance with ESSA section 1118(b), the LEA certifies that it complies with the following assurances:

- The LEA shall use federal funds received under Title I, Part A only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under Title I, Part A, and not to supplant such funds.
- The LEA shall demonstrate that the methodology used to allocate state and local funds to each school receiving assistance under Title I, Part A ensures that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A.

Comparability

In accordance with ESSA section 1118(c), the LEA certifies that it has established and implemented the following:

- An LEA-wide salary schedule
- A policy to ensure equivalence among schools in teachers, administrators, and other staff
- A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies

Private Schools

The LEA will collaborate with private schools to ensure that the LEA

- Has conducted timely and meaningful consultations with appropriate private school officials.
- Provide special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits that address the needs of eligible children identified under ESSA section 1117.
- Provides services and activities to families and, if applicable, teachers of eligible children on an equitable basis, pursuant to ESSA section 1117.
- After conducting the timely and meaningful consultation with appropriate private school officials, submits a copy of the agreement between the LEA and the private school to the ombudsman.
- Submits to the ombudsman a written affirmation, signed by officials of each participating private school, that the meaningful consultation required under ESSA section 1117 occurred.
- Provides the option for private school officials to indicate such officials'™ belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation to FDOE that such consultation has, or attempts at such consultation have, taken place.

Section 1011.69, Florida Statutes (F.S.)

The LEA must ensure the following:

- After providing Title I, Part A Basic funds to schools above the 75 percent poverty threshold, which may include high schools above the 50 percent threshold as permitted by federal law, the LEA provides any remaining Title I, Part A funds directly to all eligible schools.
 - Prior to the allocation of Title I funds to eligible schools, an LEA may withhold funds only as follows:
 - One percent for parental involvement, in addition to the one percent the LEA must reserve under federal law for allocations to eligible schools for parent involvement
 - A necessary and reasonable amount for administration which includes the LEA's indirect cost rate, not to exceed a total of 10 percent.
 - A reasonable and necessary amount to provide:
 - Homeless programs
 - Neglected and delinquent programs
 - Prekindergarten programs and activities
 - Private school equitable services
 - Transportation for foster care children to their school of origin or choice programs
 - Educational services in accordance with the approved Title I plan, not to exceed one percent
 - Any funds provided by an eligible school to participate in discretionary educational services provided by the LEA are not subject to the requirements of section 1011.69(5), F.S.
 - Any funds carried forward by the LEA are not subject to the requirements of section 1011.69(5), F.S..
- By checking this box and by my signature on this application, I hereby certify that the **Pinellas County District School Board** agrees to all Program Specific Assurances, and will abide by all Federal, State and Local laws in the use of any funds awarded.

Area of Focus

Area of Focus 1

Area of Focus 1: **Strengthening Academic Achievement**

1. Using the data from <http://schoolgrades.fldoe.org/> list the baseline data and identify areas that need to be strengthened academically. If using data of another source, list the baseline data and identify the data source.

Response:

The source of this data is the 2017-18 (FDOE /NOV). The following baseline data were used as a basis of this need for those schools identified as Title I for the 2017-2018 school year.

The source of this data is the 2017-18 (FDOE INDV, FAY). The following baseline data were used as a basis of this need for those schools identified as Title I for the 2017-2018 school year.

40.0% of students attending the district's Title I elementary, middle, and high schools met the state's proficiency targets for reading (40.3% of elementary school students, 36.6% of middle school students, and 46.4% of high school students).

46.5% of students attending the district's Title 1 elementary, middle, and high schools met the state's proficiency targets for math (51.5% of elementary school students, 40.3% of middle school students, and 42.3% of high school students).

47.9% of students attending the district's Title 1 elementary, middle, and high schools demonstrated proficiency on the NGSSS Science assessment (48.5% of elementary school students, 40.4% of middle school students, and 58.9% of high school students).

73.4% of the middle school students, attending Title I schools, taking the End of Course (EOC) Algebra 1 exam, passed.

23.7% of high school students in Title 1 schools taking the Algebra 1 EOC exam, passed.

Overall, the percent of students in Title I schools demonstrating proficiency, increased from 2017 to

2018 in ELA, Math and Science, but there continues to be a gap between Title I school's proficiency and that of non-Title school proficiency. For the 2019-2020 year, the focus will be to continue increasing student proficiency levels in order to reduce the gap.

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

Response:

By the end of the 2019-2020 school year, there will be a 3 point increase of students (attending Title I schools) demonstrating proficiency in FSA tested grade levels in ELA, Mathematics and/or Science.

Participation rates:

By the end of the 2019-2020 school year, there will be a 2% increase in the middle and high school students (attending Title I schools) participating in advanced leveled courses.

Kindergarten readiness:

By the end of the 2019-2020 school year, there will be a 2% increase in students (attending Title I schools) demonstrating Kindergarten readiness on the FLKRS.

Teacher quality:

By the end of the 2019-2020 school year, there will be a 2% increase in the percent of teachers rated as highly effective or effective as evidenced by the Teacher Value Added Model (VAM) scores.

Comprehensive and Targeted Intensive Support:

By the end of the 2019-2020 school year, the number of schools requiring Comprehensive or Targeted Intervention & Support, will decrease by three.

3. List the budget line item(s) that are associated with this area.

1	2	15	16
17	43	44	45

4. Describe the Activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

a. List each specific activity(ies) that will be implemented.

Response:

Supplemental support for instruction in reading, math, and science will be provided in Title I schools with an emphasis on students who scored in the lowest quartile on state assessments. This will be accomplished through the following activities.

1. Ambitious Instruction: Title I funds will be used to provide students and teachers with supplemental resources and supplies to support ambitious instruction on a daily basis. High expectations for academically demanding instruction will be supported using a variety of instructional materials including supplemental books, periodicals, and audio-visual materials for student use. Curriculum Specialists will ensure that classrooms have access to supplemental resources to support differentiated instruction. Technology technicians and technology specialists will assist teachers and students to infuse technology in classrooms to provide engaging instruction, to assist with the implementation of technology based assessments and instruction, and to provide students opportunities to demonstrate knowledge using emergent technology. Funds will support supplemental resources for extended learning opportunities for students, including admission fees and transportation for single day field trips aligned to academics and curriculum/course standards.

2. Collaborative Teachers: School leadership will support administrative and teacher teams committed to engaging in relevant and effective professional development and working together in professional learning communities to improve student achievement. Title I funds will be used to provide supplemental professional development delivered by embedded coaches, district trainers, professional consultants, registration and associated costs for professional conferences (list included below), and memberships with professional organizations/affiliations to enable administrators and teachers to share a strong sense of responsibility for student development, school improvement, and professional growth. Substitute teachers will be available to provide opportunities for teachers to work collaboratively, observe model classrooms, and to engage in lesson

study activities. Educational resource materials will be funded to build professional libraries and for teacher teams to engage in book studies aligned to school improvement initiatives.

Conferences: Learning Forward; Association of School, Curriculum and Development; Learning Sciences International; FETC; STEM; Social Studies; Reading Recovery; Learning and the Brain (SEL); NCTM; Uncommon Schools (Reading Reconsidered and Leverage Leadership Mastering Standards); PLCs at Work; The Art of Coaching; PBIS Leadership Forum; Hooked on Family Engagement; Community Schools National Conference; Harvard Institute; Southeastern Conference on Positive Behavior Interventions and Support; Ron Clark Academy; Title I Exceeding Expectations/Reform Strategies; Coalition of Schools Educating Boys of Color; Standards Institute, UnBound; WIDA/Reform Strategies; ESOL Engagement; Urban Leaders; AVID; Thinking Maps; Trauma Informed Care; Memphis Turnaround Models; Drop-out Prevention; Personalized Learning; Innovative Schools; Marzano; Turnaround Leaders; Confratute; IB Global; IB FLIBS; School Discipline; International Literacy Association; and NABSE.

3. Supportive Environment: Title I schools will provide a supportive environment for students through a multi-tiered system of support (MTSS) and Response to Intervention (RtI) problem solving method. Schools will utilize supplemental part-time hourly teachers, paraprofessionals, intervention teachers, and teachers to assist targeted students in achieving academic goals and to provide for small group differentiated instruction. MTSS coaches will be funded to work closely with school based leadership teams and classroom teachers to identify students needing additional support and interventions, determine appropriate targeted interventions, and monitor fidelity of implementation. Supplemental Social Workers and Staff Developers/Curriculum Specialists will be funded to provide additional focused support for Tier 2 and Tier 3 intervention plans to increase student engagement, attendance, and graduation rates.

4. Effective School Leadership: School leadership teams will work together to analyze student data to make decisions in regards to student learning gains and program improvements. Title I funds will provide stipends for teachers and certified instructional personnel to meet beyond the contracted school day to analyze data, write curriculum and common assessments, and develop strategies and action plans to support school improvement. Title I funds will also support stipends for additional duty beyond the contract day for teacher leaders, instructional personnel, paraprofessionals and other support team members based on school improvement initiatives to assist with Title I program coordination activities.

5. Effective Title I District Leadership: The LEA Title I District Leadership team will work together to implement a clear, strategic vision for all Title I schools. Team members will provide technical assistance for schools on current national and state Title I guidelines, requirements, and practices. The Title I Director and Title I Leadership Team will participate in bi-monthly DOE technical assistance conference calls, attend national and/or state Department of Education (DOE) conferences, and relevant professional development conferences. Title I funds will be used for registration and associated costs for professional conferences (list included below). Staff Developers will provide additional support for schools for parent involvement, professional development, extended learning programs, and private school programs. A team of accounting clerks and clerical personnel will assist schools with managing Title I school budgets. Additionally, Title I funds will support Title I administrative staff (Director, Specialists (Program and Continuous Improvement, Program Evaluators, Staff Developers, Account Clerks, Clerk Specialists, Plant Operators) who provide oversight and operation of Title I programs. Funds will be provided for supplies, and fixtures, printing costs, professional affiliation costs, and travel in association with the operation of the district Title I program.

Conferences: National ESEA; FASFEPA; NAFEPA; ECTAC; Learning Forward; Community Schools; NABSE; and Hooked on Family Engagement.

b. Provide the frequency & duration of each activity.

Response:

Supplemental instructional and leadership support will take place five days a week from August 2019 -May 2020. Professional Development activities will occur based on individual Title I school-wide plans and district needs from July 2019 through June 2020. School improvement activities, including data analysis and curriculum and assessment writing will be scheduled throughout the year based on individual school-wide plans from July 2019 through June 2020.

c. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

The district Title I Leadership Team will monitor the implementation of these activities and provide follow-up to ensure fidelity in the following ways: conducting Title I Monitoring and Support on-site visits (at least once per year) to observe and review each school's Title I school wide plan, budget, audit box, and reviewing performance tasks logs monthly for all Title I funded personnel, communicating regularly with schools via e-mail, phone and in person, providing updates, compliance information and technical assistance at district Title I meetings with school administrators, and as needed throughout the year.

Effectiveness of Implementation of the Title I Program is conducted annually by the DOE through on-site, desktop, or self-monitoring reviews. Additionally, a Title I Program Evaluation is conducted annually to monitor the effectiveness of Title I Program goals. Data from the Florida Standards Assessment will be used to evaluate performance and student learning gains.

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

Response:

Title I, Part A funds, Title II, and district Supplemental Academic Instruction funds are coordinated to provide instructional coaches and professional development opportunities for schools.

6. Describe the LEA's strategy for the following:

a. Identifying & addressing any disparities that result in low-income students & minority students being taught at lower rates than other students by ineffective, inexperienced, or out-of-field teachers (if applicable);

- Percentage of teachers in Title I schools who are ineffective
- Percentage of teachers in non-Title I schools who are ineffective
- Percentage of teachers in Title I schools who are inexperienced
- Percentage of teachers in non-Title I schools who are inexperienced
- Percentage of teachers in Title I schools who are out-of-field
- Percentage of teachers in non-Title I schools who are out-of-field

Response:

Ineffective Teachers

Our district submitted 0 teachers with unsatisfactory performance to the state. Adjusting the criteria to "Needs Improvement"/"Developing":

Non-Title I: 29/3644 (0.8%)

Title I: 58/3233 (1.8%)

Reference: Survey 5 File, "Personnel_Eval" variable

Inexperienced Teachers

Non-Title I: 213/3780 (5.6%)

Title I: 303/3096 (9.8%)

Reference: Teacher list from Survey 5 File, Years of Experience from Pinellas data sources

Out-of-Field Teachers

Non-Title I: 386/3644 (10.6%)

Title I: 222/3233 (6.9%)

Reference: Survey 2 File, "Cert_Lic_St" variable, Value="O"

- b. Identifying students who may be at risk for academic failure;

Response:

Pinellas County has an Early Warning System (EWS) which is available to all teachers and administrators through the Performance Matters assessment platform to help schools support prevention and retention strategies for at-risk students. The early warning system includes the following indicators: attendance below 90 percent, suspensions, and course failure or a level 1 score on state tests in English language arts or mathematics. When a student exhibits two or more of these early warning indicators, a school-based team must convene to determine appropriate intervention strategies.

- c. Identifying and serving gifted and talented students; and

Response:

Pinellas County has a three-tiered system in place to maximize identification of gifted students. Gifted services are offered at all schools. This provides increased access to services and a gifted "expert" on each staff to help schools better identify and understand gifted and talented students' needs. Students are universally screened. This process helps to identify students who may not always fit the mold of a stereotypical gifted student. Students take the NNAT test (a non-verbal, culturally-neutral and fair assessment) which helps to further identify students from underrepresented groups. Pinellas County implemented Plan B in the 2017-2018 school year for gifted eligibility which allows students from underrepresented populations (LEP and Low SES) to be become eligible to receive gifted services using alternative criteria.

Once identified, students have access to services K-12. Gifted services are offered on site, at all schools. In elementary schools, services are offered in 3 ways. The first option is a full-time Center for Gifted Studies magnet application school (Ridgecrest Elementary & Midtown Academy). The second option for elementary schools with larger populations includes teachers meeting solely with gifted students either daily or weekly. The third option is for schools that have lower gifted enrollment. These schools have Talent Development groups who work with gifted teachers on a regular basis to help students develop their divergent thinking skills. In middle schools, services are offered in 2 ways. The first option is full-time Centers for Gifted Studies magnet application schools. There are 5 strategically school sites located in South, Mid and North County (Midtown Academy, Elisa Nelson Elementary, Thurgood Marshall Middle, Morgan Fitzgerald

Middle, and Dunedin Middle). In addition, every middle school offers the Advanced Academic Elective for students in grades 6-8. Some schools also offer ALPSS Math and/or science courses which are blended classes taught by a gifted endorsed teacher. In high schools, services are offered through a virtual, independent study elective course. As part of this elective course, students also receive consultative inperson support where students meet with gifted teachers one time per month. Consultation includes working on critical and creative thinking skills, social emotional curriculum and support for challenging curricula.

- d. Developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement

Response:

1. *The Library Media Technology Specialist (LMTS) mentors and coaches teachers in the use of technology as a tool for the classroom and curriculum integration to support student achievement.*
2. *The LMTS collaborates with classroom teachers and specialists to design and implement lessons and units of instruction while continually integrating technology.*
3. *The LMTS instructs students and staff in the effective and ethical use of information technology, including digital, visual, textual, and technological literacy.*
4. *The LMTS provides instruction, practice and evaluation of information literacy skills outlined by the American Association of School Librarians in Standards for the 21st-Century Learner.*
5. *The LMTS demonstrates, to students, technology as a tool to research, access, organize, evaluate and communicate information.*
6. *The LMTS works with small groups of students to increase student engagement and enhance the instructional program through project based learning and technology integration.*

Area of Focus 2

Area of Focus 2: Parent and Family Engagement Plan (PFEP)

- 1. Using the data of choice, provide the LEA measurement of parental involvement participation and the basis for the identified need. Please identify the source data that is used.

Response:

The LEA measured parent and family engagement participation through the Annual Title I Parent Survey. The survey response rate increased and the survey results concluded that effective parent and family engagement improves the capacity of parents and families to support their child's education and contribute to increased academic achievement.

- 2. Parent & Family Engagement Mission Statement

Response:

By uniting stakeholders, we strive for 100% student success by educating and preparing each student for college, career, and life.

- 3. List the budget line item(s) that are associated with this area.

134	135	136	137
138	139	140	141

4. Engagement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parent and family engagement policy (PFEP)[Section 1116(2)];
- LEA plan [Section 1112(b)] and
- How the funds reserved for parent and family engagement will be spent [Section 1116(a)(3)].

Response:

The school district will involve parents in the joint development of its district-wide Parental and Family Engagement plan under section 1112 of the ESEA by collecting and reviewing input provided through the Annual Title I Survey to determine areas of satisfaction and needs.

Meetings will be arranged by district and school staff for developing the plan. Parents will be involved in the process of school review and improvement under section 1116 of the ESEA through participation in the School Advisory Council (SAC). The district will provide necessary coordination, technical assistance and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. Each Title I parent/family will be invited to attend district Title I Parent and Family Engagement events and trainings. Each Title I school will designate a Parent Advisory Committee member who will receive national, state and district information at bi-annual PAC meetings. Funds reserved for parent and family engagement will be used to provide support for the school-based community and family liaisons with parent and family engagement activities that are outlined in the Parent and Family Engagement Plan (PFEP). Funds will be used for purchasing books for three VPK schools through the Read to Me program.

Purchases of additional supplemental laptop computers, maintenance, batteries, power adapters, cases and backpacks for security and protection are needed to support and expand the site-based Connect for Success take-home laptop initiative for beyond the classroom learning. The Connect for Success Liaison provides parent engagement opportunities with the take-home laptops and manages the initiative after contract hours at participating Title I elementary schools.

5. Technical Assistance

- Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1116(a)(2)(B and C) and 1116(e)(1-14)].
- Include a description of the process the LEA will use to review the school-level P&FE to ensure compliance with all requirements of Section 1116 [34 CFR 200.21(c and d)].
- Include information on how the LEA will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request [Section 1116(e)(14)].

Response:

The LEA will provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities by:

** Providing technical assistance to Title I Administrators at staff meetings. Each Title I Principal will receive a Title I Handbook with procedures and policies. Additionally, new Title I Principals will receive an additional training as well as periodic help sessions as needed.*

** District Title I staff will share Title I information and parent and family engagement best practices with the members of the Parent Advisory Council (PAC); they will share information with their various school leadership teams and parent groups.*

** The Title I School PFEPs will be available at the schools by the early/late Fall. The Title I Parent and Family Resource Teacher will visit each Title I school to review and monitor the School's Parent and Family Engagement Plan. Additionally, the Title I Parent and Family Resource Teacher will review the schools' Title I Parent Station, to ensure that the various Title I plans, Parents Right to Know, the Compact, the Title I Parent Empowerment Toolkit, and additional pertinent information for families, are readily available. Also, review the school's Title I Electronic Audit Box.*

**The Title I Parent and Family Resource Teacher will update information on the eLearn site and share best practices during Title I Technical Assistance meetings. Additionally, the Resource Teacher provides a timeline of important dates to help schools effectively plan.*

6. Coordination and Integration

Describe how the LEA will coordinate and integrate parent and family engagement strategies from Title I, Part A of with other federal programs (including but not limited to Head Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C and Part D, Title III, and Title IV, Part A) [Sections 1116 (a)(2)(D) and 1116(e)(4)]. In the text box, please formulate your responses as follows:

1. Program & Coordination

Response:

Program: Voluntary Pre-kindergarten

Coordination: The Title I Parent and Family Coordinator will work with Title I schools to coordinate transition activities for incoming children entering public school kindergarten. These activities will include: parent meetings to explain the expectations for incoming kindergarten students, classroom tours and how parents can help their students academically

Program: Title III

Coordination: In the Fall 2019, the Title I Parent and Family Coordinator will disseminate contact information for the District's ESOL Department at the Title I Technical Assistance meeting to inform the Title I Contacts of the availability of translators to assist, facilitate, translate parent meetings/workshops/ and materials when needed.

Program: Voluntary Pre-kindergarten

Coordination: The Title I Parent and Family Coordinator will identify 3 Prekindergarten sites to implement "Read to Me" Initiative, students will participate in read-alouds and receive books to create home libraries. Additionally, parents will be given monthly activities to engage with their children based on the books' themes, in an effort to increase Kindergarten readiness.

Title I, Part A coordinates with other district federal programs and departments through the Title I Consultation meeting process held every other month throughout the year.

7. Annual Evaluation

With the inclusion of parents, describe the actions the LEA will take to conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of the Title I, Part A schools [Section 1116(a)(2)(E)].

Response:

The Pinellas County School District Title I will meet with the Parent Advisory Council (PAC), made up of parent representatives from Title I schools and District Title I personnel two times during each school year, October and April. During the October meeting the PAC will receive a copy of the LEA Title I PFEP. The Parent and Family Coordinator will lead a discussion on each section of the plan. Also, Title I School Administrators and PAC members will be asked to solicit information and input from parents, regarding the LEA PFEP.

PAC will meet with the Title I Parent and Family Engagement Resource Teacher to review and revise the Title I Annual Parent Survey, in order to gather information regarding the best day and best time of day for parent involvement activities, what areas do parents need to build their capacity, identify barriers that prevent parents from being involved at individual schools and countywide parent activities, and to determine if we are meeting the needs of our non-English speaking parents or disabled parents.

The Annual Title I Parent Survey will be available online at the District's website and Title I schools' websites, and paper versions will be distributed to the schools for dissemination to the parents that request a paper survey. During the April meeting, the council will review and analyze the Annual Title I Parent Survey results. Additionally, members will review their schools' data in order to develop strategies and utilize best practices to promote increased and meaningful parent involvement that will positively impact student achievement.

The Title I Parent and Family Coordinator will also organize and conduct parent focus groups in order to gather parental involvement data, evaluate the effectiveness, as well as identify barriers of parental involvement and how to continuously build parent capacity to impact student achievement.

8. Building Capacity

If the LEA plans to implement LEA-wide parent and family engagement activities, describe the actions that will be taken to build the schools' and parents' capacity. The plan should demonstrate a partnership among the school, the parents, and the community to improve student academic achievement [Sections 1116(a)(2)(C), 1116(e)(1-14)]. Please formulate your responses as follows:

1.
 - A. List each specific activity.
 - B. Provide the frequency and duration of each activity.
 - C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
 - D. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

1A. School level parent and family engagement activities and events.

B. Quarterly, August 2019- May 2020

C. Parents will be provided with information, (literacy training and using technology including education about the harms of copyright piracy) that will allow them to help their child be successful. The information will provide an opportunity to increase academic success. When families, communities and schools work together, students are more successful and the entire community benefits (Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships, Weiss, H.B., M. E., Rosenberg, H., 2011).

D. Percent of participants at school level events will increase by 10% and reflect on the annual Title I survey.

2A. Documented Parent and Family Engagement Activities and Events

B. Annually, August 2019- May 2020

C. Provide information and training for parents that will help promote positive learning gains and outcomes. Evidence-based parent engagement programs promote positive parenting practices that build strong parent-child relationships, provide parents with home learning activities and effective teaching strategies, encourage strong parent-teacher partnerships, and

emphasize the importance of child nutrition and physical health. (https://news.psu.edu/Miller, Mel.,2017)

D. Participants complete a survey on the implementation of strategies. Each activity/event will be uploaded into the Title I Audit Box, with a goal of 50% increase in parent/family engagement activities planned and executed based on the Parent and Family Engagement Plan (PFEP).

3A. School-Parent Compacts

B. Annually, August 2019- May 2020

C. A School-Parent Compact for Achievement is an agreement that parents, students and teachers develop together. It provides an opportunity to strengthen partnerships within the school community. Parent-School compacts support the academic success of students by enhancing effective communication between school and home. (Henderson, A. T., & Mapp, K. L., 2002)

D. Yearly Audit Box compliance review with a goal of 100% from each school.

9. Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116(e)(3)]. Please formulate your responses as follows:

1. Content and Type of Activity

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
- D. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

1A. Title I Technical Assistance meeting and articles with information about parent and family engagement will be posted on the Title I eLearn site.

B. Annually, August 2019- May 2020

C. Improve the ability of staff to work effectively with parents by providing examples of best practices for parental involvement, which will foster higher student achievement. The key to improving academic achievement and supporting student success is ensuring that all students have access to an effective teacher in every classroom and effective leaders in every school. (Murphy et al., 2006)

D. Staff meeting agendas, sign in sheets, survey results and copy of articles/materials will be collected and reviewed after each training, August 2019 - May 2020.

2A. Family and Community Liaison Workshop

B. Annually, August 2019 – January 2020

C. Provide a positive school environment for parents and students, create strong community partnerships that will positively impact student academic progress. Family and community involvement fosters partnerships among schools, family and community groups, and individuals. These partnerships result in sharing and maximizing resources. The learning occurs within the family.

D. Sign in sheets, agendas, presentation materials, and surveys will be reviewed and collected after the workshop.

3A. *"Family Friendly Schools" training*

B. September, October, December 2019

C. Provide an increase in academic gains due to creating an atmosphere conducive to learning and home-friendly connections. Learning that occurs within the family and community contribute to school success, (Gary, W. and Witherspoon, R., 2011)

D. Sign in sheets, agendas, presentation materials, and surveys will be reviewed and collected after the workshop.

10. Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

Response:

The Pinellas County School District Title I Parent & Family Engagement Plan will be summarized in the "Title I Newsletter" printed in both English and Spanish and made available to families. The "Title I Newsletter" outlines the major components of the PFEP; and a complete copy of the LEA PFEP will be made available upon request. In addition, the complete PFEP will be available at the Title Parent Station. Upon request, the PFEP will be translated to other languages, to the extent practical. The school district will take the following actions to ensure that information related to the school and parent programs, meetings and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that the parents can understand by:

-Engaging the translators provided by the District's ESOL department to translate written documents into other languages, as practical, and to assist in oral translation for parent workshops/meetings offered by the District's Title I office and the individual schools. -Using alternative means to inform and communicate to parents such as School Messenger (a district phone and email system), district and school websites and school marquees. -Using the District's television channel (WPDS-Ch. 14) and PCS Newsroom to inform parents of activities related to parental involvement and student achievement, as well as to provide district and school information. The PCS Family Engagement phone App -Making information available in Braille, as requested, through the Office of Communication Disorders, and providing Sign Language Interpreters for the hearing impaired, along with providing summary of documents, or short sheets for limited literacy parents, as requested, and the LEA will provide reasonable accommodations as requested for parents with disabilities.

11. Discretionary Activities

The LEA parent and family engagement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1116(e)].

Check here if the LEA does not plan to implement the discretionary parent and family engagement activities.

If your district does plan to implement these activities, please formulate your responses as follows:

1. Activity

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.

- C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
- D. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:**Evaluation of the Previous Year's Parental Involvement Plan****12. Building Capacity Summary**

Provide a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1116(e)(1-2)]. Please formulate your responses as follows:

- A. Content and Type of Activity
 - A. List each specific activity.
 - B. Provide the frequency and duration of each activity.
 - C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.
 - D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

Response:

1A. Disseminate the Title I Parent Empowerment Toolkit to parents

B. Annually, August 2019 -September 2019

C. Promote overall academic success in math, reading, and science. "Parent Toolkits provide parents with a comprehensive guide to helping their children succeed in school and life." (<https://www.parenttoolkit.com>, Schonert-Reichl, K., 2014)

D. The Title I Parent Toolkit was distributed to all 68 Title I Schools to assist parents/families in promoting overall academic success in reading, math, and science as well as understanding what it means to be a Title I school. The 2018-2019 annual Parent Survey Results showed more than two-thirds of Title I parents understood what it means to be a Title I school – 67% same as 2017-2018.

2A. Title I Parent and Family Engagement Trainings, Workshops and Activities for Title I families to support best practices and strategies for increased student achievement.

B. Annually August 2019 – May 2020

C. Provide an opportunity for families and students to meet educational standards and goals. "Create and strengthen family, community, and school partnerships in order to increase student achievement." (<https://www.familiesandschools.org> McDonald, 2017)

D. Baseline data shows 56% (38schools) of the 68 Title I schools completed the Title I Activity sheets and uploaded documentation to the Title I Audit Box

3A. Title I Parent and Family Engagement Liaisons technical assistance meetings in collaboration with Strategic Partnership to provide information and best practices to Family and Community Liaisons to develop positive rapport with parents, create school partnerships and family friendly schools

B. Annually, September - May

C. Create an environment conducive to increased achievement for all students. "Liaisons have become the community-based branch of the school staff. They forge community

connections." (Lewis, D. W., and F. B. True, (1993), "Enter the Home-School Consultant: The Changing Role of the School Toward Families in Need," ERS Spectrum 11, 1: 3-6.).

D. Technical assistance agenda, participant sign-in sheets and surveys/feedback will be reviewed by Office of Strategic Partnership.

13. Staff Training Summary

Provide a summary of the professional development activities provided by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116(e)(3)]. Please formulate your responses as follows:

A. Content and Type of Activity

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.
- D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

Response:

The Pinellas County School District Title I Parent & Family Engagement Plan will be summarized in the "Title I Newsletter" printed in both English and Spanish and made available to families. "Title I News" outlines the major components of the PFEP; a complete copy of the LEA PFEP will be made available upon request. In addition, the complete PFEP will be available at the Title Parent Station. Upon request, the PFEP will be translated to other languages, to the extent practical.

The school district will take the following actions to ensure that information related to the school and parent programs, meetings and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that the parents can understand by:

-Engaging the translators provided by the District's ESOL department to translate written documents into other languages, as practical, and to assist in oral translation for parent workshops/meetings offered by the District's Title I office and the individual schools.

-Using alternative means to inform and communicate to parents such as School Messenger (a district phone and email system), district and school websites and school marquees. -Using the District's television channel (WPDS-Ch. 14) and PCS Newsroom to inform parents of activities related to parental involvement and student achievement, as well as to provide district and school information. The PCS Family Engagement phone App

-Making information available in Braille, as requested, through the Office of Communication Disorders, and providing Sign Language Interpreters for the hearing impaired, along with providing summary of documents, or short sheets for limited literacy parents, as requested, and the LEA will provide reasonable accommodations as requested for parents with disabilities.

14. Private School Summary

Provide a summary of the parent and family engagement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]. Please formulate your responses as follows:

A. Content and Type of Activity

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.

D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

Response:

1A. *Celebration of Learning*

B. *Annually, May 2020*

C. *Event to celebrate student success, share information on summer learning and provide summer resources. Learning celebrations draw on skills the children have mastered (Weaver, L., 2009).*

D. *Parent survey will be collected and reviewed after event by Title I Private School Resource Teacher.*

2A. *Title I Private School Annual Meeting*

B. *Annually, August/September 2019*

C. *Increase overall academic success of students. The annual meeting is the first step in setting the tone and opening the door for positive school-home partnerships. (Henderson, Mapp, Johnson, Davies, 2007)*

D. *Sign-in sheets, agendas, presentation materials and event feedback form will be collected and reviewed after the workshop by Title I Private School Resource Teacher.*

3A. *Distribution of Title I Winter Family Engagement Packets*

B. *Annually, December 2019*

C. *Each bag of books and math games will foster family engagement with parents and students over the winter break and beyond. Reading at home should be fun and easy. Supportive and understanding parents are key to developing their child's reading (<https://www.theguardian.com>, Webster, 2014).*

D. *Parent and student feedback form survey will be collected and reviewed by Title I Private School Coordinator.*

4A. *Family Resource Night*

B. *Annually, Winter*

C. *Provide families with at home resources to support continuous learning. The research overwhelmingly indicates that parent involvement not only positively affects student achievement, it contributes to higher quality education and better performance of schools overall. (<https://healthfully.com/212838-the-importance-of-parent-involvement-in-education.html>) Hinkle, L. 2017*

D. *Sign-in sheets, agendas, presentation materials and event feedback form will be collected and reviewed after the workshop by Title I Private School Coordinator.*

5A. *Book of the Month*

B. *Monthly, January 2020-April 2020*

C. *Provide age appropriate literature to students for at home reading. Building a rich literacy environment at home. Benefits of shared reading include facilitating enriched language exposure, fostering the development of listening, spelling, reading comprehension and vocabulary, and establishing essential foundational literacy skills.*

(<https://theconversation.com/research-shows-the-importance-of-parents-reading-with-children-even-after-children-can-read-82756>) Merga, M. 2017

D. Parent and student feedback form survey will be collected and reviewed by Title I Private School Resource Teacher.

15. Barriers

Describe the barriers which hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1116(a)(2)(E)]. Please formulate your responses as follows:

- A. Barrier (Including the Specific Subgroup)
- B. Steps the School will Take to Overcome

Response:

1A. Work Schedules to attend events (economically disadvantaged)

B. Provide additional flexible meeting times and have materials available for parents that did not attend an event available for pick up, on the website, in the school newsletter or Title I Parent Station

2A. Childcare for attending school events

B. Provide free childcare at all Title I meetings and events using funds available in the Title I Parent and Family Engagement budget.

3A. Transportation to attend school events

B. Conduct Title I meetings in nearby community centers and neighborhoods.

16. Best Practices

Describe the parent and family engagement activity/strategy implemented during the previous school year that the LEA considers the most effective. This information may be shared with other LEAs as a best practice. Please formulate your responses as follows:

- A. Content/Purpose
- B. Description of the Activity

Response:

A. Dr. Karen Mapp/Scholastic: Building Capacity for Family Engagement Trainings

B. Professional development for Title 1 schools that assisted in helping to build the kind of effective, mutually rewarding parent and family engagement that will make schools the center of their community. The framework lays out a process to guide school and district staff to engage parents and to help parents work successfully with the schools to increase student achievement

Area of Focus 3

Area of Focus 3: Homeless Education

1. Using the data choices listed, provide the baseline data and identify the sources of data used.
 - a. Homeless Student Identification Rate (HSIR), Survey 5
 - b. Homeless Student Attendance Rate (HSAR), Survey 5
 - c. Homeless Student (Grade) Promotion Rate (HSPR), Survey 5

Response:

a. Homeless Student Identification Rate (HSIR), Survey 5: The 2017-2018 HSIR is 6.56%

b. Homeless Student Attendance Rate (HSAR), Survey 5: The 2017-2018 HSAR is 86.30%

c. Homeless Student (Grade) Promotion Rate (HSPR), Survey 5: The 2017-2018 HSPR (all grades) is 93% and the 2017-2018 HSPR (high school 9-11) is 86%.

According to the 2017-2018 Survey 5 Student Demographic Format and the Federal State Indicator format, 4,233 Pinellas County students were identified as meeting McKinney-Vento homeless status.

Trend data:

2017-2018: 4,233

2016-2017: 4,022

2015-2016: 3,508

2014-2015: 3,764

2013-2014: 3,038

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

Response:

HEAT program staff will use Title I, Part A set-aside funds to provide services to 100% of the homeless students who attend both Title I and non-Title I schools, based upon their specific needs. Our three year HSIR was above the standard of 5%; therefore, by June 30, 2020, our HSIR will be 6.50%; the HSAR will be 89.00%; and the HSPR will be 90.20%. The 2018-2019 Survey 5 Student Demographic data and the Federal State Indicator data will be used to measure goal attainment.

3. List the budget line item(s) that are associated with this area.

4	21	40	51
64	80	118	119

4. Describe the Activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

a. List each specific activity(ies) that will be implemented.

Response:

Activity #1: Provide academic and social services support to identified homeless students

Title I, Part A Homeless Set-Aside (TIPA) will fund Program staff to assist in the identification, attendance and participation, and academic support of homeless students. Program staff includes 2 FT resource teachers, 1 FT social worker, 1 FT Title IX Grant Monitor/resource teacher, and 1 FT clerk specialist I. TIPA will fund additional in-county mileage costs for the 2 resource teachers, 1 Grant Monitor, and 2 social workers to perform job duties. TIPA will fund professional development/conference opportunities for the Homeless Liaison and Program staff to attend that will enhance skills in assisting homeless families and students. TIPA will fund outreach and identification materials such as brochures, posters, business cards, flyers, and additional Residency Questionnaires.

Activity #2: Provide Supplemental Academic Support.

To assist identified homeless students with meeting state academic standards, TIPA will fund the curriculum and materials for the Title IX HEAT Tutoring/Enrichment program after school sessions during the 2019-2020 school year. The curriculum will include math and reading enrichment and remediation supplemental materials for grades PreK-12 and other school supplies relating to the HEAT Tutoring/Enrichment program. TIPA will fund additional copies of supplemental materials, school supplies such as backpacks, paper, pens, pencils and other school supplies needed throughout the school year to ensure students receive comparable materials and services to support school attendance, full participation, and meet their educational needs

- b. Provide the frequency & duration of each activity.

Response:

HEAT staff will provide services to identified homeless students from July 1, 2019 through June 30, 2020.

HEAT staff will provide supplemental academic support as necessary to identified homeless students from August 2019 through May 2020.

- c. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

The Title IX Grant Monitor will collect identification data using a monthly YTD HSIR Report; attendance data using a monthly YTD HSAR Report; and ELA/Math F grade data using an IHS Gr 6-12 ELA/Math F Grade Report by grading period. HEAT staff will collect monthly case data on academic and social support services provided to homeless students using a Monthly Case Data Report. The Homeless Liaison and the Title IX Grant Monitor will meet monthly with the HEAT staff to review the collected data and monitor the fidelity of implementation. The Homeless Liaison, the Title IX Grant Monitor, and the HEAT staff will use the data reports to complete the Mid-year and End-of-Year reports and to evaluate the effectiveness of activity implementation. Additionally, the Title IX Grant Monitor will collect and analyze HSIR, HSAR, and HSPR data from 2018-2019 Survey V Student Demographic data and the Federal State Indicator data to evaluate the effectiveness of activity implementation.

The Title IX Grant Monitor will collect ELA/Math F grade data using a IHS Gr 6-12 ELA/Math F Grade Report. The report will be reviewed each grading period to monitor the academic progress of identified homeless students. The Title IX Grant Monitor will also collect and analyze HSPR data from 2018-2019 Survey V Student Demographic data and the Federal State Indicator data to evaluate the effectiveness of activity implementation.

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

Response:

No other resources are used to fund these activities.

Area of Focus 4

Area of Focus 4: Neglected and Delinquent Education

1. Describe how your LEA plans to address the following Neglected and Delinquent Education areas between correctional and local educational agencies (LEAs) facilities:

- a. Transitioning.
- b. Drop out Prevention.

- c. Educational Achievement.
- d. Educational Quality.

Response:

The Educational Alternative Services (EAS) Department of Pinellas County Schools strives to provide equal educational opportunities to all students who may be in locally operated juvenile correctional facilities. Our goals are to improve educational services for these children, so they have the opportunity to meet the same challenging state academic content and achievement standards that all children in the state are expected to meet. The teachers hired by EAS meet the standards of being highly qualified and are trained to deliver effective instruction. EAS provides assistance to successfully transition from our assigned schools to facilities and then upon return from correctional facilities. By sharing relevant and appropriate academic records and plans regarding the continuation of educational services for each youth, EAS minimizes any disruption to the youth's academic achievement. To prevent youth from dropping out, EAS provides support services to ensure youth stay in school, including coordination of services for the family, accessing drug and alcohol prevention programs, counseling and tutoring.

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus through the use of Title I, Part A funds in collaboration with Title I, Part D. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

Response:

By the end of the 2019-2020 school year, 100% of the Title 1, Part A set aside funds for neglected and delinquent children will improve the academic supports and performance for EAS students through increased academic assistance and transition services to and from Department of Juvenile Justice placements, as measured by assessments, credit recovery/retrieval, and graduation rates.

3. List the budget line item(s) that are associated with this area.

14	20	41	50
65	72	77	78

4. Describe the activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

- a. List each specific activity(ies) that will be implemented.

Response:

Activity 1: Provide academic support via small-group learning with Paraprofessionals

Activity 2: Provide related services via Social Worker

Activity 3: Employ full -time Transition Extension Specialist to provide academic assistance to Pinellas County students returning from residential Department of Juvenile Justice (DJJ) programs. Coordinates efforts between zoned school, parents, DJJ -probation and multiple community service providers.

Activity 4: Provide support to Neglected and Delinquent Programs through supplemental supplies.

- b. Provide the frequency & duration of each activity.

Response:

Full-time paraprofessionals will provide services from July 1, 2019 through June 30, 2020. The Social Worker will provide related support for students enrolled in EAS programs from July 1, 2019 through June 30, 2020. The Transition Extension Specialist will provide academic support and coordination services from July 1, 2019 to June 30,

2020. Funds will be allocated for supplemental supplies from July 1, 2019 through June 30, 2020.

- c. What methods will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

EAS Paras provide one to one and small group academic support, they also assist with student assessments for pre-and post-testing in reading, math, writing and careers to assess the effectiveness of the program objectives as required by the N&D Grant. Educational achievement in courses credits, credit retrieval, high school diplomas and GEDs will be compiled. Classroom visits will occur daily so that program implementation and data analysis may be conducted to ensure compliance with DJJ requirements and address program concerns.

Completion of Child Study Team notes, participation in ESE evaluations, IEP meetings, completing FBA's and related services for students. Social worker will also assist in securing outside resources for student and family support through transition planning. Attendance at transition planning meetings, Student/parent meetings, and follow up logs will be monitored monthly. Additional evaluation of Specialist will occur through iObservation, and progress and activities identified in the specialist's Deliberate Practice Plan.

The Neglected & Delinquent Project Manager will assess activities monthly through Neglected and Delinquent Leadership meetings. Additional evaluation of Specialist will occur through iObservation, and progress and activities identified in the specialist's Deliberate Practice Plan.

The Project Manager will evaluate, monitor and check all purchases and implementation of such purchases within the allowances of the N&D Grant to support academic achievement and transition services for our DJJ students.

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

Response:

Title I, Part D funds for Neglected and Delinquent students will be used to provide additional professional development opportunities, academic support and supplemental educational materials during the 2019-2020 school year.

To support Neglected and Delinquent students further, additional supports are provided via paraprofessionals, program monitor, testing coordinator and technology specialist.

The N&D Project Manager and the Title I Director will communicate on a regular basis either face to face, via emails, phone calls or during consultation meetings in order to coordinate federal resources.

Area of Focus 5

Area of Focus 5: Educational Services Funded at the LEA-Level

1. Using the data of choice, list the baseline data and identify the source data.

Response:

The source of this data is the 2017-18 (FDOE /NOV). The following baseline data were used as a basis of this need for those schools identified as Title I for the 2017-2018 school year.

The source of this data is the 2017-18 (FDOE INDV, FAY). The following baseline data were

used as a basis of this need for those schools identified as Title I for the 2017-2018 school year.

40.0% of students attending the district's Title I elementary, middle, and high schools met the state's proficiency targets for reading (40.3% of elementary school students, 36.6% of middle school students, and 46.4% of high school students).

46.5% of students attending the district's Title 1 elementary, middle, and high schools met the state's proficiency targets for math (51.5% of elementary school students, 40.3% of middle school students, and 42.3% of high school students).

47.9% of students attending the district's Title 1 elementary, middle, and high schools demonstrated proficiency on the NGSSS Science assessment (48.5% of elementary school students, 40.4% of middle school students, and 58.9% of high school students).

73.4% of the middle school students, attending Title I schools, taking the End of Course (EOC) Algebra 1 exam, passed.

23.7% of high school students in Title 1 schools taking the Algebra 1 EOC exam, passed.

Overall, the percent of students in Title I schools demonstrating proficiency, increased from 2017 to

2018 in ELA, Math and Science, but there continues to be a gap between Title I school's proficiency and that of non-Title school proficiency. For the 2019-2020 year, the focus will be to continue increasing student proficiency levels in order to reduce the gap.

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

Response:

By the end of the 2019-2020 school year, there will be a 3 point increase of students (attending Title I schools) demonstrating proficiency in FSA tested grade levels in ELA, Mathematics and/or Science.

Participation rates:

By the end of the 2019-2020 school year, there will be a 2% increase in the middle and high school students (attending Title I schools) participating in advanced leveled courses.

Kindergarten readiness:

By the end of the 2019-2020 school year, there will be a 2% increase in students (attending Title I schools) demonstrating Kindergarten readiness on the FLKRS.

Teacher quality:

By the end of the 2019-2020 school year, there will be a 2% increase in the percent of teachers rated as highly effective or effective as evidenced by the Teacher Value Added Model (VAM) scores.

Comprehensive and Targeted Intensive Support:

By the end of the 2019-2020 school year, the number of schools requiring Comprehensive or Targeted Intervention & Support, will decrease by three.

3. List the budget line item(s) that are associated with this area.

10	29	32	59
69			

4. Describe the Activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

a. List each specific activity(ies) that will be implemented.

Response:

Funds will be used to contract with the Arts Conservatory for Teens (ACT) program. This program will provide a comprehensive arts education and youth empowerment magnet program supported by the St. Petersburg Arts Alliance for before and after school arts programs at select Title I middle schools. The mission of ACT is to educate, empower, and enrich the lives of youth and teens by fostering creativity through arts education, professional theatrical productions, career guidance, healthy living, and leadership development.

Funds for teachers to provide extended learning opportunities including remediation, credit recovery, and enrichment for students before and after the school day and on Saturdays at Title I schools.

b. Provide the frequency & duration of each activity.

Response:

Extended learning opportunities will be available to students 2-3 days per week from August 2019 Through May 2020.

c. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

A district level monitoring team (referred to as the A-team which consists of the Deputy Superintendent, 4 Area Superintendents, Chief Transformation Officer, Associate Superintendent of Community and Student Services, Associate Superintendent of Human Resources, Associate Superintendent of Teaching and Learning, the 3 Executive Directors of Teaching and Learning, and Executive Director of Assessment, Accountability & Research) will meet weekly to discuss school trend data and related academic and operational supports required to increase learner outcomes.

An evaluation of the effectiveness of these activities will be conducted as part of the annual Title I program evaluation.

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

Response:

Title I Part A and Title II funds are coordinated to provide support for these activities. These funds and activities will be coordinated based on the District Support Model for 2019-2020.

Area of Focus 6

Area of Focus 6: **Discretionary Educational Services Funded at the School-Level**

1. Using the data of choice, list the baseline data and identify the source data.

<http://schoolgrades.fdoe.org>

Response:

The source of this data is the 2017-18 (FDOE /NOV). The following baseline data were used as a basis of this need for those schools identified as Title I for the 2017-2018 school year.

The source of this data is the 2017-18 (FDOE INDV, FAY). The following baseline data were used as a basis of this need for those schools identified as Title I for the 2017-2018 school year.

40.0% of students attending the district's Title I elementary, middle, and high schools met the state's proficiency targets for reading (40.3% of elementary school students, 36.6% of middle school students, and 46.4% of high school students).

46.5% of students attending the district's Title 1 elementary, middle, and high schools met the state's proficiency targets for math (51.5% of elementary school students, 40.3% of middle school students, and 42.3% of high school students).

47.9% of students attending the district's Title 1 elementary, middle, and high schools demonstrated proficiency on the NGSSS Science assessment (48.5% of elementary school students, 40.4% of middle school students, and 58.9% of high school students).

73.4% of the middle school students, attending Title I schools, taking the End of Course (EOC) Algebra 1 exam, passed.

23.7% of high school students in Title 1 schools taking the Algebra 1 EOC exam, passed.

Overall, the percent of students in Title I schools demonstrating proficiency, increased from 2017 to

2018 in ELA, Math and Science, but there continues to be a gap between Title I school's proficiency and that of non-Title school proficiency. For the 2019-2020 year, the focus will be to continue increasing student proficiency levels in order to reduce the gap.

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

Response:

By the end of the 2019-2020 school year, there will be a 3 point increase of students (attending Title I schools) demonstrating proficiency in FSA tested grade levels in ELA, Mathematics and/or Science.

Participation rates:

By the end of the 2019-2020 school year, there will be a 2% increase in the middle and high school students (attending Title I schools) participating in advanced leveled courses.

Kindergarten readiness:

By the end of the 2019-2020 school year, there will be a 2% increase in students (attending Title I schools) demonstrating Kindergarten readiness on the FLKRS.

Teacher quality:

By the end of the 2019-2020 school year, there will be a 2% increase in the percent of teachers rated as highly effective or effective as evidenced by the Teacher Value Added Model (VAM) scores.

Comprehensive and Targeted Intensive Support:

By the end of the 2019-2020 school year, the number of schools requiring Comprehensive or Targeted Intervention & Support, will decrease by three.

3. List the budget line item(s) that are associated with this area.

5	6	8	9
12	13	22	23

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

a. List each specific activity(ies) that will be implemented.

Response:

To ensure continued growth in Title I schools, the LEA will coordinate various funding sources (Title I, Title II, SAI, LEA) to provide Discretionary Educational Services (DES) to Title I schools. These district managed initiatives will include the following tiered interventions:

**Priority recruitment and hiring to employ qualified and effective teachers will be provided for Comprehensive and Targeted Intervention schools. Qualified and effective teachers at the TS&I and/or CS&I schools will receive recruitment and retention bonuses for instructional staff. These bonuses are a minimum of \$3000 each year and the amount increases based on the number of years teachers remain at the Comprehensive and Targeted Intervention school.*

"Supplemental paraprofessionals and teachers will work in Transformation Zone (highest tier) schools. As teaching partners, the paraprofessionals will work in classrooms to support small group targeted instruction and assist teachers with the implementation of differentiated interventions.

Embedded Instructional coaches for reading, math and science will work with low performing schools to provide focused professional development to ensure teachers understand the competencies required to teach in challenging school environments.

Extended day/Instructional day at targeted high need schools will provide additional structured planning time for teachers and additional intervention time for students.

Extended Learning Programs will provide extended learning opportunities for all students who need additional instruction based on student data. Funds will be used for teacher tutors and supplemental instructional materials to provide students with blended programs for remediation, credit recovery, acceleration, and enrichment focused on Reading, Math, Science and Social Studies. Title I schools will have funds to support teacher tutors, MTSS (behavioral staffers), reading recovery teachers, science lab teachers, on-deck/intervention teachers and assistants (for student success), supplemental materials, transportation for extended learning before and after school and on Saturdays and for a contract with R`Club Child Care, Inc. to provide tutors for the Promise Time Extended Learning Program in Title I elementary schools. Funds will also be used to support the Summer Bridge extended year program.

b. Provide the frequency & duration of each activity.

Response:

Recruitment and retention bonus: Bi-annually (January and June). Paraprofessionals and supplemental teachers: Daily, August 2019-May 2020 Coaches: Daily, August 2019-May 2020

Extended teacher/student day: Daily, August 2019-May 2020

Extended Learning: 3- 4 times weekly, and for 6 weeks (4 days/week) during summer

- c. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

A district level monitoring team (referred to as the A-team which consists of the Deputy Superintendent, 4 Area Superintendents, Chief Transformation Officer, Associate Superintendent of Community and Student Services, Associate Superintendent of Human Resources, Associate Superintendent of Teaching and Learning, the 3 Executive Directors of Teaching and Learning, and Executive Director of Assessment, Accountability & Research) will meet weekly to discuss school trend data and related academic and operational supports required to increase learner outcomes.

The Transformation Team will work side-by-side with the targeted Comprehensive and Targeted Intervention schools to support focused Intervention at each targeted site.

An evaluation of the effectiveness of these activities will be conducted as part of the annual Title I program evaluation.

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

Response:

Title I Part A, Title II, Title III, and IDEA funds are coordinated to provide support for these activities. These funds and activities will be coordinated based on the District Support Model for 2019-2020.

Area of Focus 7**Area of Focus 7: Early Childhood Services**

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

Response:

A free, full day Pre-Kindergarten program for 3-5-year-old students will be provided at 5 of the highest poverty elementary schools in south Pinellas County. In addition, an Early Childhood Center will be housed at Kings Highway to serve Title I students in north Pinellas County. These classrooms will provide the capacity to serve 338 Pre-K students at six locations.

Voluntary Pre-Kindergarten (VPK) for four-year old student's is funded by the State for only three hours a day. By supporting the program with Title 1 funding, the district will be able to extend the program an additional three hours. Title 1 funding will also be used to support the full day three-year old program which will allow Pinellas County Schools to provide continuity of service for a full two years in early childhood prior to entering Kindergarten. This seamless, two-year programming will lay a strong foundation for school readiness and future educational success.

All classrooms will be inclusive. Most classes will start the year blended with Exceptional Student Education (ESE) eligible children and general education children. Other classrooms will start with general education students and serve ESE children as they become identified. The program will focus on building and developing the whole child, including emergent literacy,

language, and communication skills; physical development; social and emotional development; approaches to learning; and cognitive and general knowledge.

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

Response:

The Early Childhood Office and the Pre-K ESE Office work collaboratively to plan for all preschool programming in the district. Title I supported preschool programs will follow the same calendar, core curriculum, and assessment plan as other preschool programs in the district. This will allow teachers across the district to collaborate and plan together, conduct assessments, and participate in professional development. Two district-wide training days are planned when all preschool teachers and staff will attend training together as well as 6 district PLC meetings. In addition, evening trainings will be provided that are open to all interested preschool teachers and staff.

3. Describe how the LEA will ensure on-going progress monitoring measures will:

1. Align with Head Start Education Standards.
2. Are administered multiple times throughout the program.
3. Provide data to inform instructional focus and strategies for use by the classroom teacher.

Response:

The district has a formal assessment plan for all preschool programs. Two assessments, Teaching Strategies GOLD and the Florida VPK Assessment are used in preschool programs. Both are aligned with the Florida Developmental and Early Learning Standards: Birth to Five and administered three times a year. Teaching Strategies GOLD is also aligned with the Head Start Education Standards.

Teaching Strategies GOLD is administered in all preschool classrooms and assesses all domains. Data is entered into an online reporting system that generates reports letting teachers know how children are performing on each specific dimension and suggests grouping strategies and activities. The online system also has a parent portal that allows teachers and families to communicate about children's progress and send activities for families to work on at home with their child. In addition, the district has created an action plan sequence which helps the teachers look at the class data and make plans for instruction targeted to specific students.

The Florida VPK Assessment is administered to VPK students in all VPK classrooms including ESE students. The assessment is administered one-on-one and assesses print knowledge, phonological awareness, oral language/vocabulary, and mathematics. Data is entered into an online reporting system that generates reports for teachers to assess progress and plan for instruction. In addition, the district has created forms to help teachers analyze the data more discreetly to make targeted instructional decisions. The online reporting system also generates parent letters specific to the child's performance and suggests activities that parents can do at home.

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

Response:

Most of the Title I supported preschool programs are located in the school where the children will attend Kindergarten, which provides for a smooth transition between preschool and Kindergarten for both children and parents. Students are already familiar with the school grounds and personnel, how the media center and cafeteria work, what physical education classes are, and what the rules and safety procedures are for the school. Preschool and Kindergarten teachers work together to plan cross grade level activities allowing the preschool students to experience the Kindergarten classroom and get to know the teachers before they ever enter Kindergarten. In addition, Kindergarten teachers hold meet-the-teacher sessions for

families to come in, tour the classroom, talk with the teacher, and ask questions about the Kindergarten program.

At the Kings Highway center, there is also a K-5 program located on the same campus. Although this will not be the school that most of the children will attend for Kindergarten, it will allow them to be on a large, elementary campus and experience daily physical education classes, the media center, cafeteria, and school-wide rules and safety procedures which will support their transition to their zoned school. In addition, the preschool and Kindergarten teachers will hold cross grade level activities throughout the year, giving the preschool children a chance to experience the Kindergarten classroom. The Kindergarten teachers at the children's home zoned school will hold meet-the-teacher sessions for families to come in, tour the classroom, talk with the teacher, and ask questions about the Kindergarten program.

In addition, the district has annual Ready, Set...Kindergarten! inviting all families from the community preschools as well as PCS preschools to attend an evening event. All elementary schools host a Ready, Set...Kindergarten! event and begin establishing relationships with future students.

The district also facilitates the Prekindergarten Kindergarten Partnership (PKP). This cross-agency group develops community wide transition strategies including a transmission form to relay information from preschool to kindergarten teachers for each child, training for PreK and Kindergarten teachers on Kindergarten readiness, and professional development for all preschool and Kindergarten teachers.

5. Title I Preschool Blended with:

Title I Preschool Blended with:	Number of children served with Title I		Total Number of Students		Describe method which will be used to identify students	Total TIPA Funds Used
	Age 3	Age 4	Age 3	Age 4		
Early Head Start/Head Start/Migrant and Seasonal Head Start	0.00	0.00	0.00	0.00	NA	0.00
Home Instruction for Parents of Preschool Youngsters (HIPPY)	0.00	0.00	0.00	0.00	NA	0.00
LEA Migrant Preschool Program	0.00	0.00	0.00	0.00	NA	0.00
Prekindergarten Program for Children with Disabilities	49.00	60.00	49.00	60.00	First priority is given to students who are zoned for the school- wide Title I program at the elementary school where the preschool program is housed. Any remaining seats are available for students who are zoned for school-wide Title I programs at other elementary schools. Students in the three year old program automatically roll up to the four year old program.	179321.00
	0.00	180.00	0.00	180.00	First priority is given to students who are zoned for the school- wide Title I	166329.44

Voluntary PreKindergarten (VPK)					program at the elementary school where the preschool program is housed. Any remaining seats are available for students who are zoned for school-wide Title I programs at other elementary schools. Students in the three year old program automatically roll up to the four year old program.	
Pre-K (3 year olds)	49.00	0.00	49.00	0.00	First priority is given to students who are zoned for the school- wide Title I program at the elementary school where the preschool program is housed. Any remaining seats are available for students who are zoned for school-wide Title I programs at other elementary schools. Students in the three year old program automatically roll up to the four year old program.	120835.56
	98	240	98	240		

Area of Focus 8

Area of Focus 8: Private Schools

1. Provide the timeline and frequency of activities that outline the detailed plan of action for providing timely and meaningful consultation, and equitable services to eligible children, teachers, and parents in private schools within the local education agency(ies) service area.

Response:

(Nov-Jan) – The LEA Office of Special Projects will obtain from the state website a complete list of all private schools with students who are residents of the LEA. Letters of Intent to Participate in the 2020-2021 school year will be sent to all eligible private schools by the Office of Special Projects. A list of all interested and eligible private schools is sent to the Title I office. A formal letter is sent to all the principals of the above-mentioned schools inviting them to the first consultation meeting in preparation for the 2020-2021 SY. Topics to be discussed: the method for poverty data collection, process for identifying eligible students for service, instructional services for students by district teachers and/or third-party teachers, professional development and family engagement opportunities for teachers and parents of participating Title I students, timeline for consultation processes, and the complaint process. Invite parents of participating private school students to a meeting at the Title I Center. Receive input on Title I parent survey, parent-teacher-student-compact as well as brainstorm ideas for family engagement activities.

(Feb-Mar) – Hold initial consultation meeting with Private School Officials to plan for the upcoming year. On “date certain” obtain from principals the poverty data for their sites as per the agreed upon poverty data collection method determined in consultation. Match addresses of private school students to public school attendance areas. Estimate the amount of generated funds for instruction, determine the standards and annual assessment progress, define annual progress and modification criteria, disseminate agreed upon academic ranking sheets to identify eligible students for next year’s services.

(Apr – May) - Obtain completed academic ranking sheets with names, grades, addresses of students recommended for service from private schools, check for eligibility, create school list of eligible/most at risk students, send program permissions to all eligible students, review

current year survey results and annual measures for effectiveness of Title I, and make program modifications if necessary.

(June) - Initiate one on one consultations at each private school site to develop and discuss service delivery plan for upcoming SY 2020-21 i.e., disseminate final list of approved eligible students, determine scope and sequence of services, instructional funds, schedule for service, start/end date (same as public school), location of services, obtain written affirmation of timely and meaningful consultation, complete all paperwork, hiring of teachers, plan and arrange for PD for teachers, submit SEA application.

(Aug – Sept) - Visit each private school receiving Title I services to report on readiness of program to all private school officials. Title I services begin for pre-identified students with returned permission forms in August, Title I orientation and processes for classroom teachers of participating students is completed by Title I teachers, and introduction letters are send home to parents of participating students. Additional student recommendations are collected to fill groups and eligible students are added if applicable.

(Oct.) – Conduct Title I annual parent meeting and initiate other agreed upon Parent Engagement activities, coordinate agreed upon PD activities for classroom teachers of participating students, make any other program adjustments, and begin planning for next year's consultation cycle. Program Coordinator schedules compliance visits to all schools to monitor program implementation (3 visits are scheduled for each participating school throughout the year).

Check here if the LEA provides any services to private school students through a third party contractor. If the LEA is not providing any services through a third party contractor, proceed to the next question.

2. Indicate the services provided to private school students, their parents, and their teachers through a third-party contractor. If applicable, clearly identify and describe the services that will be funded with roll forward.

Response:

It was decided by the LEA, through consultation, to use the third-party provider, Catapult Learning, to serve all middle/high school (gr. 6-12) and ESE students as well as a few of the elementary students. The district will provide service to most of the KN – fifth grade general education students.

The third party contracted teachers will work with identified students in small group settings (4 or less), for a minimum of 90 minutes in reading and/or 90 minutes in math weekly. The LEA works in partnership with the third-party provider to ensure the services they provide are the same as those of the LEA. Instruction is based on evidence-based programs in reading and mathematics. Students are given materials and supplies to support their learning both at school and at home.

Services are also offered to the families of participating Title I students throughout the year and are designed to build the capacity of the parents to help their child. These activities will be held in conjunction with the LEA parent activities and include the following: Title I Annual Meeting, monthly newsletters, take-home reading books, progress reports, family engagement resource packs, and family nights. At the end of the school year parents and students will be invited to a Celebration of Learning where they will receive results of testing, books for summer reading, math games to reinforce skills, and information on how to reinforce the learning that has taken place during the school year throughout the summer.

The third-party contractor will also provide opportunities for professional development for their teachers in conjunction with the LEA. All trainings are aligned with program requirements and will support struggling readers and math students. Three to four trainings will be offered throughout the school year. These opportunities will be shared via email and teachers will communicate and sign up with the program coordinator.

Any rollover funds will be used for a summer enrichment program during the month of June for eligible Title I students at interested schools. This includes money for additional instructional services as needed. It was decided through consultation that rollover funds will go to directly support student learning and academic growth. Summer learning books will also be purchased for Title I students to use at home to review grade level skills due to "summer slide." If funds allow, additional technology will be purchased to support our take home computer program as well as other academic enrichment resources that can be sent home for eligible students and families to use at home to support learning.

3. Provide the method used for identifying low-income students for services in private schools.

Response:

The method used for identifying low income students for services in private schools was "Proportionality". On "Date Certain" private schools that sent in their "Intent to Participate" uploaded all enrolled students' home addresses on a flash drive provided by the district. The addresses were matched to the public school that the student would have attended if he/she was enrolled in a public school. Once addresses were matched, the percentage of free/reduced lunch students for each Title I public school was multiplied by the number of private school students who would have attended that Title I public school to determine the number of students generating an allocation for the private school. The number of students generating funds for the private school was then multiplied by the tiered per pupil allocation for each Title I public school. Those numbers were added together to determine the total allocation for each private school.

4. List the criteria used to identify private school students for Title I educational services as a result of consulting with private school officials. Section 200.62(b)(1)

Response:

Through consultation with private school officials it was determined that the criteria used to identify private school students for Title I educational services include both address eligibility and academic need. Students first must be address eligible and be linked to a Title I public school. This determination and address matching is done by the LEA when the recommendations are made by the classroom teachers. The academic need is determined at the end of each year. The classroom teachers are provided with a recommendation and ranking sheet for reading and math. The recommendation sheet includes an area for report card grades, standardized test scores, and classroom performance in various areas of reading and/or math. All these components are used when determining eligibility for Title I services. Baseline diagnostic testing by the Title I teacher at the start of the school year will confirm the academic need. It was determined that if a student tests on grade level or above on the baseline testing, they will be released from the Title I program.

5. List each specific service.

- a. List each specific service (including frequency and duration), to be provided to private school students, their parents, and, if applicable, their teachers.

Response:

Services for Eligible Students-

- Supplemental small group Reading and/or Math*
- 90 mins. weekly per subject*
- Aug – May*

Services for Families-

Annual Meeting:

- *Aug/Sept*
- *30-45 min.*
- *Meet Title I teacher, review and sign Title I Compact, overview of Title I services*

LEA Parent Events:

- *Workshops geared to help their child at home*
- *One per semester*
- *2 hours*

Family Engagement Packs:

- *Reading & Math resources to encourage family engagement & learning during the Winter holidays and beyond*
- *December*

Celebration of Learning:

- *May*
- *30-45 min.*
- *books for summer reading, math games to reinforce skills, & information on how to reinforce the learning that has taken place during the school year throughout summer*

Services for Teachers-

- *3-4 trainings a year offered by LEA*
- *3hours each*
- *Focus on struggling readers and Math students*

Roll forward funds will be used as described in question 2.

- b. Explain how the LEA will evaluate the effectiveness and implementation of the services provided to the private school students, their parents, and their teachers. How often will this evaluation occur?

Response:

Effectiveness of services provided to private school students will be evaluated using results of on-going formal assessments conducted by Title I teachers (such as the i-Ready Reading for reading and the i-Ready Math for math) three times a year. Effectiveness of activities provided for parents and teachers will be evaluated using data from informal surveys given after parent involvement and professional development activities throughout the school year, as well as a comprehensive end-of-year survey administered to parents, teachers, and administrators of private school students participating in Title I. Annual goals established in consultation will be reviewed for growth. If there is no growth, program modifications will be made. End of the year interviews with the Title I teachers will also assist in monitoring the effectiveness of the program and assist in making program changes and improvements.

6. List the LEA's private school Point of Contact:

Name:	<i>Elizabeth</i>
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Title:	Program
Phone Number:	7278932988
Email Address:	pribblee@pcsb.org

Area of Focus 9

Area of Focus 9: **Foster Care**

1. Enter the amount of funds the district is reserving for this area of focus using Title I, Part A funds.

Response:

The LEA has reserved funds in the amount of \$75,00.00 to support transporting children in foster care to their school(s) of origin.

2. Describe how the LEA will ensure the following:

- a. Transportation will be provided to maintain children in foster care in the school of origin unless there is a determination that it is not in his or her best interest.

Response:

The Children in Foster Care Team (LEA representatives and Child Welfare Agency representatives) collaboratively decided and included in our written procedures that the district's foster care liaison after receiving a referral from case managers, supervisors, foster parents or other caregivers would schedule a meeting with the parties involved to determine what is in the best interest of the student. If the determination is made for the student to have transportation to the school of origin, by the foster care liaison, the Child Welfare Agency and the caregiver, the district's foster care liaison will submit the request for transportation of the student to the district's transportation office. Required transportation will be arranged as quickly as possible and without delay. Contact will be made with the foster parent to discuss any issues or concerns related to transportation. The establishment of a transportation route can take up to 10 days depending on the complexity of the request. During this transition, case managers will transport students to school until the establishment of the bus transportation route is finalized. With each case, the team will review how the decision was made and suggest efficient strategies to produce the best outcome.

- b. b.Successful enrollment and transfer of records of children enrolled in a new school even if they do not have the required documentation.

Response:

The district's Foster Care Liaison wil1 ensure that school's Data Management Technician (DMT), School Principal/designee are fully aware of new student referrals and will ensure that students are enrolled without delay (while records and other required documents are being obtained). The DMT wil1 work with the records clerk at the school in which the student last attended, to secure and have transferred the student's records/files.

- c. Development and implementation of clear written procedures for how transportation will be provided, arranged, and funded for a child's duration of time in foster care – in collaboration with the appropriate Child Welfare Agency (CWA).

Response:

The LEA and CWA met and (held conference calls} several times to collaboratively develop and implement clear written procedures governing how transportation to maintain children in foster care in their school or origin when in their best interest will be provided, arranged, and funded for the duration of the time In foster care.

In developing the procedures, the team explicitly addressed the following in the Pinellas County School's written procedures:

1. Which students are covered?
2. How will transportation services be accessed?
3. What information is needed for a referral?
4. How is the determination made as to whether transportation to school of origin is in the best interest of a student?
5. How is a request made to the transportation office?
6. What is the length of time for determining and initiating a route?
7. What Information is provided regarding the transportation route and who receives this information?
8. Who communicates the transportation route information with the caregiver?
9. How long does the transportation route remain in effect?
10. How will the additional costs of transportation be handled?

The written procedures were disseminated between the LEA and CWA, as well as sent to the Florida Department of Education, Bureau of Federal Educational Programs in December 2016, with an update in January 2017.

3. Please list the LEA's Point of Contact for your district:

Name:	Donna
Title:	Executive
Phone Number:	727-588-6431
Email Address:	siciliand@pcsb.org

Area of Focus 10

Area of Focus 10: **College and Career Readiness**

1. Using the data of choice, list the baseline data and identify the source data.

Response:

The source of this data is the 2017-18 (FDOE INDV, FAY). The following baseline data were used as a basis of this need for those schools identified as Title I for the 2017-2018 school year.

40.0% of students attending the district's Title I elementary, middle, and high schools met the state's proficiency targets for reading (40.3% of elementary school students, 36.6% of middle school students, and 46.4% of high school students).

46.5% of students attending the district's Title 1 elementary, middle, and high schools met the state's proficiency targets for math (51.5% of elementary school students, 40.3% of middle school students, and 42.3% of high school students).

47.9% of students attending the district's Title 1 elementary, middle, and high schools

demonstrated proficiency on the NGSSS Science assessment (48.5% of elementary school students, 40.4% of middle school students, and 58.9% of high school students).

73.4% of the middle school students, attending Title I schools, taking the End of Course (EOC) Algebra 1 exam, passed.

23.7% of high school students in Title I schools taking the Algebra 1 EOC exam, passed.

Overall, the percent of students in Title I schools demonstrating proficiency, increased from 2017 to 2018 in ELA, Math and Science, but there continues to be a gap between Title I schools`

proficiency and that of non-Title schools` proficiency. For the 2019-2020 year, the focus will be to continue increasing student proficiency levels in order to reduce the gap.

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

Response:

By the end of the 2019-2020 school year, there will be a 3 percentage point increase of students (attending Title I schools) demonstrating proficiency in FSA tested grade levels in ELA, Mathematics and/or Science.

Participation rates:

By the end of the 2019-2020 school year, there will be a 2% increase in the middle and high school students (attending Title I schools) participating in advanced leveled courses.

Kindergarten readiness:

By the end of the 2019-2020 school year, there will be a 2% increase in students (attending Title I schools) demonstrating Kindergarten readiness on the FLKRS.

Teacher quality:

By the end of the 2019-2020 school year, there will be a 2% increase in the percent of teachers rated as highly effective or effective as evidenced by the Teacher Value Added Model (VAM) scores.

Comprehensive and Targeted Intensive Support:

By the end of the 2019-2020 school year, the number of schools requiring Comprehensive or Targeted Intervention & Support, will decrease by three.

3. List the budget line item(s) that are associated with this area.

1	16	43	46
227	237	248	250

4. Describe the Activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

- a. List each specific activity(ies) that will be implemented.

Response:

MTSS and academic coaches will assist school-based leadership teams to identify students in need of Tier 2 or Tier 3 interventions. These coaches will support teachers during professional learning community (PLC) meetings to review student data and

implement appropriate interventions based on individual student needs. Additionally, MTSS and academic coaches will support the identification of students for placement in advanced coursework. Title I funds will be used for professional development and supplemental teachers for the implementation of Advancement Via Individual Determination (AVID) programs in Title I schools to provide additional academic support for students in advanced coursework.

Extended learning programs before school, after school, and on Saturdays will be offered to support remediation, course recovery, and enrichment opportunities for students. Title I funds, in coordination with district funds, will provide extended year support during Summer Bridge for elementary, middle, and high school students.

b. Provide the frequency & duration of each activity.

Response:

MTSS coaching support will be provided daily, from August 2019 through May 2020

-AVID programs will be provided for students daily, from August 2019 through May 2020. Professional development for AVID teachers will occur in June 2020.

-Extended learning opportunities will be provided for students weekly from August 2019-May 2020. Credit recovery opportunities will be provided in before and after school programs from August 2019 through May 2020. Summer Bridge will be offered 4 days a week for a minimum of 6 weeks in summer 2020.

c. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

Meetings will be held regularly throughout the school year with teachers and administrators to review student data. Each Title I school MTSS Coach will monitor student data and students participating in interventions. This data will be used to revise instruction and to identify additional needs of students.

The LEA Achievement Team (A-team) will review and monitor specific early warning indicators for each school. Area Superintendents will monitor schools on a regular basis (school and classroom walk-throughs, SIP reviews, and articulation with MTSS coaches). Title I staff, Area Superintendents, and Executive Directors for Elementary, Middle, and High School will monitor school activities and progress as part of school support visits throughout the year.

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

Response:

At this time, there are no other federal sources that are being used to fund these activities.

6. Describe the LEA's strategy for implementing the following

a. Increasing student access to early college, high school, dual or concurrent enrollment opportunities, or career counseling to identify student interest and skills (if applicable);

Response:

The Offices for Advanced Studies and Counseling Services share the responsibility for working with schools to set action plans and monitor their progress toward goals related to closing the participation gaps in courses of rigor. In an effort to be more culturally responsive to minority and low socioeconomic students, the Advanced Studies staff has established assemblies in our high schools during the fall semester of the tenth grade year. The students invited to the assembly are all students who demonstrate potential for

success in rigorous courses through their success in general or honors level courses and/or their assessment scores. The presentation focuses on open access to the advanced course options available to students, including Advanced Placement courses, the AP Capstone diploma and certificate, and dual enrollment options. The assembly includes an opportunity for current advanced academic students who are representative of the school's student population to share their experiences with their peers as well as an opportunity for attendees to ask questions. Students are provided with contact information for follow up questions they may have later in the year. Two middle schools with high minority populations were identified for the addition of an IB Middle Years Programme. These two schools have since had several professional development offerings and made application to become MYP schools. Both have been awarded IB MYP Candidate Status. This effort is specifically to increase the group of students meeting entrance criteria for our high school international diploma programmes as well as to strengthen the skills of all students at the school to increase the volume of advanced academic offerings they will take advantage of when they enter high school.

Through career and technical education (CTE) middle school students engage in career exploratory courses in grades six and seven. During these experiences they begin to develop career goals that will lead them to pathways to high school and postsecondary education. Eighth grade students can engage in high school credit CTE courses and industry certifications that accelerate entry into high school career pathways and academies.

High school CTE students can earn industry certifications which can articulate 3 – 9 credits to state college. Certification testing is free to any CTE student and in the 2015-16 school year middle and high school students earned 10,349 individual certifications.

High school students also can enroll in career dual enrollment with Pinellas Technical College during their junior and senior years. Most students can complete a career prep program, earn an industry certification and program certificate prior to high school graduation.

- b. Supporting efforts to reduce the overuse of discipline practices that remove students from the classroom. This may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111©(2) [if applicable]; and

Response:

The LEA's supporting efforts to reduce the overuse of discipline practices that remove students from the classroom include the development of the Positive Behavioral Interventions and Supports (PBIS) framework to assist school personnel in adapting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social outcomes for all students as well as the Restorative Practice (RP) implementation to build connectivity and relationships with students, staff and community. RP focuses on increasing social capital and decreasing antisocial behavior. A strong PBIS/IRP process helps to reduce referrals, In School Suspensions (ISS), and Out of School Suspensions (OSS) to decrease behavior incidents and increase academics. District leadership will look at the discipline data disaggregated by schools and subgroups to ensure equitable discipline practices across the LEA.

- c. Supporting work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit (if applicable)

Response:

High school CTE and Career Academy students have opportunities to participate in a variety of work-based learning activities facilitated by a CTE Work Based Learning specialist and their teacher. Job shadowing, unpaid internships, paid internships, clinical

experiences, and school-based enterprises, Executive Internships, virtual internships and paid on-the-job training (OJT) are used to expose students to the work place and introduce them to employers and business partners.

High school students can participate in career and technical student organization (CTSO's) competitions where their leadership and technical skills are put to the test in work-based scenarios. These competitions are judged by industry partners and occur at the district, state and national levels. Locally, students can compete in The Next Generation Entrepreneur and/or Next Generation Tech competitions. These events are developed and operated by business partners and occur over several months of the school year. Student competitors are mentored through the program by industry partners and learn how to develop a business plan, manage resources, problem solve, test and re-design a product, make a business presentation and work in teams.

Area of Focus 11

Area of Focus 11: Targeted Assistance

If checked then the section is not required.

Area of Focus 12

Area of Focus 12: Technology

1. List the baseline data that supports this area of focus.

Response:

The district's Strategic Plan and the Bridging the Gap Plan embed and support the use of technology throughout the school system to ensure excellence in the workforce and support highest student achievement for all students. Using the data obtained through the Florida Department of Education's School Grades website (<http://school/grades.f/doe.org/>), a comparison of 2018 and 2017 state test results shows the following positive results: 30 Title I elementary schools improved in 5th grade science, 18 Title I elementary schools improved in ELA grades 3-5, 15 Title I elementary schools improved in math grades 3-5, 6 of 8 Title I middle schools improved in 8th grade science, 6 schools improved in ELA across grades 6-8, 3 improved in Civics and 4 improved in math across grades 6-8. Of the 4 Title I high schools, all 4 improved in ELA, 3 improved in math (Algebra 1 and Geometry) and all 4 improved in US History. The data also showed continued improvement in the percent of students meeting state proficiency targets in reading in Title I elementary and middle schools from 37% in 2017 to 40% in 2018, in math from 43% in 2017 to 46% in 2018 and in science from 37% to 48%. There was a slight decrease in the percent of students passing the Algebra End of Course exam who attend Title I middle schools from 76% in 2017 to 73% in 2018. Although there were gains in the percent of students meeting state proficiency targets, the percentages are below the Title I goals set for the 2017 -18 school year of 55% for ELA, 60% for Math, 53% for Science and 93% for Algebra. These percentages show there continues to be a need for additional technology to be used in and beyond the classroom to support increasing student achievement, learning gains, grade level proficiency, graduation rates and school grade designations. Through a needs analysis, the district identifies technology needs based on student performance outcomes to improve classroom teaching and learning to enable all students to be digital learners with access to digital tools and resources for the full integration of the Florida Standards. The district also uses the results of the annual Florida Innovates School Survey to help plan and prioritize the technology hardware, software and professional development needs within the district for high needs schools. The average computer ratio is 1 computer student station for every 3 students in the district. This data, along with the results of the Title I needs assessment and annual evaluation process, indicates a need for Title I to support supplemental technology integration to meet the needs of diverse learners in all subgroups in Title I schools and to increase student access to available 21st Century multimedia resources. In collaboration with the Teaching and Learning Department, the Office of Digital Learning, and the Office of

Technology and Information Systems (TIS), Title I funds will be used to provide supplemental innovative online instructional software, hardware, and professional development opportunities to support increased student engagement, accelerate learning in the classroom, and encourage learning time outside school hours to ultimately increase student achievement.

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

Response:

By the end of the 2019-2020 school year, students and teachers in Title I schools will have access to supplemental technology and online software to support increasing student achievement. Hardware and equipment will include iPads (including iPad stands, covers, cases, screen protectors, power blocks and power cords), Kindles, tablets, laptops, mobile laptop and iPad lab carts, desktop computers and monitors, Smart Boards, document cameras, projectors, i-Pods, Hot Spots and Wi-Fi boxes, headphones, laminators, 3-D printers, Student and Classroom Response Systems, audio jacks, lightning cables, batteries, mice and printers. Supplemental software to be used for student instruction will include Educated Minds, Student Conductor PBIS, Document Camera/Scanner School License, MyOn, i-Ready (reading and math), IRLA Learning Program, SWIS/PBIS applications and LSI Tracker. In addition, Title I school-based allocations will support Connect for Success, a take-home laptop initiative to extend learning beyond the school day and year using district supported online resources through Clever. Funds will support the purchase of Dell 3190 2-in-1 laptops, protective backpacks and sleeves, batteries, power adaptors, security labels, laptop repair and maintenance and provide a supplement for school-based liaisons in the Connect for Success Title I schools. School-based funds will also support the Promise Time extended learning program which utilizes teacher tutors and instructional online materials to provide students with a blended program of remediation, acceleration, and enrichment learning opportunities. Incorporating the use of technology in and beyond the classroom for instructional needs (indicated by the activities described above) will provide additional support in meeting our goals for Area of Focus 1-Strengthening Academic Achievement for the 2018-2019 school year:

Proficiency rates:

By the end of the 2019-2020 school year, there will be a 3 point increase for students (attending Title I schools) demonstrating proficiency in FSA tested grade levels in ELA, Mathematics and/or Science.

Participation rates:

By the end of the 2019-2020 school year, there will be an increase of 2% in the middle and high school students (attending Title I schools) participating in advanced leveled courses.

Kindergarten readiness:

By the end of the 2019-2020 school year, there will be a 2% increase of students (attending Title I schools) demonstrating Kindergarten readiness on the FLKRS.

Teacher quality:

By the end of the 2019-2020 school year, there will be a 2% increase in the percent of teachers rated as highly effective or effective as evidenced by the Teacher Value Added Model (VAM) scores.

Comprehensive and Targeted Intensive Support:

By the end of the 2019-2020 school year, the number of schools requiring Comprehensive or Targeted Intervention Support, will decrease by three.

3. List the budget line item(s) that are associated with this area.

86	89	90	91
95	96	148	

4. Describe the Activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

a. List each specific activity(ies) that will be implemented.

Response:

Instructional technology is a key component of instruction for students in Pinellas County Title I Schools. Title I funds will be used to purchase supplemental technology to expand the programs, support increased student engagement, facilitate differentiated instruction to meet the needs of diverse learners, address technology access at home and ensure that students have the necessary 21st Century skills needed for success: iPads (including iPad stands, covers, cases, screen protectors, power blocks and power cords), Kindles, tablets, laptops, mobile laptop and iPad lab carts, desktop computers and monitors, Smart Boards, document cameras, projectors, i-Pods, Hot Spots and Wi-Fi boxes, headphones, laminators, 3-D printers, Student and Classroom Response Systems, audio jacks, lightning cables, batteries, mice and printers. Supplemental software to be used for student instruction will include Educated Minds, Student Conductor PBIS, Document Camera/Scanner School License, MyOn, i-Ready (reading and math), IRLA Learning Program, SWIS/PBIS applications and LSI Tracker. Teachers and students need up-to-date technology to access online district digital and textbook adoption content for blended instruction in the classroom that is supported with supplemental Title I funds to develop and implement strategic lesson plans that promote high student engagement and differentiate instruction. The additional support of a site-based Technology Technician ensures daily technology integration and support for Title I schools. Purchases of additional supplemental laptop computers, maintenance, batteries, power adapters, cases and backpacks for security and protection are needed to support and expand the site-based Connect for Success take-home laptop initiative for beyond the classroom learning. The Connect for Success Liaison provides parent engagement opportunities with the take-home laptops and manages the initiative after contract hours at participating Title I elementary schools. The online software provided through a partnership with the Juvenile Welfare Board (JWB) for the Promise Time Extended Learning Program provides a foundation for increased academic support for reading and math.

b. Provide the frequency & duration of each activity.

Response:

The frequency and duration of technology activities will be monitored by the Title I Director, Assistant Director for Continuous Improvement, Title I Specialist and school and district administrators. The embedded use of technology for the 2019-2020 school year will be observed and discussed during Title I school External Review Support and Monitoring school visits and classroom walkthroughs to ensure compliance with the Title I Schoolwide Plans, the District Strategic Plan and the Bridging the Gap Plan for Title I funded personnel and resources. The Teaching and Learning Department, the Office of Digital Learning and the office of Technology and Information Systems (TIS) will monitor the use of technology resources to ensure that technology and software designed and intended to supplement and support curriculum and instruction are being implemented with fidelity on a daily and weekly basis. Fidelity of implementation for the take-home and extended learning programs are monitored daily, weekly, and monthly throughout the school year for the Extended Learning Programs. The FOCUS Student Information system is used to ensure that students are enrolled in the aftercare program and attendance is taken. The Clever program is linked for easy student single sign-on and students in Promise Time use the assessment and instruction program as a foundation

for academic support for reading and math. All programs have a school site facilitator to monitor daily implementation of the program model based on student need. Student progress is reviewed using program reports and Title I team members provide periodic site visits to monitor fidelity of program implementation. Connect for Success (C4S) fidelity for implementation, frequency and duration is also monitored daily and weekly throughout the year by site-based C4S Liaisons with Technical Assistance provided by Title I Team members using a Connect for Success FileMaker-Pro database, one on one site visits and periodic visits to monitor the fidelity of program implementation, database checks and program usage. Data reports are provided to schools and district personnel on student participation and progress in the Beyond the Classroom online programs in Clever.

- c. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

Utilizing the LEA's District Strategic Plan and the Bridging the Gap Plan, the Title I, Part A District Leadership team along with Title I school-based and district administrators will review student assessment and progress monitoring data during site visits, email and phone communications to determine the effectiveness of supplemental school-based technology personnel and technology in an effort to increase student academic achievement and adjust strategies as needed for continued growth. The Title I Senior Coordinator, Evaluation will collaborate quarterly with the Offices of Assessment, Accountability and Research, Technology Information Systems and Digital Learning to analyze Title I school student data of hardware and software program use and progress monitoring for school administration and district leadership to correlate with student achievement on cycle assessments. For the Title I Annual Evaluation, the Title I Senior Coordinator, Evaluation, the Assistant Director for Continuous Improvement and members of the Title I Leadership Team, will annually review state data results for students participating in the Connect for Success program as well as analyze the results of the Title I Parent Survey and Title I Technology survey to see if Title I is addressing the needs of students and families to determine future school needs for technology support and integration, student engagement and differentiated instruction. Title I and JWB conduct an end of the year evaluation for program effectiveness based on student growth.

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

Response:

At this time, there are no other federal sources being used to fund these activities.

Area of Focus 13

Area of Focus 13: LEA-Determined Focus

If checked then the section is not required

Coordination of Federal Programs & Participation/Collaborative Partners

Programs:

If applicable, address coordination, integration, and collaboration with programs that are not identified in the Areas of Focus of this application.

Response:

The Title I Director and Leadership Team Members hold a consultation meeting every other month with the following teams to develop and review services and resources for program effectiveness: Title I Part D (Neglected and Delinquent), Title IX (Homeless Education), Title III (English Learners), Pre-Kindergarten, Exceptional Student Education, and Professional Development.

Participation:

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

Response:

All Title I schools conduct a needs assessment to identify priorities. Principals plan with staff, School Advisory Council (SAC) committees, and parents to develop a budget plan for the upcoming year based on identified priorities. All Title I school budgets are reviewed by the Title I Leadership team, the Area Superintendents and Chief Transformation Officer prior to approval. The Title I Annual Parent survey results are reviewed and results of the survey are used during the planning process. The LEA Parent Advisory Council (PAC) meets twice a year with Title I staff. PAC members are key stakeholders for Title I staff in gathering input and feedback from parents on the implementation of the district Parent Involvement Plan and the Title I project activities. The Title I Leadership Team conducts on-site Monitoring and Support visits to schools throughout the year to assist with monitoring the school-wide plan (implementation, alignment to needs assessment, budget expenditures, and professional development).

Collaborative Partners:

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

Response:

Title I collaborates with the Pinellas Juvenile Welfare Board (JWB) to focus on providing extended learning opportunities and wrap around services for students and families in Title I elementary schools. Supplemental Academic Instruction (SAI) district funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students, including the summer.

EL Outreach Family Coordination. is funded by Title III. Bilingual assistance is provided at Title I Family training events for EL parents. Parent leadership training is offered at schools with topics ranging from basic information about life in Pinellas County schools, reading strategies, and parenting strategies. Individual parents are invited for active participation on a variety of district committees. The anticipated outcome is to improve EL students' academic performance on state assessments.

REPORTING REQUIREMENTS/ INFORMATION DISSEMINATION

NOTE: All reporting and information dissemination should be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. This requirement applies to each of the items listed in this section.

1. Reporting Student and Program Outcomes/Dissemination

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

Response:

All Title I schools, public and private, have access to a copy of the Title I project application for parents and the community to review. Once approved by the FLDOE, the project application is disseminated in various ways following ways: posted on the district Title I website, copies located in the front office Title I Parent station at each school, copies shared at the Parent Advisory Council meeting, summary information shared at annual Title I school meeting, and posted on individual Title I schools' websites. Information on the availability of the Title I project application is provided to parents and the community in several ways: via newsletter in student registration packets, advertised on school marquees, listed on individual schools' websites, and distributed at the annual Title I meeting. All documents, including information posted on the district website, are available for translation by request through the district's EL department. Student and Program Outcomes are reported to school staff, parents, and the community in early fall (August-September). Access to the School Public Accountability Report (SPAR) and the Annual Report Card is disseminated to schools. Schools notify parents and the community via newsletter, marquee, PTA/SAC meetings, and individual schools' websites. A copy of the SPAR report is also located at each school site at the Title I parent station. Individual student assessment results are available to parents on the FWOE secure website. Student progress reports are sent home quarterly. Information regarding dates of report card dissemination, midterm reports, and end-of term reports are posted on the district website. Title I prepares an annual evaluation of all Title I programs. Title I program outcomes are shared at the district and school levels (Executive Summary) and reviewed with parents and the community at the Parent Advisory Council meetings.

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

Response:

The LEA consolidates all data into a district Portal system to ensure that an accurate and consistent source is utilized for accessing, preparing, and disseminating reports and to facilitate timely, data-based decision making. Title I leadership team

members work closely with the district applications administrator to ensure accuracy of reported data.

2. Parents Notification Requirements

The "Parents Right-To-Know" provisions under Section 1112(e)(1)(A) of ESSA state that at the start of each school year (in a timely manner), an LEA that receives Title I, Part A funds must inform/notify parents of each student attending a Title I school that they have the right to request info about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessional's qualifications. The LEA should include the method for which this information will be provided.

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

Response:

The LEA provides an electronic copy of the "Parents Right to Know" letter to schools prior to the start of the school year. Schools make copies and disseminate the letter to parents during the first week of school. A copy of the "Parent's Right to Know" letter is kept at each schools' Title I parent station and is placed on individual schools' websites. The information contained in the letter is discussed at each Title I schools' Annual Meeting. The Title I Parent and Family Coordinator monitors Title I schools to ensure that the letter is disseminated in a timely manner. The LEA's Human Resource office sends notification to schools and the Title I Parent and Family Coordinator when students will be taught for 4 or more consecutive weeks by a teacher who does not meet state certification requirements. Schools send the letter home to parents notifying them of the non-certified teacher placement. Additionally, the LEA's Human Resource office sends and maintains signed copies of the principal attestations. Schools provide parents with translation services with the assistance of the district ELL department, as needed. Parents receive assessment notices and results from individual schools. Information may be sent via backpack, mail, or picked up by parents at the school.

Section 1112(e)(1)(A) of ESSA further requires that, when a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified, LEAs must provide written notification to each parent in a timely manner. This notification should be timely and in letter form on LEA or school letterhead. Newsletters are not always timely and bring about providing information about a teacher's qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

B. Upload sample copies of the following:

- (1) "Parent's Right to Know" notifications, and**
- (2) Non-State Certified Teacher notices to parents when child is taught for 4 or more consecutive weeks by Non-State Certified teacher.**

Upload Sample Copy of Parent's Right to Know Letter:	Uploaded Document
	Uploaded Document

Upload Sample Copy of 4-week Notification Letter:	
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3. Guidelines and Annual Certification Regarding Constitutionally Protected Prayer in All Public Elementary and Secondary Schools

Constitutionally Protected Prayer Certification
Constitutionally Protected Prayer Memo

Upload Certification of Compliance for Constitutionally Protected Prayer:	Uploaded Document
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4. Equitable Representation of Teachers

List the action steps that your district will follow to ensure there is equitable representation of various nationalities within your teacher population.

Response:

In the fall of 2016, the district implemented Human Capital and Bridging the Gap plans, which both address the need to increase the number of minority applicants and instructional staff members in our district. The plan includes a calendar of events and a 5 year recruitment and retention plan for both instructional and administrative positions. The plans also provided the allocation of a three-person Talent Acquisition Team, whose primary focus is the yearlong recruitment and retention of instructional and administrative staff, specifically targeting minority candidates. Additionally, in the Spring of 2019, the district expanded the Human Resources team to include Human Resources Partners to help further and deepen some of the work in this area.

5. English Learner (EL) Notification Requirements

As outlined in Section 1112(e)(3)(A and B) in ESSA, each LEA using funds under this part or Title III to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an EL identified for participation or participating in such a program using the 'Annual Parent Notification Letter'. For those children who have not been identified as EL prior to the beginning of the school year but are identified as EL during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter'.

Describe the LEA's process for disseminating notifications for children who are receiving language instruction or are being placed in a language instruction educational program.

Response:

Pinellas County School parents are informed that their child has been identified for participation or that they are continuing to participate in a language educational program using the initial Parent Notification or the "Continuing Parent Notification» process. Notifications are sent immediately upon identification for newly

arrived students and no later than 30 days after the beginning of the school year for all other English Learners (EL 's).

Supplement, Not Supplant

1. How does the LEA ensure it complies with the supplement, not supplant requirement under Title I, Part A?

Response:

Please see the attached methodology for allocating resources that our LEA uses to ensure that we comply with the supplement, not supplant requirement for Title I, Part A.

SNS Methodology Upload: [Uploaded Document](#)

Non-Public School Eligibility

District Level Data: **Date Certain: 02/08/2019, pooling Form A Free and Reduced Lunch**
All schools are pooling funds for the 2019-20 school year. Through ongoing consultation the funds will be allocated to meet the needs of each school.

Total Private School Allocation	\$ 1,932,300.00
Private School Administrative Cost Reservation	\$ 160,626.00
Total Remaining Allocation	\$ 1,771,674.00

	A	B	C	D	E	H	I	L
	Nonpublic School Name	Nonpublic School Number (4 digit)	Grade Span	Number of Private School Students Residing In PSAA	Number of Private School Students from Low Income Families	PPA Private School Service	Dollars Generated	Dollars Allocated (Pooling)*
1	Admiral Farragut Academy	1658	PK-12	193	182.00	508.25	92,501.50	92,501.50
2	Bay Pines Lutheran	2265	PK-8	23	23.00	508.25	11,689.75	11,689.75
3	Blessed Sacrament	1474	PK-8	57	57.00	508.25	28,970.25	28,970.25
4	Cathedral of St. Jude	2164	PK-8	246	245.00	508.25	124,521.25	124,521.25
5	Cornerstone	4166	PK-8	32	32.00	508.25	16,264.00	16,264.00
6	Destiny Achievement Center	9497	K-12	15	15.00	508.25	7,623.75	7,623.75
7	Elim Jr. Academy	2656	K-8	26	26.00	508.25	13,214.50	13,214.50
8	Esthers School- PP	4752	K-12	15	15.00	508.25	7,623.75	7,623.75
9	First Lutheran	1965	PK-8	38	37.00	508.25	18,805.25	18,805.25
10	Grace Lutheran	0804	PK-8	164	164.00	508.25	83,353.00	83,353.00
11	Guardian Angels	2832	PK-8	25	24.00	508.25	12,198.00	12,198.00
12	Gulfcoast	1299	K-8	30	30.00	508.25	15,247.50	15,247.50
13	Holy Family	1319	K-8	160	160.00	508.25	81,320.00	81,320.00
14	Ignite Academy	9169	K-2	1	1.00	508.25	508.25	508.25
15	Indian Rocks Christian	2698	K-12	148	142.00	508.25	72,171.50	72,171.50
16	King And Queen Christian	4460	PK-12	49	49.00	508.25	24,904.25	24,904.25

17	Morning Star	2025	K-12	43	42.00	508.25	21,346.50	21,346.50
18	Mt. Moriah	5768	6-8	55	55.00	508.25	27,953.75	27,953.75
19	Mt. Zion	6138	K-5	71	71.00	508.25	36,085.75	36,085.75
20	Our Lady of Lourdes	1365	PK-8	44	42.00	508.25	21,346.50	21,346.50
21	Sacred Heart	2426	PK-8	219	217.00	508.25	110,290.25	110,290.25
22	Solid Rock	4393	K-12	2	2.00	508.25	1,016.50	1,016.50
23	St. John Vianney	1430	PK-8	247	242.00	508.25	122,996.50	122,996.50
24	St. Cecelia	1742	PK-8	134	134.00	508.25	68,105.50	68,105.50
25	St. Patrick Catholic School	1555	PK-8	121	118.00	508.25	59,973.50	59,973.50
26	St. Paul Catholic School	1524	PK-8	223	223.00	508.25	113,339.75	113,339.75
27	St. Petersburg Catholic HS	2207	9-12	138	121.00	508.25	61,498.25	61,498.25
28	St. Raphael Catholic School	5137	PK-8	102	102.00	508.25	51,841.50	51,841.50
29	The Broach School	3464	K-12	41	40.00	508.25	20,330.00	20,330.00
30	The Movement School	6140	K-12	6	6.00	508.25	3,049.50	3,049.50
Totals				2668	2617.00		1,330,090.25	1,330,090.25

DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED RESERVATIONS

A. Financial Rewards & Incentives Reservations:

Please provide the amount that your LEA to provide financial incentives and rewards to teachers who serve in eligible schools identified for comprehensive or targeted support and improvement activities for the purpose of attracting and retaining qualified and effective teachers. [Section 1113(c)(4) of ESSA]

LEA's amount reserved: **\$0.00**

B. Parent and Family Engagement Calculation [Section 1116(3)(A-D) of ESSA]:

	Minimum Reservations	Actual Reservations Amount
REQUIRED reservation - 1% of the LEA's Title I Allocation:	\$ 281,266.42	\$ 526,569.00
Indicate the amount to be allocated (dollar amount) to public schools for parent and family engagement (minimum of 90% is required)	\$ 253,139.78	\$532,719.00
If applicable, Balance to be used for LEA-level Parent and Family Engagement Activities	N/A	\$0.00

C. Homeless Education Reservations:

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live. [Section 1113(C)(3)(A) of ESSA]

LEA's amount reserved **\$296,730.00**

D. Neglected and Delinquent Education Reservations:

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for neglected children; and if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. [Section 1113(C)(3)(A)(ii)(iii) of ESSA]

LEA's amount reserved **\$177,240.00**

E. Educational Services Funded at the LEA-Level

Please provide the amount that your LEA will use for LEA-wide instructional and professional development activities.

LEA's amount reserved **\$255,603.00**

F. Discretionary Educational Services Funded at the School-Level

LEA's amount reserved	\$8,032,199.00
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G. Early Childhood

LEA's amount reserved	\$466,486.00
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H. Private School Services

Please provide the amount that your LEA expenditures for non-instructional services and other benefits to eligible private schools. [Section 1117 of ESSA]

H-1. Private School Administrative Costs	\$160,626.00
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H-2. Private School Parent and Family Engagement	\$29,814.00
--	--------------------

H-3. Private School Professional Development	\$68,864.00
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H-4. Private School Instructional Services	\$1,231,408.00
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H-5. Roll Forward for Equitable Services	\$ 875,000.00
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I. 2017-18 Roll-Forward	\$ 1,590,000.00
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J. Transportation for Foster Care Children	\$ 75,000.00
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K. Administrative Costs (Including Indirect Costs) - Not to Exceed 10%	\$ 2,216,910.00
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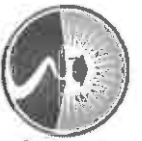
L. Reimbursements for Charter School Expenditures	\$ 93,376.00
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M. Transportation for School Choice (Not to Exceed 5%)	\$
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General Education Provisions Act

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

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



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Title I Part A

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PUBLIC SCHOOL ELIGIBILITY SURVEY

Ranking Type: districtwide

Date Certain: 02/08/2019

Community Eligibility Program: Option 1 - Combination CEP and Non-CEP

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

Response:

The Local Educational Agency (LEA) allocates and tiers Title I funds based on the 2016-17 school year poverty percentage thresholds. The LEA uses the following tiered PPA methodology for CEP schools with percentages before the multiplier is applied: schools with a range from 92.96 - 90.27 percent poverty = \$3,100 PPA; schools with a range from 87.5 - 83.02 percent poverty = \$890 PPA; schools with a range from 82.53 - 81.38 percent poverty = \$775 PPA; schools with a range from 81.05 - 79.52 percent poverty = \$690 PPA; schools at 78.93 - 74.56 percent poverty = \$680 PPA; schools with a range from 73.96 - 70.26 percent poverty = \$670 PPA; schools at 68.19 - 66.73 percent poverty = \$660 PPA; schools with a range from 66.20 - 64.01 percent poverty = \$450 PPA; schools with 63.93 percent poverty = \$445 PPA; schools with 63.51 percent poverty = \$444 PPA; schools with a range from 62.50 - 62.43 percent poverty = \$313 PPA; schools with a range from 62.10 - 60.05 percent poverty = \$290 PPA; schools with a range from 58.97 - 55.28 percent poverty = \$280 PPA; schools with a poverty rate of 54.26 - \$279; and schools with a range of 62.58 - 48.53 percent poverty = \$275 PPA. non-CEP schools with 76.32 - 71.29 percent poverty = \$275 PPA.

District: Pinalas County District School Board

No.	School Name	School Number	Grade	School Type	Designated and Delinquent	New School	Reported Number of Children Attending Public Schools	Reported Number of Children from Low Income Families	Reported Percent of Children from Low Income Families	2019-2020 Number of Children Attending Public Schools	2019-2020 Number of Children from Low Income Families	2019-2020 Percent of Children from Low Income Families	Selection Code (grades)	Program Type	2019-2020 EPA Per Pupil Allocation	2019-2020 TSA Total School Allocation	2018-2019 TSA Total School Allocation	2018-2019 Provision 2 Or CEP	1% Allocation for Parental Involvement	Charter/School
1	MELROSE ELEMENTARY SCHOOL	2371	PREK-Elem.	N	NO	398	370	92.96%	398	398	100.00%	A	SW	3100	1,233,800.00	—	CEP-20182019	9825	NO	
2	FAIRMOUNT PARK ELEMENTARY SCHOOL	1211	PREK-Elem.	N	NO	512	466	91.02%	512	512	100.00%	A	SW	3100	1,587,200.00	—	CEP-20182019	9825	NO	
3	CAMPBELL PARK ELEMENTARY SCHOOL	9481	PREK-Elem.	N	NO	555	501	90.27%	555	555	100.00%	A	SW	3100	1,720,500.00	—	CEP-20182019	9825	NO	
4	MYROSCHOL PINELLAS	7491	9-12	Senior High	N	NO	56	87.50%	56	56	100.00%	A	SW	890	49,840.00	—	CEP-20182019	9073	YES	
5	CLEARWATER INTERMEDIATE	3341	4-9	Combo. Elem. & Second	N	NO	166	86.75%	166	166	100.00%	A	SW	890	147,740.00	—	CEP-20182019	9073	NO	
5	PINELLAS TELE-SCHOOL	7051	5-12	Senior High	N	NO	49	86.71%	49	49	100.00%	L	NA	0	0.00	—	CEP-20182019	0	NO	
7	SANDY LANE ELEMENTARY SCHOOL	8871	PREK-Elem.	N	NO	348	295	84.77%	348	348	100.00%	A	SW	890	308,720.00	—	CEP-20182019	9073	NO	

107	TARPON SPRINGS MIDDLE SCHOOL		PREK-4	Elem.	N	NO	548	295	53.83%	548	295	53.83%	1	NA	0	0.00		0	NO
108	DOUGLAS I. JAMERSON JR. ELEMENTARY	1821	PREK-4	Elem.	N	NO	548	295	53.83%	548	295	53.83%	1	NA	0	0.00		0	NO
109	SAFETY HARBOR MIDDLE SCHOOL	8741	5-8	Middle/Junior	N	NO	1187	638	53.75%	1187	638	53.75%	1	NA	0	0.00		0	NO
110	NORTHEAST HIGH SCHOOL	2641	PREK-9-12	Senior High	N	NO	1170	626	53.50%	1170	626	53.50%	1	NA	0	0.00		0	NO
111	DUNEDIN HIGH SCHOOL	1081	9-12	Senior High	N	NO	937	495	52.83%	937	495	52.83%	1	NA	0	0.00		0	NO
112	SHORE ACRES ELEMENTARY SCHOOL	4021	PREK-4	Elem.	N	NO	816	322	52.27%	816	322	52.27%	1	NA	0	0.00		0	NO
113	LARGO HIGH SCHOOL	2081	9-12	Senior High	N	NO	1510	762	50.46%	1510	762	50.46%	1	NA	0	0.00		0	NO
114	RIDGECREST ELEMENTARY SCHOOL	3511	PREK-4	Elem.	N	NO	712	357	50.14%	712	357	50.14%	1	NA	0	0.00		0	NO
115	SUNSET HILLS ELEMENTARY SCHOOL	4381	PREK-4	Elem.	N	NO	482	236	48.96%	482	236	48.96%	1	NA	0	0.00		0	NO
116	ATHELVAN ACADEMY	7151	K-8	Combo. Elem. & Second	N	NO	505	242	47.92%	505	242	47.92%	1	NA	0	0.00		0	YES
117	PLATO ACADEMY PINELLAS PARK CHARTER SCHOOL	7781	K-8	Combo. Elem. & Second	N	NO	435	206	47.36%	435	206	47.36%	1	NA	0	0.00		0	YES
118	SEMINOLE MIDDLE SCHOOL	3931	9-8	Middle/Junior	N	NO	1102	505	45.83%	1102	505	45.83%	1	NA	0	0.00		0	NO
119	COUNTRYSIDE HIGH SCHOOL	0751	PREK-9-12	Senior High	N	NO	1293	581	44.93%	1293	581	44.93%	1	NA	0	0.00		0	NO
120	ORANGE GROVE ELEMENTARY SCHOOL	3021	K-5	Elem.	N	NO	371	164	44.20%	371	164	44.20%	1	NA	0	0.00		0	NO
121	BAY VISTA FUNDAMENTAL ELEM.	0231	K-5	Elem.	N	NO	644	284	44.10%	644	284	44.10%	1	NA	0	0.00		0	NO
122	CURLEW CREEK ELEMENTARY SCHOOL	0851	PREK-4	Elem.	N	NO	615	265	43.09%	615	265	43.09%	1	NA	0	0.00		0	NO
123	SAFETY HARBOR ELEMENTARY SCHOOL	8731	PREK-4	Elem.	N	NO	634	273	43.06%	634	273	43.06%	1	NA	0	0.00		0	NO
124	LAKE ST. GEORGE ELEMENTARY SCHOOL	8281	PREK-4	Elem.	N	NO	626	263	42.01%	626	263	42.01%	1	NA	0	0.00		0	NO
125	HIGHLAND LAKES ELEMENTARY SCHL.	1781	K-5	Elem.	N	NO	550	231	42.00%	550	231	42.00%	1	NA	0	0.00		0	NO
126	PINELLAS ACADEMY OF MATH AND SCIENCE	7291	K-8	Combo. Elem. & Second	N	NO	800	335	41.88%	800	335	41.88%	1	NA	0	0.00		0	YES
127	HORGOOD MARSHALL FUNDAMENTAL	4631	5-8	Middle/Junior	N	NO	926	382	41.25%	926	382	41.25%	1	NA	0	0.00		0	NO
128	FOREST LAKES ELEMENTARY SCHOOL	1331	PREK-4	Elem.	N	NO	496	194	40.00%	485	194	40.00%	1	NA	0	0.00		0	NO
129	UTHERLAND ELEMENTARY SCHOOL	8271	PREK-4	Elem.	N	NO	605	242	40.00%	605	242	40.00%	1	NA	0	0.00		0	NO
130	JAMES B. SANDERLIN PK-8 SCHOOL	8761	PREK-4	Combo. Elem. & Second	N	NO	531	209	39.36%	531	209	39.36%	1	NA	0	0.00		0	NO
131	OKAHRST ELEMENTARY SCHOOL	2921	PREK-4	Elem.	N	NO	649	255	39.29%	649	255	39.29%	1	NA	0	0.00		0	NO
132	TARPON SPRINGS HIGH SCHOOL	4521	9-12	Senior High	N	NO	971	381	39.24%	971	381	39.24%	1	NA	0	0.00		0	NO

114ST.	8781	B-12	Senior High	N	NO	1425	558	39.16%	1425	558	39.16%	I	NA	0	0.00	---	0	NO
114ST. PETERSBURG HIGH SCHOOL	1961	K-5	Elem.	N	NO	339	130	38.35%	339	130	38.35%	I	NA	0	0.00	---	0	NO
113LAKEVIEW FUNDAMENTAL ELEM.	5191	6-8	Middle/Junior	N	NO	1246	467	37.48%	1246	467	37.48%	I	NA	0	0.00	---	0	NO
114PALM HARBOR MIDDLE SCHOOL	0991	PREK-4	Elem.	N	NO	732	274	37.43%	732	274	37.43%	I	NA	0	0.00	---	0	NO
118LEILA DAVIS ELEMENTARY SCHOOL	7331	K-7	Combo. Elem. & Second.	N	NO	459	169	36.82%	459	169	36.82%	I	NA	0	0.00	---	0	YES
116DISCOVERY ACADEMY OF SCIENCE	8921	B-12	Senior High	N	NO	1367	500	36.59%	1367	500	36.59%	I	NA	0	0.00	---	0	NO
117SEMINOLE HIGH SCHOOL	0531	B-8	Middle/Junior	N	NO	1283	464	36.17%	1283	464	36.17%	I	NA	0	0.00	---	0	NO
118JOSEPH L. CARWISSE MIDDLE SCHOOL	7481	K-8	Combo. Elem. & Second.	N	NO	364	130	35.71%	364	130	35.71%	I	NA	0	0.00	---	0	YES
118PLATO SEMINOLE	0731	B-8	Middle/Junior	N	NO	798	267	33.46%	798	267	33.46%	J	NA	0	0.00	---	0	NO
120CLEARWATER FUNDAMENTAL MIDDLE SCHOOL	7381	K-8	Combo. Elem. & Second.	N	NO	364	120	32.97%	364	120	32.97%	J	NA	0	0.00	---	0	YES
121PLATO ACADEMY LARGO CHARTER SCHOOL	3311	K-5	Elem.	N	NO	330	108	32.73%	330	108	32.73%	J	NA	0	0.00	---	0	NO
122GULF BEACHES ELEMENTARY MAGNET SCHOOL	7681	K-7	Combo. Elem. & Second.	N	NO	382	121	31.69%	382	121	31.69%	J	NA	0	0.00	---	0	YES
123PINELLAS PRIMARY ACADEMY	7271	K-3	Elem.	N	NO	324	98	30.25%	324	98	30.25%	J	NA	0	0.00	---	0	YES
128OZONA ELEMENTARY SCHOOL	3071	PREK-4	Elem.	N	NO	739	222	30.04%	739	222	30.04%	J	NA	0	0.00	---	0	NO
128PINELLAS PREPARATORY ACADEMY	7171	4-8	Combo. Elem. & Second.	N	NO	440	132	30.00%	440	132	30.00%	J	NA	0	0.00	---	0	YES
127TARPON SPRINGS FUNDAMENTAL ELE	4681	K-5	Elem.	N	NO	271	75	27.69%	271	75	27.69%	J	NA	0	0.00	---	0	NO
128PLATO ACADEMY CLEARWATER	0151	PREK-4	Elem.	N	NO	708	189	26.69%	708	189	26.69%	J	NA	0	0.00	---	0	NO
129BAUDER ELEMENTARY SCHOOL	7131	K-8	Combo. Elem. & Second.	N	NO	356	95	26.69%	356	95	26.69%	J	NA	0	0.00	---	0	YES
130ACADEMIE DA VINCI CHARTER SCHOOL	2261	K-8	Combo. Elem. & Second.	N	NO	1377	353	25.64%	1377	353	25.64%	J	NA	0	0.00	---	0	NO
131MADEIRA BEACH FUNDAMENTAL K-8	3281	K-5	Elem.	N	NO	464	118	25.43%	464	118	25.43%	J	NA	0	0.00	---	0	NO
132PASADENA FUNDAMENTAL ELEM.	5181	PREK-4	Senior High	N	NO	1663	416	25.02%	1663	416	25.02%	J	NA	0	0.00	---	0	NO
133EAST LAKE HIGH SCHOOL	5261	PREK-4	Elem.	N	NO	749	183	24.43%	749	183	24.43%	J	NA	0	0.00	---	0	NO
134CYPRESS WOODS ELEMENTARY SCHL	4681	B-12	Senior High	N	NO	1874	453	24.17%	1874	453	24.17%	J	NA	0	0.00	---	0	NO
135PALM HARBOR UNIVERSITY HIGH	3031	B-12	Senior High	N	NO	1261	297	23.55%	1261	297	23.55%	J	NA	0	0.00	---	0	NO

School	Grade	Level	NO	Total	NO	Total	NO	Total	NO	Total	NO	Total	NO	Total	NO	Total	NO	Total
OSCEOLA FUNDAMENTAL HIGH																		
137 PLATO ACADEMY CHARTER SCHOOL TARPOON SPRINGS	K-8	Combo, Elem. & Second.	N	363	82	22.59%	363	82	22.59%	J	NA	0	0.00	---		0	YES	
138 PLATO ACADEMY PALM HARBOR CHARTER SCHOOL	K-8	Combo, Elem. & Second.	N	363	73	20.11%	363	73	20.11%	J	NA	0	0.00	---		0	YES	
138 ST. PETERSBURG COLLEGIATE HIGH	10-12	Senior High	N	151	28	18.54%	151	28	18.54%	J	NA	0	0.00	---		0	YES	
140 CURTIS FUNDAMENTAL ELEMENTARY	K-5	Elem.	N	537	87	16.20%	537	87	16.20%	J	NA	0	0.00	---		0	NO	
141 EAST LAKE MIDDLE SCHOOL ACADEMY ENGINEERING	6-8	Middle/Junior	N	392	59	15.05%	392	59	15.05%	J	NA	0	0.00	---		0	NO	
142 BROOKER CREEK ELEMENTARY SCHL	PREK-4	Elem.	N	575	70	12.17%	575	70	12.17%	J	NA	0	0.00	---		0	NO	
Schools with a Selection Code of E are not totaled in the overall Total School Allocation				88,101	46,698	53.01%	88,101	56,982	64.88%			47,509	22,823,787.00	0.00		532,719		

DOE only: [Administrator Menu](#)

To locate your regional Program Specialist, contact the program office at (850) 245-0479.

Cross Bayou Elementary
6886 102nd Ave N Pinellas Park, FL 33782
727-547-7834
Kathy Wickett
Pinellas County Schools
Parent's Right to Know

Fecha: August 10, 2018 & August 30, 2018
Para: Todos los Padres de Familia:

Como padre de un estudiante que asiste a una escuela pública del Condado de Pinellas, usted tiene el derecho de conocer las cualificaciones profesionales de los maestros que instruyen a su hijo. La ley federal le permite solicitar cierta información acerca de los maestros de su hijo y nos obliga a darle esta información de manera oportuna si usted lo solicita. Específicamente, usted tiene el derecho a solicitar la siguiente información sobre cada uno de los maestros de su hijo:

- Si el Departamento de educación de Florida ha autorizado o calificado al maestro para los grados y materias que él o ella enseña.
- Si el Departamento de Educación de la Florida ha decidido que el maestro puede enseñar en una clase sin haber obtenido una licencia o haber sido capacitado bajo las regulaciones del estado debido a algunas circunstancias.
- La especialidad académica del maestro, si el maestro tiene algún/algunos título(s) avanzado(s) y si es así, las especialidades y títulos.
- Si algún asistente del maestro o técnico docente similar brinda servicios a su hijo y si es así, sus capacitaciones.
- Certificados de revisión Principal (en el del Directorado la oficina de LEA)

Además, usted tiene el derecho de que se le proporcione información acerca del nivel de desempeño de su hijo en pruebas tales como Florida Standard Assessments. Esta información estará disponible en la escuela de su hijo.

Si le gustaría recibir cualquiera de esta información, por favor contacte a la escuela de su hijo al 727-547-7834. Usted puede llamar a la escuela entre las 7:05 am y 2:35 pm, de lunes a viernes y pedir hablar con Kathy Wickett, director(a), referente a esta solicitud. Se hará una cita para que usted venga a la escuela a ver esta información.

Kathy Wickett



Bay Point Elementary Magnet School

5800 22nd Street S. St Petersburg, FL 33712 727 552-1449
<http://www.baypoint-es.pinellas.k12.fl.us/>

Ms Sara DePerro
Principal

Dawn Lewis
Assistant Principal

Mrs. Subrenia
Ferguson
Secretary/Bookkeeper

Ms Ciera Negreth
Magnet Coordinator

Elizabeth Singh
Data Management
Tech

9/25/18

Dear Parents/Guardian,

Teacher out-of-field

Florida law requires Pinellas County Schools to notify parents and guardians when a teacher is assigned teaching duties in a class outside the field in which the teacher is certified. The following teacher is considered out-of-field until the have completed additional training.

Kristin Crosby

Subject: ESOL Endorsement

Ms. Crosby is currently pursuing her additional credentials to become in-field. I am confident she will provide excellent instruction in a safe learning environment to all of her students.

Sincerely,

Sara DePerro
Principal
Bay Point Elementary



State Board of Education

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2019-2020 Certification of Compliance for Constitutionally Protected Prayer

Having reviewed the United States Department of Education's (USED) February 1, 2003, *Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools*, pursuant to the requirement of 20 U.S. Code Section 7904(b), I hereby certify that

Pinellas County Schools
LEA name

has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary or secondary schools.

6/13/19

Superintendent or Designee Signature (Required) Date

The Florida Department of Education will certify compliance/non-compliance to USED by November 1, annually. Please upload the signed 2019-2020 Certification in the Title I, Part A application.

Resource Allocation Methodology- Pinellas County Schools

The Pinellas County School District employs a consistent methodology for determining and allocating educational resources and services to all schools. A tiered approach is utilized to ensure compliance with applicable state and federal law, while providing differentiated, equitable support to meet the unique needs of schools and their student populations.

Tier I

This base layer of support consists of resources and services that are ***required by state law***, and are ***provided for all schools using state and local funds***. These resources are identified and shared with school principals by Area Superintendents and Executive Directors. These include:

General Education Administrative and Instructional Personnel

- Principal- One principal per school
- Assistant Principal –One A.P. per elementary school; three A.P.s per middle school; and four A.P.s per high school
- Classroom teachers- 1:18 for Pre-K – 3rd grade; 1:22 for 4th – 8th grade; 1:25 for 9th – 12th grade
- Specialists (Art, Music, PE)
- ESOL instructional units- Allocated based on the number of English learners at lower levels of proficiency (Level 1s and 2s)

Exceptional Student Education (ESE) Personnel

- When the numbers of students with disabilities is determined (based upon the roll in FOCUS), the number of units for each school is identified. Unit allocations are based upon a staffing model that is determined by the disability category. An ESE teacher and one ESE associate per unit are provided from district operating funds. When a unit requires more associate support, the second associates are provided using IDEA funds. These additional associates are typically needed to support students who have a greater need.

Student Services Personnel

- Counselors- One counselor per elementary school; three counselors per middle school; and four counselors per high school.
- Social Workers- Allocations are differentiated, based on the number of ESOL students, number of students on free and reduced lunch, number of students missing 10% or more days, number of EBD units, number of ASD units, number of MMI units, number of 504s, and number of Pre-K units
- School Psychologists- based on student population, percentage of students below proficiency in reading, percentage of students below proficiency in math, number of VE unit, number of self-contained ASD/EBD/IND units, and number of Pre-K units

Extended Instructional Time

- Additional 30 minutes of reading instruction per day at L300 schools
- Summer reading camp (3rd grade)?

Instructional Materials- One textbook per student in core subjects (print or digital).

Instructional Technology- ???

Tier II

Once a base layer of support is determined and provided, additional resources and services may be allocated to address priority district initiatives that *may not be required by state law*. These supports are provided for all schools, using state and local funds. Examples of Tier II supports are:

- School Nurse- One nurse per school
- Bilingual Assistants- Allocated based on the number of students of a given language group
- Family & Community Liaison- .5 unit per school

Tier III

Once a base layer of support is determined and provided, additional resources and services may be allocated to strategically *support students with the greatest need*. These resources are also used to address priority district initiatives that *may not be required by state law*. Various funding sources are used, including supplemental academic instruction (SAI) funds, federal grant funds, and state and local grant funds. Examples of Tier III supports are:

- Districtwide Instructional Coaches
- Job-Embedded Instructional Coaches
- Teachers in Training
- Co-Teach Interventionists
- Extended School Day/Year Programs
- Recruitment and Retention Bonuses
- Paraprofessionals
- Social Worker
- MTSS Coaches
- Family & Community Liaison- additional .5 unit
- Supplemental technology
- Supplemental instructional materials and supplies