


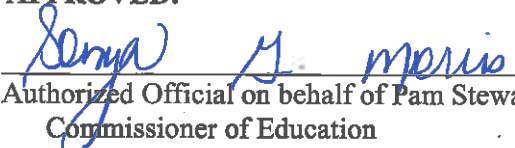
**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Lafayette County School District	<b>2 PROJECT NUMBER</b> 340-1107B-7CR01
<b>3 PROJECT/PROGRAM TITLE</b> Title VI Part B Subpart 2: Rural & Low-Income Schools Program (REAP)  TAPS 17A007	<b>4 AUTHORITY</b> 84.358B Title VI, Part B, Rural Education USDE or Appropriate Agency  FAIN#: S358B160009
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 09/15/2016 - 08/31/2017 Program Period: 09/15/2016 - 08/31/2017
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$20,862.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$20,862.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance

<b>9 TIMELINES</b>
<ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: 08/31/2017</li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: 10/20/2017</li> <li>Last date for receipt of proposed budget and program amendments: 07/31/2017</li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date(s) for program reports:</li> <li>Federal Award Date : 07/01/2016</li> </ul>

<b>10 DOE CONTACTS</b>	<b>Comptroller Office</b>	<b>Duns#: 084179415</b>
<b>Program:</b> Melvin Herring III	<b>Phone: (850) 245-0401</b>	<b>FEIN#: F596000691014</b>
<b>Phone:</b> (850) 245-0684		
<b>Email:</b> Melvin.Herring@fldoe.org		
<b>Grants Management:</b> Unit A (850) 245-0496		

<b>11 TERMS AND SPECIAL CONDITIONS</b>
<ul style="list-style-type: none"> <li>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.</li> <li>For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</li> </ul>

<b>12 APPROVED:</b>	
 Authorized Official on behalf of Pam Stewart Commissioner of Education	11/15/16 Date of Signing




**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.
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# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

2016 SEP 15 PM 3:13  
 RECEIVED  
 CONTRACTS & GRANTS UNIT

<b>Please return to:</b> Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b> Lafayette County District School Board 2016-2017  <b>TAPS NUMBER: 17A007</b> ✓	<b>DOE USE ONLY</b> Date Received
<b>B) Name and Address of Eligible Applicant:</b> Lafayette County District School Board 363 NE Crawford Street Mayo, FL 32066		<b>Project Number (DOE Assigned)</b>  340-1107B-7CR02 ✓
<b>C) Total Funds Requested:</b> \$ 19,661.00	<b>D) Applicant Contact &amp; Business Information</b>	
<b>DOE USE ONLY</b> <b>Total Approved Project:</b> \$	<b>Contact Name:</b> Gina Hart	<b>Telephone Numbers:</b> 386-294-4137
	<b>Fiscal Contact Name:</b> Tammi Maund	
	<b>Mailing Address:</b> 363 NE Crawford Street Mayo, 32066	<b>E-mail Addresses:</b> ghart@lcsbmail.net
	<b>Physical/Facility Address:</b> 363 NE Crawford Street Mayo 32066	<b>DUNS number:</b> 084179415 ✓ 975  <b>FEIN number:</b> 59-6000691
<b>CERTIFICATION</b>		
I, <u>Robert Edwards</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) <u></u> Signature of Agency Head		

DOE 100A  
Revised March 2015



Pam Stewart, Commissioner



A) NAME OF ELIGIBLE RECIPIENT:

B) Project Number( DOE USE ONLY): 340-1107B-7CR01

E) TAPS  
Number  
17A007

count	Activity	FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT
1	Provide oversight and administration of Federal Projects to coordinate/provide professional development for teachers and staff and provide services to at-risk populations.	6300	130	Other Certified Instructional Personnel - Administrator - Part-time salary for Project Director	0.190	\$ 14,833.00
2	Provide oversight and administration of Federal Projects to coordinate/provide professional development for teachers and staff and provide services to at-risk populations.	6300	210	Retirement - 7.52%	0.000	\$ 1,116.00
3	Provide oversight and administration of Federal Projects to coordinate/provide professional development for teachers and staff and provide services to at-risk populations.	6300	220	Social Security - 6.2%	0.000	\$ 920.00
4	Provide oversight and administration of Federal Projects to coordinate/provide professional development for teachers and staff and provide services to at-risk populations.	6300	220	Social Security - Medicare - 1.45%	0.000	\$ 216.00
5	Provide oversight and administration of Federal Projects to coordinate/provide professional development for teachers and staff and provide services to at-risk populations.	6300	230	Group Insurance - Group Insurance	0.000	\$ 1,179.00
6	Provide oversight and administration of Federal Projects to coordinate/provide professional development for teachers and staff and provide services to at-risk populations.	6300	240	Workers Compensation - Workers Compensation	0.000	\$ 42.00
7	Provide travel expense for administrator/project director to travel to state meetings.	6300	330	Travel - Hotel, mileage, meals and registrations for meetings/conferences.	0.000	\$ 652.13
8	Supplies for Administrator/Project Director.	6300	510	Supplies - Copy paper, note pads, paper, pens, pencils.	0.000	\$ 736.00
9	Expenses for LEA to administer Title VI project.	7200	790	Miscellaneous Expenses - Indirect Costs - 5.93%	0.000	\$ 1,167.87
	Total:				C) TOTAL	\$ 20,862.00

DOE 101

Revised August 2013







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INDIRECT COSTS  
PLAN B

	20,862 *	÷
5.93% →	1,0593	÷
	<del>94,137638</del>	=
	20,862.00	▼
Max	1,167.87	*

Line Item  
7200 790

	1,167.87	=
	1,237.00	+
Excess →	69.13	*

Line Item 6308 330

	69.13	+
	583.00	+
Travel →	652.13	*



## Strategies Determination

An LEA that receives Small, Rural School Achievement Program (SRSA) funds or Rural and Low-Income School Program (RLIS) funds under ESEA Sections 6213(b) and 6224(e) may use Title VI, Part B, Subpart 2 funds for defined authorized purposes. The funds must be used consistent with authorized use of federal funds and must be used to address the needs of disadvantaged students. Identify the strategies the LEA will implement for the 2015-2016 school year.

An LEA may implement the following strategies:

- Teacher recruitment and retention, including the use of signing bonuses and other financial incentives.
- Teacher professional development on the Florida Standards.
- Teacher professional development on the utilization of technology to improve teaching
- Teacher professional development to support quality instruction for students with disabilities
- Teacher professional development to support quality instruction for English language acquisition
- Educational technology, including software and hardware, to support digital curriculum.
- Parental involvement activities.
- Activities authorized under the Safe and Drug-Free Schools program under part A of Title IV.
- Activities authorized under part A of Title I.
- Activities authorized under Title III.

This past year the Title VI project funded 19% of the Director of Teaching and Learning Services salary in order to provide oversight and administration of professional development for teachers and staff in the following areas: Florida Standards, quality instruction for students with disabilities and English language acquisition, and in the utilization of instructional technology. The project will continue to fund the Director of Teaching and Learning Services salary at 19% of the current salary for the 2016-17 school year in order to maintain the oversight and administration of professional development in the areas mentioned above.

## Need Statements and Activities

*Communicate clearly the needs of the school, district, and/or students and what specifically it is that the district is attempting to achieve. Identify the need(s) to be addressed, the data along with the source(s) used to determine the need(s), and describe the activities that the LEA will implement to reach the intended student achievement goals/outcomes. Items from the Budget Narrative Form (DOE 101) should be linked to the activities indicated for this need. The following information should be provided for each identified need.*

### Activity 1

#### Identified Need

Improve the performance of students who are not achieving the grade level proficiency standards in Reading/ELA as designated by the state of Florida.

#### Performance Goals

GOAL 1 - Decrease the proportion of the cohort of students 4th -10th grade scoring non-proficient on Florida's adopted assessment(s) in reading, mathematics, and writing by 10 percent (%) each school year;  
GOAL 2 - Each participating LEA will decrease the proportion of all students scoring non-proficient on Florida's adopted assessment(s) in reading, mathematics, and writing by 10%;  
GOAL 3 - Cut the average gap between minority and non-minority 20% each school year;

#### Baseline Data

The Spring 2016 FSA Reading data reveals the LEA had 50% of all curriculum students scoring proficient as compared to the State percentage of 58%. The Spring 2016 FSA Math data reveals the LEA had 62% of all curriculum students scoring proficient as compared to the state percentage of 56%. Based on the data available, both schools, including the Title I A school, Lafayette Elementary, and the middle school / high school combination school, Lafayette High School are high performing schools. LES is a C and LHS is a B based on the 2016 School grade. The schools are not in DA status. The district is a B. The Title IA school, Lafayette Elementary made excellent gain in their third grade ELA score. They made 16 percentage points gain in students scoring proficient in English Language Arts – going from 45% scoring proficient to 61% scoring proficient. As a whole, Lafayette Elementary dropped 2 percentage points overall in grade 3 through 5 in ELA, going from 47% proficient in 2015 to 45% proficient in 2016. The state's average for grades 3-5 held constant at 53% proficient. Lafayette High School maintained their 49% proficient score in grades 6-8 as compared to the state's consistent score of 52% for 2015 and 2016. In 9-10 grade, LHS gained 3% in ELA going from 54% to 57%, and outperformed the state's average of 50% proficient 2016 score (this was down from 2015's 52% proficient). English Language Arts continues to be an area of need

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across the grade levels. FSA Math continues to be a solid strength in all of the grade levels for the district 62% of grades 3-8 scored level 3 or above on the FSA Math assessment compared to the state's average of 57% proficiency. 57% of grades 3-5 scored level 3 or above on the FSA Math assessment compared to the state's average of 58% proficiency. 67% of grades 6-8 scored level 3 or above on the FSA Math assessment compared to the state's average of 56% proficiency. The weakest area of concern is 8th grade FSA, 39% of 8th grade students scored 3 and above. This could be due to the fact that higher performing students took the Algebra I EOC in 8th grade instead of the FSA Math, with a showing of 84% scoring proficient 3 or above, compared to the state's average of 86% proficient for 8th graders. 9-12 grade students who took the Algebra I EOC for graduation credit scored much lower with 29% scoring proficient, it should be noted that there were 19 9th graders and 1 10th grader who took the Algebra I EOC for graduation credit. Overall, 69% of LHS students who took the Algebra I EOC scored level 3 and above compared to the state's average of 55%. Based on the 2016 ELA scores for both Lafayette Elementary (a Title IA school) and Lafayette High School (a non-Title IA school), both schools need to continue to focus on improving their English Language Arts, however, both schools indicated good growth in certain grade levels and minimum decreases overall. Both schools continue to gain or maintain their achievement in FSA Math, outperforming the state average in all but one grade level. More teacher training on differentiated instruction, higher level thinking and effective questioning may boost both Reading and Math student performance. Based on the 2016 EOC data available, Lafayette High School (a non-Title IA school) is exceeding the state's average performance scores in US History, Biology, Algebra I, and Algebra II.

**Activity Name and Description**

The LEA will provide a Director of Teaching and Learning Services (partially funded by Title VI) who will address the needs of at-risk children as well as the total student population. This position will direct all Title Programs, ELL and ESE Programs, and ensure the needs of all disadvantaged students are met. The Director will assist teachers and principals in analyzing data, providing/coordinating professional development on the Florida Standards and providing/coordinating professional development to support quality instruction for students with disabilities and students served by federal programs (Title IA, Title IC-Migrant, Title III-English Language Acquisition, Title X-Homeless). The position will ensure research-based instructional strategies are modeled appropriately, and necessary staff development is provided, to meet the needs of disadvantaged students and the total student population. The Director of Teaching

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and Learning will provide and/or will coordinate professional learning in data analysis, differentiated instruction, research-based teaching strategies, and math content.

**Supporting Evidence-based Research**

The Florida Comprehensive Needs Assessment-Final Report prepared by ESCORT states, "Getting serious about closing the achievement gaps will necessitate the professionalization." "This will only be achieved by providing regular and ongoing professional development." The Report also states, "An increased number of highly qualified education professionals need to be employed in or contribute to: planning, programming, and training of staff." The research shows there is a direct correlation between the quality of the instructor/instruction and student success. The needs assessment team (FL Comprehensive Needs Assessment) also identified a need to offer high quality, sustained and intensive staff development for students with disadvantages and special needs.

**Activity Frequency and Duration**

The Director of Teaching and Learning Services will be available full-time during the school year to coordinate/provide just in time assistance through data analysis, modeling teaching strategies for teachers, and coordinating professional development. Data analysis will occur at least 3 times annually (after progress monitoring administration) and as needed. Modeling, planning and observations will occur upon request or when the data indicate a need for assistance.

**Schools and Populations Addressed**

Assistance from the Director Teacher and Learning Services will be made available district-wide. The Director will schedule professional development in various areas including data analysis implementation of Florida Standards, Florida Standards Assessment (FSA) and working with low achieving subgroups to achieve Florida standards. Teachers can request assistance from the Director for a specific need.

**Supporting Budget Items**

Function 6300, Objects 130 (salary), 210 (Retirement), 220 (Social Security & Medicare Tax), 230 (Health Insurance), 240 (Worker's Compensation), 510 (Materials and Supplies) and Function 7200 Object 790 (Indirect Cost) Function 6300, Objects 130 (salary), 210 (Retirement), 220 (Social Security & Medicare Tax), 230 (Health Insurance), 240 (Worker's Compensation), 510 (Materials and Supplies) and Function 7200 Object 790 (Indirect Cost)

**Anticipated Outcome**

By the end of the 2016-2017 school year, the LEA as a whole, by participating in activities funded with Title VI, Part B funds, will increase proficiency by at least 10% on the 2016-17 FSA Reading assessment. By the end of the

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2016-2017 school year, the LEA as a whole, by participating in activities funded with Title VI, Part B funds, will increase proficiency by at least 10% on the 2016-17 FSA Math assessment.

**Monitoring Response**

4. The Director of Teaching and Learning will maintain records of professional learning activities with groups of teachers and individuals; and will maintain records of academic growth of these targeted students (progress monitoring and FSA scores). The Director will meet with the District Reading team after each progress monitoring and data will be reviewed to ensure the program is working properly and that student data is driving changes in instruction as needed. LEA wide FSA data will be analyzed for gains in proficiency scores by the district as a whole at the end of the year.

**Progress Evaluation**

The Director of Teaching and Learning Services will compare Spring 2017 FSA data in Reading and Math to Spring of 2016 FSA data, to determine if the 10% increase in scores occurs. This data will be the result for all curriculum students, not just the students served all year.

## Coordination and Collaboration

*If other sources besides Title VI, Part B, Subpart 2 are being used to fund the activities/ strategies identified, describe the programs and partners involved and the resources being provided.*

The LEA has made significant progress each year in improving student achievement in the past several years. One reason for this success has been maximizing our resources while avoiding duplication of services. Two excellent examples of the collaboration has been the implementation of federal projects district wide, Title I services at the elementary school and the use of instructional coaches in Reading and Math. These programs have been funded through multiple sources so students receive the maximum benefit from each program. The Title VI project is being used to partially fund the Director of Teaching and Learning Services who directs all federal programs (Title IA, IC, IIA, III, VI, X, ESE and ELL). Reading coaches have been utilized for a number of years and the district continues for the fourth year to have one administrator directing all federal programs district-wide. This administrator also coordinates and directs all professional learning in the district.



## Support for Reading/Strategic Imperatives

*Incorporate one or more of the Areas of Focus included in Florida's State Board of Education Strategic Plan:*  
<http://www.fldoe.org/core/fileparse.php/7734/urlt/0075039-strategicv3.pdf>

*Describe how the project will address the reading and math/science initiatives of the Department of Education. If applicable the LEA is to indicate strategies and tactics that will support and be aligned to the goals and priorities of the Florida's State Board of Education Strategic Plan and Public School System, Race to the Top goals, and Florida Standards. If applicable, include the LEA's use of funds to support Race to the Top (RTTT) goals:*  
<http://www.fldoe.org/arra/Racetothetop.asp> and Florida Standards (CCSS): <http://www.fldoe.org/eduaccsummit.asp>

### Reading initiatives

Planning and collaboration with other federal /local programs, by the Director of Teaching and Learning Services, allows maximum integration of services and initiatives of all programs. There is strong support for Reading by the Director's collaboration with Response to Intervention Coordinators (Rtl), reading coaches and all teachers at each school. Progress monitoring data is reviewed three times yearly. Rtl coordinators will meet with parents/teachers to develop a plan to help struggling students achieve success in Reading. Review and careful planning for both reading and math/science will help meet Strategic Initiatives and Florida Standards. Professional development on effective strategies to improve student performance further strengthens and improves student performance.

### NGSSS Areas of Focus

Progress monitoring data is reviewed three times yearly in order to monitor each student's progress towards proficiency of the Florida State Standards and 5th grade Science, 8th grade Science and 11th grade Science as addressed in the Next Generation Sunshine State Standards. Review and careful planning of science will help meet Strategic Initiatives and Next Generation Sunshine Standards.

### Race to the Top Goals

Not applicable.

### Florida Standards

Progress monitoring data is reviewed three times yearly in order to monitor each student's progress towards proficiency of the Florida State Standards and 5th grade Science, 8th grade Science and 11th grade Science as addressed in the Next Generation Sunshine State Standards. Review and careful planning of science will help meet Strategic Initiatives and Next Generation Sunshine Standards.

## Communicating and Reporting Student Outcomes

**Methods/strategies the LEA will use to communicate information about the project (application) to appropriate populations**

<b>Methods used for communicating information regarding project application</b>	<b>Population(s) addressed</b>	<b>Frequency / duration of communication</b>	<b>Language(s) made available</b>
School Advisory Council Meetings	Parent and Community representatives for all District School	SAC meetings are monthly at each school.	Reports are given in English and translated into Spanish and/or other languages as needed.
District Website <a href="http://lafayette.schooldesk.net/">http://lafayette.schooldesk.net/</a>	Parents and Community	The grant will be placed on the district website upon receipt of award notification of approved application and will remain there throughout the term of the grant.	Reports are given in English and translated into Spanish and/or other languages as needed.
Administrative Staff Meetings	All Administrators	Weekly	Reports are given in English and translated into Spanish and/or other languages as needed.
Annual Title I meetings, PTO meetings (LES), Back to School meetings, Pride Night (LES)	Parent and Community	Annual Title I meeting - At the beginning of the school year (Previous Year's Outcomes); PTO meetings - quarterly; Back to School meetings - at the beginning of the school year; Pride Night - 6-7 times per school year.	Spanish and/or other languages as needed.

**Methods/strategies the LEA will use to communicate and/or report student's outcomes to appropriate populations**

<b>Methods used for communicating information regarding project application</b>	<b>Population(s) addressed</b>	<b>Frequency / duration of communication</b>	<b>Language(s) made available</b>
School Advisory Council Meeting	Parents and Community	SAC meetings are monthly at each school.	Reports are given in English and translated into Spanish and/or other languages as needed.
District Website <a href="http://lafayette.schooldesk.net/">http://lafayette.schooldesk.net/</a>	Parents and Community	The grant will be placed on the district website upon receipt of award notification of approved application and will remain there throughout the term of the grant.	Reports are given in English and translated into Spanish and/or other languages as needed.
Annual Title I meetings, PTO meetings (LES), Back to School meetings, Pride Night (LES)	Parents and Community	Annual Title I meeting - At the beginning of the school year (Previous Year's Outcomes); PTO	Spanish and/or other languages as needed.

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		meetings - quarterly; Back to School meetings - at the beginning of the school year; Pride Night - 6-7 times per school year.	
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**Methods/strategies the LEA will use to communicate and/or report on program outcomes to appropriate populations**

Methods used for communicating information regarding project application	Population(s) addressed	Frequency / duration of communication	Language(s) made available
School Advisory Council Meetings	Parent and Community representatives for all District School	SAC meetings are monthly at each school.	Reports are given in English and translated into Spanish and/or other languages as needed.
District Website <a href="http://lafayette.schooldesk.net/">http://lafayette.schooldesk.net/</a>	Parents and Community	The grant will be placed on the district website upon receipt of award notification of approved application and will remain there throughout the term of the grant.	Reports are given in English and translated into Spanish and/or other languages as needed.
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Annual Title I meetings, PTO meetings (LES), Back to School meetings, Pride Night (LES)	Parents and Community	Annual Title I meeting - At the beginning of the school year (Previous Year's Outcomes); PTO meetings - quarterly; Back to School meetings - at the beginning of the school year; Pride Night - 6-7 times per school year.	Spanish and/or other languages as needed.

## Evaluation of Previous Year's Rural & Low Income Schools Program Project

*The LEA will need to address the outcomes of the activities implemented in the previous year's Title VI application. In your response please identify each need statements, anticipated outcome statements, and the actual outcome results. Do not address anticipated outcomes for the current year.*

School Accountability Reports, School Grades and Schools Report Cards: <http://schoolgrades.fldoe.org/>  
 School Public Accountability Reports (SPAR): <http://doeweb-prd.doe.state.fl.us/eds/nclbpar/index.cfm>  
 Graduation and Dropout Data: <http://www.fldoe.org/eias/eiaspubs/>

**Outcomes of students' academic achievement that resulted from implementation of strategies described in the LEA's previous year's Rural & Low Income Schools Program application**

2015-2016 Need Statements	2015-2016 Anticipated Outcome Statements related to activities implemented for this need	2015-2016 Actual Outcome Statements as a result of the activities implemented to meet this need
<p>&lt;p&gt; Improve the performance of students who are not achieving the grade level proficiency standards as designated by the state of Florida.&amp;nbsp;&amp;nbsp; &lt;/p&gt; &lt;p&gt; &amp;nbsp;  &lt;/p&gt;</p>	<p>&lt;p&gt; By the end of the 2015-2016 school year, the LEA as a whole, by participating in activities funded with Title VI, Part B funds, will increase proficiency by at least 10% on the 2015-16 FSA Reading assessment.&lt;/p&gt; &lt;p&gt; By the end of the 2015-2016 school year, the LEA as a whole, by participating in activities funded with Title VI, Part B funds, will increase proficiency by at least 10% on the 2015-16 FSA Math assessment.&lt;/p&gt;</p>	<p>The district reviewed the 2015-16 FSA Reading/ELA and Math data as the measure of proficiency district-wide. The 2015-16 FSA Reading data revealed the LEA had 50% of all curriculum students scoring proficient as compared to the state percentage of 52%. The district did not meet the anticipated achievement outcome goal of a 10% increase of students scoring proficient in FSA Reading/ELA. The district had an actual gain of 1% when compared to 14-15 FSA Reading/ELA achievement of 49% of all curriculum students scoring proficient. The 2015-16 FSA Math data revealed the LEA had 62% of all curriculum students scoring proficient as compared to the state percentage of 57%. The district did not meet the anticipated achievement outcome goal of a 10% increase of students scoring proficient in FSA Math. The district had an actual loss of 2% when compared to the 14-15 FSA Math achievement of 64% of all curriculum students scoring proficient in FSA Math.</p>

*Based on students' academic achievement results, what contributed to the LEA's success or lack of success in meeting each of the Title VI anticipated outcome(s) as a result of the activities/strategies implemented to address this need. Response should be based on the previous year's Title VI application.*

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The district offers the following information of available achievement results to show we are reviewing and tracking student progress in all areas of their education. As for the district being able to provide a concrete determination of success, or lack of success, of the program's activities/strategies; the district reviewed 2016 FSA results and other 2015-16 school year progress monitoring assessment information in order to monitor student achievement. In reviewing 2016 FSA results, the 1% increase in Reading proficiency by the LEA as a whole missed the intended goal (of a 10% increase) by 9%, however, the 1% increase of all curriculum students is seen as continual improvement toward success. The systematic review of student Reading data and careful instructional planning for reading is believed to have contributed to this success in Reading. The 2% decrease in Math proficiency as measured by the 2016 FSA for the LEA as a whole, could be the result of the LEA choosing not to have 8th grade Algebra I students take the Algebra I EOC AND the FSA, in other words, double test. Historically, the higher achieving students are the students who typically enroll in Algebra I in 8th grade. We are a small district, with a very small population. One or two students can equal a percentage point. When reviewing 2016 progress monitoring data at the elementary school using the Discovery Ed progress monitoring assessment, Reading continues to be a need in all grades, however, significant areas of concern are seen in Speaking/Listening in 2nd grade, Language in 3rd grade, Writing in 2nd, 3rd and 4th grade, in Information in 3rd grade and 4th grade. Math appears to continue to be much stronger in all of the grade levels with the weakest areas of concern in Fractions in 3rd grade, Measurement and Data in 3rd grade as well as 4th grade. When reviewing the 2016 progress monitoring data at the middle/high school using the district created benchmark assessments, English Language Arts continues to be a need in all grade levels 6-12, however significant areas of concern are seen in the area of inferential comprehension and in the area of assimilating knowledge and ideas. Grades 6-12 out performed the state in FSA Math in all but one grade level (8th grade). As already discussed above, this could be the result of the LEA choosing not to have 8th grade Algebra I students take the Algebra I EOC AND the FSA, in other words, double test. Historically, the higher achieving students are the students who typically enroll in Algebra I in 8th grade. We are a small district, with a very small population. One or two students can equal a percentage point. The district created benchmark Math tests were within 20 percentage points of predicting student proficiency with exception of the 8th grade benchmark Math test. The LEA believes the 8th grade benchmark Math test should be revised to be more rigorous in order to yield more reliable results of student performance. Based on the 2016 EOC data available, Lafayette Middle/High School is exceeding the state's average performance scores in US History, Biology, Algebra I, and Algebra II. Again, district subject area benchmark test scores were within 20% points of predicting student proficiency. Teachers worked this summer (June, 2016) on revising all district benchmark tests by upping the rigor of the assessment items in order to be a more valid and reliable indicator of student achievement.

*Identify and describe progress made in meeting the Title VI Performance Goal(s) indicated for this need. Include in description what contributed to the LEA's success or lack of success in meeting each Title VI Goal(s) indicated.*

As stated previously, based on 2016 FSA results, the 1% increase in Reading proficiency by the LEA as a whole missed the intended goal by 9%, however, the 1% increase of all curriculum students is seen as continual improvement toward success. The systematic review of student Reading data and careful instructional planning for reading is believed to have contributed to this success in Reading. The 2% decrease in Math proficiency as measured by the 2016 FSA for the LEA as a whole, could be the result of the LEA choosing not to have 8th grade Algebra I students take the Algebra I EOC AND the FSA, in other words, double test. Historically, the higher achieving students are the students who typically enroll in Algebra I in 8th grade. We are a small district, with a very small population. One or two students can equal a percentage point.

*If applicable and no needs were indicated related to high school graduation and/or student dropout issues, describe how the activities implemented indirectly addressed the LEA's graduation and student dropout concerns. Include some of the successes in these areas.*

In the area of Reading proficiency, the systematic review of reading progress and careful instructional planning indirectly addressed both the LEA's graduation and student drop out concerns. High school students on track to graduate are intensely remediated through extra Reading Intervention classes in order to improve their Reading proficiency scores. The continuous review and analysis of their Reading data improves instructional practice and maintains focus on diagnosed issues. The LEA's graduation rate is high and the student dropout rate is low.

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***NOTE: The Florida Public School Graduation and Dropout Data are normally released in November/December after the submission of the Title VI Application. LEAs implementing activities to address these areas should provide an addendum/update when that data is released to provide the actual outcome of the activities implemented and the LEA progress in meeting the Title VI Performance Goals that were indicated.***