

EXECUTIVE SUMMARY

Grant 072313-A

Grant Program	Best Buy's Community Grants – Helping Teens Build 21 st Century Technology Skills	
Status	New - Competitive	
Funds Requested	\$9,924	
Financial Impact Statement	The potential positive financial impact, if funded, is \$9,924. The source of funds is Best Buy's Children's Foundation. There is no additional financial impact to the District.	
Schools included	Attucks Middle School	
Managing Department/School	The school will manage their grant activities and funds.	
Source of Additional Information	Holly Berline	754-321-2260
	Nicole Kasuboske	754-323-3000
	Errol Evans	754-323-3000
Project Description	Best Buy awards grants to provide teen with places and opportunities to develop technology skills that inspire future education and career choices through the Best Buy Children's Foundation. Attucks Middle School requested funds to purchase hardware and digital cameras for the Communications and Broadcast Arts Magnet Program's ABC Afterschool Program. The program affords Title I students selected by their teachers the opportunity to utilize technology in a smaller setting. Students receive individualized support with online skills practice targeting their specific learning styles. The grant was written and developed by Nicole Kasuboske, a Science Coach at Attucks Middle School.	
Evaluation Plan	Students will take a pre-test in September 2013 and a post-test in May 2014 consisting of basic skills in TV production and digital imaging; and oral and written communication skills measured through creating, expressing, and interpreting information and ideas to measure learning gains. Assessment will be based on the National Educational Technology Standards (NETS) developed by the International Society for Technology in Education (ISTE®). By May 2014, 85% of the students participating in the ABC Afterschool Program will achieve at least 80% accuracy as measured by the post-test. Student projects and digital submissions will become components of the school's website.	
Research Methodology	Research shows that extended learning opportunities for students positively impact the cognitive and affective components of development. In addition, upgrading the quality and sophistication of instructional support technology is critical to the development of 21 st Century technology skills. This project is consistent with District Strategic Plan Goal 1: High Quality Instruction; Objective – Reduce and eliminate achievement gaps; Tactic – Integration of 21 st century skills.	

EXECUTIVE SUMMARY

Grant 072313-B

Grant Program	District Evaluation System Monitoring
Status	New - Race to the Top-Discretionary Funds
Funds Requested	\$150,000 for one year 2013-2014
Financial Impact Statement	The positive financial impact is \$150,000. The source of the funds is the Florida Department of Education. There is no additional financial impact to the school district.
Schools included	All schools
Managing Department/School	Office of Talent Development
Source of Additional Information	Mildred Grimaldo 754-321-2264 Dr. Elisa Calabrese 754-321-5044
Project Description	<p>The goal of this project is to further develop school administrators on effective monitoring practices of the district's teacher evaluation system (BrIDGES). This project will deliver <i>Side-by-Side Coaching/Instructional Rounds</i> as well as The Discipline Leader sessions to help build inter-rater reliability among observers.</p> <p><u>Instructional Rounds:</u> The primary purpose of Instructional Rounds for observers is to offer onsite principal coaching sessions where an expert Marzano consultant facilitates a team of 1-5 observers/principals in the classroom observation process. The Marzano consultant and principals participate in a briefing to establish goals for the Instructional Rounds/Side-by-Side Coaching, followed by classroom visits. During the debriefing, principals share their observation data and learn ways to provide specific meaningful feedback to teachers and engage in collegial conversation on next steps in improving their practice as instructional leaders.</p> <p><u>The Disciplined Leader:</u> This seminar, delivered by the Leadership and Learning Center (LLC), focuses on assisting observers in managing time to conduct effective observations and structuring operations to maximize staff strengths and improve student learning.</p>
Evaluation Plan	The proposed program will ensure that the protocol standards for planning, learning, implementing, and evaluating are part of the professional learning offerings. Monitoring of the progress of the program will assess the degree to which the program has fidelity of implementation and efficacy and sustainability. Survey data will be used to determine perceived impact of the professional learning identified outcomes. The data measures changes in attitude and beliefs and gains in knowledge from observers and those being observed. The perception data will be collected through pre-post surveys.
Research Methodology	The Instructional rounds and Marzano Custom sessions are based on the research conducted by Robert Marzano. <i>Instructional Rounds</i> are one of the most valuable tools that a school or district can use to enhance teachers' pedagogical skills, develop a culture of collaboration, and build rater reliability among observers.

EXECUTIVE SUMMARY

Grant 072313-C

Grant Program	Multiagency Services Network for Students with Emotional /Behavioral Disabilities Projects (SEDNET)						
Status	Continuation - Non Competitive						
Funds Requested	Dollar amount is allocated by the Florida Department of Education. The grant has three parts General Revenue, IDEA and IDEA Part B. This year the total dollar amount allocated for each part of the grant is \$128,000 for one year. There is a possibility of a 9% reduction due sequestration of funds. The current grant sunsets June 30, 2013.						
Financial Impact Statement	The potential positive financial impact, if funded, is \$128,000. The source of funds is Florida Department of Education. There is no additional financial impact to The School District.						
Schools included	District Wide						
Managing Department/School	SEDNET- Special Education and Supports						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Kareen Torres</td> <td style="text-align: right;">754-321-2260</td> </tr> <tr> <td>Charlene Grecsek</td> <td style="text-align: right;">754-321-2560</td> </tr> <tr> <td>Kathrine Francis</td> <td style="text-align: right;">754-321-2560</td> </tr> </table>	Kareen Torres	754-321-2260	Charlene Grecsek	754-321-2560	Kathrine Francis	754-321-2560
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Charlene Grecsek	754-321-2560						
Kathrine Francis	754-321-2560						
	<p>SEDNET provides an intensive integrated educational program to include a continuum of mental health treatment services to enable students with or at-risk of emotional/behavioral disabilities to develop appropriate behaviors and demonstrate academic and career education skills.</p> <p>For the 2012-2013 grant cycle, the following outcomes/goals are identified for SEDNET Region 10: (1) Support and represent the needs of students in each school district in joint planning with fiscal agents of children’s mental health funds, including the expansion of school-based mental health services, transition services, and integrated education and treatment programs; (2) Improve coordination of services for children with or at-risk of emotional/behavioral disabilities and their families by assisting multi-agency collaborative initiatives to identify critical issues and barriers of mutual concern and develop local response systems that increase home and school connections and family engagement; (3) Assist school districts in the development and implementation of policies, procedures, and practices concerning the use of restraint and seclusion, including the provision of technical assistance to promote the reduction of any unnecessary use of seclusion and restraint; (4) Increase parent and youth involvement and development with local systems of care; (5) Facilitate student and family access to effective services and programs for students with and at-risk of emotional/behavioral disabilities that include necessary educational, residential, and mental health treatment services, enabling these students to learn appropriate behaviors, reduce dependency, and fully participate in all aspects of school and community living.</p>						
Evaluation Plan	SEDNET Region 10 will use research-based best practices to support local district efforts addressing the following Indicators: (1) Indicator 1 – Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma; (2) Indicator 2 – Percent of youth with IEPs dropping out of high school; (3) Indicator 4 – Rates of suspension and expulsion; (4) Indicator 13 – Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals; and (5) Indicator 14 – Percent of youth with IEPs who are no longer in high school who are transitioning into the community and world of work.						

EXECUTIVE SUMMARY

	<p>The goals and objectives of the SEDNET Project will be monitored in accordance with the Project Design stated in the grant proposal. This includes maintaining and updating, on a quarterly basis, the DOE database which includes 3 specific areas: deliverables; service delivery, and training. Data for the grant is tracked in Department of Education Project Tracking System database.</p>
Research Methodology	<p>In developing SEDNET's goals and objectives for 2012/2013, the Project Manager used research from: (1) <i>Collaboration: What Makes it Work, 2nd edition</i>, (2001). Mattessich, Murray-Close, Monsey; (2) <i>Pathways to Competence; Encouraging Social and Emotional Wellness in Young Children, 2nd edition</i> (2009). Landy. <i>Disseminating Treatments for Trauma Related Disorders in Children and Adolescents</i>, SAMHSA office promising best practices; and (3) <i>Child Parent Psychotherapy</i>, Lieberman & Van Horn, 2006. Trauma Informed Care Best Practices (SAMHSA website). Understanding Suicidology (http://preventsuicide.fmhi.usf.edu/).</p>

EXECUTIVE SUMMARY

Grant 072313-D

Grant Program	The NEA Foundation Student Achievement Grant	
Status	New - Competitive	
Funds Requested	\$5,000	
Financial Impact Statement	The potential positive financial impact, if funded, is \$5,000. The source of funds is The NEA Foundation. There is no additional financial impact to the District.	
Schools included	Lyons Creek Middle School	
Managing Department/School	The school will manage their grant activities and funds.	
Source of Additional Information	Holly Berline	754-321-2260
	Amy Schuk	754-322-3700
	Ted Toomer	754-322-3700
Project Description	<p>The NEA Foundation supports new ideas and practices that strengthen teaching and learning by funding and sharing successful strategies that educate and prepare students for bright futures. Lyons Creek Middle School requested funds for <i>Solving and Creating with Math and Science</i>, a program to demonstrate mastery of grade level curriculum by creating tutorials, graphic novels, and songs that demonstrate their understanding of scientific notation, solving equations, Pythagorean theorem, and subatomic particles. Using iPad applications such as ShowMe, ComicLife and GarageBand, this project requires students to work together to plan, create, and present math and science topics, developing real life skills through multi-lingual, multi-media product creations that link academic information to real life examples. The grant was written and developed by Amy Schuck, a teacher at Lyons Creek Middle School.</p>	
Evaluation Plan	<p>The student created materials will be used as authentic assessments. For example, Students can use Comic Life to evaluate the validity of a student's answer by creating a comic and using the narration bubbles to defend or support the steps of a math problem that were displayed. Final products will be graded using both teacher and student generated rubrics.</p>	
Research Methodology	<p>A study done by Houghton Mifflin Harcourt in California showed that middle school students using iPads saw their math test scores increase 20% in one year compared to students using traditional textbooks. <i>Source: CNN Tech.</i> ShowMe empowers users to create, search and share lessons, and has emerged as a leader in the digital education revolution ushered in by the iPad. Comic Life is a game-changing app that allows students to create posters or comic books full of rich media. The app helps teachers pull the most valuable materials from students and tackles all levels of Bloom's Taxonomy. Comic Life can be used throughout many segments of a lesson plan, ranging from an anticipatory set to a summative assessment of a student's proof of mastery for any standard in any subject level. Garageband is a versatile application that can give students the chance to practice oral language skills, improve reading fluency, enhance the mood of their stories with original musical scores, and create educational podcasts for others. This project is consistent with District Strategic Plan Goal 1: High Quality Instruction; Objective – Increase 8th graders proficient in reading, math, and science from 41% to 57%; Tactic – Integration of 21st century skills.</p>	

EXECUTIVE SUMMARY

Grant 072313-E

Grant Program	School Improvement Grant 1003(g)
Status	Continuation- Competitive
Funds Requested	\$5,250,000 per year
Financial Impact Statement	The potential positive financial impact, if funded, is \$5,250,000 per year. The grant is entering its second year of a three-year cycle. The source of funds is the U.S. Department of Education through the Florida Department of Education. There is no additional financial impact to the District.
Schools included	Dillard Elementary, Imagine North Lauderdale Elementary Charter, Dr. Martin Luther King, Jr. Elementary, North Fork Elementary, North Lauderdale Elementary, and Walker Elementary
Managing Department/School	Office of Strategic Achievement
Source of Additional Information	Kareen Torres 754-321-2260 Ms. Veda Hudge 754-321-1890 Dr. Desmond Blackburn 754-321-3800
Project Description	School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State Educational Agencies (SEAs), to local educational agencies (LEAs) for use in Florida's persistently lowest-performing schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make Annual Measurable Objectives to build capacity towards sustainability.
Evaluation Plan	The six SIG schools will be evaluated periodically through the Comprehensive Instructional Monitoring Process involving State and District personnel. The state review will be based on the 24 SIG indicators listed in the grant.
Research Methodology	The Office of Strategic Achievement will use the Florida Continuous Improvement Model for instructional reform that includes the Plan, Do, Study, Act model. The instructional reforms will be research-based programs with a history of improving student achievement. Science, Technology, Engineer, and Math (STEM) labs will be utilized in these schools as well as electronic classrooms. The use of School-based Coaches, National Board Certified Teachers, and Instructional Leaders with a background in urban schools, have been proven to show significant improvement in struggling urban schools.

EXECUTIVE SUMMARY

Grant 072313-F

Grant Program	Toolbox for Education Grant	
Status	New - Competitive	
Funds Requested	\$5,000	
Financial Impact Statement	The potential positive financial impact, if funded, is \$5,000 per year. The source of funds is Lowe's. There is no additional financial impact to the District.	
Schools included	Bair Middle School	
Managing Department/School	The school will manage their grant activities and funds.	
Source of Additional Information	Holly Berline	754-321-2260
	Christine Clock	754-322-2900
	Clarissa Coddington	754-322-2900
Project Description	The Lowe's Toolbox for Education program invites schools, in partnership with parent-teacher groups, to apply for grants for a wide range of school improvement projects. Bair Middle School, a Title I school with low parent participation, requested funds to create a <i>Parent Involvement Center</i> . The Center will provide a warm and inviting place for faculty, parents, volunteers, and community members to work together to raise student achievement. It would be used as a training center for parent nights and provide technology resources for volunteers who tutor students. The grant was written and developed by Christine Clock, a teacher at Bair Middle School.	
Evaluation Plan	The Parent Involvement Center would serve to increase parent involvement and parent and student access to technology. Work on rewiring and retrofitting an available classroom to create a lab and technology-enabled parent center is expected to be complete in the Fall of 2013.	
Research Methodology	"When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more" [A New Wave of Evidence , a report from Southwest Educational Development Laboratory (2002)]. This project is consistent with District Strategic Plan Goal 3: Effective Communication; Tactic – Family and Community Engagement.	