

**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Brevard County School District	<b>2 PROJECT NUMBER</b> 050-2124B-4CB01	
<b>3 PROJECT/PROGRAM TITLE</b> Title I, Part A - Improving the Academic Achievement of the Disadvantaged (TIPA)  <p align="center"><b>TAPS 24A001</b></p>	<b>4 AUTHORITY</b> <b>84.010A PL 114-95 ESSA 2015, Title I, Part A</b> <b>USDE or Appropriate Agency</b>  <b>FAIN#: S010A230009</b>	
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2023 - 06/30/2024 Program Period:07/01/2023 - 06/30/2024	
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget:     \$18,434,970.00 Amendment Amount: Estimated Roll Forward:         \$2,000,000.00 Certified Roll Amount: Total Project Amount:            \$20,434,970.00	<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: <span style="float: right;"><u>06/30/2024</u></span></li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: <span style="float: right;"><u>08/20/2024</u></span></li> <li>• Last date for receipt of proposed budget and program amendments: <span style="float: right;"><u>05/31/2024</u></span></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 : <span style="float: right;"><u>07/01/2023</u></span></li> </ul>		
<b>10 DOE CONTACTS</b> <b>Program:</b> Dr. Dinh Nguyen Phone: (850) 245-0811 Email: <a href="mailto:Dinh.Nguyen@fldoe.org">Dinh.Nguyen@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0735	<b>Comptroller Office</b> <b>Phone:</b> (850) 245-0401  <b>UEI#:</b> M2CKC5FG3MD6 <b>FEIN#:</b> F596000522003	
<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, 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.</li> <li>• 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.</li> <li>• The Department’s approval of this contract/grant does not excuse compliance with any law.</li> </ul>		
<b>12 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">   <hr style="width: 100%;"/>           Authorized Official on behalf of the            Commissioner of Education         </div> <div style="text-align: center;"> <u>10/25/2023</u>            Date of Signing         </div> <div style="text-align: right;">  </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.

# Elementary and Secondary Education Act (ESEA) Federal Programs

## Florida 2023-24 ESEA Federal Program Applications

Project Application (DOE 100A)

UEI Number **M2CKC5FG3MD6**

**Brevard**

Program Name		Project Number	TAPS Number	2023-24 Preliminary Allocation	Requested Allocation	Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
Type an "X" in the green box below for the program(s) in which the LEA is applying for funds.							
X	Title I, Part A	050-2124B-4CB01	24A001	\$18,434,970.00	\$18,434,970.00	\$2,000,000.00	\$20,434,970.00
	Title I, Part C		24A020	\$0.00	\$0.00		\$0.00
	Title I, Part D, Subpart 2		24A009	\$175,041.00	\$0.00		\$0.00
	Title II, Part A		24A011	\$2,395,814.00	\$0.00	\$0.00	\$0.00
	Title III, Part A		24A014	\$445,044.00	\$0.00	\$0.00	\$0.00
	Title IV, Part A		24A120	\$1,335,492.00	\$0.00	\$0.00	\$0.00
	Title V, Part B, Subpart 2		24A007	\$0.00	\$0.00		\$0.00

As the official who is authorized to legally bind the agency/organization, I 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.

Dr. Mark Rendell

Printed Name of Agency Head

 Signature of Agency Head	Superintendent Title	8/22/23 Date
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## Elementary and Secondary Education Act (ESEA) Federal Programs

Florida's 2023-24 ESEA Federal Programs Application	
<i>Brevard</i>	
UEI Number	M2CKC5FG3MD6
Fiscal Contact Information	
Fiscal Contact Name	Teresa Michael
Title	Federal Fund Accountant
Phone Number	321-633-1000 Ext.11678
Contact Email	michael.teresa@brevardschools.org
Title I, Part A	
Program Contact Name	Dan Keane
Title	Title I Coordinator
Phone Number	321-633-1000 Ext.11354
Contact Email	keane.dan@brevardschools.org
Title I, Part C	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title I, Part D, Subpart 2	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title II, Part A	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title III, Part A	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title IV, Part A	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title V, Part B, Subpart 2	
Program Contact Name	
Title	
Phone Number	
Contact Email	

# Florida 2023-24 ESEA Federal Program Assurances

## General Assurances [\(Click here to access documents related to General Assurances\)](#)

**assurance 1:** The Local Educational Agency (LEA) has on file with the FDOE, Office of the Comptroller, and 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. 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.

**assurance 2:** The LEA assures that they will comply with all applicable supplement not supplant requirements under ESEA. [Sections 1118(b), 1304(c)(2), 1415(b), 2301, 3115(g), 4110, 5232 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015].

**assurance 3:** The LEA assures that they will comply with the K12 ESEA Common Federal Program Guidance.

**assurance 4:** The LEA assures, as appropriate, that stakeholder collaboration across multiple programs will occur as outlined under ESEA.

**assurance 5:** The LEA assures that a comprehensive needs assessment is conducted that takes into account information on the academic achievement of children in relation to the challenging state academic standards.

**assurance 6:** The LEA assures that timely and meaningful consultation occurs between LEA and private school officials before any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs subject to equitable participation. [Section 8501(a)(1)]

**assurance 7:** The LEA assures they will periodically monitor and evaluate the effectiveness of the activities approved within the program application.

**assurance 8:** The LEA assures compliance with all state laws and regulations, including the State Board of Education rules.

## Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

**assurance 1: Migratory Children:** The LEA assures that migratory and formerly migratory children who are eligible to receive services under Title I are selected to receive such services on the same basis as other children who are selected to receive services under the Title I program. [Section 1112(c)(1)].

**assurance 2: Private Schools:** The LEA assures that it will provide services to eligible children attending private elementary schools and secondary schools per section 1117, and timely and meaningful consultation with private school officials regarding such services unless there are no eligible private schools identified. [Section 1112(c)(2)].

**assurance 3: NAEP:** The LEA assures that it will participate, if selected, in the National Assessment of Educational Progress (NAEP) 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 [Section 1112(c)(3)].

**assurance 4: Cross Coordination:** The LEA assures that it will coordinate and integrate services provided under Title I 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 youths, to increase program effectiveness, eliminate duplication, and reduce fragmentation of the

**assurance 5: Child Welfare Agency Point of Contact:** The LEA assures that it will collaborate with the State 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. [Section 1112(c)(5)(A)].

**assurance 6: Certification:** The LEA assures that all teachers and paraprofessionals working in a program supported with funds under Title I meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification [Section 1112 (c)(6)].

**assurance 7: Early Childhood Education:** The LEA assures that in the case the LEA chooses to use Title I, Part A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, such services comply with the performance standards established under section 641A(a) of the Head Start Act [Section 1112(c)(7)].

**assurance 8: Parents Right-To-Know:** The LEA assures parents are notified appropriately according to the "Parents Right-To-Know" provision. [Section 1112(e)(1)(A-B)].

**assurance 9: Collaboration:** The local educational agency (LEA) assures that its plan was 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 with parents of children in schools served under Title I. [Section 1112(a)(1)(A)].

**assurance 10: Coordination of Programs:** As appropriate, the LEA assures the plan is coordinated with other programs under ESEA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 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. [Section 1112(a)(1)(B)].

**assurance 11: Child Welfare Agency Procedures:** The LEA assures they will collaborate with the state or local child welfare agency to develop 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. The procedures 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)); and ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if: 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; or the LEA and the local child welfare agency agree to share the cost of such transportation. [Section 1112(c)(5)(B)].

**assurance 12: Parent Consultation:** The LEA assures that in order to receive parent and family engagement funds under section 1116 the agency will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [Section 1116(a)(1)].

**assurance 13: School Parent and Family Engagement Policy:** The LEA assures that the following requirements outlined in section 1116(b)(1-4) are met: (1) Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and assurances 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school; (2) If the school has a parent and family engagement policy that applies to all parents and family members, a such school may amend that policy, if necessary, to meet the requirements of this subsection; (3) If the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, the LEA may amend that policy, if necessary, to meet the requirements of this subsection; and (4) If the plan under section 1112 is not satisfactory to the parents of participating children, the LEA shall submit any parent

**assurance 14: Policy Involvement:** The LEA assures that each school served under this part shall meet the following requirements outlined in section 1116(c)(1-5): (1) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; (2) Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; (3) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; (4) provide parents of participating children — (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and (5) if

**assurance 15: Shared Responsibilities for Student Achievement:** The LEA assures that the following requirements outlined in section 1116(d)(1-2) are met: as a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve Florida's challenging academic standards. Such compact shall (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a

**assurance 16: Building Capacity for Involvement:** To assure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school, and LEA funded under Title I will meet the provisional requirements as outlined in section 1116(e)(1-5 and 14). [Section 1116(e)].

**assurance 17: Accessibility:** In carrying out the parent and family engagement requirements under Title I, LEAs, and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, in a language such parents understand. [Section 1116(f)].

**assurance 18: Family Engagement in Education Programs:** The LEA assures that in a state operating a program under part E of Title IV, each LEA or school that receives assistance under this part shall inform parents and organizations of the existence of the program. [Section 1116(g)].

**assurance 19: Private School Consultation:** The LEA assures that after timely and meaningful consultation with appropriate private school officials, it will provide special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits that address the needs of eligible children identified under section 1115(c); and, ensures that teachers and families of eligible children participate, on an equitable basis, in services and activities according to section 1116. [Section 1117(a)(1)(A) and (B)].

**surance 20: Private School and LEA Agreement:** The LEA assures that after conducting the timely and meaningful consultation with appropriate private school officials, it will submit a copy of the agreement between the LEA and the private school to the FDOE ombudsman in the Office of Grants Management. [Section 1117(b)(1)].

**surance 21: Affirmation of Agreement:** The LEA assures that it will submit to the FDOE ombudsman a written affirmation, signed by officials of each participating private school, that the meaningful consultation required by this section has occurred. The written affirmation shall provide 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 for eligible private school children. If such officials do not provide such affirmation within a reasonable time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation has taken place to

**surance 22: Supplement, Not Supplant Methodology:** The LEA assures that it will be in compliance stipulated in paragraph (1) concerning supplement and not supplant requirements. To address this compliance, the LEA assures that it has a methodology used to allocate state and local funds to each school receiving assistance under this part is in place to ensure 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. [Section 1118(b)(1-2)].

**surance 23: Public School and Non-Public School Eligibility Survey (PSES/NPSES):** The LEA assures they are in compliance with the PSES and NPSES guidelines to properly rank and serve their Public K-12 schools and to determine an equitable proportion of funds. [Sections 1113(a)(3) and 1117(a)(4)].

**surance 24: English Language Learners (ELLs) Notification Requirements:** The LEA assures that it will comply with the requirements outlined in section 1112(e)(3)(A-B): the use of Title I, Part A and/or Title III funds 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 using the 'Annual Parent Notification Letter' of an English learner identified for participation or participating in such a program. For children who have not been identified as English learners before the beginning of the school year, but are identified as English learners during the such school year, the LEA shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter.' [Sections 1112(3)(A) and (B)].

**surance 25: Comparability:** The LEA assures that it will be in compliance with the requirements provided in section 1118(c)(2)(A) to ensure the following comparability requirements are met: an LEA-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; or a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. [Section 1118(c)(2)(A)].

**surance 26: Constitutionally Protected Prayer:** The LEA assures they will certify in writing to the Department that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools. An LEA must provide this certification to the Bureau of Federal Educational Programs by October 1 of each year. [Section 8524(b)].

**surance 27: Schoolwide Programs:** The LEA will ensure that all schools operating Schoolwide Programs under Title I, Part A will develop and implement a Schoolwide program plan that is developed in compliance with all requirements per Section 1114 (b).

## **itle I, Part C: Migrant Education Program**

**surance 1:** The LEA assures funds for Migrant Education Program (MEP) will be used only for programs and projects, including the acquisition of equipment, under ESEA, section 1306; and to coordinate such programs and projects with similar programs and projects within the state and in other states, as well as with other Federal programs that can benefit migratory children and their families. [Section 1304(c)(1)].

**surance 2:** The LEA assures programs and projects funded for MEP will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1118,

**surance 3:** The LEA assures that in the planning and operation of programs and projects, there is appropriate consultation with parents of migratory children, including parent advisory councils for programs of at least 1 (one) school year in duration, and that all such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1116 unless extraordinary circumstances make such provision impractical; and in a format and language understandable to the parents. [Section 1304(c)(3)].

**surance 4:** The LEA assures that in planning and carrying out such programs and projects, there will be adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school. [Section 1304(c)(4)].

**surance 5:** The LEA assures the effectiveness of such programs and projects will be determined, where feasible, using the same standards approaches that will be used to assess the performance of students, schools, and local educational agencies under Title I, Part A. [Section 1304(c)(5)].

**surance 6:** The LEA assures such programs and projects will provide for advocacy and outreach activities for migratory children and their families, to inform such children and families of other education, health, nutrition, and social services to help connect them to such services. [Section 1304(c)(6)].

**surance 7:** The LEA assures that such programs and projects will, to the extent feasible, provide for advocacy and other outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services; professional development programs, including mentoring, for teachers and other program personnel; family literacy programs; the integration of information technology into educational and related programs; and programs that facilitate the transition of secondary school students to postsecondary education or employment. [Section 1304(c)(7)].

**surance 8:** The LEA assures they will conduct the transfer of migrant student records according to state-required policies and procedures including actively participating with and meeting all Migrant Student Information Exchange system requirements. [Section 1308(b)(2). 34 Code of Federal Regulations Part 200.85(d)].

**surance 9:** The LEA assures they will assist the state in determining the number of migratory children under Section 1303(a)(1), and the LEA shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or, have dropped out of school. [Section 1304(d). 34 CFR Part 200.89(c). Section 1304(c)(8)].

**surance 10:** The LEA assures they will assist the state to promote interstate and intrastate coordination of services for migratory children, including coordination with other relevant programs and local projects in the state and her states. [Section 1304(b)(3). 34 CFR Part 200.82(b)].

**surance 11:** The LEA assures that a child who ceases to be a migratory child during a school term shall be eligible for services funded through Title I, Part C until the end of such term and may continue to receive such services for one (1) additional school year if comparable services are not available through other programs. Additionally, the LEA assures that migrant students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. [ESEA section 1304(e)].”

## **Title I, Part D, Subpart 2: Neglected and Delinquent Youth**

**surance 1:** The LEA assures they shall adhere to the purpose of Section 1420 to provide opportunities for students to meet the same challenging state content standards and student academic achievement standards that all children in Florida are expected to meet. [Sections 1421 and 1425(6)]

**surance 2:** The LEA assures they shall design transitional and supportive programs to meet the needs of children and youth returning to schools within the LEA or other alternative educational programs and assist them in completing their education. [Sections 1422 and 1424].

**surance 3:** The LEA assures they shall, where feasible, involve parents in efforts to improve the educational achievement of their children and prevent further delinquent activities. [Section 1425(8)].

**surance 4:** The LEA assures they shall adhere to the provision of services under section 1423(2) and program requirements under section 1425 for any correctional facility to which the LEA has agreed. [Section 1423].

**surance 5:** The LEA assures they shall evaluate the program not less than once every three years to determine the program's impact on student outcomes. [Section 1431].

## **Title II, Part A: Supporting Effective Instruction**

**surance 1:** The LEA assures they will comply with section 8501 (regarding participation by private school children and teachers). [Section 2102(b)(2)(E)].

**surance 2:** The LEA assures they will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs. [Section 2103]

**surance 3:** The LEA assures they will reduce class size to an evidence-based level, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers. [ESSA: Section 2103].

**surance 4:** Collaboration - The local educational agency (LEA) assures that, in developing the application, an LEA shall provide meaningful consultation with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities. [ESEA section 2102(b)(3)]

**surance 5:** Professional Development - The LEA assures they will meet the statutory professional development definition as provided in ESEA section 8101(42) or other allowable uses of funds under section 2103(b)(3) of the

## **Title III, Part A: English Language Acquisition, Language Enhancement and Academic Achievement**

**surance 1:** The LEA assures that it will comply with section 1112(e) – Parents' Rights-to-know, before, and throughout, each school year as of the date of application. [Section 3116(b)(4)(A)].

**surance 2:** The LEA assures that it is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with Sections 3125 and 3126. [Section 3116(b)(4)(B)].

**surance 3:** The LEA assures that each school with English learner (EL) students receives funds from non-Federal sources to fulfill the LEA's obligations under Title IV of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act, before using Title III, Part A funds for language services to EL students. [Section 3115(g)].

**surance 4:** The LEA assures that, if applicable, it will coordinate activities and share relevant data under its plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. [Section 3116(b)(4)(D)].

**surance 5:** The LEA assures that it will consult with officials of private schools in a timely and meaningful manner to make available equitable Title III, Part A services to eligible English learners and immigrant children attending private schools located within the LEA's geographical boundaries. [Section 8501].

**surance 6:** The LEA assures that the current ELL population has enough students to generate the \$10,000 threshold as indicated in Section 3114. [Section 3114 (c)].

**surance 7:** The LEA assures that not more than 2 percent of the LEA's Title III allocation will be used for the cost of administering the project. [Section 3115 (b)].

## **Title IV, Part A: Student Support and Academic Enrichment**

**surance 1:** The LEA assures that it will prioritize the distribution of funds to schools served by the LEA or consortium of such agencies, that are among the schools with the greatest needs, as determined by a such LEA, or consortium; have the highest percentages or numbers of children counted under section 1124(c); are identified for comprehensive support and improvement under section 1111(c)(4)(D)(I); are implementing targeted support and improvement plans as described in section 1111(d)(2); or are identified as a persistently dangerous public elementary school or secondary school under section 8532. [Section 4106(e)(2)(A)].



**assurance 2:** The LEA assures that it will comply with section 8501 regarding equitable participation by private school children and teachers. [Section 4106(e)(2)(B)].

**assurance 3:** With the exception of LEAs outlined in special rule ESEA 4106(f), the LEA assures that it will use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under

**assurance 4:** Except LEAs outlined in the special rule section 4106(f), the LEA assures that it will use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108, coordinate with other schools and community-based services, and promote the involvement of parents. [Section 4106(e)(2)(D)].

**assurance 5:** Except LEAs outlined in special rule section 4106(f), the LEA assures that it will use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b). [Section 4106(e)(2)(E)].

**assurance 6:** The LEA assures that it will annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through

**assurance 7:** The LEA assures that the LEA, or consortium of such agencies, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools), and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart. [Section 4106(c)(1)]

### **title V, Part B, Subpart 2: Rural and Low-Income Schools**

**assurance 1:** The LEA assures that its project funds under Title V, Part B, subpart 2 will be used for any activities authorized under the following ESEA Title programs: Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A; and parental involvement activities. [Section 5222(a)].

**assurance 2:** The LEA assures that its project funds under Subpart 2 will be used to supplement, and not supplant, any other Federal, State, or local education funds. [Section 5232].

**Title I, Part A  
Brevard**

**Improving Basic Programs Operated by Local Educational Agencies**

**To provide all students significant opportunity to receive a fair, equitable and high-quality education and to close educational achievement gaps.**

**Preliminary Allocation \$18,434,970.00**

**Requested Allocation Amount \$18,434,970.00**

**Estimated Roll Forward \$2,000,000.00**

**Total Funds Requested (Including Roll Forward) (sum of allocation and estimated roll) \$20,434,970.00**

<a href="#">Area of Focus 1</a>	Student Achievement
<a href="#">Area of Focus 2</a>	Parent and Family Engagement
<a href="#">Area of Focus 3</a>	Homeless Education
<a href="#">Area of Focus 4</a>	Neglected and Delinquent Reservation
<a href="#">Area of Focus 5</a>	Early Childhood
<a href="#">Area of Focus 6</a>	Private School
<a href="#">Area of Focus 7</a>	Transportation and Foster Care
<a href="#">Area of Focus 8</a>	College and Career Readiness
<a href="#">Area of Focus 9</a>	Educational Services Funded at the LEA Level
<a href="#">Area of Focus 10</a>	Financial Rewards and Incentives
<a href="#">Area of Focus 11</a>	Administrative Costs, which includes Indirect Costs (Not to exceed 10 percent of the total allocation)

**Area of Focus 1: Student Achievement**

**A. Describe how the LEA will develop and implement a well-rounded Title I, Part A program of instruction to meet the academic needs of all students.**

The first step to meeting the academic needs of all students and providing all students with a well-rounded program of instruction to meet their academic needs is having strong core instruction aligned to the depth of the standards. For the 2023-2024 school year, Brevard will be in their third year of the implementation of the ELA Florida BEST Standards. All teachers have been trained in the standards and continue to utilize them within the reading program as stacked standards to facilitate learning around a text, topic, or purpose. An analysis sheet was developed by the District for each ELA Florida BEST Standard. Each sheet contains the strand/standard/ benchmark along with clarifications (when available), language associated with the standard that should be heard and used during instruction, actions students should be seen doing, instructional implications, supporting information and resources, and benchmark discussion items. A variety of training options (to include self-paced online training) and resources were rolled out to all teachers providing an overview of the Florida ELA BEST Standards and continue to be available.

**B. Describe how the LEA will identify Title I, Part A students who may be at-risk for academic failure.**

Brevard Public Schools utilizes a variety of data sources to identify students who may be at risk for academic failure; the first step in the MTSS process. Performance Matters is the integrated platform used to bring together all the district's student data and provide administrators and teachers access to assessment, attendance, and behavior data along with the ability to analyze it down to the individual student level. To train administrators in how to analyze and interpret the sources of data, Principal, Assistant Principal, and Coach (PAC) and Collaborative Small Group meetings have been scheduled. PAC meetings, which meet twice a year, enable the principal, assistant principal, and literacy/math coach to come together to collaborate while learning. Much of the agenda is dedicated to training and leadership teams on how to analyze and interpret data and then providing them with time to apply what they have learned to their school data. Collaborative Small Group meetings, scheduled four times a year, are comprised of 9-10 principals grouped in a cohort under the direction of a director. In addition to classroom instructional observations/debrief and professional learning focused on instruction, the agenda includes data analysis and the sharing of best practices to overcome barriers to learning. Also, included on both PAC and collaborative small group agendas is iReady training. A Curriculum Associate professional development trainer provides the leaders with the knowledge necessary not only to identify students who are below grade level but also those students who are not making progress. He also provides templates for the leaders to utilize in guiding the data analysis process at their schools. As a result of these trainings, administrators can utilize the following structures in place for the identification of potential at-risk students: **FSAT Level 1 & 2 Students:** As soon as FSAT data are released, they are uploaded into Performance Matters where students who received a Level 1 or 2 in ELA or math can be filtered and identified. Performance Matters is also where Progress Monitoring Plans (PMP), that document the instructional strategies being put in place to address performance barriers for individual students, are housed. A PMP is automatically triggered for students who are at risk of academic failure due to an FSAT Level 1 on ELA or math. This system automatically alerts both the site administrator and the teachers that the students may have barriers to academic performance that need to be addressed. **Subgroup Students:** All principals are trained in how to access their State School Report Cards and identify subgroups of students at risk as identified by a Federal Index of 40% or less. Based on the most available data (YR22), Title I schools included 3% with five subgroups below the 40% mark, 17% with three subgroups, 23% with two subgroups, 37% with one subgroup, and 20% with none. Principals, within their small collaborative groups, meet to complete a Subgroup Analysis School Report. This report utilizes Performance Matters to identify students by name within each ESSA subgroup. Next, the principals use ELA, Math, and Science FSAT/FSA data to identify subgroups whose proficiency levels fell below the district and/or state. Finally, utilizing FSAT subject and individual student data, the principals develop a plan with documented strategies that will be put in place to strengthen their subgroup data and close proficiency gaps. These same strategies are included in their School-wide Improvement Plans. These plans are closely monitored by directors who are assigned to oversee and coach the principals at all schools. Subgroup data are further analyzed at a PAC meeting. School teams utilize their iReady ELA and Math Diagnostic 1 and 2 data along with their FSAT PM1 and PM2 to identify the progress of students within each of their subgroups. They chart each subgroup student according to their progress. Next, they problem solve around the students not making enough growth. Finally, they develop an ESSA Subgroup Action Plan based on what they find. The expectation is set for all principals to share the data with their teachers and include them in the problem solving and next steps for the students at risk of not making at least typical growth. Data are also shared with directors who meet with the principals on a regular basis to assure that action steps are being fully implemented. **Lowest 25% Students:** In addition to the subgroup data, principals also identify and monitor the progress of their lowest 25% students since these are the students most at risk of academic failure. The same process for identifying and monitoring subgroup students is applied to the lowest 25% students. A filter in Performance Matters makes it possible for principals to identify their bottom quartile students in both ELA and math. iReady also has the capability to group students with the purpose of monitoring their progress. All schools have created groups for both their subgroups and their lowest 25% students. The schools and the district also have the capacity to monitor the progress of their bottom quartile students

through Performance Matters as well as through available iReady and FSAT reports. By desegregating the proficiency data across schools, additional support can be provided by district level resource teachers and instructional coaches. **Substantially Deficient Students:** As outlined in the District Comprehensive Research-Based Reading Plan, Identification/Intervention Decision Trees (L-6; 7-12) are used to identify students who are substantially deficient in reading who must be provided interventions beyond their core ESA instruction until the deficiency is remediated. Decision Trees use iReady diagnostic data to provide guidance through IF/THEN statements which can assist teachers and data terms when addressing the reading needs of individual students. The information gained from the Decision Trees is triangulated and examined in conjunction with multiple data sources prior to making instructional recommendations. iReady and FSAT PM1 and PM2 also provide several reports that help to identify students who may be at risk of academic failure. Once the diagnostic is given (Winter, Spring), each student receives an overall placement level by domain (i.e., phonemic awareness, phonics/numbers and operations, algebra, etc.). Students who are below grade level can easily be identified as well as the area of weakness. An Instructional Grouping Report groups students according to grade level or class identifying their instructional priority, and the diagnostic Growth Reports provide an overall placement distribution across the district/schools, grade levels, and classrooms relative to growth and proficiency. **Early Warning Indicator Students:** Performance Matters has the capability to filter students based on the following early warning indicators: absences, attendance, course failures, GPA, state testing, behavior, mobility, and retention. These filters (Early Warning Indicators) are aligned with the academic calendar, which is a part of the EWS implementation process that is carried out over the course of the year. Specific steps are undertaken during defined periods of the year, many in a recurring or continuous manner, so that the process of reviewing early warning data and identifying appropriate interventions is timely and responsive to individual student needs. The EWS team convenes at the beginning of the school year, after the first 20 days of school, after each grading period, and at the end of the school year to review and interpret student and school-level EWI data reports. The EWS team identifies students at risk based on EWI in Performance Matters, implements student interventions based on student needs, monitors students' initial response to interventions, and revises students' intervention assignments as needed. This process allows ongoing evaluation and revision across the academic year for providing support to students through interventions, resulting in improved graduation outcomes for students.

**C. Describe how the LEA will provide additional educational assistance to individual students the LEA or school determine need help in meeting Florida’s challenging academic standards.**

Additional educational assistance is provided for students in need of extra support in meeting Florida's academic standards in the following ways:

**Lower Class Sizes** – In order to provide students with more intensive instruction that is based on individual/very small group support, our Title I schools will have the option of utilizing their funds to hire supplemental classroom teachers beyond what is required to meet class size. Small group instruction would provide opportunities for flexible and differentiated learning. With the smaller number of students, participation rates would increase, and teachers would better be able to monitor student progress and provide individualized feedback and support.

**Attendance Parent Liaisons** – There is a positive correlation between a student’s attendance and their academic performance. Although these positions were funded through ESSER in the past, they have been added to our Title I staffing plan to avoid eliminating them since they are positively impacting student attendance. The responsibilities associated with this position include: 1. Collaborate with teachers, administration, the community, and families, 2. Attend workshops and in-services, as appropriate, to maintain current knowledge of attendance resources and strategies, 3. Assist in the development, maintenance, and distribution of attendance materials, 4. Act as liaison between families and the school, as needed, 5. Conduct root-cause interviews with families to determine barriers to positive school attendance, 6. Participate in school-based multi-tiered system of supports process for attendance, and 7. Manage student attendance, monitor progress, and document interventions.

**Academic Support Program (ASP)** - ASP allocations and ESSER funds are provided to all elementary schools to provide instructional support with priority given to students in Grade 3 who fall in the lowest quintile on the FAST and targeted ESSA subgroup students followed by K-6 students identified as deficient in reading, mathematics, or science. Each student's teacher must update their Progress Monitoring Plan to include interventions based on student performance. Support must be differentiated to address specific student needs. The FAST progress monitoring assessments will be used to determine growth for reading and math, and district summative assessments are used for science. ASP plans to include target population, student identification, service model, staffing plan, resources, and progress monitoring are submitted to school directors for approval. An end-of-year report is also turned in to provide an analysis of the percentage of students who made learning gains because of the program and whether they were promoted or retained. Title I funds are used to supplement ASP funds so that instruction can be more intensive with smaller groups and more time. ASP allocations are provided to all middle schools to deliver instructional support with priority given to students in Level 1 and 2 on FAST, ELA or Mathematics. Schools also target ESSA subgroup students followed by students identified as deficient in reading, mathematics, social studies, or science. Each school is allocated funds based on numbers of Level 1 FAST students in the most recent year; the administration then submits a plan and budget on how they will use those funds to support students with unfinished learning. Data must be used as a rationale for the plan and budget. The plan is reviewed at the district level; and once approved, funds are distributed. Fund usage is monitored throughout the school year to assure that plans are being followed. Post-Secondary allocations are provided to all high schools to deliver instructional support with a priority given to 9th and 10th grade students in Level 1 or 2 on FAST, ELA or Mathematics. Schools also target 11th and 12th graders who are working on a concordance score for their FAST graduation requirements. The schools must have a data based approved plan before funds are distributed. The fund usage is monitored throughout the school year to assure the plans are being followed.

MTSS - The district has employed 2.0 MTSS trainers (Title I and IDEA funded) to support the implementation of the MTSS framework to ensure successful education outcomes for ALL students by using a data-based problem-solving process to provide and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with education standards. Additionally, Title IV funds are used to hire MTSS instructional assistants at ten elementary Title I schools. Their primary responsibility is to assist educators/facilitators with the required academic and/or behavior documentation needed to make decisions and determine the effectiveness of intervention. Every school in the district identifies an MTSS facilitator whose responsibilities include assisting the site administrator and staff in understanding and implementing the MTSS process with the goal of improving student achievement. MTSS facilitators receive training on ways to support school-wide efforts in the problem-solving process using the data-based decision-making model. As required by s.1008.25(5), F.S. and the Brevard Public Schools Student Progression Plan, K-3 students who exhibit a substantial deficiency in reading must be given intensive reading instruction immediately following the identification of the reading deficiency. To meet this need, all elementary schools have a scheduled intervention block outside of core instruction in which to provide small group supplemental and intensive support (provided by a reading endorsed teacher). To support the infrastructure of MTSS, schools are also required to have a leadership team, teacher data teams, and individual problem-solving team each specifically tasked with the goal of analyzing data along the MTSS continuum and providing various levels of support. Students at the secondary level in Grades 7-10 who score Level 1 or 2 on the most recent ELA FSA and score Level 1 or 2 at least once in the previous two years of testing are considered for Intensive Language Arts Placement. Grade 11-12 students who have not yet passed the Grade 10 ELA FSA are provided an Intensive Language Arts specific to their needs. Although 2.0 district MTSS trainers are provided to support the MTSS process at all schools, most of their time is spent in Title I schools since this is where the progress of the Lowest 25% students shows the greatest need. They not only walk intervention to assure that the resources being used are aligned with the skills being remediated, but they also check for their fidelity of implementation. This is done with the literacy coach, the math coach, and the administration so that they can be coached as to the look for's to an impactful intervention. The MTSS trainers also sit in on MTSS and IPST meetings to assist with problem solving to identify the barriers to student growth and what should be done about them. Again, they model the process so that the school leadership team members can grow in their capacity. The MTSS trainers also offer multiple training courses throughout the year to support classroom and school implementation. These trainings include an overview of the MTSS framework; the problem-solving model; analyzing data within each tier of MTSS; progress monitoring within MTSS; designing, delivering, and implementation interventions; and data-based decision making.

**Summer school** – Head Start Summer Intervention is offered at three sites located strategically throughout the district Monday through Friday June 1-30, 4 hours each day. The purpose is to provide an extended school year, with high-quality experiences that promote school readiness and successful transitions to kindergarten. Summer VPK is offered at a centrally located school Monday through Friday June 1 – July 25, 8 hours each day. The purpose is to prepare prekindergarten children and build a foundation for school success. PreK-VE is offered at a centrally located school Monday through Friday June 1-30, 5 hours per day. The purpose is to support the transition to kindergarten while keeping newly learned academic skills fresh in their minds. Let us Go Wild About Literacy is offered at five sites located across the district June 1-30, 5 hours each day. The purpose is to support K-2 students who are

June 1-30, 5 hours per day. The purpose is to support the transition to kindergarten while keeping newly learned academic skills fresh in their minds. Let us GO Wild About Literacy is offered at five sites located across the district June 1-30, 5 hours each day. The purpose is to support K-2 students who are substantially deficient according to their PM2 data and need additional phonics instruction. Summer Acceleration programs are offered for Grade 1, 2, 4, 5 students June 1-30, for 5 hours each day. The purpose is to advance the learning progress of students who are struggling academically or who have fallen behind. Summer Reading Camp is offered to those third-grade students who score a Level 1 on their ELA FSAT. It is an extension of the school year during which reading intervention is provided June 1-30, 5 hours each day. Thirteen sites located across the district house the program, and student transportation is provided for all students through ESSER funding. The curriculum integrates reading strategies to successfully comprehend complex text. Small group instruction focuses on phonics and vocabulary to help struggling readers further develop comprehension. These classes are taught by our most highly qualified teachers, and at the end of the camp, students are given an opportunity to an alternative assessment (SAT-10, iReady Diagnostic) as a good cause exemption for placement in the fourth grade. Sixth through eighth grade students are offered course recovery for up to two semesters of coursework in mathematics, language arts, science, and social studies. This is provided using Odysseyware. The high school summer school program also utilizes Odysseyware to provide credit recovery for students under 16 years old failing a course necessary for promotion. Adult education is provided for students 16 years and above. STEM Immersive Experiences are also offered to current Grade 5, 6, 7 students. Finally, enrichment courses are offered throughout the district both at the elementary and secondary level focusing on enrichment activities beyond academic (i.e., pottery, lifeguarding, etc.). All programs are provided transportation supported by ESSER funds.

**Intervention Teachers** – Funded by ESSER, two intervention teachers will be placed at each of our five highest needs schools to support Tier 2 and Tier 3 intervention.

**Supplemental Tutoring** – In conjunction with inhouse personnel and high school students, first grade students at RAISE schools in groups no larger than 1:2 will receive in-person supplemental tutoring during the school day focused on phonics. A RAISE Program Coordinator is hired to oversee this.

**New Worlds Reading Initiative** – Based on STAR K-2 performance data (below 40%) and FAST 3-5 performance data (Levels 1-2), students are identified, and parents are provided an opportunity to apply for monthly books provided by the state in support of House Bill 3.

#### **D. Describe how the LEA will identify and implement instruction and other strategies intended to strengthen and improve school conditions for student learning.**

For all students to receive equitable learning, Brevard Public Schools has developed a "Visions for Excellent Instruction" that defines what excellent learning is comprised of. The Vision contains the following components: (1) lessons that are consistently focused on complex content that appropriately challenge students to meet the subject and/or grade level standards, (2) students who are supported to engage fully in the work of the lesson and to be responsible for doing the thinking that the lesson demands, (3) learning environment that are safe, welcoming, and encourage students to take the risks necessary to master the content, (4) teachers who are intentionally planning and facilitating the learning through use of high quality, standards-aligned materials, monitoring data, and collaborating with their school community, and (5) students who are demonstrating that they are learning the content and applying their learning to next contexts and real world problems. This Vision was developed with the input of several stakeholder groups and rolled out to the administrators in August 2018. During the 2018-2019 school year administrative teams worked on clearly defining all terminology within the Vision (i.e., complex content that appropriately challenges) to add clarity to its meaning. During the 2019-2020 school year, principals were required to unpack the vision defining it terminology as it had been modeled for them so that all teachers were clear as to its meaning. The Vision in document form is displayed in all schools and is at the center of conversations and planning around instruction. Its components are also embedded within the observation rubric used for the teacher evaluation system. During the 2020-2021 school year and every school year thereafter, principals revisit the vision and use it as the foundation for all instructional decisions. With an emphasis needed on the role of students during instruction, the principals in YR23 developed a tool (BPS Vision for Excellent Instruction Evidence of Practice) focused on student engagement, student thinking, promoting risk taking, and teacher facilitation. This look-for document is used not only for professional development but as a critical component of the coaching cycle around which conversations about instruction are based. A strategy to support the Vision for Excellent Instruction required at all Title I schools is collaborative planning. The district provides guidance regarding master schedules that include adequate collaborative planning. Collaborative planning sessions are supported by school-based administrators, literacy coaches, and district personnel as needed. Agendas from the planning sessions, unit plans, and/or observable implementation are used as evidence of intentional and successful collaborative planning. District content specialists, resource teachers, instructional coaches, and literacy facilitators lead collaborative planning sessions along with schools' literacy coaches. To monitor and further develop the components of excellent instruction as outlined in the district's Vision for Excellent Instruction, all principals, assistant principals, and coaches were trained on the Florida Practice Profile components (explicit instruction, systematic instruction, scaffolded instruction, corrective feedback, and differentiated instruction). These components are used as part of a walkthrough tool designed to assist leaders in coaching and supporting classroom literacy instruction that is aligned to Florida's BEST ELA Standards. This tool is intended to help school leaders enhance literacy instruction knowledge, establish lines of communication centered on literacy instruction with teachers, and ensure consistent language regarding literacy content and instructional practices. This tool is also used as the foundation for productive conversations among school leaders and teachers to inform coaching and professional learning needs to improve instruction. The use of this tool to support instructional improvement has been modeled for administrators over the last year within their collaborative small group meetings. During these meetings, held four times a year, cohorts of 9-10 principals walk classrooms and observe, focusing on the literary components. Prior to walks, they discuss look for's based on the literary indicators; and afterwards, they debrief to include rating each indicator and discussing the evidence observed. Finally, they use this data to determine overall trends and next steps. Within each content area, the following instructional structures and strategies intended to strengthen school conditions for student learning have been identified and implemented: ELA Instruction - A guiding structure for ELA core instruction blocks has been established, and elementary administrators and literacy coaches use it with their teachers for ELA planning. Grade level specific "At-a-Glance" documents have been developed to provide further support for the fidelity of implementing this structure. To support the Benchmark Advance program K-5 and Savvas Grade 6, overview documents outlining the various components of the reading block to be taught along with estimated minutes for instruction are provided. Benchmark Advance received an all-green rating from EdReports for Grades K-5. Since this program aligns with the state standards and Science of Reading research, it is an expectation that the lessons will be followed. Professional development is also being provided to assure fidelity of implementation. Literacy coaches have been trained in both programs so that they are equipped to provide support to their teachers through training and/or embedded professional development. The Identification/Intervention Decision Trees for reading that provide guidance when addressing the reading needs of individual student, provide both supplemental and intensive instructional options (i.e., Leveled Literacy Instruction, 95% Group, Barton, Lexia, etc.). Once again, a variety of instructional options are available so that each school has the choice of using what best meets the needs of their students. Two instructional programs being used in schools that support ELA achievement are iReady and the iReady Magnetic Reading program. iReady (a computer-assisted instructional tool) is the diagnostic platform used by all elementary schools to monitor students' progress in both ELA and Math. The instructional component of the program is also utilized to support differentiated instruction. All students are monitored for usage rates of approximately 45 minutes per week and passage rates of at least 70%. Teachers have been trained on how to utilize the information provided by the instructional tracks, levels, and outcomes of students to make instructional decisions as to small group instruction and intervention supports. iReady Magnetic Reading is a program that is in its initial phase at fourteen of our Title I schools. It is being used to support intervention outside of the core reading block. At K-2 it is a foundation skills reading program providing explicit, systematic instruction that moves students from foundational skills to reading fluency. Math Instruction - The elementary schools are implementing Reveal Math K-6. Reveal Math received an all-green rating from EdReports for Grades K-12. Since this program aligns with the state standards and focuses on coherence, rigor, and Mathematical Practices, it is an expectation that the lessons will be followed. Professional development is also being provided to assure fidelity of implementation. Math coaches have been trained in the Reveal Math program so that they are equipped to provide support to their teachers through training and/or embedded professional development. Science Instruction - All science teachers have been trained on the inquiry-based model. The inquiry-based model is student-led, with the teacher acting as the facilitator. Through open-ended questions, real-life experiences, guided investigations, hands-on projects and research, students gain a deep

science instruction. All science teachers have been trained on the inquiry-based model. The inquiry-based model is student-led, with the teacher acting as the facilitator. Through open-ended questions, real-life experiences, guided investigations, hands-on projects and research, students gain a deep understanding of the scientific topics that are covered in the unit. The 5E Model of Instruction streamlines the process of planning and implementing a student-led inquiry-based learning method. It provides a template, a pattern for lesson planning, where each stage serves as a foundation to the next, creating a coherent model that frames lessons, activities, and units. This template is used for collaborative planning and is the format for all lessons. The 5E Model includes: (1) Engage - connecting the concept with prior experiences and understandings, (2) Explore - investigating the concept through hands-on activities, (3) Explain - defining vocabulary and explaining concepts through direct instruction, (4) Extend - applying generalizations to previous investigations and testing new hypotheses, and (5) Evaluation - showing what student know in writing, conversations, and demonstrations.

**E. Describe the LEA's strategy to implement 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 identified in section 1111(c)(2).**

Several years ago, BPS implemented a district-wide discipline plan. The plan is designed so that there is uniformity throughout the district in administration of discipline, and data are collected and monitored to identify and support schools with high rates of discipline, being careful to disaggregate data by each of the subgroups of students. The discipline plan is reviewed and updated annually to ensure up-to-date discipline practices. This year BPS has taken a more aggressive approach to identifying schools with high disciplinary practices, resulting in disproportionate outcomes for subgroups of students, by providing them with district-level support. BPS regularly monitors this discipline data disaggregated by subgroups of students, by providing them with district-level support. BPS regularly monitors this discipline data disaggregated by subgroups of students. Through this process, schools with high and/or increasing discipline rates are identified and provided with support using a 4-step problem solving process. Throughout this work, schools analyze their data, develop hypotheses, and create an action plan to address the identified problem. Following the problem-solving session(s), the district assists with progress monitoring and plan revisions. To assist schools with an accurate look at their discipline actions on individual student subgroups for out-of-school and in-school suspension, two risk ratio reports have been developed that measure the risk that a student from a specific racial/ethnic group will be served in a specific category compared to the risk of all other students being serviced in that category. Schools are required to run these two risk ratio reports at the end of each nine-week grading period and use the data to drive decisions about the disciplinary process at their school. For the upcoming 2023-2024 school year, the district's equity team will identify new focus schools to support.

**F. Describe the funded activities that will be implemented to address Area of Focus 1.**

Activity 1	Roll forward hire 108 teachers to teach summer school programs at our 36 Title I sites (not including charter or alternative) to impact approximately 1,620 students @ \$4,800/teacher (\$40/hr. X 20 days X 6 teacher hours/day) X 108 = \$518,400 total.
Activity 2	Retirement for 108 teachers to teach summer school programs at our 36 Title I sites (not including charter or alternative) and 268 teachers to work on the Comprehensive Needs Assessment @ \$763.68/summer teacher X 108 = \$82,478; @ \$254.56/CNA X 268 = \$68,222. Total = \$150,700.
Activity 3	FICA for 108 teachers to teach summer school programs at our 36 Title I sites (not including charter or alternative) and 268 teachers to work on the Comprehensive Needs Assessment @ \$367.20/summer teacher X 108 = \$39,658 total; @ \$122.40/CNA X 268 = \$32,803. Total = \$72,461.
Activity 4	Workmen's Compensation for 108 teachers to teach summer school programs at our 36 Title I sites (not including charter or alternative) and 268 teachers to work on the Comprehensive Needs Assessment @ \$26.81/summer teacher X 108 = \$2,896 total; @ \$8.93/CNA X 268 = \$2,393. Total = \$5,289.
Activity 5	Extra Duty pay for 268 school-level teachers to work 5 days for 8 hours each day in the summer to be a part of the Comprehensive Needs Assessment by analyzing data and determining the areas of focus and strategies past and future that can be implemented within the SIP to support goal attainment @ \$40/hr. X 5 days X 8 hours/day) X 268 = \$428,800 total.
Activity 6	Salaries for 28.725 FTE K-3 teachers, 32.575 FTE 4-8 teachers, and 8.0 FTE 9-12 teachers to provide supplemental services to approximately 33,462 students through small group instruction utilizing core and supplemental resources, lab settings where the core curriculum can be further supplemented through instruction matched to student needs, and to bring down class sizes (beyond the class size requirements) in order to provide students with more direct instruction @ 69.3 FTE total teachers; average salary \$50,142.97 = \$3,474,908 total.
Activity 7	Salaries for 4 FTE 7-8 teachers to provide ELA and Math support to approximately 120 Grade 7-8 students during the summer (June M-F; 6 hours/day) @ \$15,360 total.
Activity 8	Salaries for 25.323 FTE K-3, 25.9 FTE 4-8, and 5.769 FTE 9-12 instructional assistants to provide supplemental services to approximately 20,301 students through small group instruction utilizing core and supplemental resources @ 56.992 FTE total instructional assistants, average salary \$21,958.84 = \$1,251,478 total.
Activity 9	Retirement for 73.3 FTE teachers and 56.992 FTE instructional assistants @ \$681,190 total.
Activity 10	FICA for 73.3 FTE teachers and 56.992 FTE instructional assistants @ \$351,961 total.
Activity 11	Life and Medical insurance for 73.3 FTE teachers and 56.992 FTE instructional assistants @ \$3,731 for life insurance and \$1,198,102 for medical insurance = \$1,201,833 total.
Activity 12	Workmen's Compensation for 73.3 FTE teachers and 56.992 FTE instructional assistants @ \$25,414 total.
Activity 13	Salaries for 4.5 FTE guidance counselors (3 FTE at elementary and 1.5 FTE at secondary) and 2.0 FTE social workers (2.0 FTE at secondary) to develop educational programming, one-on-one guidance, and personalized strategies to ensure student success supporting approximately 3,360 students @ 6.5 FTE; average salary \$57,237.23 = \$372,042 total.
Activity 14	Retirement for 4.5 FTE guidance counselors and 2.0 FTE social workers @ \$59,191 total.
Activity 15	FICA for 4.5 FTE guidance counselors and 2.0 FTE social workers @ \$28,459 total.
Activity 16	Life and Medical insurance for 4.5 FTE guidance counselors and 2.0 FTE social workers @ \$317 for life insurance and \$88,445 for medical insurance = \$88,762 total.

Activity 17	Workmen's Compensation for 4.5 FTE guidance Counselors and 2.0 FTE social workers @ \$2,077 total.
Activity 18	Salaries for 17.5 FTE Literacy Coaches (15.5 FTE at elementary and 2.0 FTE at secondary), 8.5 FTE Math Coaches (6.5 FTE elementary and 2.0 FTE secondary), and 4.0 FTE Science Coaches (3.0 FTE elementary and 1.0 FTE secondary) to support approximately 1,120 teachers with standards-aligned instruction and interventions that match the needs of students through coaching, collaborative planning, and professional development @ 30 FTE; average salary \$53,678.30 = \$1,610,349 total.
Activity 19	Extra duty pay salary for 40 teachers (388 hours) to write science, civics and U.S. history, math, and ELA common assessments to use for identifying and supporting those students who have not mastered the standards; to write reading mini lessons to support the reteaching of standards not mastered through core instruction; and to write ELA, math, science, and social studies curriculum to differentiate instruction and utilize data to plan for instruction. Extra duty pay salary for 27 teachers (735 hours) to be a part of the Comprehensive Needs Assessment in analyzing data and determining areas of focus for the school as well as strategies/activities to support these areas @ \$39,290 total. Extra duty pay salary for 2 instructional assistants (60 hours) to be a part of the Comprehensive Needs Assessment in analyzing data and determining areas of focus for the school as well as strategies/activities to support these areas @ \$1,500 total.
Activity 20	Retirement for 30 FTE coaches and 67 teachers/2 IA's for curriculum development/CNA @ \$241,610 total.
Activity 21	FICA for 30 FTE coaches and 67 teachers/2 IA's for curriculum development/CNA @ \$122,104 total.
Activity 22	Life insurance and medical insurance for 30 FTE coaches @ \$1,329 for life insurance and \$310,360 for medical insurance = \$311,689 total.
Activity 23	Workmen's Compensation for 30 FTE coaches and 67 teachers/2 IA's for curriculum development/CNA @ \$9,027 total.
Activity 24	Extra duty pay salary to pay 53 teachers for 2,679 hours to provide afterschool support programs targeting approximately 2,679 Grade 1-12 students who are below grade level in ELA, math, science, and/or social studies; EOC test preparation will also be provided to students to increase their achievement levels @ \$93,600 total.
Activity 25	Retirement to pay 53 teachers for afterschool support programs @ \$13,561 total.
Activity 26	FICA to pay 53 teachers for afterschool support programs @ \$6,566 total.
Activity 27	Workmen's Compensation to pay 53 teachers for afterschool support programs @ \$490 total.
Activity 28	Extra duty pay salary to pay 20 teachers to attend professional development (298 hours) focused on working with parents in supporting the academic achievement of their children based on the classroom standards being taught, and support to the new and alternative certification teachers on utilizing the curriculum with fidelity, instructional practices that positively impact student learning, and providing supplemental support to struggling students @ \$10,376 total.
Activity 29	Salaries for substitutes for a total of 528 hours for 7.5/hr. days at 13 of our Title I schools to support teachers receiving iReady training related to using data to make instructional decisions, collaborative grade level planning facilitated by a coach to embed professional development as needed to improve instructional strategies and scaffold instruction in order for all students to be successful within the core instruction, teachers receiving professional development focused on the Science of Reading and how to scaffold using small group instruction, MESH teachers receiving professional development focused on curriculum development, and teachers receiving AVID training @ \$15/hr. = \$59,592 total.
Activity 30	Retirement for 20 teachers to attend professional development @ \$903 total.
Activity 31	FICA for 20 teachers to attend professional development and substitutes to support professional development @ \$5,663 total.
Activity 32	Workmen's Compensation for 20 teachers to attend professional development and substitutes to support professional development @ \$758 total.
Activity 33	12,492 stamps @ \$.63 each to keep approximately 7,211 parents/students informed of student events, student progress, parent meetings, discipline updates, supplemental academic opportunities, academic information and at-home support recommendations, and attendance; to send welcome letters at the start of the school year; to communicate with parents who have custodial parents out of town; and to communicate with families with limited access to technology = \$7,870 total.
Activity 34	Printing to include: Academic posters@ \$450 (impacting approximately 85 K-12 students) to reinforce the standards being taught and to reference during independent work; student planners @ \$21,335 (impacting approximately 3,538 K-12 students) for students to track their assignments as well as parents to communicate with the teachers and oversee homework; data folders @ \$970 (impacting approximately 785 K-6 students) for student to track their progress and set achievement goals; FAST Parent Data Charts @ \$668 (impacting approximately 668 7-8 students) to communicate assessments with parents so that they can provide their children with the necessary preparation needed for them to be in the best mental/physical state for testing; FAST practice tests @ \$750 (impacting approximately 1,050 K-6 students) to review the standards that were taught throughout the school year in preparation for the state PM3; instructional review packets @ \$2,000 (impacting approximately 1,000 9-12 students) to review the standards taught throughout the school year in preparation for EOCs, AP tests, and final exams; Barton materials \$200 (impacting approximately 200 K-3 students) for tracking assessment data and goal setting; optional assessments @ \$14,800 (impacting approximately 4,925 K-6 students) to progress monitor students and utilize the data for reteach and intervention; PBIS cards @ \$1,200 (impacting approximately 446 K-6 students) to reinforce student expectations; postcards @ \$1,339 (impacting approximately 1,339 9-12 students) to keep parents informed of the assessment schedule; parent and staff calendars @ \$1,840 (impacting approximately 1,220 students) to keep parents/staff informed of school events in order to increase participation; and instructional materials @ \$6,450 (impacting approximately 3,270 K-6 students) such as; progress monitoring sheets, iReady lessons, science fair handbooks, support curriculum, center activities = \$52,402 total.
Activity 35	Textbooks to include: 7 Habits of Highly Effective Teens @ \$3,400 (to impact approximately 500 6-12 Alternative Learning Center students) to support the peer counseling curriculum; supplemental textbooks in such courses as Civics, U.S. History, and World History @ \$37,718 (impacting approximately 731 7-12 students) to be used for test prep and for targeted students to receive a copy of their textbook to use at home; Rewards Intervention/Voyager Sopris Learning books and teacher's guide @ \$338 (impacting approximately 20 Grade 6 students focused on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing reading fluency, building academic vocabulary, and deepening comprehension; 95% Group Core Phonics Program @ \$1,215 (impacting approximately 140 K-3 students) to support phonics instruction for Tier 2 and Tier 3 students during intervention; Heggerty @ \$178 (impacting approximately 110 K-3 students) to support phonological and phonemic awareness; Curriculum Associates iReady Magnetic Reading K-5 @ \$6,180 (impacting approximately 240 K-5 students) used during intervention for the development of foundational reading skills at K-2 and comprehension skills at 3-5; Building Fact Fluency: A Toolkit for Multiplication & Division @ \$1,160 (impacting approximately 250 3-6 students) to help students learn facts by developing deep, conceptual understanding and engaging in purposeful practice; Wilson FUNdations Kit @ \$6,345 (impacting approximately 300 K-2 students) used during intervention as a word study program that supplements core instruction; and Kagan Student Engagement Books @ \$450 (impacting approximately 458 K-6 students) to help teachers with engaging students in classroom discussions and cooperative learning = \$56,984 total.

Activity 36	Library books, titles to be determined, @ \$12,500 (impacting approximately 1,092 K-8 students) purchased to support school wide reading initiatives and increase students' desire to check out books and read.
Activity 37	Student transportation for summer school during the month of June (5 days each week) to support the remediation in math and ELA of approximately 22 K-8 students @ \$10 per student = \$2,000 total.
Activity 38	Professional development materials and supplies to include: Leadership Planners @ \$60/ea. for 8 leadership team members = \$480 for planning, support, and communication amongst the leadership team and as the foundation for PLC to build continuity and to support and improve overall student achievement; Cooperative Learning books @ \$44/ea. for 40 faculty members = \$1,760 to support Kagan cooperative learning training; Instructional coaching books (titles will be determined based on the need of the coaches) @ \$1,100 to provide professional development to the 8 coaches who support 52 teachers with curriculum planning and instruction; miscellaneous other materials such as BEST standard books, the Vision for Excellent Instruction charts, post-it notes, markers, folders, pens, and chart paper @ \$2,700; and books to support training including the titles, What Great Teachers do Differently @ \$23.81 for 21 teachers = \$500, Teach Like a Champion @ \$23.81 for 21 teachers = \$500, and Figuring Out Fluency @ \$40 for 10 teachers = \$400. Total Cost = \$7,440.
Activity 39	Funding for the following out-of-state conferences that are not offered within the state of Florida include: Ron Clark Academy (GA) for 8 teachers to attend @ \$558 (airfare \$250, rental car \$20, dinner allowance \$38, lodging 2 nights \$250) = \$4,464 to observe classes and participate in workshops that teach you how to ignite a passion for learning, provide meaningful support, encourage academic excellence, foster relationships, and ensure a climate and culture where all students learn; NAESP/NAASP Annual Conference (TN) for 1 administrator to attend (travel to/from airport \$66, airfare \$500, tolls \$15, parking \$50, rental care \$50, breakfast allowance \$24, lunch allowance \$44, dinner allowance \$76, lodging 4 nights \$1,000) = \$1,825 to build leadership skills and knowledge around how federal policies and programs impact principals and schools, and how to advocate on these issues; ASCD Conference (DC) for 1 administrator to attend (travel to/from airport \$30, airfare \$400, tolls \$10, parking \$70, breakfast allowance \$18, lunch allowance \$44, dinner allowance \$76, lodging 3 nights \$600) = \$1,248 to connect with resources, knowledge, and community to implement innovative and effective instruction with a whole-child approach; Kagan Winter Institute (TN) for 4 teachers/administration to attend @ \$928 (travel to/from airport \$30, airfare \$150, parking \$70, breakfast allowance \$18, lunch allowance \$44, dinner allowance \$76, lodging 3 nights \$540) = \$3,712 to learn and practice strategies to get students engaged, doing the thinking, and taking ownership of their learning; NAESP (TN) for 2 administrators to attend @ \$1,908 (airfare \$700, rental car \$200, breakfast allowance \$18, lunch allowance \$33, dinner allowance \$57, lodging 3 nights \$900) = \$3,816 to build leadership skills and knowledge around how federal policies and programs impact principals and schools, and how to advocate on these issues; Innovative Schools Summit (NY) for 3 teachers/administrators to attend @ \$1,582 (mileage to/from airport \$138, airfare \$500, parking \$100, rental car \$120, breakfast allowance \$24, lunch allowance \$44, dinner allowance \$56, lodging 4 nights \$600) = \$4,746 to become trained on bringing together innovative teaching strategies, at-risk students and what strategies have proven to close their achievement gaps, how to instruct trauma-informed students, and innovative school leadership; NABSE Conference (LA) for 2 administrators @ 1,536 (travel to/from airport \$92, airfare \$500, parking \$100, rental car \$120, breakfast allowance \$24, lunch allowance \$44, dinner allowance \$56, lodging 4 nights \$600) = \$3,072 to learn ways to improve both the educational experiences and accomplishments of African American youth through the development and use of instructional and motivational methods that increase levels of inspiration, attendance, and overall achievement; and NAASP Annual Conference (TN) for 1 administrator to attend (travel to/from airport \$70, airfare \$500, parking \$100, rental car \$120, breakfast allowance \$24, lunch allowance \$44, dinner allowance \$56, lodging 4 nights \$600) = \$1,490 to build leadership skills and knowledge around how federal policies and programs impact principals and schools, and how to advocate on these issues. Total cost for out-of-state conferences = \$24,373. Funding for the following in-state conferences include: Exceeding Expectations in Title I Schools for 3 teachers to attend @ \$1,327 (travel \$79, tolls \$35, parking \$25, breakfast allowance \$18, lunch allowance \$33, dinner allowance \$57, lodging 6 nights \$1,080) = \$3,981 to visit award Title I schools to see what strategies they have implemented that have had a positive impact on student achievement; ECTAC Conference for 6 teachers to attend @ \$356 (travel \$20, parking \$10, dinner allowance \$38, lodging 2 nights \$288) = \$2,136 to network with other educators and share best practices while learning about the implementation of federal programs; FSCA Convention for 1 guidance counselor to attend (mileage \$33, tolls \$15, parking \$20, breakfast allowance \$24, lunch allowance \$44, dinner allowance \$76, lodging 4 nights \$1,000) = \$1,212 to network with other counselors and child experts from around the state to share ideas and grow in their practice; FAME for 1 media specialist to attend (travel \$98, tolls \$15, parking \$50, breakfast allowance \$18, lunch allowance \$33, dinner allowance \$57, lodging 3 nights \$750) = \$1,021 to discover new ways to reinvent libraries, classrooms and schools, and learn how to make libraries accessible, enjoyable, and relevant to what is being taught in the classrooms; FLDOE Literacy Coach Conference for 1 literacy coach to attend (travel \$66, tolls \$15, parking \$25, breakfast allowance \$18, lunch allowance \$33, dinner allowance \$57, lodging 3 nights \$750) = \$964 to learn the latest strategies on how to coach teachers in the implementation of the Science of Reading and how to support the struggling reader with research-based practices; Kagan for 10 English/ILA teachers to attend @ \$44 (travel \$33, lunch allowance \$11) = \$440 to learn the various Kagan strategies to get students engaged in their learning, doing their own thinking, and taking ownership of their learning; American Association of School Libraries Conference for 1 media specialist to attend (travel -\$170, tolls \$20, parking \$100, breakfast allowance \$28, lunch allowance \$33, dinner allowance \$47, lodging 3 nights \$450) = \$838 to learn about best practice from the host schools who showcase their strengths and network with other districts in sharing best practices; FAME for 1 media specialist to attend (travel \$66, tolls \$20, parking \$100, breakfast allowance \$24, lunch allowance \$44, dinner allowance \$56, lodging 4 nights \$600) = \$910 to discover new ways to reinvent libraries, classrooms, and schools, and learn how to make libraries accessible, enjoyable, and relevant to what is being taught in the classrooms; and Teaching Learning Coaching Conference for 1 literacy coach to attend (travel \$107, breakfast allowance \$18, lunch allowance \$33, dinner allowance \$57, lodging 3 nights \$747) = \$962 to focus on high-impact teaching strategies, proven instructional coach practices, and system-change strategies that lead to high performing schools. Total cost of in-state conferences = \$24,531. Total costs for out-of-state and in-state conferences = \$36,837 impacting approximately 5,902 K-12 students.
Activity 40	The following dues and fees are for the conferences/workshops as described above in Activity 39: Ron Clark Academy @ \$1,005 each X 8 = \$8,040 total; NAESP/NAASP Conference @ \$932.50 each X 4 = \$3,730 total; FAME @ \$350 each X 2 = \$700 total; Teaching Learning Coaching Conference @ \$1,124.50 each X 2 = \$2,249 total; ECTAC Conference @ \$150 each X 6 = \$900 total; NABSE Conference @ \$600 each X 2 = \$1,200 total; Innovative Schools Summit @ \$545 each X 3 = \$1,635 total; American Association of School Librarians Conference @ \$400 each X 1 = \$400 total; Kagan Training @ \$155.10 each X 49 = \$7,600 total; and AVID Summer Institute @ \$1,000 each X 13 = \$13,000 total; ASCD @ \$400 each X 1 = \$400 total. Three other trainings that were not included in Activity 39 include: Trauma Informed Skills for Educators for 20 of our ALC (Alternative Learning Center) teachers @ \$120 each to develop skills, knowledge, and an understanding of trauma and its impact on students to enhance their ability to engage with youth who have experienced trauma = \$2,400 total; and Support for Teachers Affected by Trauma for 20 of our ALC teachers @ \$120 each to develop an increased awareness of secondary traumatic stress and develop skills to ameliorate the negative impacts = \$2,400 total. Memberships in educational organizations to include NAESP @ \$300, FASA @ \$175, and ASCD @ \$59 = \$534 total. The total costs for professional development dues and fees = \$45,188.
Activity 41	Consultant costs to include: Kagan training for 86 9-12 teachers and 40 7-8 teachers to learn cooperative learning strategies resulting in higher levels of student engagement and therefore a higher understanding of the concepts/skills being taught. This training will positively impact approximately 1,984 students @ \$3,750. The Orlando Science Center providing 30 teachers and 600 K-6 students with hands-on STEM experiences to support the science standards @ \$2,750. Rolling Readers impacting 8 K-1 teachers and 170 students by reading to the students and assisting with tutoring of those students needing extra support @ \$1,000. Planning Through Collaboration consulting with 30 K-8 teachers impacting approximately 324 students by planning lessons focused on the curriculum and high impact instructional strategies @ \$3,000 for support all year long. Total consultant costs = \$9,600. (Consultant agreements are provided as an attachment to this grant. The Orlando Science Center are in the process of increasing their fees, and therefore, can not provide the four schools within this grant with a consultant agreement until the price increase is finalized. As soon as the schools can get their agreements, they will be forwarded to Brevard's Title I specialist). The Reading Rally School Visit impacts approximately 750 students and includes a copy of one of Malcolm's books for each student, a Teacher's Guide with standard-based extension activities and an animated video of Malcolm reading the book (\$2,435).

Activity 42	The following dues and fees to contain field trips include: Brevard Zoo both 1-day field trips and Zoo School that can be scheduled for 1-3 weeks for approximately 1,485 Grade K-7 students @ Zoo School - \$63.30 X 300 students = \$19,295 + Brevard Zoo 1-day trip - \$12.00 X 1,203 students = \$14,445 total to experience standards-aligned interactive learning opportunities to enhance the life science and environmental standards; Kennedy Space Center for approximately 470 Grade 3, 6, 8 students @ \$15.00 X 470 = \$7,050 total to support the science space standards and math standards through learning experiences centered around science, technology, engineering, and math; St. Augustine for approximately 155 Grade 4 students @ \$63.23 X 155 = \$9,800 to support the fourth grade social studies standards focused on the history of Florida; Deep Forest Native American Indians for approximately 100 Grade 3-4 students @ \$8.00 X 100 = \$800 total to support the social studies standards tied to Native Americans and their way of life; Pine Island Sam's House for approximately 400 Grade 1, 4, 5 students @ \$1.00 X 400 = \$400 total to focus on Florida's history and ecosystems standards by exploring what life was like as a Florida pioneer and seeing how native plants and animals impacted us; Fort Christmas for approximately 100 Grade 2 students @ \$1.00 X 100 = \$1,000 total to explore the history of Florida by visiting the fort and 7 historical houses to learn about pioneer life while supporting the social studies standards; Titusville Playhouse for approximately 100 Grade 5 students @ \$8 X 100 = \$800 total to support the ELA.5.R.1 standards to be applied to an appropriate drama that will be selected once the schedule has been released; King Center for approximately 100 Grade K students @ \$10 X 100 = \$1,000 total to support the ELA.K.R.1 standards to be applied to an appropriate drama that will be selected once the schedule has been released; Indian River Lagoon for approximately 170 Grade 4-5 students @ \$10.00 X 170 = \$1,700 total to support the science standards related to physical science focused on plants, animals, and living organisms as well as the social studies standards focused on Florida's ecosystems and resources; spelling bee fees for approximately 825 Grade 4-6 students to participate in the county spelling bee @ \$1.00 X 825 = \$825 total; Lego robotics fee for approximately 20 teams Grade 3-6 students to participate in the Lego robotics competition @ \$50.00/team X 20 = \$1,000 total. Total dues and fees = \$58,115.
Activity 43	The following transportation costs are associated with the descriptions as stated in Activity 42: Zoo School and Brevard Zoo 1-day trips @ average cost \$8.96 X 1,167 students = \$10,456 total; Lagoon Quest @ average cost \$8.60 X 794 students = \$6,828 total; Fort Christmas @ \$12.50 X 55 students = \$688 total; Kennedy Space Center @ \$20.00 X 570 students = \$11,400 total; St. Augustine @ average cost \$47.80 X 285 students = \$13,623 total; Pine Island Sam's House @ \$1.00 X 300 students = \$300 total; King Center @ \$3.00 X 100 students = \$300; Titusville Playhouse @ 3.00 X 200 students = \$600 total. Total costs of transportation as described in Activity 42 = \$44,192. The following transportation costs are associated with field trips not described in Activity 42: Orlando Science Center for approximately 55 Grade 3 students @ \$12.50 X 55 students = \$687 total to support the students involvement in standards-based lab workshops; Sea World for approximately 130 11th grade students in Marine Science @ \$30.00 X 130 students = \$3,900 total to experience the career of a marine biologist and all of the content (standards) associated with doing their work; symphony for approximately 90 Grade 5 students @ \$2.00 X 90 students = \$180 total to experience the sounds of various instruments and encourage students to explore band and orchestra as secondary electives; Gradventure for approximately 100 seniors @ \$10.00 X 100 students = \$1,000 total to support students in building a positive attitude for the hard work and academic stamina that they demonstrated in entering high school; district science fair for approximately 50 Grade 4-6 students @ \$12 X 50 students = \$600 total to attend the science fair and be interviewed about their projects; and Very Special Arts for approximately 15 students @ \$3.00 X 15 = \$45 total to attend Kennedy Space Center to assure the arts are available to all students. Total costs of transportation not described in Activity 42 = \$27,305. Total field trip transportation costs = \$57,807.
Activity 44	Hardware < \$1,000 to include: 411 laptop computers used by approximately 2,437 K-12 students @ \$509.01 X 411 = \$209,223 to replenish computers to support students in using supplemental online resources such as iReady and Lexia; 10 document cameras used by approximately 220 4-6 students @ \$210 X 10 = \$2,100 to project instructional materials for core instruction so that the teacher can model expectations; attendance kiosk for approximately 1,299 K-8 students @ \$1,067 total to eliminate the wait time for getting tardy students to class in order to increase their instructional time; ipads for approximately 5 students @ \$600 X 5 = \$3,000 to implement the use of iReady and other curriculum computer assisted instructional resources; 23 projectors impacting approximately 880 K-8 students @ \$376.78 X 23 = \$8,665 to project the curriculum when modeling notetaking, coding text, sounding out multisyllabic words, etc.; 2 HoverCam Spark Document Cameras impacting approximately 50 Grade 4 students @ \$277.00 X 2 = \$554.00 total; and 2 wireless key/mouse combos @ \$73.00 X 2 = \$146.00 total to go with the Promethean boards so that teachers can move about the room when monitoring students' work. Total cost of hardware < \$1,000 = \$221,755. Hardware > \$1,000 to include: 1 HP Printer to support approximately 50 9-12 students @ \$2,000 total to support resources for student presentations, research etc.; 3 3D printers for approximately 1,911 3-6 students @ \$2,666.66 X 4 = \$8,000 total to support student STEAM experiences and develop their analytical skills, critical thinking skills, and problem solving skills; 2 student laptops to support approximately - 44 Grade 4 students @ \$1,100 X 2 = \$2,200 total to replenish computers used to support supplemental computer assisted instructional resources such as iReady and Lexia; 1 Canon Image PROGRAF Large Format Poster/Printer Maker for approximately 58 teachers and 610 7-8 students @ \$15,000 total to create poster size documents for projects, publications, and to support PBIS and AVID school initiatives; and 13 - 75" Promethean Active Panels 9 Premium to impact approximately 522 4-8 students @ \$8,921.69 X 13 = \$115,982.00. Total cost of hardware > \$1,000 = \$526,345.
Activity 45	Fifteen charging carts > \$1,000 impacting approximately 1,544 K-12 students @ \$2,332 X 15 = \$34,980 total. Thirty-two < \$1,000 Tripplite rolling workstations to impact approximately 704 1-6 students @ \$282.93 X 32 = \$9,054 total to support the Promethean boards so that teachers can monitor their students during instruction when using the boards.
Activity 46	Tech related supplies to include: 5,113 headphones to support approximately 5,983 K-12 students @ \$8.60 X 5,015 = \$ 43,131 total; 7 colored printer ink cartridges to support approximately 1,830 K-6 students @ \$335 X 7 = \$2,345 total to support the printing of student data for data chats, goal setting, and instructional adjustments; 20 doc cam and projector replacement bulbs @ \$50 X 20 = \$1,000 total to support learning when the teacher is delivering core instruction and modeling expectations; 170 charging chords impacting approximately 1,439 K-12 students @ \$10.59 X 170 = \$1,800 total; 10 rolls of 3D printing filament @ \$25.00 X 10 = \$250 total to support STEM; and miscellaneous other items such as mice, keyboards, and USBs @ \$2,700 total. Total Tech related supplies = \$51,226.
Activity 47	Software > \$1,000 to include: HUDL to support approximately 300 9-12 students @ \$10,000 total for all athletes to have access for shared use of the software regarding recruitment and academic information distribution; Total software costs > \$1,000 = \$10,000 total.
Activity 48	Software < \$1,000 to include: Swank Movie Software to support 618 K-6 students @ \$400 total to show media to support curriculum nights for parents and students; and critical elements to support approximately 618 K-6 students to support supplemental Title I services. Total software costs < \$1,000 = \$ 1,150 total. Software subscriptions to include the following: Title I-Crate for 40 schools impacting approximately 25,271 K-12 students @ \$600 each X 40 students = \$24,000 used to maintain their required documentation to support the federal required assurances; Smore for 8 schools impacting approximately 533 K-12 students @ \$2.02/student X 533 students = \$10,769 total for regular student/family connection regarding student progress, academic support services, schoolwide events, etc. to increase family engagement. This purchase enables teachers to customize newsletters; Brainpop for 2 schools impacting approximately 960 4-8 students @ \$10.21/student X 960 students = \$9,800 total to supplement instructional delivery to scaffold for understanding of the ELA/Math concepts being taught; Remind for 1 school impacting approximately 1,500 7-12 students @ \$4.67/student X 1,500 students = \$7,000 total to provide information via text to parents and students to keep them academically engaged; GradeCam for 1 school impacting approximately 1,500 7-12 students @ \$3.13/student X 1,500 students = \$4,700 total to enable teachers to grade exams, analyze data, and input grades into FOCUS (an online student data platform); Flocabulary for 2 schools impacting approximately 1,955 K-12 students @ \$2.56/student X 1,955 students = \$5,000 total to provide vocabulary practice and lesson support for teachers and students; Newsela for 1 school impacting approximately 1,500 7-12 students @ \$2.13/student X 1,500 students = \$3,200 total to provide access to content rich, grade level text to support core instruction and build background knowledge to enhance comprehension; Minga for 2 schools impacting approximately 2,168 7-12 students @ \$3.14/student X 2,168 students = \$6,800 total to use as a hall pass monitoring system to help address significant tardiness, out of area, and other loss of instructional time referrals; Top Score Writing for 1 school impacting approximately 220 4-5 students @ \$4.54/Student X 220 students = \$1,000 total to support writing instruction, enrichment, small group academic support, and assessments to inform instruction; Canva for 2 schools impacting approximately 904 students @ \$3.34/student X 904 students = \$305 total to produce flyers and website materials to communicate with and engage parents and students with academic events and supplemental resources; Reflex Math at 1 school impacting approximately 500 K-6 students @ \$6.60/student X 500 students = \$3,300 total to provide practice according to standards to further develop math skills; MyOn for 1 school impacting approximately 500 K-6 students @ \$9.20/student X 500 = \$4,600 total to make books online available for students to read to develop their fluency and on-grade level vocabulary as well as improve their comprehension; Lexia for 13 schools impacting approximately 7,714 K-6 students @ \$18.88/student X 7,714 = \$145,700 total to support phonics and phonological awareness through computer assisted instruction to remediate Tier 2 and 3 students with teacher small group support built in; Generation Genius for 5 schools impacting approximately 2,664 K-8 students @ \$2.18/student X 2,664 students = \$5,820 total to support the math and science standards with supplemental lessons and practice; AVID for 1 school impacting approximately 370 2-6 students @ \$8.64/student X 370 = \$3,200 total to support the organizational requirements and student engagement within the AVID program; iReady for 2 schools impacting approximately 865 K-8 students @ \$50.43/student X 865 students = \$32,933 total to assist with on-going progress monitoring to support small group remediation and differentiated support; Study Island for 1 school impacting approximately 324 K-8 students @ \$15.43/student X 324 = \$5,000 total to support students with supplemental standards-aligned instruction in ELA and math; Accelerated Reader for 6 schools impacting approximately 2,670 students



@ \$11.59/student X 2,670 students = \$30,947 total to increase student academic performance by monitoring students' reading levels and reading comprehension. Student data are monitored through class or individual student data; Planbook for 3 schools impacting approximately 1,773 students @ \$.82/student X 1,773 students = \$1,460 total to plan lessons that benefit students academically; Vista Higher Learning for 1 school impacting approximately 100 9-12 students @ \$18.00/student X 100 students = \$1,800 total to support and facilitate teaching of languages, literacy, and culture of different countries; Nearpod for 1 school impacting approximately 610 7-8 students @ \$12.30/student X 610 students = \$7,500 total enables teachers to design interactive lessons to engage all students, especially ELL and Level 1 and 2 students; Penda for 1 school impacting approximately 246 3-6 students @ \$6.05/student X 246 = \$1,500 total to increase proficiency of science standards; IXL for 1 school impacting approximately 120 6-8 students @ \$30.42/student X 120 students = \$3,650 total to provide supplemental resources and computer assisted instruction in ELA, math, science, and social studies; Moby Max for 1 school impacting approximately 214 K-5 students @ \$9.32/student X 214 = \$1,995 total to provide additional practice of ELA and math skills based on each student's academic needs; Discovery Education for 2 schools impacting approximately 1,088 K-6 students @ \$3.68/student X 1,088 students = \$4,000 total to provide supplemental benchmark aligned resources for engaging lessons and videos that span grade levels and topics; Renaissance STAR for 1 school impacting approximately 423 2-6 students @ \$7.09/student X 423 students = \$3,000 total providing online assessments used to determine students' independent reading levels, and it is used as a progress monitoring tool; Sign Up Genius for 1 school impacting approximately 668 7-8 students @ \$.40/student X 668 = \$270 total for parent contact for events and planning to include PBIS events; Classroom Screen for 1 school impacting approximately 668 7-8 students @ \$1.20/student X 668 = \$800 total to support classroom and student engagement with high expectations and timers for student tasks; Smart Pass for 1 school impacting approximately 417 7-8 students @ \$14.39/student X 417 students = \$6,000 total for tracking student attendance and minimizing time out of the classroom to avoid loss of instruction; Write Score for 1 school impacting approximately 65 5-6 students @ \$28.48/student X 65 students = \$1,851 total for online writing assessments to pinpoint areas of weakness and provide lessons to remediate weak writing components (i.e. organization, vocabulary, transitions, etc.); News2You for 1 school impacting approximately 100 K-3 students @ \$2.40/student X 100 students = \$240 total supporting comprehension for Tier 3 students; Gizmo for 1 school impacting approximately 76 Grade 5 students @ \$11.84/student X 76 = \$920 total to provide virtual, interactive STEM simulations aligned to the standards for students to apply concepts learned to real world scenarios; and Heggerty On-Line for 1 school impacting 120 K students @ \$4.45/student X 120 students = \$534 total to enhance phonemic awareness lessons in the classroom. Total software subscriptions = \$339,594.

Activity 49 Materials and supplies to include such things as sensory walls and light covers for our ASD students at our Alternative Learning site, composition notebooks, binders, sticky notes, highlighters, file folders, dividers, dry erase student boards, dry erase markers, chart paper, paper, pencils, math manipulatives, center games, Scholastic Classroom Magazines, ELA/Math intervention materials, 95% Group program kits, AVID folders, science project boards, cardstock, alphabet and number accent cards, index cards, batteries, calculators, sheet protectors, staplers, flashcards, crayons, lamination, student classroom books and miscellaneous workbooks and resources to support the curriculum that was not funded by the district impacting approximately 31,226 K-12 students at 41 school sites @ \$778,216 = approximately \$18,980.87/school.

Activity 50 Salaries for 14.5 (10.5 FTE for elementary and 4.0 FTE for secondary) Guardian/Parent Liaisons - Attendance to service approximately 9,244 K-12 students by working with students and parents to home visit, problem solve, and implement plans for increasing student attendance rates in order to improve the academic performance of students @ average salary \$22,154.21 = \$321,236 total. Retirement for 14.5 Guardian/Parent Liaisons @ \$44,693 total; FICA for 14.5 Guardian/Parent Liaisons @ \$25,988 total; Life and Medical Insurance for 14.5 Guardian/Parent Liaisons @ \$147,045 total; and Workmen's Compensation for 14.5 Guardian/Parent Liaisons @\$2,990 total.

**List the detailed activities that will be implemented to address this Area of Focus.**

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
5100	120	RF: AOF 1	1	Basic (FEFP K-12)-Classroom Teacher	10.64	\$518,400.00	School
5100	210	RF: AOF 1	2	Basic (FEFP K-12)-Retirement	0	\$150,700.00	School
5100	220	RF: AOF 1	3	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)	0	\$72,461.00	School
5100	240	RF: AOF 1	4	Basic (FEFP K-12)-Workers' Compensation	0	\$5,289.00	School
6300	130	RF: AOF 1	5	Instruction and Curriculum Development Services-Other Certified	0	\$428,800.00	School
5100	120	AOF 1	6	Basic (FEFP K-12)-Classroom Teacher	69.3	\$3,474,908.00	School
5100	120	AOF 1	7	Basic (FEFP K-12)-Classroom Teacher	4	\$15,360.00	School
5100	150	AOF 1	8	Basic (FEFP K-12)-Paraprofessional	56.992	\$1,251,478.00	School
5100	210	AOF 1	9	Basic (FEFP K-12)-Retirement	0	\$681,190.00	School
5100	220	AOF 1	10	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)	0	\$351,961.00	School
5100	230	AOF 1	11	Basic (FEFP K-12)-Group Insurance	0	\$1,201,833.00	School
5100	240	AOF 1	12	Basic (FEFP K-12)-Workers' Compensation	0	\$25,414.00	School
6120	130	AOF 1	13	Guidance Services-Other Certified	6.5	\$372,042.00	School
6120	210	AOF 1	14	Guidance Services-Retirement	0	\$59,191.00	School
6120	220	AOF 1	15	Guidance Services-Federal Insurance Contributions Act (FICA)	0	\$28,459.00	School
6120	230	AOF 1	16	Guidance Services-Group Insurance	0	\$88,762.00	School
6120	240	AOF 1	17	Guidance Services-Workers' Compensation	0	\$2,077.00	School
6300	130	AOF 1	18	Instruction and Curriculum Development Services-Other Certified	30	\$1,610,349.00	School
6300	130	AOF 1	19	Instruction and Curriculum Development Services-Other Certified	0	\$39,290.00	School
6300	150	AOF 1	19	Instruction and Curriculum Development Services-Paraprofessional	0	\$1,500.00	School
6300	210	AOF 1	20	Instruction and Curriculum Development Services-Retirement	0	\$241,610.00	School
6300	220	AOF 1	21	Instruction and Curriculum Development Services-	0	\$122,104.00	School
6300	230	AOF 1	22	Instruction and Curriculum Development Services-Group Insurance	0	\$311,689.00	School
6300	240	AOF 1	23	Instruction and Curriculum Development Services-Workers' Compensation	0	\$9,027.00	School
5900	120	AOF 1	24	Other Instruction-Classroom Teacher	0	\$93,600.00	School
5900	210	AOF 1	25	Other Instruction-Retirement	0	\$13,561.00	School
5900	220	AOF 1	26	Other Instruction-Federal Insurance Contributions Act (FICA)	0	\$6,566.00	School
5900	240	AOF 1	27	Other Instruction-Workers' Compensation	0	\$490.00	School
6400	130	AOF 1	28	Instructional Staff Training Services-Other Certified	0	\$10,376.00	School
6400	140	AOF 1	29	Instructional Staff Training Services-Substitute Teacher	0	\$59,592.00	School

6400	210	AOF 1	30	Instructional Staff Training Services-Retirement	0	\$903.00	School
6400	220	AOF 1	31	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)	0	\$5,663.00	School
6400	240	AOF 1	32	Instructional Staff Training Services-Workers' Compensation	0	\$758.00	School
5100	370	AOF 1	33	Basic (FEFP K-12)-Communications	0	\$7,870.00	School
5100	390	AOF 1	34	Basic (FEFP K-12)-Other Purchased Services	0	\$52,402.00	School
5100	520	AOF 1	35	Basic (FEFP K-12)-Textbooks	0	\$56,984.00	School
6200	610	AOF 1	36	Instructional Media Services-Library Books	0	\$12,500.00	School
7800	460	AOF 1	37	Student Transportation Services-Diesel Fuel	0	\$2,000.00	School
6400	510	AOF 1	38	Instructional Staff Training Services-Supplies	0	\$7,440.00	School
6400	330	AOF 1	39	Instructional Staff Training Services-Travel	0	\$36,837.00	School
6400	730	AOF 1	40	Instructional Staff Training Services-Dues and Fees	0	\$45,188.00	School
6400	310	AOF 1	41	Instructional Staff Training Services-Professional and Technical Services	0	\$9,600.00	School
5100	730	AOF 1	42	Basic (FEFP K-12)-Dues and Fees	0	\$58,115.00	School
7800	790	AOF 1	43	Student Transportation Services-Miscellaneous	0	\$57,807.00	School
6500	643	AOF 1	44	Instructional-Related Technology-Capitalized Computer Hardware	0	\$143,182.00	School
6500	644	AOF 1	44	Instructional-Related Technology-Noncapitalized Computer Hardware	0	\$604,918.00	School
6500	643	AOF 1	45	Instructional-Related Technology-Capitalized Computer Hardware	0	\$34,980.00	School
6500	644	AOF 1	45	Instructional-Related Technology-Noncapitalized Computer Hardware	0	\$9,054.00	School
6500	519	AOF 1	46	Instructional-Related Technology-Technology Related Supplies	0	\$51,226.00	School
6500	691	AOF 1	47	Instructional-Related Technology-Capitalized Software	0	\$10,000.00	School
6500	692	AOF 1	48	Instructional-Related Technology-Noncapitalized Software	0	\$1,150.00	School
6500	360	AOF 1	48	Instructional-Related Technology-Rentals	0	\$339,594.00	School
5100	510	AOF 1	49	Basic (FEFP K-12)-Supplies	0	\$789,801.00	School
6150	130	AOF 1	50	Parental Involvement-Other Certified	14.5	\$321,748.00	School
6150	210	AOF 1	50	Parental Involvement-Retirement	0	\$44,693.00	School
6150	220	AOF 1	50	Parental Involvement-Federal Insurance Contributions Act (FICA)	0	\$25,988.00	School
6150	230	AOF 1	50	Parental Involvement-Group Insurance	0	\$147,045.00	School
6150	240	AOF 1	50	Parental Involvement-Workers' Compensation	0	\$2,990.00	School
		AOF 1					

**LEA Total (Including Roll Forward)** \$0.00

**School Total (Including Roll Forward)** \$14,128,515.00

**Area of Focus 1 Total (Not Including Roll Forward)** \$12,952,865.00

**Estimated Roll Forward Total** \$1,175,650.00

**Total Funds Requested (Including Roll Forward)** \$14,128,515.00

**Area of Focus 2: Parent and Family Engagement**

For LEAs with a Total Allocation under \$500,000- Area of Focus 2 budget is not to exceed two percent of the total allocation.

For LEAs with a Total Allocation of \$500,000 or greater- Area of Focus 2 budget must reserve at least one percent of the total allocation and allocate a minimum of 90 percent of the one percent directly to schools; not to exceed two percent of the total allocation.

**A. Provide a description of how the LEA will address Parent and Family Engagement.**

Brevard Public Schools (BPS) believes strongly in the involvement and engagement of parents and families in their child's educational success. The district works diligently to strengthen the relationship between stakeholders and to promote collaborative planning, decision making, and improvement efforts. The parents in Brevard are diverse in culture, language, and economic needs. They share the school's commitment to the academic success of their children. BPS's Title I Department and Title I schools work in collaboration with parents in order to establish programs, activities, and best practices that will enhance the engagement of parents. The district Title I Department makes certain that the development of such programs and activities promote student achievement, provide for continuous improvement of programs, and involve developing parents as leaders and equal partners. The district Title I Family Engagement (FE) content specialist works closely with schools to review/revise, plan, and implement a successful Parent and Family Engagement Plan (PFEP). BPS has an established Parent Leadership Team (PLT) that is made up of parents and community members that represent Title I schools. District staff work together and share the responsibility of providing trainings and arranging meetings that provide parents with information needed to make well-informed decisions for their children. The PLT meets 6-8 times a year. Input from parents, community members, and staff at our Title I schools will be used in making decisions about how the 1% of Title I, Part A funds reserved for family engagement is spent. The district ensures that not less than 90% of one percent goes directly to the schools, after the proportionate share for equitable services has been calculated. The Title I Department will work closely with school teams to ensure the correct allocation of funds and the monitoring of fund expenditures. The implementation of the LEA's parent and family engagement plan and each school's PFEP will be documented using multiple means of data collection, including parent interviews, surveys, meeting minutes, digital compliance documentation and onsite visits. The district Title I Department will provide training, guidance, and technical assistance to school parent and family engagement contacts, school administrative teams and parents. During PLT meetings information collected from parents, Title I schools, and the district will be discussed, analyzed, processed, and documented. Academic Parent Teacher Teams (APTT) were implemented in two of our Title I schools. Both schools had a successful implementation of the program and received positive feedback from parents that attended. Both schools plan on continuing the APTT model during the 2023-24 school year. The goal will be to increase parent attendance at the meetings as well as to expand the grade levels that offer the meetings. The district Title I FE content specialist will continue to plan and facilitate Poverty Simulations that are provided to Title I schools (administrators, faculty, staff, and community members). This training will assist participants in understanding and effectively addressing the needs of families living in poverty. BPS will also have Guardian/Parent Liaisons to support student attendance. They will serve approximately 9,244 students by working with the caregiver/guardian/parent and child to improve attendance rates that will directly lead to improvement in academic performance. Liaisons will conduct home visits to problem solve and will create plans to improve student attendance. The liaisons will also provide frequent follow-up phone calls or home visits to families after the plan has been created. Many of our critical Title I schools will now have an attendance liaison to address this barrier to academic success. The district Title I Department will consult with teachers, principals, administrators, parents, community members, and other appropriate school personnel to ensure that stakeholders are equally involved in the collaboration and decision-making process as required by ESSA, Section 1116: Parent and Family Engagement. In the meaningful and active consultation, as partners, the district Title I Department will provide technical assistance to schools with writing their PFEP, implementing programs and activities, and understanding the correlation between the PFEP and the School-wide Improvement Plan to ensure certain requirements are met. The district Title I Department will meet with Title I schools numerous times throughout the year to conduct training sessions (onsite support, group trainings, and virtual) and to provide technical assistance on how to write and implement effective Parent and Family Engagement Plans and Compacts. Technical assistance will be provided throughout the year to assist schools in selecting appropriate, research-based activities and to assist them with fulfilling the requirements of ESSA Section 116 of the ESEA. Parent Resource Centers will be available in some schools. Communication with Title I schools will occur daily. Schools will be provided support through emails, phone calls, webinars conducted by the district Title I Department and onsite visits. Schools will receive updates and ideas through monthly newsletters and virtual meetings as well as the Title I website. Schools will also be provided with individual support in creating, implementing, and evaluating family engagement events at each school. District Title I Department staff will attend evening family engagement events at Title I schools. Technical assistance will be provided to ensure effective training for developing, implementing, monitoring, and evaluating programs and activities that foster the involvement of parents, students, schools, and the community. Support will be given to schools on how to best analyze parent survey data and how to use the results to improve programs at the school level. The district Title I Department will be responsible for monitoring the schools' programs and activities. This will be done by schools providing the LEA with documentation via the online compliance platform. The documentation will provide a description of the activities executed, the number of participants, and the feedback that was collected. Onsite visits will be scheduled by the LEA to verify and to ensure that FE activities are being implemented with fidelity. The schools' documentation will support the great things that will occur at Title I schools. The LEA will assist schools that need support throughout the year. Cross-Program Coordination -Step FOURward/Voluntary Pre-Kindergarten (VPK), Title I funds will supplement our 15 VPK programs, allowing BPS to offer full day services for our VPK students and families. The Early Childhood (EC) and Title I Department will work together to coordinate parent training opportunities and transitional services for students planning to enter the regular public-school program. Activities may include coordinated meetings with EC and the Title I Department to address school, staff, and family needs; coordinated meetings with parents, VPK teachers, and kindergarten teachers to discuss specific needs. -The district Title I Department and Head Start will work collaboratively to build the capacity of schools and families to establish partnerships and support student achievement and kindergarten readiness. Both departments will coordinate training and resources to assist Head Start families in achieving the 7 FE Outcomes, including; Family Well-Being, Positive Parent/Child Relationships, Families as Lifelong Educators, Families as Learners, Family Engagement in Transitions, Family Connections to Peers, and Community and Families as Advocates and Learners. Coordination of Head Start family services will also occur through contracted services with Brevard C.A.R.E.S. -IDEA professional development opportunities will be provided for staff. Training opportunities for parents of Title I ESE students are offered from the Office of Exceptional Education, Title I, and FDLRS. We will collaborate to address the exceptional needs of students and families without duplicating services. -Florida Diagnostic and Learning Resources System (FDLRS) will provide diagnostic and instructional support services to district exceptional student education programs and families of students with exceptionalities statewide. The personnel in the FDLRS Office and the Title I Department will work collaboratively in planning, implementing, and evaluating various FE initiatives and training opportunities. -Title II, Part A (Improving Teacher Quality), The district FE content specialist and the Office of Educational Leadership & Professional Development staff will work collaboratively to provide school staff with professional development in working effectively with parents. -Title III (Language Instruction for English Learners), The district FE content specialist will work collaboratively with the Title III coordinator and family liaisons to address the needs of ELL students and families for language instruction in our Title I schools. The team will plan and implement appropriate programs, services, and training opportunities for school staff and families without duplicating services. Title III family liaisons will work with ESOL teachers to facilitate communication during parent meetings and trainings. Translation services will be offered at parent trainings, provided either by the Title III parent liaisons or bilingual school staff. -Title IX (Homeless Education/McKinney-Vento), The district Title I Department and the district Homeless Liaison will work collaboratively to meet the varying needs of our homeless youth and families without duplicating services. Since the number of homeless students has been steadily increasing each year, we have been planning additional joint awareness training for staff and families. The district Title I Department will provide tutoring services and backpacks filled with school supplies for homeless students. A parent survey will be created by the LEA and sent to all families to complete online or on paper. This data will be analyzed for trends at the district and school level and then used to drive improvement in academic instruction and building the capacity of families to better support at-home learning. Schools will share this data with school advisory councils, community members, and parents at end of the year meetings and will gather feedback. Government and Community Relations and senior-level cabinet members will share this data with the Superintendent and School Board members in order to evaluate the effectiveness of the district and school level programs. District Survey Results, Barriers, and Goals: -Parents prefer to attend meetings in the evening with 75% indicating they prefer meetings Monday-Friday after 6:00. Many of our families work long hours and/or have multiple jobs and need later meetings. Comments on various exit slips from school events and the district survey indicated that providing snacks at evening events would be helpful to families coming directly from work to attend an event. High needs Title I schools will have the option to provide food for parent reading, math, and science trainings if they take place during meal times. Schools will need pre-approval from the district Title I Department before purchasing food items. Schools will only be allowed to spend a small percentage (no more than 20%) of their parent and family engagement funds on food items. The district Title I Department will monitor these expenses closely and will determine if providing snacks increased the attendance at parent training events. Exit slips and parent surveys will provide the necessary evidence. -75% of Title I parents want family fun nights. Goals will be for schools to wrap reading, math, or science trainings with a fun event. Creating hands-on, interactive, and engaging events for families is necessary. Schools will purchase a variety of materials for parent trainings such as: paper, markers, books, dice, math games, reading games, etc. -85% of Title I parents expressed a desire for educational materials (reading and math) to be used at home. Goals will be for schools to provide these resources to families through self-checkout systems in the front office, parent resource centers where parents have open access throughout the day, outreach events, home visits, parent trainings, and conferences. Most of the Title I schools will be using their PFE funds to purchase books, reading games, and math games for parent trainings. -Meeting are not at convenient times-parents and caregivers are working long hours and have schedules that don't allow participation at school parent trainings. Schools need to provide virtual meeting options for every event. Meetings should also be recorded and posted in a location where parents can easily access the recording and watch it at their convenience. Schools also need to be mindful of grandparents raising grandchildren. They will need special attention so that they can receive the information and know how to support their grandchildren at home. -Parents are not receiving timely communication regarding upcoming meetings or trainings and then are unable to make arrangements to attend. Schools need to meet the communication needs of each family. Most families prefer an instant-messaging type system, but some like email. Goals at schools should include having one consistent system used by every teacher so parents know how they will be receiving important information about upcoming parent meetings. Multiple reminders sent by schools/teachers are needed to increase attendance at parent trainings. Schools should provide translation services (either by the Title III Department or school based bilingual staff), when necessary. Schools can use translators , or a group translation device. All major parent engagement documents need to be translated along with fliers advertising parent trainings. Schools need to be sure they are using a two-way communication platform that provides translation of messages. Continuous collaboration with the district Title III Department is crucial. -Child care needs to be provided at every parent training that is offered at schools so that all parents/families can participate. School resources need to be used to provide childcare/flexibility for meeting locations, virtual offerings. -Some families lack reliable transportation to get to school events. A few have no transportation. Goals should include use of school resources/donations from community partners to provide transportation options for parents to be able to attend meetings. The district Title I FE content specialist will work with Title I schools to review their specific parent survey results and other data to design capacity-building family events that best meet the needs of their families each year and to use family engagement funds to purchase materials to support these events.

B. Describe the funded activities that will be implemented to address Area of Focus 2

**B. Describe the funded activities that will be implemented to address Area of Focus 2.**

Activity 1	Salary and benefits for one parent and family engagement district-level content specialist (funding for salary, benefits, and summer extra duty pay)-Total \$96,309. Salaries for 14.5 FTE (10.5 FTE for elementary and 4.0 FTE for secondary) Guardian/Parent Liaisons-Attendance-Total of \$321,236; life insurance for 14.5 liaisons-total- \$1,900; medical insurance for 14.5 liaisons-total-\$145,145; liaisons will service approximately 9,244 students by working with students and parents to problem solve, create and implement plans for increasing student attendance rates in order to improve the academic performance of students.
Activity 2	Translation services, instructional assistants used as translators at parent trainings and conferences; funds used to pay for translation of Title I documents (PFEP, Compact, flyers, parent survey) and the purchase of district level translation kits or devices for events in order for full participation of our ELL families-Total <del>\$500</del> \$512
Activity 3	Travel to family engagement conferences (ECTAC, FASFEAPA, National Family Engagement Summit, National Community Schools & Family Engagement Conference); participants: 4- Total \$6,000
Activity 4	Postage costs for mailing home notifications and invitations for parents and families (progress reports, interim reports, testing results, school events, school newsletter, etc.)- Total <del>\$2,000</del> \$500
Activity 5	Title I Parent Leadership Team (PLT) meetings; Participants: 125 attendees/mtg; (6-8) meetings per year consisting of parents, family members, school-based personnel, and community members to train on new engagement strategies, collect feedback, analyze data, and provide an opportunity to participate in district-level discussions with district leaders and peers. (funding for table materials, professional development materials, printing of community parenting events fliers, and office supplies)- \$2,000. Parent and Family Engagement materials (reading, math, science event materials, games, manipulatives, books, miscellaneous consumable office supplies used at events, summer reading programs, kindergarten transition, middle school transition, high school transition, parenting skills classes and newsletter subscriptions, parent resource materials, educational games, printing of agendas, calendars, school/classroom procedures, school compacts, invitations, newsletters, and purchasing refreshments -snacks for parent trainings taking place during meal time); Take-home materials purchased primarily for hands-on learning opportunities focused on building parent capacity to support learning at home. Some funds will be used to pay literacy coaches, math coaches, guidance counselors, social workers, teachers, and local organizations to provide trainings for families on reading, math, science, SEL, AVID, Bright Futures, CTE programs, and test anxiety.-Total \$3,500. Poverty Simulation facilitation; participants: 3 simulations; Multiple facilitations for this simulation across the county. Priority is given to Title I schools. Funding for replacement of kit materials.- \$19,863. Faculty and Staff presentations and book studies. Participants: 41 schools; annual and series of faculty and staff trainings at the school level. Funds used to purchase family engagement materials for professional development (access to parent and family engagement webinars and trainings, access to National Association For Family, School, and Community Engagement organization, and professional books focused on improving parent and family engagement)- \$191,726.
Activity 6	Parent and Family Engagement Tech related supplies (ink, toner), materials for printing event flyers- Total \$1,500
Activity 7	Tech Related Supplies; Parent and Family Engagement software; iPad used to record and/or take pictures during parent trainings at schools or the districts- Total \$992
Activity 8	Dues and fees for NAFSCE and FASFEAPA; conference registration fees for the National Family Engagement Summit and the National Community Schools and Family Engagement Conference- Total \$3000
Activity 9	Survey software (Survey Monkey) Software program to design, collect, and analyze parent survey data to be distributed to schools and analyzed by district and school leaders; yearly subscription to Canva to create informational fliers for schools and families- Total \$500
Activity 10	Consultants and translation services for district parent workshops- \$2,000. PFE consultants for school-based events (Reading, Math, STEAM/STEM, SEL, Orlando Science Center for onsite presentations) (consultant agreements can be found in attached TIPA spreadsheet)-Total \$4,450.
Activity 11	Subscriptions to Smores for schools to provide electronic newsletters to parents; subscription to Parenting in Today's World newsletter which provides parents with parenting tips and strategies, offered in Spanish also- Total \$6,000
Activity 12	Purchase iPads to record parent trainings, take pictures, etc. Recordings will be used to post to school websites or social media so that families can access the videos at their convenience, pictures will be used to promote attendance at events- Total \$3,000

**List the detailed activities that will be implemented to address this Area of Focus.**

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
6150	130	AOF 2	1	Parental Involvement-Other Certified	1	\$68,261.00	LEA
6150	210	AOF 2	1	Parental Involvement-Retirement	0	\$10,860.00	LEA
6150	220	AOF 2	1	Parental Involvement-Federal Insurance Contributions Act (FICA)	0	\$5,222.00	LEA
6150	230	AOF 2	1	Parental Involvement-Group Insurance	0	\$11,585.00	LEA
6150	240	AOF 2	1	Parental Involvement-Workers' Compensation	0	\$381.00	LEA
6120	360	AOF 2	2	Guidance Services-Rentals	0	\$512.00	LEA
6150	330	AOF 2	3	Parental Involvement-Travel	0	\$6,000.00	LEA
6150	370	AOF 2	4	Parental Involvement-Communications	0	\$500.00	LEA
6150	390	AOF 2	5	Parental Involvement-Other Purchased Services	0	\$2,000.00	LEA
6150	390	AOF 2	5	Parental Involvement-Other Purchased Services	0	\$19,863.00	LEA
6150	510	AOF 2	5	Parental Involvement-Supplies	0	\$3,500.00	LEA
6150	510	AOF 2	5	Parental Involvement-Supplies	0	\$191,726.00	LEA
6150	519	AOF 2	6	Parental Involvement-Technology Related Supplies	0	\$1,500.00	LEA
6150	519	AOF 2	7	Parental Involvement-Technology Related Supplies	0	\$992.00	LEA
6150	730	AOF 2	8	Parental Involvement-Dues and Fees	0	\$3,000.00	LEA

6150	360	AOF 2	9	Parental Involvement-Rentals	0	\$500.00	LEA
6150	310	AOF 2	10	Parental Involvement-Professional and Technical Services	0	\$2,000.00	LEA
6150	310	AOF 2	10	Parental Involvement-Professional and Technical Services	0	\$4,450.00	LEA
6500	360	AOF 2	11	Instructional-Related Technology-Rentals	0	\$6,000.00	LEA
6500	644	AOF 2	12	Instructional-Related Technology-Noncapitalized Computer Hardware	0	\$3,000.00	LEA
		AOF 2					
<b>LEA Total (Including Roll Forward)</b>						\$341,852.00	
<b>School Total (Including Roll Forward)</b>						\$0.00	
<b>Area of Focus 2 Total (Not Including Roll Forward)</b>						\$341,852.00	
<b>Estimated Roll Forward Total</b>						\$0.00	
<b>Total Funds Requested (Including Roll Forward)</b>						\$341,852.00	
<b>Area of Focus 3: Homeless Education</b>							

**A. Provide a description of how the LEA will address Homeless Education.**

The district homeless liaison is responsible for assisting schools with: (1) identifying homeless students, (2) ensuring homeless students are enrolled in school, and (3) providing schools the information needed to ensure all homeless students have access to services that are available to them. The district homeless liaison and the Title I content specialist, who oversees Title I services for homeless students, collaborate regularly to discuss the best ways to meet the needs of homeless students. Monthly Students-in-Transition Committee meetings are held to address the needs of homeless students and their families. The committee is comprised of Brevard Public Schools staff and community members.

**B. Describe the funded activities that will be implemented to address Area of Focus 3.**

Activity 1	Provide school-based academic support for homeless students at risk of failing to meet state standards in grades K-12. The focus is on instruction and the improvement of student learning of B.E.S.T standards in Reading and/or Math. Academic support will be available to homeless students at all schools in Brevard County, not just Title I schools. School homeless contacts, counselors, and school/district social workers identify and will submit academic support referrals to the Title I content specialist who oversees the program & coordinates with certified teachers to implement standards-based academic support for the approved students. The analysis of data drives all decision-making. Certified teachers collaborate with classroom teachers to address student deficiencies. Academic support may take place on campus, at homeless shelters, off-campus at a safe location, and/or virtually. The program is evaluated by reviewing students' report cards, monthly progress reports completed by the academic support certified teachers, and other available student data. Title I funds will cover salary and fringe for certified teachers who provide instruction. (Teachers' hourly rates and fringe vary. \$144,871 has been budgeted for salary and fringe based on historical data.)
Activity 2	Pay printing costs for brochures that outline Title I services for homeless students and for materials that are printed for distribution to parents of homeless students. (\$500 budgeted for printing costs based on historical data)
Activity 3	Provide backpacks and school supplies as needed for homeless students @\$17/supply kit + \$9.00/backpack. (522 x \$26 = \$13,572). Purchase printer supplies, such as ink cartridges, to print academic support paperwork (e.g. referrals, time logs, lesson plans, progress reports, mileage forms, etc.) and to print materials to send home to families of homeless students. \$500 is budgeted for technology related supplies based on historical data. A backpack and academic classroom supplies are purchased and given to all BPS students that qualify for Homeless services.
Activity 4	Pay registration fees for Title I content specialist to attend ECTAC, FASFEPA, NAFEPA, and/or National ESEA Conference (\$2,000 budgeted to cover registration fees based on historical data).
Activity 5	Pay salary and fringe for one Title I content specialist to oversee the Title I services for homeless students listed above (salary and fringe for one resource teacher = \$105,833).
Activity 6	Pay travel expenses for teachers who provide academic support to homeless students (travel reimbursement for off-campus tutoring) and travel expenses for Title I content specialist to attend ECTAC, FASFEPA, NAFEPA, and/or National ESEA Conference. (\$9,000 in-county travel for off-campus tutoring travel reimbursement; \$2,000 out-of-county travel for ECTAC and FASFEPA; \$2,000 out of state travel for NAFEPA and National ESEA Conference; all amounts are based on historical data).
Activity 7	Provide payment of fees required for participation in the Eastern Florida State College field trip for homeless high school students. Homeless high school students from all high schools will be invited on a field trip to Eastern Florida State College. The students will tour the campus and will be informed about the different programs the college offers. (Title I will pay for bus transportation; \$1,000 budgeted based on historical data).

**List the detailed activities that will be implemented to address this Area of Focus.**

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
5900	120	AOF 3	1	Other Instruction-Classroom Teacher	0	\$116,721.00	LEA
5900	210	AOF 3	1	Other Instruction-Retirement	0	\$18,570.00	LEA
5900	220	AOF 3	1	Other Instruction-Federal Insurance Contributions Act (FICA)	0	\$8,929.00	LEA
5900	240	AOF 3	1	Other Instruction-Workers' Compensation	0	\$651.00	LEA
5900	390	AOF 3	2	Other Instruction-Other Purchased Services	0	\$500.00	LEA
5900	510	AOF 3	3	Other Instruction-Supplies	0	\$13,572.00	LEA
5900	730	AOF 3	4	Other Instruction-Dues and Fees	0	\$2,000.00	LEA

6300	130	AOF 3	5	Instruction and Curriculum Development Services-Other Certified	1	\$69,796.00	LEA
5900	210	AOF 3	5	Other Instruction-Retirement	0	\$19,606.00	LEA
5900	220	AOF 3	5	Other Instruction-Federal Insurance Contributions Act (FICA)	0	\$5,339.00	LEA
5900	230	AOF 3	5	Other Instruction-Group Insurance	0	\$10,703.00	LEA
5900	240	AOF 3	5	Other Instruction-Workers' Compensation	0	\$389.00	LEA
5900	330	AOF 3	6	Other Instruction-Travel	0	\$13,000.00	LEA
5900	730	AOF 3	7	Other Instruction-Dues and Fees	0	\$1,000.00	LEA
		AOF 3					
<b>LEA Total (Including Roll Forward)</b>						\$280,776.00	
<b>School Total (Including Roll Forward)</b>						\$0.00	
<b>Area of Focus 3 Total (Not Including Roll Forward)</b>						\$280,776.00	
<b>Estimated Roll Forward Total</b>						\$0.00	
<b>Total Funds Requested (Including Roll Forward)</b>						\$280,776.00	

**Area of Focus 4: Neglected and Delinquent Reservation**

**A. If the LEA has an eligible local institution for neglected children and youth, describe how the LEA will use the required Title I, neglected reservation to provide comparable Title I services to such students who do not attend a Title I school.**

Small group and individualized instruction, progress monitoring and opportunities for industry certifications are provided through the employment of certified teachers and an instructional assistant – N&D (IA). The IA will assist students/teachers to create individualized transition binders to include FASFA information, career research information, job application, resume, work certification and all vocational certifications earned. The IA will assist students with job training courses and assist teachers with the administration of the DJJ common assessment, (STAR), the progress monitoring assessment, and state assessments. The IA will run individual student reports, using the results of the monthly progress monitoring STAR assessment, for use in the weekly Professional Learning Community (PLC). The PLC will use these reports to identify weaknesses and develop strategies, interventions and tier supports to increase student achievement in the identified areas. The IA will also provide career resources and tutoring to neglected students housed in approved facilities across the district. Title I, Part D funds will support the employment of a full-time Teacher/Transition Specialist who will service the N&D sites. Since high mobility is common among the students, this person will coordinate scheduling, credit retrieval, grades, promotion, and graduation requirements. He will assist with re-entry to their home district and participate in the Discharge, Exit, and CRT Staffing's. This person will also train the teachers, instructional assistants, guidance specialist and ESE specialist to better meet the needs of the students in working toward graduation. Additionally, other DJJ staff members will regularly participate in transition activities, the oversight of students returning to BPS from programs in other districts and the DJJ Community Re-entry Team.

**B. If the LEA has an eligible local institution for neglected children and youth, describe how the LEA will use Title I, neglected reservation to provide comparable supplementary academic and support services to such students who attend a Title I school (this is in addition to the Title I, Part A services).**

Students who attend a Title I school are not delineated from those students who do not attend a Title I school. All students are provided the type of services as outlined above based on their level of need.

**C. If the LEA is setting aside optional, additional funds for delinquent children and youth in DJJ residential schools and county jails, describe how the LEA will provide comparable Title I services to such students. The services should be separate from Title I, Part D services.**

Title I, Part A funds will be utilized to support the employment of a Guidance Counselor during the summer to ensure continuity between the regular school year and the summer term to ensure that N&D students are provided opportunities to earn/retrieve credits for high school and courses for middle school as well as assist teachers in accessing state assessment and progress monitoring data to inform instruction. The Guidance Counselor will attend the transition and staffing meetings to provide educational information that will assist the student in the transition process. The Guidance Counselor will ensure that all mandatory state testing will be completed at each DJJ school. Title I, Part A funds will be used to provide support to N&D students in the following ways: Cover all GED testing fees to ensure students are eligible to take the GED test. Those tests include but are not limited to TABE and online pre-tests for each subject area tested. TIPA funds will cover all testing materials and supplies to support the GED education in the classroom. TIPA will cover all funding for job related certifications for eligible students. TIPA will also fund the OSHA and SafeServe certification courses and the STAR assessments.

**D. Describe the funded activities that will be implemented to address Area of Focus 4.**

Activity 1	Purchase 24 GED testing vouchers subtests to be used for 50 N&D students who have completed the GED preparatory work @ \$35 each = \$850 total. Purchase GED practice testing vouchers for 50 N&D students (4 times per year) who have completed the GED preparatory work. 200 @ \$4.25 each = \$850 total. Purchase the STAR assessment for two sites \$1,790 each = \$3,580 total.
Activity 2	Purchase 200 paperback books for approximately 30 students (6th grade=3; 7th grade=10; 8th grade=10; 9th grade=4; 10th grade=3) to build their knowledge and challenge them to think as well as enhance their literacy. This helps students to study subjects with more ease and retain the knowledge received from the subject, making them more knowledgeable. 200 books @ \$15 each = \$3,000 total. Purchase general consumable supplies, such as pencils, pens, paper, markers, folders, binders to support ELA and Math instruction for approximately 30 students (6th grade=3; 7th grade=10; 8th grade=10; 9th grade=4; 10th grade=3) @ \$3,619 total.
Activity 3	Purchase technology related supplies, such as toner, ink, cartridges, mice, wireless headphones to support ELA and Math instruction through supplemental materials and access to computer-based learning for blended instruction for approximately 30 students (6th grade=3; 7th grade=10; 8th grade=10; 9th grade=4; 10th grade=3) @ \$1803.23 total.
Activity 4	Purchase OSHA Bloodborne Pathogens Certificate Course registrations for 25 N&D students @ \$16 each = \$400 total. Purchase SafeServe Food handler training course registrations for 27 N&D students @ \$15 each = \$400 total.
Activity 5	Salary and benefits to support the total cost of a Guidance Counselor to work during the summer who will work directly with the N&D sites to provide services as needed to approximately 30 students (6th grade=3; 7th grade=10; 8th grade=10; 9th grade=4; 10th grade=3). One (1) Guidance Counselor - .4 FTE each @ Salary - \$11,365.20, Retirement - \$1,229.71, FICA - \$869.44, and Worker's Comp - \$63.42 = \$13,527.77 total.
Activity 6	Purchase a Time for Kids classroom license to maximize the best of technology and display interactive multimedia features – such as videos, maps, puzzles, or other skill building activities to support the development of background knowledge necessary for enabling students to read more complex text. This will impact approximately 30 students (6th grade=3; 7th grade=12; 8th grade=12; 9th grade=3) @ \$200 each = \$200 total.
Activity 7	Promethean Board to support N&D students with whole group instruction and supplemental online resources 1 @ \$8,870 each

**List the detailed activities that will be implemented to address this Area of Focus.**

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
5300	730	AOF 4	1	Career Education-Dues and Fees	0	\$3,580.00	LEA
5900	510	AOF 4	2	Other Instruction-Supplies	0	\$6,619.00	LEA
5900	519	AOF 4	3	Other Instruction-Technology Related Supplies	0	\$1,803.23	LEA
5900	730	AOF 4	4	Other Instruction-Dues and Fees	0	\$400.00	LEA
6120	130	AOF 4	5	Guidance Services-Other Certified	0.4	\$11,365.20	LEA
6120	210	AOF 4	5	Guidance Services-Retirement	0	\$1,229.71	LEA
6120	220	AOF 4	5	Guidance Services-Federal Insurance Contributions Act (FICA)	0	\$869.44	LEA
6120	240	AOF 4	5	Guidance Services-Workers' Compensation	0	\$63.42	LEA
6120	360	AOF 4	6	Guidance Services-Rentals	0	\$200.00	LEA
6500	643	AOF 4	7	Instructional-Related Technology-Capitalized Computer Hardware	0	\$8,870.00	LEA
		AOF 4					
<b>LEA Total (Including Roll Forward)</b>						\$35,000.00	
<b>School Total (Including Roll Forward)</b>						\$0.00	
<b>Area of Focus 4 Total (Not Including Roll Forward)</b>						\$35,000.00	
<b>Estimated Roll Forward Total</b>						\$0.00	
<b>Total Funds Requested (Including Roll Forward)</b>						\$35,000.00	

**Area of Focus 5: Early Childhood**

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

Our Early Childhood district staff work closely with staff from the district's other prekindergarten programs (Head Start, Exceptional Student Education, Career & Technical Education, FDLRS, ESOL) serving at-risk students and families to ensure that preschool services throughout the district meet the same high standards, regardless of funding source. District prekindergarten collaboration meetings will be held monthly, with representation from all district programs. Screening, intervention, identification procedures, and delivery of services for children with exceptional needs will be coordinated among all early childhood programs. Additionally, dissemination of information, student eligibility and selection, funding, and professional development will be aligned to ensure efficiency, effectiveness, and appropriate use of funds. Our Step FOURward VPK programs reserve inclusion slots for eligible students with an IEP in their classrooms. Our 10 Blended VPK programs are designed to serve 8 students with an IEP and 10 VPK students in an inclusive setting. We have also developed a memorandum of understanding with Head Start to offer eligible students and families from three year old programs the opportunity to attend their home school VPK program.

The Early Childhood Coordinator maintains close connections with Brevard's Early Learning Coalition (ELC) and serves on its Board of Directors as the Superintendent's designee. This collaboration with the ELC ensures that the district is aware of activities and decisions concerning other early childhood programs operating School Readiness and VPK throughout the county and coordinates efforts to serve young children. Our district VPK and Head Start programs are included in Brevard's interagency agreement through TATS (Technical Assistance and Training System) as an addendum. Additionally, the Early Childhood Coordinator's participation with the Office of Early Learning's Preschool Network and monthly meetings with the Florida Children's Movement has increased collaboration with other stakeholders, especially those in the southeast region. Our initiative Brevard Thrive by Five has strengthened the partnership between our district early childhood programs and will continue to bring additional outreach opportunities throughout Brevard as live venues open in the coming year. Virtual and/or recorded sessions will be available to those stakeholders and community members who are unable to attend the live venues.

**B. Describe how the LEA will ensure on-going progress monitoring measures will align with Florida Early Learning and Developmental Standards.**

All prekindergarten programs throughout Brevard Public Schools utilize the Florida Early Learning and Developmental Standards, which align with Head Start Education Standards, along with the Ready To Advance Curriculum to plan for instruction and for ongoing monitoring of standards-based instruction. Additionally, Head Start VPK and our ESE Prekindergarten Varying Exceptionalities (PreK VE) will utilize the same ongoing progress monitoring tools as other VPK programs throughout the district. The Coordinated Screening and Progress Monitoring Program, Florida's Assessment of Student Thinking (FAST) using Star Early Literacy, will be completed three times a year (PM1, PM2, & PM3) to assess student achievement, monitor student progress and guide instruction in the following areas: Alphabetic Principle, Concept of Word, Visual Discrimination, Phonemic Awareness, Phonics, Vocabulary and Early Numeracy. Ready To Advance will be utilized throughout the year and monthly progress monitoring checkpoints will be required to assess student progress and growth in the following Domains of Florida Early Learning and Developmental Standards: Physical Development, Approaches to Learning, Social and Emotional Development, Language and Literacy, Mathematical Thinking, Scientific Inquiry, Social Studies and Creative Expression Through the Arts (when indicated).

**C. Describe how the LEA will ensure on-going progress monitoring measures will be administered multiple times throughout the program.**

A calendar is created during pre-planning and distributed to all VPK teachers in the district. The Early Childhood Coordinator monitors completion of the three windows (PM1, PM2, PM3) of FAST using Star Early Literacy by each classroom teacher during the designated windows. Support is provided to complete the assessments, locate, and print the results, and then provide a copy to parents as required by the Division of Early Learning. Classroom and individual student reports are then printed and discussed with the resource teacher or instructional coach to guide future instruction, professional development, and to support parent conferences.

**D. Describe how the LEA will ensure on-going progress monitoring measures will provide data to inform instructional focus and strategies for use by the classroom teacher.**

The data from Florida's VPK Star Early Literacy windows and the Ready To Advance checkpoint monitoring tool will inform instructional decisions and make sure that students are progressing in all areas ensuring all students are working towards mastery of the Florida Developmental Standards and readiness for kindergarten. District staff will work in collaboration with school-based teachers and administrators to review and discuss data, participate in collaborative problem-solving meetings, utilize the school-based process Multi-Tiered System of Support (MTSS) as needed, and develop rigorous improvement plans as necessary. Teachers will implement the research-based lessons for each of the 8 Domains available on the Division of Early Learning website and/or on the Florida Center for Reading Research (FCRR) for Prekindergarten to support struggling students.

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

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

Brevard Public Schools supports kindergarten transition initiatives through training and outreach among prekindergarten and kindergarten staff throughout Brevard in collaboration with the Early Learning Coalition of Brevard. Parents will be assisted in successfully transitioning their preschool children to kindergarten through participation in kindergarten orientations held in the spring at each elementary school. District early childhood and family engagement staff collaborate with school-based teams in planning, developing, and implementing kindergarten transition activities throughout Brevard. Parents will receive the expectations and standards for kindergarten, as well as information about the importance of healthy routines, developmentally appropriate practices, and family engagement in education. In addition, a Kindergarten Transition Form is used as a data sharing tool, distributed to preschool providers throughout the community to be completed by teachers, signed by parents, and delivered by the parents to their elementary school on or before the first day of Kindergarten. These forms will then be shared with the child's teacher to support a smooth transition, open communication to relationship building and guide initial instructional decisions. This year registration was open to families at all schools and orientation activities were offered in person. Families were invited on campus where they met the kindergarten teachers, visited the classrooms, and heard additional information from other school staff. To help facilitate a smooth transition for the 2023-2024 school year, a virtual recording will be made available and posted on school websites for families who were unable to attend. Additional support will be provided to facilitate a smooth transition as the school year begins in August to support both incoming prekindergarten and kindergarten students and families.

**F. In the Title I blended preschool chart, enter information regarding other early childhood programs that are blended TIPA early childhood programs.**

Title I Program Blended with:	Number of Students served with Title I			Total Number of Students			Describe method which will be used to identify students	Total (Title I, Part A) funds used
	Age 3	Age 4	Age 5	Age 3	Age 4	Age 5		
Early Head Start/ Head Start/ Migrant and Seasonal Head Start								
Home Instruction for Parents of Preschool Youngsters (HIPPPY)								
LEA Migrant Preschool Program								
Prekindergarten Program for Children with Disabilities								
Voluntary Prekindergarten (VPK)	0	320	0	0	1074	0	Title I attendance zone and a needs-based selection process are used to ensure that our most at-risk students are served first. The process is similar to Head Start selection, where families are awarded points based upon risk factors on a checklist. Students with the highest points are guaranteed slots prior to others, including the option for Head Start-3 families to be served at home school.	
Other (Please Specify)								
Other (Please Specify)								

**G. Describe the funded activities that will be implemented to address Area of Focus 5.**

Activity 1	Title I, Part A funds will continue to support 15 Voluntary Prekindergarten (VPK) wrap-around programs, known as Step FOURward VPK. Each unit will serve vulnerable four- and five-year-old children, staffed by a highly qualified teacher and an instructional assistant. School-based VPK classroom staff partially funded through this component include: 7.5 certified teachers (Budgeted 7.5 @ .5 = \$349,125), substitute teacher's pay (Budgeted 16 @ \$800 per class = \$12,800) and 7.5 Instructional Assistants (Budgeted 7.5 @ .5 = \$123,750). Salaries and benefits for these school-based staff total \$688,158. District Early Childhood staff partially funded through this component include: 1 Instructional Coach (Budgeted .5 = \$28,815) plus benefits.
Activity 2	Classroom materials and supplies- Title I VPK classroom materials and supplies are used to support 15 Step FOURward VPK programs and 11 additional Blended VPK programs located at Title I schools, with the goal of providing continuity and increasing readiness across all district programs for students at-risk. (Budgeted 26 classrooms @ \$350 = \$9,100) 2. Materials and Supplies to support training by district staff related to early literacy and math instruction, such as implementation of Standards-Based Instruction, Ready To Advance, Phonological Awareness, Heggerty Phonemic Awareness, Oral Language & Vocabulary, Conscious Discipline and DEL/DCF face-to-face trainings. (Budgeted \$10,000) 2. Title I, Part A funds provide home visits, home-school compacts, daily communication folders, family literacy meetings, and resources to promote family engagement in education. Our district will continue to raise awareness and support early learning and development from prekindergarten to kindergarten in our programs, with an emphasis on promoting emergent literacy skills prior to kindergarten entrance. (Budgeted \$20,000 for materials, books, and parent resources.)
Activity 3	3. We purchased a new curriculum last year that is on the state's Approved VPK Curriculum list; we will purchase additional resources to ensure the full implementation in our classrooms aligns with the current VPK Standards for each of our VPK classrooms. Professional Development will begin in August 2023 and additional resources will be included in the 2023-2024 school year. (Budgeted \$75,000 for new curriculum aligned materials and addition training for classroom teachers throughout the 2023-2024 school year)
Activity 4	4. Technology & audio visual funding used to purchase OSMO materials for classroom iPads. (Budgeted \$5,000)
Activity 5	5. Replace and update science center materials and tools (Budgeted \$2,000)



Activity 6	6. Printing: Printed materials for family engagement notifications and home visits information packets. (Budgeted \$3,000)
Activity 7	7. District Early Childhood staff partially funded through this component include: Early Childhood Director (Budgeted .2 = \$22,440), VPK Coordinator (Budgeted.75 = \$57,573), 1 Resource Teacher; 1 Content Specialist (Budgeted .75 = \$106,924), 1 Instructional Coach (Budgeted .5 = \$28,815), <del>Accounting Specialist (\$38,957), Administrative Secretary (Budgeted .2 = \$11,452)</del> , and an Instructional Assistant to support our Family Literacy Program (Budgeted 1.0 = 17, 328). Salaries and benefits for these district-based staff total \$376,451. \$5,000 budgeted for district staff extra duty pay.
Activity 8	8. In-county travel and out-of-county travel expenses for professional development workshops and classroom teacher training. (Budgeted \$6,000)
Activity 9	9. Printing: VPK standards booklets and training materials. (Budgeted \$3,000)
Activity 10	10. 10 Voluntary Prekindergarten programs (VPK) were identified as low performing providers based upon the readiness rates released by the state for the 2018-19 school year. Since there were no readiness rates for the 2019-20 school year, they will remain in this status for the 2023-2024 school year. Title I, Part A funds will be used to support program improvement for the 10 designated Providers on Probation (POPs) to increase student readiness for kindergarten and program outcomes. All elementary school POPs are located at Title I schools, including four sites with Step FOURward and Blended VPK programs and five sites with Head Start and Blended VPK programs. As mentioned previously, the district specifically serves the most vulnerable and at-risk students through these programs. One additional site is located at high schools in Career and Technical Education classrooms serving VPK students. The VPK Improvement Plan for all 10 POPs will continue to focus on two Target Areas: Staff Development, specifically focusing on Emergent Early Literacy and Social Interaction and Development between and among Prekindergarten instructors and children. These target areas have been identified as needs across prekindergarten and kindergarten classrooms throughout the district. Our VPK Programs will use the training videos provided by Teachstone to support positive social interaction and participate in live Zoom trainings on the CLASS Domains: Emotional Support, Classroom Organization, and Instructional Support. In addition, coaching and modeling will be provided to all VPK staff on emergent early literacy instruction and social interactions. We anticipate the potential for additional challenges in the coming school year both academically and in the area of social development due to the impact on students and families who choose to keep their child home until VPK. This additional coaching is intended to relieve the impact of limited social interaction opportunities with peers on prekindergarten students and struggling families. (Budgeted \$5,000)
Activity 11	11. Teachstone booklets, dictionary and additional materials to support the new CLASS Observation System being implemented in all VPK classrooms by the Division of Early Learning in the 2023-2024 school year. (Budgeted \$6,500)
Activity 12	12. One NEW Step FOURward VPK classroom is being opened for 2023-2024. Our VPK Grant was able to provide the classroom furniture, group tables, worktables, shelving & bins, chairs, cozy corner, and other required furnishings. We will need to purchase the hands-on center materials, books, home living materials, early literacy, math, and science learning centers for student use along with riding toys, balls, and other equipment to support gross and fine motor development (see attached). In addition, upon annual review by the Coordinator and Content Specialist, recommendations will be made to include NEW materials that will be provided to our other VPK classrooms. (Budgeted \$10,400)
Activity 13	13. New computer replacements and/or technological replacement devices for VPK classrooms. (Budgeted \$12,000)
Activity 14	14. Transportation for VPK students living in the Title I home school zone, two miles or more from the school is also provided. The number of eligible students is not known annually until students are registered. (Budgeted \$100,000)
Activity 15	15. PreK Field trips/transportation- participate in a program called Zoo Sprouts, which brings nature-based educational opportunities to the classroom, includes two live on campus field trips, one to the zoo and culminates with a family day at the zoo for our most vulnerable children and families; field trip transportation. (Budgeted 26@ \$250 = \$6,750)

**List the detailed activities that will be implemented to address this Area of Focus.**

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
5500	120	AOF 5	1	Prekindergarten-Classroom Teacher	8	\$372,400.00	LEA
5500	140	AOF 5	1	Prekindergarten-Substitute Teacher	0	\$12,800.00	LEA
5500	150	AOF 5	1	Prekindergarten-Paraprofessional	8	\$132,000.00	LEA
5500	210	AOF 5	1	Prekindergarten-Retirement	0	\$47,288.00	LEA
5500	220	AOF 5	1	Prekindergarten-Federal Insurance Contributions Act (FICA)	0	\$36,175.00	LEA
5500	230	AOF 5	1	Prekindergarten-Group Insurance	0	\$116,381.00	LEA
5500	240	AOF 5	1	Prekindergarten-Workers' Compensation	0	\$2,639.00	LEA
5500	510	AOF 5	2	Prekindergarten-Supplies	0	\$199,826.00	LEA
5500	519	AOF 5	2	Prekindergarten-Technology Related Supplies	0	\$500.00	LEA
5500	520	AOF 5	3	Prekindergarten-Textbooks	0	\$75,000.00	LEA
5500	622	AOF 5	4	Prekindergarten-Noncapitalized AV Materials	0	\$5,000.00	LEA
5500	642	AOF 5	5	Prekindergarten-Noncapitalized Furniture, Fixtures, and Equipment	0	\$2,000.00	LEA
5500	150	AOF 5	1	Prekindergarten-Paraprofessional	0	\$17,328.00	LEA
6150	210	AOF 5	1	Parental Involvement-Retirement	0	\$1,733.00	LEA
6150	220	AOF 5	1	Parental Involvement-Federal Insurance Contributions Act (FICA)	0	\$1,326.00	LEA
6150	230	AOF 5	1	Parental Involvement-Group Insurance	0	\$7,748.00	LEA
6150	240	AOF 5	1	Parental Involvement-Workers' Compensation	0	\$97.00	LEA
6150	390	AOF 5	6	Parental Involvement-Other Purchased Services	0	\$3,000.00	LEA
6150	110	AOF 5	7	Parental Involvement-Administrator	0.2	\$22,440.00	LEA
6300	130	AOF 5	7	Instruction and Curriculum Development Services-Other Certified	2.5	\$111,924.00	LEA
6300	160	AOF 5	7	Instruction and Curriculum Development Services-Other Support Personnel	0.2	\$50,409.00	LEA

6300	110	AOF 5	7	Instruction and Curriculum Development Services-Administrator	1	\$57,573.00	LEA
6300	210	AOF 5	7	Instruction and Curriculum Development Services-Retirement	0	\$25,300.00	LEA
6300	220	AOF 5	7	Instruction and Curriculum Development Services-	0	\$18,156.00	LEA
6300	230	AOF 5	7	Instruction and Curriculum Development Services-Group Insurance	0	\$28,343.00	LEA
6300	240	AOF 5	7	Instruction and Curriculum Development Services-Workers' Compensation	0	\$1,324.00	LEA
6300	330	AOF 5	8	Instruction and Curriculum Development Services-Travel	0	\$6,000.00	LEA
6300	390	AOF 5	9	Instruction and Curriculum Development Services-Other Purchased Services	0	\$3,000.00	LEA
6300	130	AOF 5	8	Instruction and Curriculum Development Services-Other Certified	0	\$28,815.00	LEA
6400	210	AOF 5	8	Instructional Staff Training Services-Retirement	0	\$2,882.00	LEA
6400	220	AOF 5	8	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)	0	\$2,204.00	LEA
6400	230	AOF 5	8	Instructional Staff Training Services-Group Insurance	0	\$3,890.00	LEA
6400	240	AOF 5	8	Instructional Staff Training Services-Workers' Compensation	0	\$161.00	LEA
6400	730	AOF 5	10	Instructional Staff Training Services-Dues and Fees	0	\$3,000.00	LEA
6400	360	AOF 5	11	Instructional Staff Training Services-Rentals	0	\$6,500.00	LEA
6500	641	AOF 5	12	Instructional-Related Technology-Capitalized Furniture, Fixtures, and Equipment	0	\$10,400.00	LEA
6500	643	AOF 5	13	Instructional-Related Technology-Capitalized Computer Hardware	0	\$3,000.00	LEA
6500	644	AOF 5	13	Instructional-Related Technology-Noncapitalized Computer Hardware	0	\$9,000.00	LEA
7800	460	AOF 5	14	Student Transportation Services-Diesel Fuel	0	\$100,000.00	LEA
7800	790	AOF 5	15	Student Transportation Services-Miscellaneous	0	\$10,000.00	LEA
		AOF 5					

<b>LEA Total (Including Roll Forward)</b>						\$1,537,562.00	
<b>School Total (Including Roll Forward)</b>						\$0.00	
<b>Area of Focus 5 Total (Not Including Roll Forward)</b>						\$1,537,562.00	
<b>Estimated Roll Forward Total</b>						\$0.00	
<b>Total Funds Requested (Including Roll Forward)</b>						\$1,537,562.00	
<b>Area of Focus 6: Private Schools</b>							

<input type="checkbox"/> If checked, the LEA does not have any eligible participating private schools.							
<b>Preliminary Allocation</b>							
\$18,434,970.00							
<b>Number of Public CLIF</b>				<b>Number of Private CLIF</b>			
14190				1153			
<b>Total CLIF</b>							
15343							
<b>Total Public School Proportion</b>				<b>Total Private School Proportion</b>			
92.49%				7.51%			
<b>Total Public School Allocation</b>				<b>Total Private School Allocation</b>			
\$17,050,504				\$1,384,466			

**List the LEA's private school Point of Contact**

Name:	Candi Polhill
Title:	Title I Resource Teacher
Phone Number:	321-633-1000, ext. 11355
Email Address:	polhill.candi@brevardschools.org

**A. 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, parents, and teachers in private school within the LEA's service area.**

November-December: The LEA contacts all private schools eligible for equitable services, inviting them to the initial consultation meeting.

January: The consultation process begins. The LEA conducts an initial consultation meeting to discuss equitable services. Private schools submit an intent to participate form for the following school year.

January-April: The LEA meets with private schools that are newly interested in participating in the Title I program. The consultation process continues with schools that are already participating in the Title I program. Planning is in process for the following school year. Decisions are made through consultation.

April-May: The LEA conducts a meeting for private schools currently participating in the Title I program and for newly interested private schools that plan on participating the following school year. All consultation topics are discussed. Decisions regarding services for the following school year are made through consultation. The proportionate share for equitable services for the following school year is determined.

May-June: Eligible students are identified to participate for the following school year. Current school year evaluation results are reviewed and shared with schools.

June-August: The LEA works with the third-party contractor (Catapult Learning) to prepare for the new school year.

July-August: The LEA conducts Service Delivery Plan meetings at individual private schools. The LEA implements the program and engages in ongoing consultation. The LEA collects updated school rosters and finalizes the roster of students eligible for receiving Title I services. A start date for instructional services is established.

August-September: Instructional services, parent and family engagement activities, and professional development activities begin.

Late October-Early November: The LEA conducts a meeting for participating private schools. Input regarding the use of the Title I parent and family engagement allocation is requested from each school.

October-June: LEA staff visit Title I classrooms and communicate with private school officials regarding student progress and program compliance. The LEA assesses student progress and evaluates program effectiveness. The LEA meets a minimum of one time per month with the third-party contractor (Catapult Learning).

Professional development workshops facilitated by LEA instructional coaches are offered at least two times per year (ELA and math).

Parent and family engagement newsletters are provided monthly by Catapult Learning to parents of students receiving Title I services. Parent and family engagement workshops and/or other parent and family engagement activities are provided by Catapult Learning at each participating private school at least two times per year. The LEA informs private schools of LEA parent and family engagement activities that are open to private school families throughout the school year.

**B. Provide the method used for identifying low-income students for services in private schools. List the criteria used to identify private school students for Title I educational services as a result of consulting with private school officials. Provide a description of services (if the LEA is not using a third party contractor). If applicable, clearly identify and describe the services that will be funded with roll forward.**

Criteria used to identify private school students for Title I educational services as a result of consulting with private school officials include:

The student must reside in a Title I public school attendance area.

Homeless students and migrant students are automatically eligible to receive Title I services. Students who were served by Head Start or Title I Pre-K within the past two years are automatically eligible to receive Title I services. All other students must have a minimum of two checks in the same subject area on the Title I student eligibility checklist in order to qualify for Title I services in that subject. Criteria used on the Title I student eligibility checklists include:

The student has been retained or administratively placed within the last two years.

The student's most recent report card grade indicates less than satisfactory progress.

The student received Title I services the previous school year.

On the most recent standardized assessment, the student scored below grade level (49% or below).

The student's classroom teacher recommends that the student be serviced by Title I.

Upon conferencing with the parent, the parent agrees with the recommendation that the student should receive Title I services.

The Title I student eligibility checklists are reviewed annually during the fall Title I meeting for private schools. Changes are made to the checklists as needed based on consultation with private school officials.

Brevard County uses a third-party contractor (Catapult Learning).

We are anticipating a very small amount of roll-forward funds for our private schools. Roll-forward funds may be used for additional tutoring services, summer programs, parent and family engagement activities, and/or professional development. Decisions will be made through consultation with private school officials.

**C. Explain how the LEA will evaluate the effectiveness and implementation of the services provided to the private school students, their parents, and their teachers. Include how often this evaluation will occur.**

Catapult Learning will submit monthly student attendance reports to the LEA. The attendance reports will be reviewed by the Title I resource teacher who oversees Title I services for private schools to evaluate the implementation of Title I services. Annual pre- and post-test data from Catapult Learning will be reviewed by the Title I resource teacher and by private school administrators. Ongoing monitoring by the Title I resource teacher will occur throughout the school year by analyzing assessment data and Catapult Learning student progress reports. In the spring, the LEA will survey parents of participating students, administrators, and Title I contacts. Also in the spring, Catapult Learning will survey administrators, classroom teachers, and parents of students receiving Title I services. Survey results and the effectiveness of the program will be discussed with private school officials at group meetings and at meetings with individual schools. Changes to the program will be made as needed based on assessment data and feedback from all stakeholders. Examples of changes that could be made include asking Catapult Learning to provide additional training to a particular Title I teacher or to all Title I teachers, replacing a Title I teacher, or using a different Catapult Learning employee to conduct professional development workshops and/or coaching sessions.

**If checked, the LEA provides services to private school students through a third party contractor and shall complete this section.**

**D. 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.**

Catapult Learning will submit monthly student attendance reports to the LEA. The attendance reports will be reviewed by the Title I resource teacher who oversees Title I services for private schools to evaluate the implementation of Title I services. Annual pre- and post-test data

from Catapult Learning will be reviewed by the Title I resource teacher and by private school administrators. Ongoing monitoring by the Title I resource teacher will occur throughout the school year by analyzing assessment data and Catapult Learning student progress reports. In the spring, the LEA will survey parents of participating students, administrators, and Title I contacts. Also in the spring, Catapult Learning will survey administrators, classroom teachers, and parents of students receiving Title I services. Survey results and the effectiveness of the program will be discussed with private school officials at group meetings and at meetings with individual schools. Changes to the program will be made as needed based on assessment data and feedback from all stakeholders. Examples of changes that could be made include asking Catapult Learning to provide additional training to a particular Title I teacher or to all Title I teachers, replacing a Title I teacher, or using a different Catapult Learning employee to conduct professional development workshops and/or coaching sessions.

**E. Describe the funded activities that will be implemented to address Area of Focus 6.**

Activity 1	Tutoring in reading and math by a third-party contractor, Catapult Learning, will begin in late August or early September and will continue for approximately 30 weeks. Certified teachers will provide services one-on-one or in small groups during the school day and/or after school. The number of participating students at each school will be determined by address eligibility and academic eligibility based on the Title I student eligibility checklist. The total budget for tutoring is \$1,223,333.
Activity 2	Parent and family education workshops and/or take-home materials to be used by parents and their child together at home will be provided through parent and family engagement funds. Schools will select options and timing based on the needs of their participating students. The total budget for parent and family engagement is \$23,060. Through consultation, private schools may opt to use part of their Title I allocation for professional development workshops and/or coaching facilitated by Catapult Learning staff. Workshop topics will be selected based on the needs of the students who are receiving Title I services. No funds are budgeted for professional development at this time.
Activity 3	Administrative costs - \$138,073. is budgeted to cover administrative costs.

**List the detailed activities that will be implemented to address this Area of Focus.**

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
5900	310	AOF 6	1	Other Instruction-Professional and Technical Services	0	\$1,223,333.00
5900	310	AOF 6	2	Other Instruction-Professional and Technical Services	0	\$23,060.00
5900	310	AOF6: Admin	3	Other Instruction-Professional and Technical Services	0	\$138,073.00
		AOF 6				
<b>Area of Focus 6 Total (Not Including Roll Forward)</b>					\$1,246,393.00	
<b>Estimated Roll Forward Total</b>					\$0.00	
<b>Private School Admin Total</b>					\$138,073.00	
<b>Total Funds Requested (Including Roll Forward)</b>					\$1,384,466.00	
<b>Area of Focus 7: Transportation and Foster Care</b>						

**List the LEA's Foster Care Point of Contact**

Name:	Carlota McLean
Title:	Resource Teacher - Elementary Counselors
Phone Number:	321-633-1000 ext. 11389
Email Address:	mclean.carlota@brevardschools.org

**Enter the amount of funds the LEA is reserving for this Area of Focus using Title I, Part A funds.**

\$0.00

**A. Describe the activities that will be implemented to ensure that transportation will be provided to maintain children in foster care in the school of origin unless there is a determination that is not in the child's best interest.**

Prior to the request for transportation, a determination conference is held. The conference participants include the school of origin administrators, guidance counselors, teachers, Brevard Family Partnership (BFP), Foster Care liaison, Family Allies, and District Foster Care Designee. A transportation designee will be invited to participate in conferences that could result in transport that would exceed a 20-minute car drive (equal to approximately 45-minute bus drive that crosses multiple school boundaries). If the transportation designee cannot attend, the conference will need to be rescheduled. After the determination is made that the student will remain at their school of origin and transportation is required, a request for transportation is made. The foster parent is contacted by the BFP or family Allies caseworker.

**B. Describe the activities that will be implemented to ensure the successful enrollment and transfer of records of children enrolled in a new school, even if they do not have the required documentation.**

Under the ESSA, when a school change is warranted, children in foster care can enroll immediately in a new school even if the child cannot produce normally required enrollment documents and school records. Additionally, enrolling schools must immediately contact the school last attended by the child to obtain relevant academic and other education records. The school counselor of the school of origin is tasked with immediately contacting the intaking school to assure successful enrollment and expedite the transfer of records.

**C. Describe the activities that will be implemented to ensure the 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).**

If the student is remaining at the school of origin and needs transportation, the following procedures are followed: 1. Brevard Family Partnership will send Transportation Request to BusRouters@brevardschools.org, 2. Brevard Family Partnership and Family Allies will transport the student until the school

bus transportation has begun, and 3. Transportation services will notify the designated school and the Brevard Family Partnership's Point of Contact when the transportation will begin. The school will notify the Guardian (Case Manager and/or Foster Parent) with the transportation arrangements, and four. The school will notify the Guardian (Case Manager and/or Foster Parent) when transportation will begin.

**D. Describe the funded activities that will be implemented to address Area of Focus 7.**

Activity 1

**List the detailed activities that will be implemented to address this Area of Focus.**

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
		AOF 7					
<b>LEA Total (Including Roll Forward)</b>						\$0.00	
<b>School Total (Including Roll Forward)</b>						\$0.00	
<b>Area of Focus 7 Total (Not Including Roll Forward)</b>						\$0.00	
<b>Estimated Roll Forward Total</b>						\$0.00	
<b>Total Funds Requested (Including Roll Forward)</b>						\$0.00	

**Area of Focus 8: College and Career Readiness**

**A. Describe the LEA's strategy to increase students access to early college, high school, dual or concurrent enrollment opportunities, or career counseling to identify student's interests and skills. Describe how programs are aligned to high skill, high need, and high wage occupations.**

Brevard Public Schools has several strategies to increase students' access to early college, high school, dual or concurrent enrollment opportunities, or career counseling to identify students' interests and skills.

1. Eighth grade students take a Career Planning course (US History with Career Planning). As a part of that course students explore their interests and how those interests match to occupations. School counselors spend time during the class to discuss promotion/graduation requirements, acceleration options for high school students (which includes AP, IB, AICE, Dual Enrollment, Collegiate High School), course progression, GPA calculation, Bright Futures, Labor Market Information (Media 1st and 5th year Earnings by Credential). The counselors also assist students in the creation of a 4-Year Plan for high school courses.
2. Ninth grade student take a course titled: Career Research and Decision Making. The purpose of the course is to develop career planning competencies, enabling students to make informed career choices and develop the skills needed to successfully plan and apply for college and/or a job. The content includes the following: a. Goal-setting and decision-making processes; b. Self-assessment; c. Sources of career information; d. Occupational fields and educational requirements – postsecondary education and training opportunities – writing, listening, viewing, and speaking skills for applications and interviews; e. Financial planning and sources of educational financial assistance; and f. Career planning.
3. Seniors and Juniors with a GPA of 2.5+ are encouraged to participate in an on-campus Dual Enrollment course, Student Life Skills, for exposure to rigorous courses. In addition to life skills, the course covers college search, college, and scholarship applications, FAFSA completion, and college and life financial literacy.
4. Middle and High School counselors individually schedule students for their coursework. When completing the scheduling, counselors talk with the students regarding their interests/skills and what opportunities are available to them to meet those interests/skills.
5. Middle School and High School counselors deliver lessons to seventh – 11th grade students which review the following information: a. Promotion/graduation requirements; b. Acceleration options for high school students (which includes AP, IB, AICE, Dual Enrollment, Collegiate High School); c. Course progression; d. GPA calculation; e. Bright Futures; f. CTE options in Brevard Public Schools; and g. Creation and review of a 4-Year Plan for high school courses.
6. In the Winter of each year, those students with a 3.0 GPA are invited to a Parent/Student Informational meeting regarding Dual Enrollment/Collegiate High School. The program is reviewed, and the students can take a placement test and participate in Dual Enrollment/Collegiate High School.
7. Eleven secondary schools have the AVID (Advancement via Individual Determination) system in place. The AVID program targets students in the middle with potential to enter a four-year university. The AVID elective supports those who are put on a rigorous college path so they will be successful. After completion of the AVID program, students who would normally not go to college are now able to enter college and have the skills to succeed in college and enter the higher waged workforce. The other advantage of the AVID system is that there is schoolwide components. All students benefit from AVID instructional and organizational system along with the creation of a college culture on campus.

All the programs listed above review occupations that have high skill/need/wage. Both the 7th and 9th grade strategies use an online program titled: MyCareerShines. This program allows students to take several questionnaires (interest, value, skill) that match student information to occupations. When an occupation is high skill/need/wage, it is noted in the list of potential occupations for the student.

**B. Describe the LEA's strategy to support work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, provide academic credit.**

Brevard Public Schools offers a comprehensive menu of dual enrollment courses in partnership with Eastern Florida State College and Florida Institute of Technology. The school district's comprehensive Career and Technical Education program provides all students with the opportunity to pursue continuing education and prepare for a meaningful and productive career. CTE students enroll in dual enrollment courses while in high school that lead to A.S. Degrees or Technical Certificate programs such as patient care technician, drafting and design, childcare provider, and machining. Career academies are small, personalized learning communities within a high school that integrate rigorous core academic subjects with career and technical courses with an industry-specific theme and include partnerships with employers, community leaders, and postsecondary education. Brevard Public Schools currently offers fourteen career academies in comprehensive high school settings. The ninth grade Career Research and Decision-Making course encourages students to explore possible answers to the question of "What do you want to be when you grow up?" and helps students transition into high school and begin to think about life after graduation. Brevard Public Schools provides the opportunity for each student in the system to take the ACT during their junior year of high school (district pays the ACT registration and testing fees). BPS provides work-based opportunities to Brevard CTE students through a variety of experiences. One way BPS provides work-based experiences is by offering authentic work problems during class time. Examples include the NASA HUNCH program, where engineering and culinary students solve real-world problems that are currently occurring on the space station. BPS also provides students with authentic work simulations where students participate in activities that emulate actual work. These opportunities are available in Early Childhood where students teach in Early Childhood VPK programs and in culinary programs where students cater events during and after school. Actual clinical experiences, another form of work-based learning, where students work in medical situations, is a part of the following programs: Nursing Assistant, Exercise Science, and Dental Aide. BPS also offers paid employment with the school district for several CTE programs. HVAC, Automotive, Automotive Collision, Construction, Early Childhood, and Technical Design students work for BPS through an internship during the summer and part time during their senior year. BPS also offers the opportunity for students enrolled in CTE programs to participate in paid employment internships with local business partners during and beyond the school day. Students participating in student internships can earn elective credit.

**C. Describe the funded activities that will be implemented to address Area of Focus 8.**

**C. Describe the funded activities that will be implemented to address Area of Focus 8.**

Activity 1	Textbooks to include: SAT test prep books @ \$5,400 (impacting approximately 500 11-12 students) to help students prepare and study for the SAT exam for college entrance and/or graduation requirements
Activity 2	In-state conferences to include: AVID Summer Institute for 7 teachers to attend @ \$723 (mileage \$30, parking \$45, breakfast allowance \$18, lunch allowance \$33, dinner allowance \$57, lodging 3 nights \$540) = \$5,061 to network with colleagues from other AVID schools and plan implementation strategies; AVID Summer Institute for 6 teachers to attend @ \$944 (mileage \$72, tolls \$6, parking \$25, breakfast allowance \$12, lunch allowance \$22, dinner allowance \$57, lodging 3 nights \$750) = \$5,664 to network with colleagues from other AVID schools and plan implementation strategies; and AVID Summer Workshop for 11 teachers to attend @ \$122 (mileage \$82, parking \$10, lunch allowance \$11, dinner allowance \$19) = \$1,342 to learn the research-based best practices in the teaching of the AVID methodology. Total in-state conference cost = \$12,067.
Activity 3	Dues and fees for conferences/workshops to include: AVID Excel @ \$2,000/day X 3 days X 1 attendee = \$6,000 to learn how to utilize resources to meet the needs of long term English learners by accelerating language acquisition, developing academic literacy, and pacing them on a path to high school AVID and college-preparatory coursework.
Activity 4	Transportation costs to include: : College/University trips for approximately 594 7-8 and 11-12 students @ average cost \$21.37 X 594 = \$12,693 total to support students in college and career preparation and encourage postsecondary college/university enrollment; and ; Infinite Scholars Event for approximately 100 seniors @ \$10.00 X 100 students = \$1,000 total to support seniors in acquiring scholarships to colleges/universities. Total transportation costs = \$13,693.

**List the detailed activities that will be implemented to address this Area of Focus.**

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
5100	520	AOF 8	1	Basic (FEFP K-12)-Textbooks	0	\$5,400.00	School
6400	330	AOF 8	2	Instructional Staff Training Services-Travel	0	\$12,067.00	School
6400	730	AOF 8	3	Instructional Staff Training Services-Dues and Fees	0	\$6,000.00	School
7800	790	AOF 8	4	Student Transportation Services-Miscellaneous	0	\$13,693.00	School
		AOF 8					
<b>LEA Total (Including Roll Forward)</b>						\$0.00	
<b>School Total (Including Roll Forward)</b>						\$37,160.00	
<b>Area of Focus 8 Total (Not Including Roll Forward)</b>						\$37,160.00	
<b>Estimated Roll Forward Total</b>						\$0.00	
<b>Total Funds Requested (Including Roll Forward)</b>						\$37,160.00	

**Area of Focus 9: Educational Services Funded at the LEA Level**

**A. Describe the LEA's strategy for using Title I funds to provide LEA-wide educational services. Include the LEA's points of strength and opportunities for improvement, as well as the data source(s) used.**

Mathematics is an area of weakness across Brevard. The following 2022 FSA Mathematics data exemplifies how there exists a gap between the mathematics performance of our Title I schools as compared to our non-Title I schools: Grade 3 (current fourth grade) district average scale score 299; state average scale score 299; non-Title I schools' average scale score 304 (305 Y21); Title I schools' average scale score 292 (289 Y21). Grade 4 (current fifth grade) district average scale score 313; state average scale score 314; non-Title I schools' average scale score 321 (320 Y21); Title I schools' scale score 304 (304 Y21). Grade 5 (current sixth grade) district average scale score 320; state average scale score 318; non-Title I schools' scale score 329 (329 Y21); Title I average scale score 309 (311 Y21). All non-Title I schools' average scale scores are above both the district and state averages whereas the Title I schools' average scale scores are all below the district and state averages. The quality of the mathematics teacher in front of the Title I students is the key factor in positively impacting their mathematics achievement. This being the second year of the new BEST standards and a new mathematics curriculum in Brevard, it will be imperative that Title I teachers receive more intensive training to support proper implementation of the standards and curriculum along with high quality instruction needed to close the achievement gap that exists between our non-Title I and Title I schools.

Title I schools' latest 2022 FSA Science data indicate a gap between Title I student achievement and non-Title I student achievement. Of the 30 Title I elementary schools in Brevard, twenty fell below the 50% proficiency level on their latest FSA while only five of the twenty-six non-Title I elementary schools fell below the 50% proficiency level. The average proficiency level for the Title I schools was 42% whereas the average proficiency level for non-Title I schools was 69%. To increase science achievement for our Title I students, we must make science come alive for them by providing students with more hands-on experiences that teach them critical thinking and problem-solving skills. Eighteen of the Title I elementary schools will have an opportunity for their fifth-grade students to participate in the Starbase program through a partnership with Patrick Air Force Base. The goal of the Starbase program is to motivate students to explore Science, Technology, Engineering, and Math (STEM) as they continue their education. The program engages students through the inquiry-based curriculum with its "hands-on, mind-on" experiential activities taught by trained Starbase teachers. Eleven Title I schools will have an opportunity to have the GeoBus (the nation's first high-tech mobile STEAM education lab focused on geospatial technologies, mapping and drones powered by a solar on a 40-foot repurposed Lynx city bus) from UCF visit their school to fill the education gap through a creative approach to STEAM education by exposing students to a variety of technology tools and experiences used in real-world problem-solving.

**B. Describe the activities that will be implemented to address Area of Focus 9, if applicable, that will be funded at the LEA level, meaning those to be funded out of the LEA's cost center budget, rather than out of the school allocations.**

Activity 1	Transportation costs for 18 Title I elementary schools to attend the Starbase program at Patrick Air Force Base impacting approximately 1,600 5th grade students @ \$800/charter bus X 184 buses = \$147,200 total cost.
Activity 2	Fee for the Geobus to visit 11 Title I elementary schools impacting approximately 839 students @ \$15/student X 839 students = \$12,585 total cost.
Activity 3	Extra Duty Pay Salary to pay approximately 32 Title I elementary teachers in the summer for one day at 8 hours each day to attend professional development focused on math and the areas of weakness as determined by the 2024 FSA data and other concerns that surfaced during the school year @ Extra Duty Pay Salary \$280/teacher X 32 = \$8,960 and benefits (retirement, FICA, WC) \$71.90/teacher X 32 = \$2,301 = total cost \$11,261.

**List the detailed activities that will be implemented to address Area of Focus 9, if applicable. The amount reserved for these services must not exceed one percent of the LEA's total allocation.**

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
7800	790	AOF 9	1	Student Transportation Services-Miscellaneous	0	\$147,200.00

5100	730	AOF 9	2	Basic (FEFP K-12)-Dues and Fees	0	\$12,585.00
6400	130	AOF 9	3	Instructional Staff Training Services-Other Certified	0	\$8,960.00
6400	210	AOF 9	3	Instructional Staff Training Services-Retirement	0	\$1,526.00
6400	220	AOF 9	3	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)	0	\$706.00
6400	240	AOF 9	3	Instructional Staff Training Services-Workers' Compensation	0	\$69.00
		AOF 9				

<b>Area of Focus 9 Total (Not Including Roll Forward)</b>	\$171,046.00
<b>Estimated Roll Forward Total</b>	\$0.00
<b>Total Funds Requested (Including Roll Forward)</b>	\$171,046.00

**Area of Focus 10: Financial Rewards and Incentives**

**A. Describe the LEAs strategy for providing financial incentives and rewards to teachers who serve in Title I schools for the purpose of attracting and retaining qualified and effective teachers.**

The retention of teachers in some of our most needy Title I schools is a barrier to student academic achievement that must be addressed. The continuity of a teacher along with their instructional habits, their expectations, and the relationships they establish is necessary for students to make academic growth. It should come as no surprise that, most of all, high rates of teacher turnover harms student achievement. One Vanderbilt study found that “losing a teacher during the school year is linked with a loss of between 32 and 72 instructional days,” which equates to one sixth to nearly half of the school year. One unprecedented study collected data on 1.1 million New York elementary school students over a decade and found that students in “grade-levels with higher turnover score lower in both ELA and math” and eliminating teacher turnover entirely “increased student achievement in math by 2 percent to 4 percent of a standard deviation.” As the University Council for Educational Administration emphasizes, mid-year turnover “disrupts the continuity of a child’s learning experience,” breaking the student-teacher and parent-teacher relationships that have formed and weakening the academic support system for students. Therefore, providing financial incentives in the form of retention stipends will provide the students in the select 8 elementary schools with the instructional stability needed for them to be successful in closing learning gaps. It will also enable administrators and instructional coaches to build on the previous professional learning experiences of the teachers, thus making greater progress in improving instruction.

**B. Describe the activities that will be implemented to address Area of Focus 10.**

Activity 1	Retention stipends (\$2,000) for any instructional personnel at our 8 elementary Title I schools with direct certification percentages 74% or higher who are hired on or before September 15, 2023, and remain actively employed through May 28, 2024. The estimation of teaching units if all schools were hired to capacity would be 398 teachers @ \$2,000/teacher = \$796,000 total. \$824,350 will be budgeted to allow for growth should additional teacher units be needed.
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**List the detailed activities that will be implemented to address Area of Focus 10, if applicable. The amount reserved for these services must not exceed one percent of the LEA’s total allocation.**

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
5100	120	RF: AOF 10	1	Basic (FEFP K-12)-Classroom Teacher	0	\$824,350.00
		AOF 10				

<b>Area of Focus 10 Total (Not Including Roll Forward)</b>	\$0.00
<b>Estimated Roll Forward Total</b>	\$824,350.00
<b>Total Funds Requested (Including Roll Forward)</b>	\$824,350.00

**Area of Focus 11: Administrative Costs (not to exceed 10% of the total allocation)**

**A. Describe the funded activities that will be implemented to address Area of Focus 11.**

Activity 1	Salary for District Title I Director to oversee the program and its implementation .8 FTE @ \$99,364 and salary for District Title I Coordinator to oversee the financial side of the program 1.0 FTE @ \$93,054 = \$192,418 total.
Activity 2	Salary for administrative secretary for Title I Office .8 FTE @ \$31,807; <b>VPK Accounting Specialist (\$38,957); VPK Administrative Secretary (Budgeted .2 = \$11,452) = \$82,216 Total</b>
Activity 3	Salaries/Stipends for district resource teachers/content specialists to oversee compliance, school improvement, district math, and district literacy @ Compliance 1.0 FTE - <b>\$63,739</b> ; School Improvement .4 FTE - <b>\$42,517</b> ; Math .25 FTE - <b>\$27,059</b> ; Literacy .25 FTE - <b>\$27,262</b> ; and \$12,000 for summer work to support grant compliance and submission = <del>\$90,727</del> \$160,577 total.
Activity 4	Retirement @ Director \$27,911; Administrative Secretary \$5,061; Coordinator \$26,139; Compliance \$8,856; School Improvement \$5,511; Math \$2,237; and Literacy \$2,603 = \$78,318.
Activity 5	FICA @ Director \$7,601; Administrative Secretary \$2,433; Coordinator \$7,119; Compliance \$4,258; School Improvement \$2,650; Math \$1,075; and Literacy \$1,252 = \$26,388 total.
Activity 6	Life Insurance and Medical @ Director \$5,847; Administrative Secretary \$5,791; Coordinator \$11,606; Compliance \$11,575; School Improvement \$5,793; Math \$5,776; and Literacy \$5,778 = \$52,166 total.
Activity 7	Workmen’s Compensation @ Director \$554; Administrative Secretary \$177; Coordinator \$519; Compliance \$311; School Improvement \$193; Math \$78; and Literacy \$91 = \$1,923 total.

Activity 8	Salaries for two instructional Literacy Coaches and two instructional Math Coaches who will be managed by the Title I Director to work along with district specialists in facilitating collaborative planning, providing coaching, and providing professional development for our lowest performing Title I schools based on FAST proficiency data. Literacy Coach .75 FTE @ \$32,436; Literacy Coach .75 FTE @ \$51,607; Math Coach .75 FTE @ \$56,256; and Math Coach @ \$73,700 = \$255,948. Salaries for two MTSS Trainers (.5 funded by IDEA) who will be managed by the Title I Director to work at all schools within the district to provide support in implementing the MTSS framework and providing professional development to MTSS school facilitators and any teacher who may want to broaden their knowledge. Trainers will dedicate at least fifty percent of their time to those Title I schools identified as the lowest performing schools in the district based on 2023 FAST data. FAST data and iReady data relative to the lowest 25% students' progress will be analyzed across all schools from PM1 and D1 to PM2 and D2 to identify any schools needing additional support from the MTSS Trainers. The implementation of the strategies outlined in the schoolside improvement plans to address the progress of Tier II and Tier III students will be monitored by school and district level administration. Monitoring activities will include fidelity checks, classroom walkthroughs, and reviewing student data maintained in the district learning management system. In addition, teacher data teams will engage in data chats to determine the effectiveness of their instruction enabling them to adjust as needed to meet the individual needs of all students. MTSS Trainer .5 FTE @ \$26,249 and MTSS Trainer .5 FTE @ \$ 15,700 = \$41,949. Total = \$255,948
Activity 9	Retirement @ Literacy Coach \$8,342; Literacy Coach \$6,620; Math Coach \$8,950; Math Coach \$6,953; MTSS Trainer \$10,182; and MTSS Trainer \$4,089 = \$45,136 total.
Activity 10	FICA @ Literacy Coach \$4,011; Literacy Coach \$3,183; Math Coach \$4,304 Math Coach \$3,343; MTSS Trainer \$2,773; and MTSS Trainer \$1,966 = \$19,580 total.
Activity 11	Life Insurance and Medical @ Literacy Coach \$5,808; Literacy Coach \$5,799; Math Coach \$5,811; Math Coach \$5,801; MTSS Trainer \$5,794; and MTSS Trainer \$5,786 = \$34,799 total.
Activity 12	Workmen's Compensation @ Literacy Coach \$393; Literacy Coach \$232; Math Coach \$314; Math Coach \$244; MTSS Trainer \$202; and MTSS Trainer \$143 = \$1,528 total.
Activity 13	ECTAC Membership to support the Title I Office by answering questions, sharing best practices, interpreting the law, and maintaining most current updates @ \$19,360.
Activity 14	Travel for department personnel to support job performance and attend regional and state conference @ \$8,000 total and travel for coaches and MTSS Trainers to support job performance and attend professional conferences to broaden their knowledge resulting in better support for schools @ \$3,000. Total = \$11,000.
Activity 15	Postage for private school notifications and letters to schools and companies @ \$500 total.
Activity 16	Printing of curriculum guides, professional development support materials, and the Title I Handbook @ \$2,000 total.
Activity 17	Materials and supplies to support the operation of the District Title I Office; such as, folders, dividers, label maker tape, pens, staplers, sticky notes, toner, paper, binders, etc. @ \$20,420 total.
Activity 18	Computers to replace obsolete ones to support the operation of the District Title I Office @ \$2,000 total.
Activity 19	Dues and feeds for professional organizations; such as, NCSM \$85, NAFSCE \$75, FASFEPA \$493, LRP Publications \$375, CBM Deluxe \$50, ASCD \$59, FCTM \$105, ASCD \$59 = \$2,500 total.
Activity 20	Purchase Title I Crate ( to include PD for the first year of implementation) @ \$4,100 and Survey Monkey @ \$384 to support compliance documentation and the gathering of input from stakeholders = \$4,484 total. <b>Title I Crate for 40 schools impacting approximately 25,271 K-12 students @ \$600 each X 40 students = \$24,000 used to maintain their required documentation to support the federal required assurances.</b>
Activity 21	Printing to support professional development materials @ \$200 total.
Activity 22	Materials and supplies; such as academic books, charts, and manipulatives to support professional development @ \$25,000 total.
Activity 23	Technology related supplies; such as toner, headphones, and ink cartridges to support professional development @ \$300 total.
Activity 24	Pay for the Title I Director's cellphone to communicate with district personnel when at schools and with principals to support the Title I program @ \$51/month = \$612 total.
Activity 25	Indirect Costs @ 3.33% = <del>\$775,129</del> <b>\$630,870 total.</b>

**List the detailed activities that will be implemented to address this Area of Focus.**

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
6300	110	AOF 11	1	Instruction and Curriculum Development Services-Administrator	1.8	\$192,418.00
6300	160	AOF 11	2	Instruction and Curriculum Development Services-Other Support Personnel	0.8	\$82,216.00
6300	130	AOF 11	3	Instruction and Curriculum Development Services-Other Certified	3.4	\$160,577.00
6300	210	AOF 11	4	Instruction and Curriculum Development Services-Retirement	0	\$78,318.00
6300	220	AOF 11	5	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)	0	\$26,388.00
6300	230	AOF 11	6	Instruction and Curriculum Development Services-Group Insurance	0	\$52,166.00
6300	240	AOF 11	7	Instruction and Curriculum Development Services-Workers' Compensation	0	\$1,923.00
6300	130	AOF 11	8	Instruction and Curriculum Development Services-Other Certified	4	\$255,948.00



6400	210	AOF 11	9	Instructional Staff Training Services-Retirement	0	\$45,136.00
6400	220	AOF 11	10	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)	0	\$19,580.00
6400	230	AOF 11	11	Instructional Staff Training Services-Group Insurance	0	\$34,799.00
6400	240	AOF 11	12	Instructional Staff Training Services-Workers' Compensation	0	\$1,528.00
6300	310	AOF 11	13	Instruction and Curriculum Development Services-Professional and Technical Services	0	\$19,360.00
6300	330	AOF 11	14	Instruction and Curriculum Development Services-Travel	0	\$11,000.00
6300	370	AOF 11	15	Instruction and Curriculum Development Services-Communications	0	\$500.00
6300	390	AOF 11	16	Instruction and Curriculum Development Services-Other Purchased Services	0	\$2,000.00
6300	510	AOF 11	17	Instruction and Curriculum Development Services-Supplies	0	\$20,420.00
6500	644	AOF 11	18	Instructional-Related Technology-Noncapitalized Computer Hardware	0	\$2,000.00
6300	730	AOF 11	19	Instruction and Curriculum Development Services-Dues and Fees	0	\$2,500.00
6500	360	AOF 11	20	Instructional-Related Technology-Rentals	0	\$28,484.00
6400	390	AOF 11	21	Instructional Staff Training Services-Other Purchased Services	0	\$200.00
6400	510	AOF 11	22	Instructional Staff Training Services-Supplies	0	\$25,000.00
6400	519	AOF 11	23	Instructional Staff Training Services-Technology Related Supplies	0	\$300.00
7900	370	AOF 11	24	Operation of Plant-Communications	0	\$612.00
7200	790	AOF 11	25	General Administration (Superintendent's Office)-Miscellaneous	0	\$630,870.00
		AOF 11				

<b>LEA Administrative Costs Total (Not Including Roll Forward)</b>					\$1,694,243.00
<b>LEA Estimated Roll Forward Total</b>					\$0.00
<b>LEA Administrative Costs Grand Total Including Roll Forward</b>					\$1,694,243.00
<b>Private School Admin Total</b>					\$138,073.00
<b>Administrative Costs Grand Total (LEA and Private- Not Including Roll Forward)</b>					\$1,832,316.00

Area of Focus	LEA Total (Including Roll Forward)	School Total (Including Roll Forward)	Area of Focus Total (Not Including Roll Forward)	Estimated Roll Forward Area of Focus Total	Area of Focus Grand Total	Percent of Allocation
Area of Focus 1	\$0.00	\$14,128,515.00	\$12,952,865.00	\$1,175,650.00	\$14,128,515.00	70.26%
Area of Focus 2	\$341,852.00	\$0.00	\$341,852.00	\$0.00	\$341,852.00	1.85%
Area of Focus 3	\$280,776.00	\$0.00	\$280,776.00	\$0.00	\$280,776.00	1.52%
Area of Focus 4	\$35,000.00	\$0.00	\$35,000.00	\$0.00	\$35,000.00	0.19%
Area of Focus 5	\$1,537,562.00	\$0.00	\$1,537,562.00	\$0.00	\$1,537,562.00	8.34%
Area of Focus 6			\$1,246,393.00	\$0.00	\$1,384,466.00	6.76%
Area of Focus 7	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 8	\$0.00	\$37,160.00	\$37,160.00	\$0.00	\$37,160.00	0.20%
Area of Focus 9			\$171,046.00	\$0.00	\$171,046.00	0.93%
Area of Focus 10			\$0.00	\$824,350.00	\$824,350.00	0.00%
Area of Focus 11	Administrative Costs, including Indirect Costs	Private Total \$138,073.00	\$1,832,316.00	\$0.00	\$1,694,243.00	9.94%
	**Not to exceed 10 percent of the total allocation	LEA Total \$1,694,243.00				
<b>Grand Totals</b>	<b>\$2,195,190.00</b>	<b>\$15,997,991.00</b>	<b>\$18,434,970.00</b>	<b>\$2,000,000.00</b>	<b>\$20,434,970.00</b>	<b>100.00%</b>

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If requesting less than the preliminary allocation, please provide the LEA's justification.

# Title I, Part A Summary Budget DOE 101

Brevard		050-2124B-4CB01				24A001	
Name of LEA		Project Number				TAPS Number	
<b>Requested Allocation Amount</b>						<b>\$18,434,970.00</b>	
<b>Estimated Roll Forward</b>						<b>\$2,000,000.00</b>	
<b>Total Funds Requested (sum of allocation and estimated roll)</b>						<b>\$20,434,970.00</b>	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	
5100	120	RF: AOF 1	1	Basic (FEFP K-12)-Classroom Teacher	10.64	\$518,400.00	
5100	210	RF: AOF 1	2	Basic (FEFP K-12)-Retirement		\$150,700.00	
5100	220	RF: AOF 1	3	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		\$72,461.00	
5100	240	RF: AOF 1	4	Basic (FEFP K-12)-Workers' Compensation		\$5,289.00	
6300	130	RF: AOF 1	5	Instruction and Curriculum Development Services-Other Certified		\$428,800.00	
5100	120	AOF 1	6	Basic (FEFP K-12)-Classroom Teacher	69.3	\$3,474,908.00	
5100	120	AOF 1	7	Basic (FEFP K-12)-Classroom Teacher	4	\$15,360.00	
5100	150	AOF 1	8	Basic (FEFP K-12)-Paraprofessional	56.992	\$1,251,478.00	
5100	210	AOF 1	9	Basic (FEFP K-12)-Retirement		\$681,190.00	
5100	220	AOF 1	10	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		\$351,961.00	
5100	230	AOF 1	11	Basic (FEFP K-12)-Group Insurance		\$1,201,833.00	
5100	240	AOF 1	12	Basic (FEFP K-12)-Workers' Compensation		\$25,414.00	
6120	130	AOF 1	13	Guidance Services-Other Certified	6.5	\$372,042.00	
6120	210	AOF 1	14	Guidance Services-Retirement		\$59,191.00	
6120	220	AOF 1	15	Guidance Services-Federal Insurance Contributions Act (FICA)		\$28,459.00	
6120	230	AOF 1	16	Guidance Services-Group Insurance		\$88,762.00	
6120	240	AOF 1	17	Guidance Services-Workers' Compensation		\$2,077.00	
6300	130	AOF 1	18	Instruction and Curriculum Development Services-Other Certified	30	\$1,610,349.00	
6300	130	AOF 1	19	Instruction and Curriculum Development Services-Other Certified		\$39,290.00	
6300	150	AOF 1	19	Instruction and Curriculum Development Services-Paraprofessional		\$1,500.00	
6300	210	AOF 1	20	Instruction and Curriculum Development Services-Retirement		\$241,610.00	
6300	220	AOF 1	21	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		\$122,104.00	
6300	230	AOF 1	22	Instruction and Curriculum Development Services-Group Insurance		\$311,689.00	
6300	240	AOF 1	23	Instruction and Curriculum Development Services-Workers' Compensation		\$9,027.00	
5900	120	AOF 1	24	Other Instruction-Classroom Teacher		\$93,600.00	
5900	210	AOF 1	25	Other Instruction-Retirement		\$13,561.00	
5900	220	AOF 1	26	Other Instruction-Federal Insurance Contributions Act (FICA)		\$6,566.00	
5900	240	AOF 1	27	Other Instruction-Workers' Compensation		\$490.00	
6400	130	AOF 1	28	Instructional Staff Training Services-Other Certified		\$10,376.00	
6400	140	AOF 1	29	Instructional Staff Training Services-Substitute Teacher		\$59,592.00	
6400	210	AOF 1	30	Instructional Staff Training Services-Retirement		\$903.00	
6400	220	AOF 1	31	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		\$5,663.00	

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
6400	240	AOF 1	32	Instructional Staff Training Services-Workers' Compensation		\$758.00
5100	370	AOF 1	33	Basic (FEFP K-12)-Communications		\$7,870.00
5100	390	AOF 1	34	Basic (FEFP K-12)-Other Purchased Services		\$52,402.00
5100	520	AOF 1	35	Basic (FEFP K-12)-Textbooks		\$56,984.00
6200	610	AOF 1	36	Instructional Media Services-Library Books		\$12,500.00
7800	460	AOF 1	37	Student Transportation Services-Diesel Fuel		\$2,000.00
6400	510	AOF 1	38	Instructional Staff Training Services-Supplies		\$7,440.00
6400	330	AOF 1	39	Instructional Staff Training Services-Travel		\$36,837.00
6400	730	AOF 1	40	Instructional Staff Training Services-Dues and Fees		\$45,188.00
6400	310	AOF 1	41	Instructional Staff Training Services-Professional and Technical Services		\$9,600.00
5100	730	AOF 1	42	Basic (FEFP K-12)-Dues and Fees		\$58,115.00
7800	790	AOF 1	43	Student Transportation Services-Miscellaneous		\$57,807.00
6500	643	AOF 1	44	Instructional-Related Technology-Capitalized Computer Hardware		\$143,182.00
6500	644	AOF 1	44	Instructional-Related Technology-Noncapitalized Computer Hardware		\$604,918.00
6500	643	AOF 1	45	Instructional-Related Technology-Capitalized Computer Hardware		\$34,980.00
6500	644	AOF 1	45	Instructional-Related Technology-Noncapitalized Computer Hardware		\$9,054.00
6500	519	AOF 1	46	Instructional-Related Technology-Technology Related Supplies		\$51,226.00
6500	691	AOF 1	47	Instructional-Related Technology-Capitalized Software		\$10,000.00
6500	692	AOF 1	48	Instructional-Related Technology-Noncapitalized Software		\$1,150.00
6500	360	AOF 1	48	Instructional-Related Technology-Rentals		\$339,594.00
5100	510	AOF 1	49	Basic (FEFP K-12)-Supplies		\$789,801.00
6150	130	AOF 1	50	Parental Involvement-Other Certified	14.5	\$321,748.00
6150	210	AOF 1	50	Parental Involvement-Retirement		\$44,693.00
6150	220	AOF 1	50	Parental Involvement-Federal Insurance Contributions Act (FICA)		\$25,988.00
6150	230	AOF 1	50	Parental Involvement-Group Insurance		\$147,045.00
6150	240	AOF 1	50	Parental Involvement-Workers' Compensation		\$2,990.00
6150	130	AOF 2	1	Parental Involvement-Other Certified	1	\$68,261.00
6150	210	AOF 2	1	Parental Involvement-Retirement		\$10,860.00
6150	220	AOF 2	1	Parental Involvement-Federal Insurance Contributions Act (FICA)		\$5,222.00
6150	230	AOF 2	1	Parental Involvement-Group Insurance		\$11,585.00
6150	240	AOF 2	1	Parental Involvement-Workers' Compensation		\$381.00
6120	360	AOF 2	2	Guidance Services-Rentals		\$512.00
6150	330	AOF 2	3	Parental Involvement-Travel		\$6,000.00
6150	370	AOF 2	4	Parental Involvement-Communications		\$500.00
6150	390	AOF 2	5	Parental Involvement-Other Purchased Services		\$2,000.00
6150	390	AOF 2	5	Parental Involvement-Other Purchased Services		\$19,863.00
6150	510	AOF 2	5	Parental Involvement-Supplies		\$3,500.00
6150	510	AOF 2	5	Parental Involvement-Supplies		\$191,726.00
6150	519	AOF 2	6	Parental Involvement-Technology Related Supplies		\$1,500.00
6150	519	AOF 2	7	Parental Involvement-Technology Related Supplies		\$992.00
6150	730	AOF 2	8	Parental Involvement-Dues and Fees		\$3,000.00
6150	360	AOF 2	9	Parental Involvement-Rentals		\$500.00
6150	310	AOF 2	10	Parental Involvement-Professional and Technical Services		\$2,000.00

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
6150	310	AOF 2	10	Parental Involvement-Professional and Technical Services		\$4,450.00
6500	360	AOF 2	11	Instructional-Related Technology-Rentals		\$6,000.00
6500	644	AOF 2	12	Instructional-Related Technology-Noncapitalized Computer Hardware		\$3,000.00
5900	120	AOF 3	1	Other Instruction-Classroom Teacher		\$116,721.00
5900	210	AOF 3	1	Other Instruction-Retirement		\$18,570.00
5900	220	AOF 3	1	Other Instruction-Federal Insurance Contributions Act (FICA)		\$8,929.00
5900	240	AOF 3	1	Other Instruction-Workers' Compensation		\$651.00
5900	390	AOF 3	2	Other Instruction-Other Purchased Services		\$500.00
5900	510	AOF 3	3	Other Instruction-Supplies		\$13,572.00
5900	730	AOF 3	4	Other Instruction-Dues and Fees		\$2,000.00
6300	130	AOF 3	5	Instruction and Curriculum Development Services-Other Certified	1	\$69,796.00
5900	210	AOF 3	5	Other Instruction-Retirement		\$19,606.00
5900	220	AOF 3	5	Other Instruction-Federal Insurance Contributions Act (FICA)		\$5,339.00
5900	230	AOF 3	5	Other Instruction-Group Insurance		\$10,703.00
5900	240	AOF 3	5	Other Instruction-Workers' Compensation		\$389.00
5900	330	AOF 3	6	Other Instruction-Travel		\$13,000.00
5900	730	AOF 3	7	Other Instruction-Dues and Fees		\$1,000.00
5300	730	AOF 4	1	Career Education-Dues and Fees		\$3,580.00
5900	510	AOF 4	2	Other Instruction-Supplies		\$6,619.00
5900	519	AOF 4	3	Other Instruction-Technology Related Supplies		\$1,803.23
5900	730	AOF 4	4	Other Instruction-Dues and Fees		\$400.00
6120	130	AOF 4	5	Guidance Services-Other Certified	0.4	\$11,365.20
6120	210	AOF 4	5	Guidance Services-Retirement		\$1,229.71
6120	220	AOF 4	5	Guidance Services-Federal Insurance Contributions Act (FICA)		\$869.44
6120	240	AOF 4	5	Guidance Services-Workers' Compensation		\$63.42
6120	360	AOF 4	6	Guidance Services-Rentals		\$200.00
6500	643	AOF 4	7	Instructional-Related Technology-Capitalized Computer Hardware		\$8,870.00
5500	120	AOF 5	1	Prekindergarten-Classroom Teacher	8	\$372,400.00
5500	140	AOF 5	1	Prekindergarten-Substitute Teacher		\$12,800.00
5500	150	AOF 5	1	Prekindergarten-Paraprofessional	8	\$132,000.00
5500	210	AOF 5	1	Prekindergarten-Retirement		\$47,288.00
5500	220	AOF 5	1	Prekindergarten-Federal Insurance Contributions Act (FICA)		\$36,175.00
5500	230	AOF 5	1	Prekindergarten-Group Insurance		\$116,381.00
5500	240	AOF 5	1	Prekindergarten-Workers' Compensation		\$2,639.00
5500	150	AOF 5	1	Prekindergarten-Paraprofessional		\$17,328.00
6150	210	AOF 5	1	Parental Involvement-Retirement		\$1,733.00
6150	220	AOF 5	1	Parental Involvement-Federal Insurance Contributions Act (FICA)		\$1,326.00
6150	230	AOF 5	1	Parental Involvement-Group Insurance		\$7,748.00
6150	240	AOF 5	1	Parental Involvement-Workers' Compensation		\$97.00
5500	510	AOF 5	2	Prekindergarten-Supplies		\$199,826.00
5500	519	AOF 5	2	Prekindergarten-Technology Related Supplies		\$500.00
5500	520	AOF 5	3	Prekindergarten-Textbooks		\$75,000.00
5500	622	AOF 5	4	Prekindergarten-Noncapitalized AV Materials		\$5,000.00

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
5500	642	AOF 5	5	Prekindergarten-Noncapitalized Furniture, Fixtures, and Equipment		\$2,000.00
6150	390	AOF 5	6	Parental Involvement-Other Purchased Services		\$3,000.00
6150	110	AOF 5	7	Parental Involvement-Administrator	0.2	\$22,440.00
6300	130	AOF 5	7	Instruction and Curriculum Development Services-Other Certified	2.5	\$111,924.00
6300	160	AOF 5	7	Instruction and Curriculum Development Services-Other Support Personnel	0.2	\$50,409.00
6300	110	AOF 5	7	Instruction and Curriculum Development Services-Administrator	1	\$57,573.00
6300	210	AOF 5	7	Instruction and Curriculum Development Services-Retirement		\$25,300.00
6300	220	AOF 5	7	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		\$18,156.00
6300	230	AOF 5	7	Instruction and Curriculum Development Services-Group Insurance		\$28,343.00
6300	240	AOF 5	7	Instruction and Curriculum Development Services-Workers' Compensation		\$1,324.00
6300	330	AOF 5	8	Instruction and Curriculum Development Services-Travel		\$6,000.00
6300	130	AOF 5	8	Instruction and Curriculum Development Services-Other Certified		\$28,815.00
6400	210	AOF 5	8	Instructional Staff Training Services-Retirement		\$2,882.00
6400	220	AOF 5	8	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		\$2,204.00
6400	230	AOF 5	8	Instructional Staff Training Services-Group Insurance		\$3,890.00
6400	240	AOF 5	8	Instructional Staff Training Services-Workers' Compensation		\$161.00
6300	390	AOF 5	9	Instruction and Curriculum Development Services-Other Purchased Services		\$3,000.00
6400	730	AOF 5	10	Instructional Staff Training Services-Dues and Fees		\$3,000.00
6400	360	AOF 5	11	Instructional Staff Training Services-Rentals		\$6,500.00
6500	641	AOF 5	12	Instructional-Related Technology-Capitalized Furniture, Fixtures, and Equipment		\$10,400.00
6500	643	AOF 5	13	Instructional-Related Technology-Capitalized Computer Hardware		\$3,000.00
6500	644	AOF 5	13	Instructional-Related Technology-Noncapitalized Computer Hardware		\$9,000.00
7800	460	AOF 5	14	Student Transportation Services-Diesel Fuel		\$100,000.00
7800	790	AOF 5	15	Student Transportation Services-Miscellaneous		\$10,000.00
5900	310	AOF 6	1	Other Instruction-Professional and Technical Services		\$1,223,333.00
5900	310	AOF 6	2	Other Instruction-Professional and Technical Services		\$23,060.00
5900	310	AOF6: Admin	3	Other Instruction-Professional and Technical Services		\$138,073.00
5100	520	AOF 8	1	Basic (FEFP K-12)-Textbooks		\$5,400.00
6400	330	AOF 8	2	Instructional Staff Training Services-Travel		\$12,067.00
6400	730	AOF 8	3	Instructional Staff Training Services-Dues and Fees		\$6,000.00
7800	790	AOF 8	4	Student Transportation Services-Miscellaneous		\$13,693.00
7800	790	AOF 9	1	Student Transportation Services-Miscellaneous		\$147,200.00
5100	730	AOF 9	2	Basic (FEFP K-12)-Dues and Fees		\$12,585.00
6400	130	AOF 9	3	Instructional Staff Training Services-Other Certified		\$8,960.00
6400	210	AOF 9	3	Instructional Staff Training Services-Retirement		\$1,526.00
6400	220	AOF 9	3	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		\$706.00
6400	240	AOF 9	3	Instructional Staff Training Services-Workers' Compensation		\$69.00
5100	120	RF: AOF 10	1	Basic (FEFP K-12)-Classroom Teacher		\$824,350.00
6300	110	AOF 11	1	Instruction and Curriculum Development Services-Administrator		\$192,418.00
6300	160	AOF 11	2	Instruction and Curriculum Development Services-Other Support Personnel		\$82,216.00
6300	130	AOF 11	3	Instruction and Curriculum Development Services-Other Certified		\$160,577.00
6300	210	AOF 11	4	Instruction and Curriculum Development Services-Retirement		\$78,318.00
6300	220	AOF 11	5	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		\$26,388.00

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
6300	230	AOF 11	6	Instruction and Curriculum Development Services-Group Insurance		\$52,166.00
6300	240	AOF 11	7	Instruction and Curriculum Development Services-Workers' Compensation		\$1,923.00
6300	130	AOF 11	8	Instruction and Curriculum Development Services-Other Certified		\$255,948.00
6400	210	AOF 11	9	Instructional Staff Training Services-Retirement		\$45,136.00
6400	220	AOF 11	10	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		\$19,580.00
6400	230	AOF 11	11	Instructional Staff Training Services-Group Insurance		\$34,799.00
6400	240	AOF 11	12	Instructional Staff Training Services-Workers' Compensation		\$1,528.00
6300	310	AOF 11	13	Instruction and Curriculum Development Services-Professional and Technical Services		\$19,360.00
6300	330	AOF 11	14	Instruction and Curriculum Development Services-Travel		\$11,000.00
6300	370	AOF 11	15	Instruction and Curriculum Development Services-Communications		\$500.00
6300	390	AOF 11	16	Instruction and Curriculum Development Services-Other Purchased Services		\$2,000.00
6300	510	AOF 11	17	Instruction and Curriculum Development Services-Supplies		\$20,420.00
6500	644	AOF 11	18	Instructional-Related Technology-Noncapitalized Computer Hardware		\$2,000.00
6300	730	AOF 11	19	Instruction and Curriculum Development Services-Dues and Fees		\$2,500.00
6500	360	AOF 11	20	Instructional-Related Technology-Rentals		\$28,484.00
6400	390	AOF 11	21	Instructional Staff Training Services-Other Purchased Services		\$200.00
6400	510	AOF 11	22	Instructional Staff Training Services-Supplies		\$25,000.00
6400	519	AOF 11	23	Instructional Staff Training Services-Technology Related Supplies		\$300.00
7900	370	AOF 11	24	Operation of Plant-Communications		\$612.00
7200	790	AOF 11	25	General Administration (Superintendent's Office)-Miscellaneous		\$630,870.00
		AOF 11				

<b>LEA Name: Brevard</b>		
	<b>Total District Allocation</b>	
	\$18,434,970.00	
<b>Number of Public CLIF</b>	<b>Number of Private CLIF</b>	<b>Total CLIF (auto-calc)</b>
14190	1153	15343
<b>Total Public School Proportion</b>	<b>Total Private School Proportion (auto-calc)</b>	
92.49%	7.51%	
<b>Total Public School Allocation</b>	<b>Total Private School Allocation (auto-calc)</b>	
\$17,050,504	\$1,384,466	
	<b>Private School Administrative Cost Reservation</b>	
	\$138,073	

**LEA NAME: Brevard** **School Year: 2023-2024**

**Ranking Type: LEA-Wide Ranking**

**Date Certain: 2/10/23**

**Community Eligibility Program: Option 2 - Direct Certification Data Only (no multiplier)**

**Allocation Process: Allocation Process: Title I Funds will be allocated using LEA-Wide Ranking based upon PSES data from February FTE count. Based on this threshold, the Direct Certification percentage cut-off for schools' Title I eligibility for 2023-24 will be 59% poverty rate for secondary and elementary schools. All schools at or above 75.01% will be served. The total Per Pupil Allocation will be \$912.00 per student. The Survey 3 year is based on 2022-2023 data, age 5–17 year-old students. The Date Certain date was February 10, 2023.**

School Name	School Number	Grade Comb	School type	New School	Reported 2022-2023 Number of Children Attending Public Schools	Reported 2022-2023 Number of Children from Low Income Families	Reported 2022-2023 Percent of Children from Low Income Families	2022-2023 Number of Children Attending Public Schools	2022-2023 Number of Children from Low Income Families	2022-2023 Percent of Children from Low Income Families	Selection Code	Program Type	2022-2023 PPA Per Pupil Allocation	2022-2023 TSA Total School Allocation	Provision 2 or CEP	1% Allocation for Parent and Family Engagement
EMMA JEWEL CHARTER ACADEMY	6523	K-8	Combination Elementary & Secondary	No	333	277	83.18%	333	277	83.18%	A	SW	912	250408	CEP	2216
SATURN ELEMENTARY SCHOOL	1131	PREK-6	Elementary	No	549	447	81.42%	549	447	81.42%	A	SW	912	404088	CEP	3576
NORTH/CENTRAL AREA ALTERNATIVE LEARNING	1017	6-12	Senior High	No	133	108	81.20%	133	108	81.20%	A	SW	912	97632	CEP	864
MIMS ELEMENTARY SCHOOL	0101	PREK-6	Elementary	No	384	302	78.65%	384	302	78.65%	A	SW	912	273008	CEP	2416
SOUTH AREA ALTERNATIVE LEARNING CENTER	1018	6-12	Senior High	No	114	88	77.19%	114	88	77.19%	A	SW	912	79552	CEP	704
CAMBRIDGE ELEM MAGNET SCHOOL	1041	PREK-6	Elementary	No	437	336	76.89%	437	336	76.89%	A	SW	912	303744	CEP	2688
PALM BAY ACADEMY CHARTER SCHOOL	6501	K-8	Combination Elementary & Secondary	No	342	262	76.61%	342	262	76.61%	A	SW	912	236848	CEP	2096
OAK PARK ELEMENTARY SCHOOL	0051	PREK-6	Elementary	No	443	336	75.85%	443	336	75.85%	A	SW	912	303744	CEP	2688
GOLFVIEW ELEMENTARY MAGNET SCHOOL	1071	PREK-6	Elementary	No	408	306	75.00%	408	306	75.00%	A	SW	912	276624	CEP	2448
DR. W.J. CREEL ELEMENTARY SCHL	6141	PREK-6	Elementary	No	595	445	74.79%	595	445	74.79%	B	SW	912	402280	CEP	3560
COQUINA ELEMENTARY SCHOOL	0091	PREK-6	Elementary	No	497	370	74.45%	497	370	74.45%	B	SW	912	334480	CEP	2960
GARDENDALE SEPARATE DAY SCHOOL	0089	K-12	Combination Elementary & Secondary	No	66	49	74.24%	66	49	74.24%	B	SW	912	44296	CEP	392
PALM BAY ELEMENTARY SCHOOL	2081	PREK-6	Elementary	No	515	382	74.17%	515	382	74.17%	B	SW	912	345328	CEP	3056
RIVIERA ELEMENTARY SCHOOL	2171	PREK-6	Elementary	No	606	443	73.10%	606	443	73.10%	B	SW	912	400472	CEP	3544
COCOA HIGH SCHOOL	1121	7-12	Senior High	No	1,186	866	73.02%	1,186	866	73.02%	B	SW	912	782864	CEP	6928
UNIVERSITY PARK ELEMENTARY SCHOOL	2051	PREK-6	Elementary	No	420	306	72.86%	420	306	72.86%	B	SW	912	276624	CEP	2448
MILA ELEMENTARY SCHOOL	4031	PREK-6	Elementary	No	412	297	72.09%	412	297	72.09%	B	SW	912	268488	CEP	2376
FAIRGLEN ELEMENTARY SCHOOL	1091	PREK-6	Elementary	No	571	409	71.63%	571	409	71.63%	B	SW	912	369736	CEP	3272
JOHN F. TURNER, SENIOR ELEMENTARY SCHOOL	2121	PREK-6	Elementary	No	509	361	70.92%	509	361	70.92%	B	SW	912	326344	CEP	2888
SABAL ELEMENTARY SCHOOL	3071	PREK-6	Elementary	No	464	328	70.69%	464	328	70.69%	B	SW	912	296512	CEP	2624
ENDEAVOUR ELEMENTARY SCHOOL	1051	PREK-6	Elementary	No	645	453	70.23%	645	453	70.23%	B	SW	912	409512	CEP	3624
DISCOVERY ELEMENTARY SCHOOL	2151	PREK-6	Elementary	No	605	421	69.59%	605	421	69.59%	B	SW	912	380584	CEP	3368
CHRISTA MCAULIFFE ELEM. SCHOOL	2161	PREK-6	Elementary	No	582	403	69.24%	582	403	69.24%	B	SW	912	364312	CEP	3224
APOLLO ELEMENTARY SCHOOL	0061	PREK-6	Elementary	No	733	507	69.17%	733	507	69.17%	B	SW	912	458328	CEP	4056
STONE MAGNET MIDDLE SCHOOL	2071	7-8	Middle/Junior	No	664	455	68.52%	664	455	68.52%	B	SW	912	411320	CEP	3640
HARBOR CITY ELEMENTARY SCHOOL	3061	PREK-6	Elementary	No	362	247	68.23%	362	247	68.23%	B	SW	912	223288	CEP	1976
PORT MALABAR ELEMENTARY SCHOOL	2061	PREK-6	Elementary	No	602	408	67.77%	602	408	67.77%	B	SW	912	368832	CEP	3264
COLUMBIA ELEMENTARY SCHOOL	2131	PREK-6	Elementary	No	497	335	67.40%	497	335	67.40%	B	SW	912	302840	CEP	2680
JUPITER ELEMENTARY SCHOOL	2191	PREK-6	Elementary	No	681	454	66.67%	681	454	66.67%	B	SW	912	410416	CEP	3632
CROTON ELEMENTARY SCHOOL	3091	PREK-6	Elementary	No	456	301	66.01%	456	301	66.01%	B	SW	912	272104	CEP	2408
JAMES MADISON MIDDLE SCHOOL	0052	7-8	Middle/Junior	No	428	279	65.19%	428	279	65.19%	B	SW	912	252216	CEP	2232
CAPE VIEW ELEMENTARY SCHOOL	5031	PREK-6	Elementary	No	289	185	64.01%	289	185	64.01%	B	SW	912	167240	CEP	1480
SHERWOOD ELEMENTARY SCHOOL	3041	PREK-6	Elementary	No	400	250	62.50%	400	250	62.50%	B	SW	912	226000	CEP	2000



School Name	School Number	Grade Comb	School type	New School	Reported 2022-2023 Number of Children Attending Public Schools	Reported 2022-2023 Number of Children from Low Income Families	Reported 2022-2023 Percent of Children from Low Income Families	2022-2023 Number of Children Attending Public Schools	2022-2023 Number of Children from Low Income Families	2022-2023 Percent of Children from Low Income Families	Selection Code	Program Type	2022-2023 PPA Per Pupil Allocation	2022-2023 TSA Total School Allocation	Provision 2 or CEP	1% Allocation for Parent and Family Engagement
PALM BAY MAGNET SENIOR HIGH SCHOOL	2021	9-12	Senior High	No	1,013	625	61.70%	1,013	625	61.70%	B	SW	912	565000	CEP	5000
PINEWOOD ELEMENTARY SCHOOL	0181	PREK-6	Elementary	No	488	299	61.27%	488	299	61.27%	B	SW	912	270296	CEP	2392
LYNDON B. JOHNSON MIDDLE SCHL	3031	7-8	Middle/Junior	No	604	369	61.09%	604	369	61.09%	B	SW	912	333576	CEP	2952
AUDUBON ELEMENTARY SCHOOL	4051	PREK-6	Elementary	No	424	255	60.14%	424	255	60.14%	B	SW	912	230520	CEP	2040
RONALD MCNAIR MAGNET MIDDLE SCHOOL	1081	7-8	Middle/Junior	No	359	214	59.61%	359	214	59.61%	B	SW	912	193456	CEP	1712
LOCKMAR ELEMENTARY SCHOOL	2111	PREK-6	Elementary	No	574	342	59.58%	574	342	59.58%	B	SW	912	309168	CEP	2736
ANDREW JACKSON MIDDLE SCHOOL	0141	7-8	Middle/Junior	No	550	327	59.45%	550	327	59.45%	B	SW	912	295608	CEP	2616
ATLANTIS ELEMENTARY SCHOOL	0201	PREK-6	Elementary	No	581	343	59.04%	581	343	59.04%	B	SW	912	310072	CEP	2744
CHALLENGER 7 ELEMENTARY SCHOOL	0191	PREK-6	Elementary	No	485	284	58.56%	485	284	58.56%	I	N/A	0	0	CEP	0
ROY ALLEN ELEMENTARY SCHOOL	3101	PREK-6	Elementary	No	608	355	58.39%	608	355	58.39%	I	N/A	0	0	CEP	0
ODYSSEY PREPARATORY CHARTER ACADEMY	6541	K-5	Elementary	No	457	266	58.21%	457	266	58.21%	I	N/A	0	0	CEP	0
SOUTHWEST MIDDLE SCHOOL	2122	7-8	Middle/Junior	No	911	528	57.96%	911	528	57.96%	I	N/A	0	0	CEP	0
IMPERIAL ESTATES ELEM. SCHOOL	0151	K-6	Elementary	No	622	358	57.56%	622	358	57.56%	I	N/A	0	0	CEP	0
SUNRISE ELEMENTARY SCHOOL	2221	PREK-6	Elementary	No	763	435	57.01%	763	435	57.01%	I	N/A	0	0	CEP	0
HANS CHRISTIAN ANDERSEN ELEMENTARY SCHOOL	1141	PREK-6	Elementary	No	571	324	56.74%	571	324	56.74%	I	N/A	0	0	CEP	0
IMAGINE SCHOOLS AT WEST MELBOURNE	6515	K-6	Elementary	No	579	326	56.30%	579	326	56.30%	I	N/A	0	0	CEP	0
WESTSIDE ELEMENTARY SCHOOL	2212	PREK-6	Elementary	No	801	415	51.81%	801	415	51.81%	J	N/A	0	0	CEP	0
BREVARD COUNTY JAIL COMPLEX	1014	5-12	Senior High	No	4	2	50.00%	4	2	50.00%	J	N/A	0	0	No	0
HERITAGE HIGH SCHOOL	2311	9-12	Senior High	No	1,394	693	49.71%	1,394	693	49.71%	J	N/A	0	0	No	0
TITUSVILLE HIGH SCHOOL	0011	PREK, 9-12	Senior High	No	939	465	49.52%	939	465	49.52%	J	N/A	0	0	No	0
EAU GALLIE HIGH SCHOOL	3011	PREK, 9-12	Senior High	No	1,063	520	48.92%	1,063	520	48.92%	J	N/A	0	0	No	0
ROYAL PALM CHARTER SCHOOL	6509	K-8	Combination Elementary & Secondary	No	327	158	48.32%	327	158	48.32%	J	N/A	0	0	CEP	0
ODYSSEY CHARTER SCHOOL	6507	K-12	Combination Elementary & Secondary	No	1,751	836	47.74%	1,751	836	47.74%	J	N/A	0	0	CEP	0
ROCKLEDGE SENIOR HIGH SCHOOL	1011	9-12	Senior High	No	1,124	511	45.46%	1,124	511	45.46%	J	N/A	0	0	No	0
TROPICAL ELEMENTARY SCHOOL	4041	PREK-6	Elementary	No	656	297	45.27%	656	297	45.27%	J	N/A	0	0	No	0
CENTRAL MIDDLE SCHOOL	3021	7-8	Middle/Junior	No	1,118	491	43.92%	1,118	491	43.92%	J	N/A	0	0	No	0
BREVARD COUNTY JUV.DET.CTR.	1025	6-12	Senior High	No	16	7	43.75%	16	7	43.75%	J	N/A	0	0	No	0
BAYSIDE HIGH SCHOOL	2211	9-12	Senior High	No	1,340	574	42.84%	1,340	574	42.84%	J	N/A	0	0	No	0
ASTRONAUT HIGH SCHOOL	0161	9-12	Senior High	No	777	330	42.47%	777	330	42.47%	J	N/A	0	0	No	0
ENTERPRISE ELEMENTARY SCHOOL	0301	PREK-6	Elementary	No	569	240	42.18%	569	240	42.18%	J	N/A	0	0	No	0
SPACE COAST JR/SR HIGH SCHOOL	0302	7-12	Senior High	No	1,222	514	42.06%	1,222	514	42.06%	J	N/A	0	0	No	0
MEADOWLANE PRIMARY ELEMENTARY SCHOOL	2041	K-2	Elementary	No	641	262	40.87%	641	262	40.87%	J	N/A	0	0	No	0
THOMAS JEFFERSON MIDDLE SCHOOL	4111	7-8	Middle/Junior	No	601	239	39.77%	601	239	39.77%	J	N/A	0	0	No	0
JOHN F. KENNEDY MIDDLE SCHOOL	1101	7-8	Middle/Junior	No	673	251	37.30%	673	251	37.30%	J	N/A	0	0	No	0
LEWIS CARROLL ELEMENTARY SCHL	4121	PREK-6	Elementary	No	627	219	34.93%	627	219	34.93%	J	N/A	0	0	No	0
MEADOWLANE INTERMEDIATE ELEMENTARY SCHOOL	2031	3-6	Elementary	No	855	293	34.27%	855	293	34.27%	J	N/A	0	0	No	0
SEA PARK ELEMENTARY SCHOOL	6051	PREK-6	Elementary	No	310	105	33.87%	310	105	33.87%	J	N/A	0	0	No	0
RALPH M WILLIAMS JUNIOR ELEMENTARY SCHOOL	1151	PREK-6	Elementary	No	407	137	33.66%	407	137	33.66%	J	N/A	0	0	No	0
HERBERT C. HOOVER MIDDLE SCHOOL	6082	7-8	Middle/Junior	No	497	163	32.80%	497	163	32.80%	J	N/A	0	0	No	0
EDUCATIONAL HORIZONS CHARTER	6511	K-6	Elementary	No	130	42	32.31%	130	42	32.31%	J	N/A	0	0	No	0
MERRITT ISLAND HIGH SCHOOL	4011	PREK, 9-12	Senior High	No	1,064	337	31.67%	1,064	337	31.67%	J	N/A	0	0	No	0
COCOA BEACH JUNIOR/SENIOR HIGH SCHOOL	5011	7-12	Senior High	No	821	227	27.65%	821	227	27.65%	J	N/A	0	0	No	0
THEODORE ROOSEVELT ELEMENTARY SCHOOL	5012	PREK-6	Elementary	No	293	79	26.96%	293	79	26.96%	J	N/A	0	0	No	0

School Name	School Number	Grade Comb	School type	New School	Reported 2022-2023 Number of Children Attending Public Schools	Reported 2022-2023 Number of Children from Low Income Families	Reported 2022-2023 Percent of Children from Low Income Families	2022-2023 Number of Children Attending Public Schools	2022-2023 Number of Children from Low Income Families	2022-2023 Percent of Children from Low Income Families	Selection Code	Program Type	2022-2023 PPA Per Pupil Allocation	2022-2023 TSA Total School Allocation	Provision 2 or CEP	1% Allocation for Parent and Family Engagement
DEVEREUX HOSPITAL	1028	K-12	Combination Elementary & Secondary	No	64	17	26.56%	64	17	26.56%	J	N/A	0	0	No	0
SOUTH LAKE ELEMENTARY	0122	K-6	Elementary	No	428	112	26.17%	428	112	26.17%	J	N/A	0	0	No	0
MELBOURNE SENIOR HIGH SCHOOL	2011	9-12	Senior High	No	1,575	406	25.78%	1,575	406	25.78%	J	N/A	0	0	No	0
SCULPTOR CHARTER SCHOOL	6508	K-8	Combination Elementary & Secondary	No	554	129	23.29%	554	129	23.29%	J	N/A	0	0	No	0
PINEAPPLE COVE CLASSICAL ACADEMY	6543	K-12	Combination Elementary & Secondary	No	998	221	22.14%	998	221	22.14%	J	N/A	0	0	No	0
OCEAN BREEZE ELEMENTARY SCHOOL	6071	PREK-6	Elementary	No	546	120	21.98%	546	120	21.98%	J	N/A	0	0	No	0
PINEAPPLE COVE CLASSICAL ACADEMY W MELBOURNE	6554	K-8	Combination Elementary & Secondary	No	783	167	21.33%	783	167	21.33%	J	N/A	0	0	No	0
SPESSARD L. HOLLAND ELEMENTARY	6013	PREK-6	Elementary	No	426	90	21.13%	426	90	21.13%	J	N/A	0	0	No	0
LONGLEAF ELEMENTARY SCHOOL	3131	PREK-6	Elementary	No	597	122	20.44%	597	122	20.44%	J	N/A	0	0	No	0
VIERA CHARTER SCHOOL	6540	K-8	Combination Elementary & Secondary	No	1,536	313	20.38%	1,536	313	20.38%	J	N/A	0	0	No	0
SUNTREE ELEMENTARY SCHOOL	3121	PREK-6	Elementary	No	604	123	20.36%	604	123	20.36%	J	N/A	0	0	No	0
ROBERT L. STEVENSON ELEMENTARY SCHOOL	4071	K-6	Elementary	No	504	101	20.04%	504	101	20.04%	J	N/A	0	0	No	0
SURFSIDE ELEMENTARY SCHOOL	6061	K-6	Elementary	No	444	88	19.82%	444	88	19.82%	J	N/A	0	0	No	0
INDIALANTIC ELEMENTARY SCHOOL	6081	PREK-6	Elementary	No	693	137	19.77%	693	137	19.77%	J	N/A	0	0	No	0
GEMINI ELEMENTARY SCHOOL	6101	PREK-6	Elementary	No	460	90	19.57%	460	90	19.57%	J	N/A	0	0	No	0
PINECREST ACADEMY SPACE COAST	6558	K-8	Combination Elementary & Secondary	No	673	128	19.02%	673	128	19.02%	J	N/A	0	0	No	0
MANATEE ELEMENTARY SCHOOL	1161	PREK-6	Elementary	No	886	162	18.28%	886	162	18.28%	J	N/A	0	0	No	0
SATELLITE SENIOR HIGH SCHOOL	6011	PREK, 9-12	Senior High	No	1,074	192	17.88%	1,074	192	17.88%	J	N/A	0	0	No	0
DELAURA MIDDLE SCHOOL	6012	7-8	Middle/Junior	No	843	142	16.84%	843	142	16.84%	J	N/A	0	0	No	0
QUEST ELEMENTARY SCHOOL	3151	PREK-6	Elementary	No	688	113	16.42%	688	113	16.42%	J	N/A	0	0	No	0
EDGEWOOD JR/SR HIGH SCHOOL	4021	7-12	Senior High	No	796	128	16.08%	796	128	16.08%	J	N/A	0	0	No	0
W. MELBOURNE ELEMENTARY SCHOOL FOR SCIENCE	2042	PREK-6	Elementary	No	539	69	12.80%	539	69	12.80%	J	N/A	0	0	No	0
VIERA HIGH SCHOOL	1171	PREK, 9-12	Senior High	No	1,675	214	12.78%	1,675	214	12.78%	J	N/A	0	0	No	0
WEST SHORE JUNIOR/SENIOR HIGH SCHOOL	3141	7-12	Senior High	No	771	86	11.15%	771	86	11.15%	J	N/A	0	0	No	0
FREEDOM 7 ELEMENTARY SCHOOL INTERNATIONAL	5021	K-6	Elementary	No	403	41	10.17%	403	41	10.17%	J	N/A	0	0	No	0
PINEAPPLE COVE CLASSICAL ACADEMY AT LOCKMAR	6529	K-8	Combination Elementary & Secondary	No	577	48	8.32%	577	48	8.32%	J	N/A	0	0	No	0
VIERA ELEMENTARY SCHOOL	3161	K-6	Elementary	No	687	56	8.15%	687	56	8.15%	J	N/A	0	0	No	0
BREVARD VIRTUAL FRANCHISE	7004	K-12	Combination Elementary & Secondary	No	221	12	5.43%	221	12	5.43%	J	N/A	0	0	No	0
PRE-K ESE SERVICES	1021	PREK	Elementary	No	10	0	0.00%	10	0	0.00%	L	N/A	0	0	No	0
MELBOURNE CENTER FOR PERSONAL GROWTH	1027	7-12	Senior High	No	11	0	0.00%	11	0	0.00%	L	N/A	0	0	No	0
<b>DISTRICT TOTALS</b>					<b>65,603</b>	<b>29100</b>	<b>46.48%</b>	<b>65,603</b>	<b>29100</b>	<b>46.48%</b>			<b>37392</b>	<b>12827760</b>		<b>113520</b>

LEA Name: Brevard

Date Certain: 2/10/23

Method for determining eligible private school students: Form C

Pooling or Not Pooling: Non-Pooling

If pooling is only occurring with specific schools, please specify those schools that are pooling funds: N/A

Total Private School Allocation: \$1,384,466.00

Private School Administrative \$138,073.00

Total Remaining Allocation (auto- \$1,246,393.00

No.	Nonpublic School Name	Nonpublic School Number (4 digit)	Grade Span	Number of Private School Students Residing In PSAA	No. of private school students submitting surveys	No. of low-income students from surveys submitted	Extrapolated # of low-income private school children (auto-calc)	PPA Private School Service	Dollars Allocated
1	Ascension	0354	PK-8	158	99	38	61	1081	65941
2	Bethany Christian	1533	K-12	117	60	39	77	1081	83237
3	Bright Horizons	6978	PK-7	National School Lunch	0	0	63	1081	68103
4	Einstein Montessori	4767	2-12	49	39	33	42	1081	45402
5	Holy Name	0942	K-8	28	18	3	5	1081	5405
6	IRC Christian	8715	K-1	9	9	3	3	1081	3243
7	Learning & Ach.	5876	K-8	National School Lunch	0	0	58	1081	62698
8	Learning Forward	9534	K-8	14	11	5	6	1081	6486
9	Love Center	4977	K-6	17	15	12	14	1081	15134
10	Merritt Island Christian	0036	K-12	138	69	6	12	1081	12972
11	New Hope	4585	K-8	32	28	16	19	1081	20539
12	Our Lady	1172	K-8	100	59	23	39	1081	42159
13	Our Saviour	1206	K-8	67	45	13	20	1081	21620
14	Park Avenue	4593	K-8	353	242	64	94	1081	101614
15	Parkhurst Academy	2084	K-12	152	119	62	79	1081	85399
16	RFM Cocoa	0947	K-12	27	27	27	27	1081	29187
17	RFM Melbourne	3762	K-12	21	21	21	21	1081	22701
18	Rockledge Christian	1642	K-8	77	59	35	46	1081	49726
19	Shiloh	5297	K-12	22	21	21	22	1081	23782
20	Space Coast Christian	1493	K-12	National School Lunch	0	0	81	1081	87561
21	Space Coast Discovery	7989	K-4	33	33	15	15	1081	16215
22	St. Joseph	1246	PK-8	119	74	33	54	1081	58374
23	St. Mary	1307	PK-8	66	45	19	28	1081	30268
24	St. Teresa	1342	PK-8	171	141	69	84	1081	90804
25	The Life Center	6438	PK-9	62	48	45	59	1081	63779
26	The Pillar of Hope	8302	K-12	68	63	63	68	1081	73508
27	Trinity Lutheran	1376	PK-8	81	41	28	56	1081	60536

**SELECTION CODE JUSTIFICATION****Please the school name, school number, selection code and selection code justification for all schools receiving selection codes of **E, F, H, K, or L** (see PSES Guide for additional information):**

School Name	School Number	Selection Code	Selection Code Justification
PRE-K ESE SERVICES	1021	L	Not part of the K-12 Education System
MELBOURNE CENTER FOR PERSONAL GROWTH	1027	L	Not part of the K-12 Education System

**Florida Department of Education**  
**Title I Public School Eligibility Survey Data**  
**School Year 2022-23**

- Option 1 – Combination**  
 Select this option when rank and serve is based on some schools in the LEA participating in the CEP program and some schools collecting meal applications.  
 The 1.6 multiplier is applied to schools participating in the CEP program.
- Option 2 – Direct Certification Data Only (no multiplier)**  
 Select this option when rank and serve is based on direct certification data all schools in the LEA.  
 The 1.6 multiplier is not applied.
- Option 3 – Not Participating in CEP**  
 Select this option when rank and serve is based on data derived from meal applications only, and no schools participate in the CEP program.
- Option 4 - Direct Certification Data Only (with multiplier)**  
 Select this option when rank and serve is based on direct certification data for all schools in the LEA.  
 The 1.6 multiplier is applied to all schools.

**Survey 3 Final Data as of 04/23/2023**

GQUH - F71251

District Number	District Name	School Number	School Name	Grade Code	Grade Combination	School Type Code	School Type	Neglected or Delinquent Code	Neglected or Delinquent Yes/No	New School Yes/No	Charter Status Code	Charter Yes/No	Membership (Ages 5-17)	Eligibility Survey Application				Provison 2	CEP		CLIF	Poverty Rate
														# Reduced (3)	# Reduced Direct Cert. (E)	# Free Direct Cert. (D)	# Free (F)	Provision 2 (4)	#Free Direct Cert. (C)	# Reduced Direct Cert. (R)		
05	BREVARD	6523	EMMA JEWEL C	25	K-8	4	Combination Elementary & Secondary	Z	NO	NO	R	YES	333	0	0	0	0	0	269	8	277	83.18%
05	BREVARD	1131	SATURN ELEME	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	549	0	0	0	0	0	431	16	447	81.42%
05	BREVARD	1017	NORTH/CENTRA	69	6-12	3	Senior High	Z	NO	NO	Z	NO	133	0	0	0	0	0	101	7	108	81.20%
05	BREVARD	0101	MIMS ELEMENT	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	384	0	0	0	0	0	291	11	302	78.65%
05	BREVARD	1018	SOUTH AREA AL	69	6-12	3	Senior High	Z	NO	NO	Z	NO	114	0	0	0	0	0	86	2	88	77.19%
05	BREVARD	1041	CAMBRIDGE ELI	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	437	0	0	0	0	0	322	14	336	76.89%
05	BREVARD	6501	PALM BAY ACAI	25	K-8	4	Combination Elementary & Secondary	Z	NO	NO	R	YES	342	0	0	0	0	0	254	8	262	76.61%
05	BREVARD	0051	OAK PARK ELEM	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	443	0	0	0	0	0	321	15	336	75.85%
05	BREVARD	1071	GOLFVIEW ELEN	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	408	0	0	0	0	0	297	9	306	75.00%
05	BREVARD	6141	DR. W.J. CREEL I	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	595	0	0	0	0	0	421	24	445	74.79%
05	BREVARD	0091	COQUINA ELEM	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	497	0	0	0	0	0	343	27	370	74.45%
05	BREVARD	0089	GARDENDALE S	28	K-12	4	Combination Elementary & Secondary	Z	NO	NO	Z	NO	66	0	0	0	0	0	48	1	49	74.24%
05	BREVARD	2081	PALM BAY ELEM	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	515	0	0	0	0	0	359	23	382	74.17%
05	BREVARD	2171	RIVIERA ELEMEI	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	606	0	0	0	0	0	412	31	443	73.10%
05	BREVARD	1121	COCOA HIGH SC	75	7-12	3	Senior High	Z	NO	NO	Z	NO	1,186	0	0	0	0	0	822	44	866	73.02%
05	BREVARD	2051	UNIVERSITY PAF	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	420	0	0	0	0	0	302	4	306	72.86%
05	BREVARD	4031	MILA ELEMENTI	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	412	0	0	0	0	0	281	16	297	72.09%
05	BREVARD	1091	FAIRGLEN ELEM	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	571	0	0	0	0	0	391	18	409	71.63%
05	BREVARD	2121	JOHN F. TURNEI	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	509	0	0	0	0	0	334	27	361	70.92%
05	BREVARD	3071	SABAL ELEMEN	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	464	0	0	0	0	0	306	22	328	70.69%
05	BREVARD	1051	ENDEAVOUR EL	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	645	0	0	0	0	0	437	16	453	70.23%
05	BREVARD	2151	DISCOVERY ELEI	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	605	0	0	0	0	0	398	23	421	69.59%
05	BREVARD	2161	CHRISTA MCAU	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	582	0	0	0	0	0	370	33	403	69.24%
05	BREVARD	0061	APOLLO ELEMEI	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	733	0	0	0	0	0	480	27	507	69.17%
05	BREVARD	2071	STONE MAGNET	73	7-8	2	Middle/Junior	Z	NO	NO	Z	NO	664	0	0	0	0	0	424	31	455	68.52%
05	BREVARD	3061	HARBOR CITY EI	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	362	0	0	0	0	0	236	11	247	68.23%
05	BREVARD	2061	PORT MALABAR	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	602	0	0	0	0	0	375	33	408	67.77%
05	BREVARD	2131	COLUMBIA ELEI	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	497	0	0	0	0	0	311	24	335	67.40%
05	BREVARD	2191	JUPITER ELEMEI	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	681	0	0	0	0	0	417	37	454	66.67%
05	BREVARD	3091	CROTON ELEME	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	456	0	0	0	0	0	286	15	301	66.01%
05	BREVARD	0052	JAMES MADISO	73	7-8	2	Middle/Junior	Z	NO	NO	Z	NO	428	0	0	0	0	0	259	20	279	65.19%
05	BREVARD	5031	CAPE VIEW ELEI	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	289	0	0	0	0	0	166	19	185	64.01%
05	BREVARD	3041	SHERWOOD ELE	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	400	0	0	0	0	0	232	18	250	62.50%
05	BREVARD	2021	PALM BAY MAG	85	9-12	3	Senior High	Z	NO	NO	Z	NO	1,013	0	0	0	0	0	577	48	625	61.70%
05	BREVARD	0181	PINEWOOD ELE	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	488	0	0	0	0	0	261	38	299	61.27%
05	BREVARD	3031	LYNDON B. JOH	73	7-8	2	Middle/Junior	Z	NO	NO	Z	NO	604	0	0	0	0	0	340	29	369	61.09%
05	BREVARD	4051	AUDUBON ELEN	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	424	0	0	0	0	0	242	13	255	60.14%
05	BREVARD	1081	RONALD MCNA	73	7-8	2	Middle/Junior	Z	NO	NO	Z	NO	359	0	0	0	0	0	194	20	214	59.61%
05	BREVARD	2111	LOCKMAR ELEV	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	574	0	0	0	0	0	301	41	342	59.58%
05	BREVARD	0141	ANDREW JACKS	73	7-8	2	Middle/Junior	Z	NO	NO	Z	NO	550	0	0	0	0	0	306	21	327	59.45%
05	BREVARD	0201	ATLANTIS ELEM	56	PREK-6	1	Elementary	Z	NO	NO	Z	NO	581	0	0	0	0	0	323	20	343	59.04%

05 BREVARD	0191 CHALLENGER 7	56 PREK-6	1 Elementary	Z	NO	NO	Z	NO	485	0	0	0	0	0	240	44	284	58.56%
05 BREVARD	3101 ROY ALLEN ELEM	56 PREK-6	1 Elementary	Z	NO	NO	Z	NO	608	0	0	0	0	0	319	36	355	58.39%
05 BREVARD	6541 ODYSSEY PREPA	15 K-5	1 Elementary	Z	NO	NO	R	YES	457	0	0	0	0	0	239	27	266	58.21%
05 BREVARD	2122 SOUTHWEST MI	73 7-8	2 Middle/Junior	Z	NO	NO	Z	NO	911	0	0	0	0	0	480	48	528	57.96%
05 BREVARD	0151 IMPERIAL ESTA	18 K-6	1 Elementary	Z	NO	NO	Z	NO	622	0	0	0	0	0	330	28	358	57.56%
05 BREVARD	2221 SUNRISE ELEME	56 PREK-6	1 Elementary	Z	NO	NO	Z	NO	763	0	0	0	0	0	389	46	435	57.01%
05 BREVARD	1141 HANS CHRISTIA	56 PREK-6	1 Elementary	Z	NO	NO	Z	NO	571	0	0	0	0	0	292	32	324	56.74%
05 BREVARD	6515 IMAGINE SCHO	18 K-6	1 Elementary	Z	NO	NO	R	YES	579	0	0	0	0	0	308	18	326	56.30%
05 BREVARD	2212 WESTSIDE ELEM	56 PREK-6	1 Elementary	Z	NO	NO	Z	NO	801	0	0	0	0	0	362	53	415	51.81%
05 BREVARD	1014 BREVARD COUN	63 5-12	3 Senior High	D	YES	NO	Z	NO	4	0	0	2	0	0	0	0	2	50.00%
05 BREVARD	2311 HERITAGE HIGH	85 9-12	3 Senior High	Z	NO	NO	Z	NO	1,394	68	41	652	131	0	0	0	693	49.71%
05 BREVARD	0011 TITUSVILLE HIGI	37 PREK, 9-12	3 Senior High	Z	NO	NO	Z	NO	939	19	29	436	35	0	0	0	465	49.52%
05 BREVARD	3011 EAU GALLIE HIG	37 PREK, 9-12	3 Senior High	Z	NO	NO	Z	NO	1,063	23	38	482	57	0	0	0	520	48.92%
05 BREVARD	6509 ROYAL PALM CH	25 K-8	4 Combination Elementary & Secondary	Z	NO	NO	R	YES	327	0	0	0	0	0	157	1	158	48.32%
05 BREVARD	6507 ODYSSEY CHAR	28 K-12	4 Combination Elementary & Secondary	Z	NO	NO	R	YES	1,751	0	0	0	0	0	748	88	836	47.74%
05 BREVARD	1011 ROCKLEDGE SEN	85 9-12	3 Senior High	Z	NO	NO	Z	NO	1,124	26	24	487	39	0	0	0	511	45.46%
05 BREVARD	4041 TROPICAL ELEM	56 PREK-6	1 Elementary	Z	NO	NO	Z	NO	656	11	14	283	30	0	0	0	297	45.27%
05 BREVARD	3021 CENTRAL MIDD	73 7-8	2 Middle/Junior	Z	NO	NO	Z	NO	1,118	57	30	461	62	0	0	0	491	43.92%
05 BREVARD	1025 BREVARD COUN	69 6-12	3 Senior High	D	YES	NO	Z	NO	16	0	0	7	0	0	0	0	7	43.75%
05 BREVARD	2211 BAYSIDE HIGH S	85 9-12	3 Senior High	Z	NO	NO	Z	NO	1,340	56	48	526	75	0	0	0	574	42.84%
05 BREVARD	0161 ASTRONAUT HIK	85 9-12	3 Senior High	Z	NO	NO	Z	NO	777	29	16	314	36	0	0	0	330	42.47%
05 BREVARD	0301 ENTERPRISE ELE	56 PREK-6	1 Elementary	Z	NO	NO	Z	NO	569	16	19	221	31	0	0	0	240	42.18%
05 BREVARD	0302 SPACE COAST JF	75 7-12	3 Senior High	Z	NO	NO	Z	NO	1,222	43	25	489	54	0	0	0	514	42.06%
05 BREVARD	2041 MEADOWLANE	5 K-2	1 Elementary	Z	NO	NO	Z	NO	641	14	19	243	27	0	0	0	262	40.87%
05 BREVARD	4111 THOMAS JEFFEF	73 7-8	2 Middle/Junior	Z	NO	NO	Z	NO	601	8	18	221	22	0	0	0	239	39.77%
05 BREVARD	1101 JOHN F. KENNEI	73 7-8	2 Middle/Junior	Z	NO	NO	Z	NO	673	16	16	235	19	0	0	0	251	37.30%
05 BREVARD	4121 LEWIS CARROLL	56 PREK-6	1 Elementary	Z	NO	NO	Z	NO	627	9	14	205	15	0	0	0	219	34.93%
05 BREVARD	2031 MEADOWLANE	44 3-6	1 Elementary	Z	NO	NO	Z	NO	855	27	14	279	49	0	0	0	293	34.27%
05 BREVARD	6051 SEA PARK ELEM	56 PREK-6	1 Elementary	Z	NO	NO	Z	NO	310	8	10	95	8	0	0	0	105	33.87%
05 BREVARD	1151 RALPH M WILLI	56 PREK-6	1 Elementary	Z	NO	NO	Z	NO	407	12	8	129	14	0	0	0	137	33.66%
05 BREVARD	6082 HERBERT C. HOI	73 7-8	2 Middle/Junior	Z	NO	NO	Z	NO	497	17	11	152	10	0	0	0	163	32.80%
05 BREVARD	6511 EDUCATIONAL F	18 K-6	1 Elementary	Z	NO	NO	R	YES	130	0	5	37	4	0	0	0	42	32.31%
05 BREVARD	4011 MERRITT ISLANI	37 PREK, 9-12	3 Senior High	Z	NO	NO	Z	NO	1,064	13	19	318	19	0	0	0	337	31.67%
05 BREVARD	5011 COCOA BEACH J	75 7-12	3 Senior High	Z	NO	NO	Z	NO	821	16	15	212	15	0	0	0	227	27.65%
05 BREVARD	5012 THEODORE ROC	56 PREK-6	1 Elementary	Z	NO	NO	Z	NO	293	12	8	71	24	0	0	0	79	26.96%
05 BREVARD	1028 DEVEREUX HOS	28 K-12	4 Combination Elementary & Secondary	Z	NO	NO	Z	NO	64	0	0	17	0	0	0	0	17	26.56%
05 BREVARD	0122 SOUTH LAKE ELI	18 K-6	1 Elementary	Z	NO	NO	Z	NO	428	15	11	101	13	0	0	0	112	26.17%
05 BREVARD	2011 MELBOURNE SE	85 9-12	3 Senior High	Z	NO	NO	Z	NO	1,575	44	35	371	53	0	0	0	406	25.78%
05 BREVARD	6508 SCULPTOR CHAI	25 K-8	4 Combination Elementary & Secondary	Z	NO	NO	R	YES	554	17	10	119	6	0	0	0	129	23.29%
05 BREVARD	6543 PINEAPPLE COV	28 K-12	4 Combination Elementary & Secondary	Z	NO	NO	R	YES	998	16	64	157	19	0	0	0	221	22.14%
05 BREVARD	6071 OCEAN BREEZE	56 PREK-6	1 Elementary	Z	NO	NO	Z	NO	546	7	9	111	11	0	0	0	120	21.98%
05 BREVARD	6554 PINEAPPLE COV	25 K-8	4 Combination Elementary & Secondary	Z	NO	NO	R	YES	783	40	10	157	40	0	0	0	167	21.33%
05 BREVARD	6013 SPESSARD L. HC	56 PREK-6	1 Elementary	Z	NO	NO	Z	NO	426	20	3	87	5	0	0	0	90	21.13%
05 BREVARD	3131 LONGLEAF ELEM	56 PREK-6	1 Elementary	Z	NO	NO	Z	NO	597	8	9	113	14	0	0	0	122	20.44%
05 BREVARD	6540 VIERA CHARTER	25 K-8	4 Combination Elementary & Secondary	Z	NO	NO	R	YES	1,536	30	31	282	37	0	0	0	313	20.38%
05 BREVARD	3121 SUNTREE ELEM	56 PREK-6	1 Elementary	Z	NO	NO	Z	NO	604	2	6	117	10	0	0	0	123	20.36%
05 BREVARD	4071 ROBERT L. STEV	18 K-6	1 Elementary	Z	NO	NO	Z	NO	504	6	10	91	7	0	0	0	101	20.04%
05 BREVARD	6061 SURFSIDE ELEM	18 K-6	1 Elementary	Z	NO	NO	Z	NO	444	19	11	77	7	0	0	0	88	19.82%
05 BREVARD	6081 INDIALANTIC EL	56 PREK-6	1 Elementary	Z	NO	NO	Z	NO	693	5	5	132	9	0	0	0	137	19.77%
05 BREVARD	6101 GEMINI ELEMEN	56 PREK-6	1 Elementary	Z	NO	NO	Z	NO	460	3	3	87	6	0	0	0	90	19.57%
05 BREVARD	6558 PINECREST ACA	25 K-8	4 Combination Elementary & Secondary	Z	NO	NO	R	YES	673	2	11	117	12	0	0	0	128	19.02%
05 BREVARD	1161 MANATEE ELEM	56 PREK-6	1 Elementary	Z	NO	NO	Z	NO	886	8	8	154	8	0	0	0	162	18.28%
05 BREVARD	6011 SATELLITE SENI	37 PREK, 9-12	3 Senior High	Z	NO	NO	Z	NO	1,074	13	6	186	22	0	0	0	192	17.88%
05 BREVARD	6012 DELAURA MIDD	73 7-8	2 Middle/Junior	Z	NO	NO	Z	NO	843	19	9	133	17	0	0	0	142	16.84%
05 BREVARD	3151 QUEST ELEMEN	56 PREK-6	1 Elementary	Z	NO	NO	Z	NO	688	8	12	101	13	0	0	0	113	16.42%
05 BREVARD	4021 EDGEWOOD JR/	75 7-12	3 Senior High	Z	NO	NO	Z	NO	796	5	12	116	7	0	0	0	128	16.08%











ABOVE 75 PERCENT POVERTY	EMMA JEWEL CHARTER ACADEMY	6523 K-8	Combinatic NO	333	277	83.18%
	SATURN ELEMENTARY SCHOOL	1131 PREK-6	Elementary NO	549	447	81.42%
	NORTH/CENTRAL AREA ALTERNATIVE LEARNING	1017 6-12	Senior High NO	133	108	81.20%
	MIMS ELEMENTARY SCHOOL	0101 PREK-6	Elementary NO	384	302	78.65%
	SOUTH AREA ALTERNATIVE LEARNING CENTER	1018 6-12	Senior High NO	114	88	77.19%
	CAMBRIDGE ELEM MAGNET SCHOOL	1041 PREK-6	Elementary NO	437	336	76.89%
	PALM BAY ACADEMY CHARTER SCHOOL	6501 K-8	Combinatic NO	342	262	76.61%
	OAK PARK ELEMENTARY SCHOOL	0051 PREK-6	Elementary NO	443	336	75.85%
COMBO GRADE SPAN	GARDENDALE SEPARATE DAY SCHOOL	0089 K-12	Combinatic NO	66	49	74.24%
	ROYAL PALM CHARTER SCHOOL	6509 K-8	Combinatic NO	327	158	48.32%
	ODYSSEY CHARTER SCHOOL	6507 K-12	Combinatic NO	1,751	836	47.74%
	DEVEREUX HOSPITAL	1028 K-12	Combinatic NO	64	17	26.56%
	SCULPTOR CHARTER SCHOOL	6508 K-8	Combinatic NO	554	129	23.29%
	PINEAPPLE COVE CLASSICAL ACADEMY	6543 K-12	Combinatic NO	998	221	22.14%
	PINEAPPLE COVE CLASSICAL ACADEMY W MELBOURNE	6554 K-8	Combinatic NO	783	167	21.33%
	VIERA CHARTER SCHOOL	6540 K-8	Combinatic NO	1,536	313	20.38%
	PINECREST ACADEMY SPACE COAST	6558 K-8	Combinatic NO	673	128	19.02%
	PINEAPPLE COVE CLASSICAL ACADEMY AT LOCKMAR	6529 K-8	Combinatic YES	577	48	8.32%
	BREVARD VIRTUAL FRANCHISE	7004 K-12	Combinatic NO	221	12	5.43%
ELEMENTARY GRADE SPAN	GOLFVIEW ELEMENTARY MAGNET SCHOOL	1071 PREK-6	Elementary NO	408	306	75.00%
	DR. W.J. CREEL ELEMENTARY SCHL	6141 PREK-6	Elementary NO	595	445	74.79%
	COQUINA ELEMENTARY SCHOOL	0091 PREK-6	Elementary NO	497	370	74.45%
	PALM BAY ELEMENTARY SCHOOL	2081 PREK-6	Elementary NO	515	382	74.17%
	RIVIERA ELEMENTARY SCHOOL	2171 PREK-6	Elementary NO	606	443	73.10%
	UNIVERSITY PARK ELEMENTARY SCHOOL	2051 PREK-6	Elementary NO	420	306	72.86%
	MILA ELEMENTARY SCHOOL	4031 PREK-6	Elementary NO	412	297	72.09%
	FAIRGLEN ELEMENTARY SCHOOL	1091 PREK-6	Elementary NO	571	409	71.63%
	JOHN F. TURNER, SENIOR ELEMENTARY SCHOOL	2121 PREK-6	Elementary NO	509	361	70.92%
	SABAL ELEMENTARY SCHOOL	3071 PREK-6	Elementary NO	464	328	70.69%
	ENDEAVOUR ELEMENTARY SCHOOL	1051 PREK-6	Elementary NO	645	453	70.23%
	DISCOVERY ELEMENTARY SCHOOL	2151 PREK-6	Elementary NO	605	421	69.59%
	CHRISTA MCAULIFFE ELEM. SCHOOL	2161 PREK-6	Elementary NO	582	403	69.24%

APOLLO ELEMENTARY SCHOOL	0061	PREK-6	Elementary NO	733	507	69.17%
HARBOR CITY ELEMENTARY SCHOOL	3061	PREK-6	Elementary NO	362	247	68.23%
PORT MALABAR ELEMENTARY SCHOOL	2061	PREK-6	Elementary NO	602	408	67.77%
COLUMBIA ELEMENTARY SCHOOL	2131	PREK-6	Elementary NO	497	335	67.40%
JUPITER ELEMENTARY SCHOOL	2191	PREK-6	Elementary NO	681	454	66.67%
CROTON ELEMENTARY SCHOOL	3091	PREK-6	Elementary NO	456	301	66.01%
CAPE VIEW ELEMENTARY SCHOOL	5031	PREK-6	Elementary NO	289	185	64.01%
SHERWOOD ELEMENTARY SCHOOL	3041	PREK-6	Elementary NO	400	250	62.50%
PINEWOOD ELEMENTARY SCHOOL	0181	PREK-6	Elementary NO	488	299	61.27%
AUDUBON ELEMENTARY SCHOOL	4051	PREK-6	Elementary NO	424	255	60.14%
LOCKMAR ELEMENTARY SCHOOL	2111	PREK-6	Elementary NO	574	342	59.58%
ATLANTIS ELEMENTARY SCHOOL	0201	PREK-6	Elementary NO	581	343	59.04%
CHALLENGER 7 ELEMENTARY SCHOOL	0191	PREK-6	Elementary NO	485	284	58.56%
ROY ALLEN ELEMENTARY SCHOOL	3101	PREK-6	Elementary NO	608	355	58.39%
ODYSSEY PREPARATORY CHARTER ACADEMY	6541	K-5	Elementary NO	457	266	58.21%
IMPERIAL ESTATES ELEM. SCHOOL	0151	K-6	Elementary NO	622	358	57.56%
SUNRISE ELEMENTARY SCHOOL	2221	PREK-6	Elementary NO	763	435	57.01%
HANS CHRISTIAN ANDERSEN ELEMENTARY SCHOOL	1141	PREK-6	Elementary NO	571	324	56.74%
IMAGINE SCHOOLS AT WEST MELBOURNE	6515	K-6	Elementary NO	579	326	56.30%
WESTSIDE ELEMENTARY SCHOOL	2212	PREK-6	Elementary NO	801	415	51.81%
TROPICAL ELEMENTARY SCHOOL	4041	PREK-6	Elementary NO	656	297	45.27%
ENTERPRISE ELEMENTARY SCHOOL	0301	PREK-6	Elementary NO	569	240	42.18%
MEADOWLANE PRIMARY ELEMENTARY SCHOOL	2041	K-2	Elementary NO	641	262	40.87%
LEWIS CARROLL ELEMENTARY SCHL	4121	PREK-6	Elementary NO	627	219	34.93%
MEADOWLANE INTERMEDIATE ELEMENTARY SCHOOL	2031	3-6	Elementary NO	855	293	34.27%
SEA PARK ELEMENTARY SCHOOL	6051	PREK-6	Elementary NO	310	105	33.87%
RALPH M WILLIAMS JUNIOR ELEMENTARY SCHOOL	1151	PREK-6	Elementary NO	407	137	33.66%
EDUCATIONAL HORIZONS CHARTER	6511	K-6	Elementary NO	130	42	32.31%
THEODORE ROOSEVELT ELEMENTARY SCHOOL	5012	PREK-6	Elementary NO	293	79	26.96%
SOUTH LAKE ELEMENTARY	0122	K-6	Elementary NO	428	112	26.17%
OCEAN BREEZE ELEMENTARY SCHOOL	6071	PREK-6	Elementary NO	546	120	21.98%
SPESSARD L. HOLLAND ELEMENTARY	6013	PREK-6	Elementary NO	426	90	21.13%
LONGLEAF ELEMENTARY SCHOOL	3131	PREK-6	Elementary NO	597	122	20.44%
SUNTREE ELEMENTARY SCHOOL	3121	PREK-6	Elementary NO	604	123	20.36%

ROBERT L. STEVENSON ELEMENTARY SCHOOL	4071 K-6	Elementary NO	504	101	20.04%
SURFSIDE ELEMENTARY SCHOOL	6061 K-6	Elementary NO	444	88	19.82%
INDIALANTIC ELEMENTARY SCHOOL	6081 PREK-6	Elementary NO	693	137	19.77%
GEMINI ELEMENTARY SCHOOL	6101 PREK-6	Elementary NO	460	90	19.57%
MANATEE ELEMENTARY SCHOOL	1161 PREK-6	Elementary NO	886	162	18.28%
QUEST ELEMENTARY SCHOOL	3151 PREK-6	Elementary NO	688	113	16.42%
W. MELBOURNE ELEMENTARY SCHOOL FOR SCIENCE	2042 PREK-6	Elementary NO	539	69	12.80%
FREEDOM 7 ELEMENTARY SCHOOL INTERNATIONAL	5021 K-6	Elementary NO	403	41	10.17%
VIERA ELEMENTARY SCHOOL	3161 K-6	Elementary NO	687	56	8.15%
PRE-K ESE SERVICES	1021 PREK	Elementary NO	10	0	0.00%

MIDDLE GRADE SPAN	STONE MAGNET MIDDLE SCHOOL	2071 7-8	Middle/Jun NO	664	455	68.52%
	JAMES MADISON MIDDLE SCHOOL	0052 7-8	Middle/Jun NO	428	279	65.19%
	LYNDON B. JOHNSON MIDDLE SCHL	3031 7-8	Middle/Jun NO	604	369	61.09%
	RONALD MCNAIR MAGNET MIDDLE SCHOOL	1081 7-8	Middle/Jun NO	359	214	59.61%
	ANDREW JACKSON MIDDLE SCHOOL	0141 7-8	Middle/Jun NO	550	327	59.45%
	SOUTHWEST MIDDLE SCHOOL	2122 7-8	Middle/Jun NO	911	528	57.96%
	CENTRAL MIDDLE SCHOOL	3021 7-8	Middle/Jun NO	1,118	491	43.92%
	THOMAS JEFFERSON MIDDLE SCHOOL	4111 7-8	Middle/Jun NO	601	239	39.77%
	JOHN F. KENNEDY MIDDLE SCHOOL	1101 7-8	Middle/Jun NO	673	251	37.30%
	HERBERT C. HOOVER MIDDLE SCHOOL	6082 7-8	Middle/Jun NO	497	163	32.80%
DELAURA MIDDLE SCHOOL	6012 7-8	Middle/Jun NO	843	142	16.84%	

HIGH GRADE SPAN	COCOA HIGH SCHOOL	1121 7-12	Senior High	1,186	866	73.02%
	PALM BAY MAGNET SENIOR HIGH SCHOOL	2021 9-12	Senior High NO	1,013	625	61.70%
	BREVARD COUNTY JAIL COMPLEX	1014 5-12	Senior High NO	4	2	50.00%
	HERITAGE HIGH SCHOOL	2311 9-12	Senior High NO	1,394	693	49.71%
	TITUSVILLE HIGH SCHOOL	0011 PREK, 9-12	Senior High NO	939	465	49.52%
	EAU GALLIE HIGH SCHOOL	3011 PREK, 9-12	Senior High NO	1,063	520	48.92%
	ROCKLEDGE SENIOR HIGH SCHOOL	1011 9-12	Senior High NO	1,124	511	45.46%
	BREVARD COUNTY JUV.DET.CTR.	1025 6-12	Senior High NO	16	7	43.75%
	BAYSIDE HIGH SCHOOL	2211 9-12	Senior High NO	1,340	574	42.84%
	ASTRONAUT HIGH SCHOOL	0161 9-12	Senior High NO	777	330	42.47%
	SPACE COAST JR/SR HIGH SCHOOL	0302 7-12	Senior High NO	1,222	514	42.06%

MERRITT ISLAND HIGH SCHOOL	4011	PREK, 9-12	Senior High NO	1,064	337	31.67%
COCOA BEACH JUNIOR/SENIOR HIGH SCHOOL	5011	7-12	Senior High NO	821	227	27.65%
MELBOURNE SENIOR HIGH SCHOOL	2011	9-12	Senior High NO	1,575	406	25.78%
SATELLITE SENIOR HIGH SCHOOL	6011	PREK, 9-12	Senior High NO	1,074	192	17.88%
EDGEWOOD JR/SR HIGH SCHOOL	4021	7-12	Senior High NO	796	128	16.08%
VIERA HIGH SCHOOL	1171	PREK, 9-12	Senior High NO	1,675	214	12.78%
WEST SHORE JUNIOR/SENIOR HIGH SCHOOL	3141	7-12	Senior High NO	771	86	11.15%
MELBOURNE CENTER FOR PERSONAL GROWTH	1027	7-12	Senior High NO	11	0	0.00%