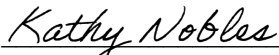




**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Lafayette County School District	2 PROJECT NUMBER 340-2411A-1C001
3 PROJECT/PROGRAM TITLE Title IV Part A Student Support and Academic Enrichment TAPS 21A120	4 AUTHORITY 84.424A Title IV Student Support and Academic Enrichment USDE or Appropriate Agency FAIN#: S424A200010
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 08/01/2020 - 08/31/2021 Program Period:08/01/2020 - 08/31/2021
7 AUTHORIZED FUNDING Current Approved Budget: \$27,900.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$27,900.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>08/31/2021</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>10/20/2021</u> Last date for receipt of proposed budget and program amendments: <u>07/31/2021</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : <u>07/01/2020</u> 	
10 DOE CONTACTS Program: Cassandra Brown Phone: (850) 245-9947 Email: cassandra.brown@fldoe.org Grants Management: Unit A (850) 245-0496	Comptroller Office Phone: (850) 245-0401 Duns#: 084179415 FEIN#: F596000691014
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. Other: 	
12 APPROVED: <div style="display: flex; justify-content: space-between;"> <div data-bbox="154 1732 755 1848">  Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> <div data-bbox="795 1732 1096 1816"> 11-18-20 Date of Signing </div> <div data-bbox="1193 1669 1518 1774" style="text-align: right;">  FLORIDA DEPARTMENT OF EDUCATION fldoe.org </div> </div>	

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

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

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: <p style="text-align: center;">Title IV, Part A Student Support and Academic Enrichment Grants</p> <p style="text-align: center;">TAPS NUMBER: 21A120</p>	<p style="text-align: center;">DOE USE ONLY</p> Date Received <p style="text-align: center;">in Share File 7/31/2020</p>
B) Name and Address of Eligible Applicant: Lafayette County School District 363 NE Crawford Street Mayo, Florida 32066		Project Number (DOE Assigned) <p style="text-align: center;">340-2411A-1C001</p>
C) Total Funds Requested: \$27900.00 <hr style="width: 20%; margin-left: 0;"/> <p style="text-align: center;">DOE USE ONLY</p> Total Approved Project: \$ 27,900.00	D) Applicant Contact & Business Information	
	Contact Name: Alissa Hingson Fiscal Contact Name: Tammi Maund	Telephone Numbers: 386-294-4137 386-294-4111
	Mailing Address: 363 NE Crawford Street Mayo, Florida 32066	E-mail Addresses: ahingson@lcsbmail.net tmaund@lcsbmail.net
	Physical/Facility Address: 363 NE Crawford Street Mayo, Florida 32066	DUNS number:084179415 FEIN number: 59-6000691
CERTIFICATION		
<p>I, Robert Edwards, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>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.</p>		
E)	 _____ Signature of Agency Head	Superintendent of Schools Title
		7/28/2020 Date

A) Lafayette County School District

Name of Eligible Recipient

B) 340-2411A-1C001

Project Number (DOE Use Only)

TAPS Number

21A120

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
Well-Rounded Education				
5100	511	Instructional Supplies for Lafayette High School (6th-12th): Classroom book sets, classroom library books and periodicals, supplemental reading math, science, social studies, and writing instructional materials, notebooks, educational games, paper, composition notebooks, notebooks, binders, laminator, laminator film, pencils, poster maker supplies, markers, folders, dividers, charts, STEM materials, web based supplemental educational resource (MobyMax), sports and weight lifting supplies needed to enhance the physical education program.	0	2,760.00
5100	511	Instructional Materials for Lafayette High School Mobile Library (6th-12th): Books, magazines subscriptions, mobile book carts, magazine display equipment, book pockets, book cards, stamp.	0	8,000.00
5100	511	Instructional Supplies for Lafayette Elementary School (K-5th): Classroom book sets, classroom library books and periodicals, supplemental reading math, science, social studies, and writing instructional materials, notebooks, educational games, paper, composition notebooks, notebooks, binders, pencils, poster maker supplies, crayons, scissors, laminator paper, markers, folders, dividers, charts, STEM materials, sports and weight lifting supplies needed to enhance the physical education program.	0	1,129.00
5100	511	Instructional Materials for Lafayette Elementary 5th Grade Science Lab: cotton balls, liquid stain remover, balloons, potting soil clear cups, plastic bins, hot pate, batteries, salt, vegetable oil, streak plate, food coloring, corn starch, Generation Genius subscription (\$120), butterfly larvae, owl pellets, notebooks, glue sticks, fish, fish feed, aquarium accessories, eggs.	0	500.00
5100	511	Instructional Materials: Lighthouse Christian Academy: Classroom book sets, classroom library books and periodicals, supplemental reading math, science, social studies, and writing instructional materials, notebooks, educational games, paper, composition notebooks, notebooks, binders, pencils, poster maker supplies, crayons, scissors, laminator paper, markers, folders, dividers, charts, STEM materials, web based supplemental educational resource, sports and weight lifting supplies needed to enhance the physical education program.	0	895.00
5100	730	Field Trip Cost per student: St. Augustine \$36.83 per student (100); Kennedy Space Center \$17.00 per student (100)	0	5,383.00
7800	330	Bus Travel for Field Trips: St. Augustine 2 buses @\$750.00; Kennedy Space Center Charter bus @ \$3000.00	0	3,750.00
6300	130	Salary for (1) One (1) Technology Coach - \$3,022.00 @ 0.05 FTE = \$3,022.00	0.05	3,022.00
6300	210	Retirement @ 10% for One (1) Technology Coach (0.05 FTE)	0	302.20
6300	220	Social Security @ 6.2% and Medicare @ 1.45% for One (1) Technology Coach (0.05 FTE)	0	231.18
6300	230	Group Insurance for One (1) Technology Coach (0.05 FTE)	0	310.15

6300	240	Workers Compensation for One (1) Technology Coach (0.05 FTE)	0	11.00
Safe and Healthy Learning Conditions				
5100	511	Instructional Materials:Lighthouse Christian Academy social and emotional learning curriculum	0	500.00
7200	792	Indirect Costs - 4.13% - Plan B	0	1,106.47
C) TOTAL				27,900.00

DOE 101
Revised July 2015

Richard Corcoran, Commissioner



Lafayette County School District
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2020-2021 Title IV, Part A
Comprehensive Needs Assessment

ESEA section 4106(d) requires that an LEA receiving an SSAE program allocation of at least \$30,000 must conduct a comprehensive needs assessment prior to receiving its allocation. The district should conduct the needs assessments to examine its needs for improvement of:

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning to create a healthy and safe school environment; and,
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Programs outlined in narrative section must have a demonstrated need connected to the district's comprehensive needs assessment.

INSTRUCTIONS: In the field provided below the prompt, select "Type Here" and then enter the comprehensive needs assessment for FY2020-2021.

Comprehensive Needs Assessment

Identify the results of the comprehensive needs assessment conducted by the district.

Lafayette School District receives less than \$30,000, therefore not required to complete a comprehensive needs assessment.

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**2020-2021 Title IV, Part A
Stakeholder Consultation**

During the design and development of its application, an LEA or consortium of LEAs must engage in consultation with stakeholders in the area served by the LEA. (ESEA section 4106(c)(1)).

Such stakeholders must include, but are not limited to, the following:

• Parents • Teachers • Principals • Students • School leaders • Charter school teachers, principals, and other school leaders, when applicable • Specialized instructional support personnel • Indian tribes or tribal organizations, when applicable • Local government representatives • Others with relevant and demonstrated expertise • Community-based organizations

An LEA or consortium of LEAs must continue to consult with the stakeholders identified above to improve the activities it conducts and coordinate implementation with other related activities conducted in the community.

INSTRUCTIONS: In the field provided below each prompt, select “Type Here” and then enter specific details about stakeholder consultation efforts for FY2020-2021.

Stakeholder Consultation

Identify stakeholders consulted during the design and development of the application.

The stakeholders that were consulted during the design and development of the application were the teachers, principals, CTE Coordinator, district administration, instructional coaches, students, and parents.

Provide a plan and schedule for periodic meetings with stakeholders in order to monitor implementation of program activities and to coordinate with other related strategies, programs and activities being carried out in the community

In order to monitor implementation of program activities and to coordinate with other related strategies, programs and activities being carried out in the community, periodic meetings with stakeholders will be scheduled in the following ways: Weekly district administrators to collaborate, plan, and monitor LEA’s programs, activities and student progress. The School Advisory Council (representative of school, parents, students and community members) meets to discuss school strategies, programs, activities and progress 3 times a year; and end of the year surveys are given to all stakeholders to monitor and evaluate school strategies, programs and activities.

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2020-2021 Title IV, Part A
Private School Consultation

Under sections 8501- 8504 of the ESEA, LEAs and SEAs receiving funds under Title IV, Part A must provide for the equitable participation of private school students, teachers and other educational personnel in private schools located in areas these agencies serve.

LEAs must provide for the equitable participation in Title IV, Part A funded activities by engaging in timely and meaningful consultation with private school officials during the design and development of their Title IV, Part A programs.

Beginning in the 2019-20 fiscal year, LEAs are **REQUIRED** to provide an allocation for private school participation. The LEA has discretion to select a formula to designate the allocation dollar amount. The LEA/district **MUST** include the method used to determine the new Title IV, Part A allocation for private schools.

Note: This process is different from the consultation related to the development of an LEA application described under stakeholder consultation.

INSTRUCTIONS: In the field provided below each prompt, select “Type Here” and then enter specific details about private school consultation efforts for FY2020-2021.

Note: Please indicate if your district does not have private schools or not required to participate in private school consultations.

Private School Consultation

Identify the formula used to designate the allocation dollar amount for private schools.

The formula used to designate the allocation dollar amount for the private school is to take the percentage of total private school attendance as compared to the total public school attendance

Provide the total amount allocated for private schools.

1395.00

Describe the timely and meaningful consultation that occurred during the design and development of the Title IV, Part A application. Please include all consultation efforts.

The LEA sent a letter to the private school in February informing them of their right to participate in federal funds and to give them the opportunity to give us, in return, their intentions of participation. The LEA met (via ZOOM) with the administration of the private school, Lighthouse Christian Academy, on March 24, 2020 as an initial meeting to begin discussion on the use of funding of all eligible federal projects, including Title IV, Part A. We discussed policy and procedures for each eligible federal

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project and the requirements of each. The private school was able to let us know which projects they wanted to participate in. The LEA gave the private school information on the purpose of each project so they could begin planning how they wanted to use the funding for the next school year. The second consultation took place on April 7, 2020 to design and develop their vision of usage for the project funding in line with the purpose of each project. Multiple emails have transpired between the LEA and private school, in between and after the two consultations.

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2020-2021 Title IV, Part A
Narrative Section: *Well-Rounded Educational Opportunities*

Allowable program activities can include, but are not limited to:

- **FINE ARTS & LANGUAGE** - Improving access to foreign language instruction, arts and music education.
- **COLLEGE & CAREER READINESS** - Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA.
- **STEM/STEAM** - Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including access to these subjects for underrepresented groups.
- **ACCELERATED LEARNING** - Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools.
- **CONTENT AREA SUPPORT** - Strengthening instruction in American history, civics, economics, geography, government education, environmental education, mathematics, and reading.
- **PROFESSIONAL DEVELOPMENT** – Professional development for district personnel to include district administrators and staff, school administrators, teachers, and school staff.
- **OTHER** – Additional programs that offer all students access to a holistic, well-rounded education as a means of improving academic achievement.

INSTRUCTIONS: In the field provided below each question, select “Type Here” and then enter specific details about implementation of each planned program activity related to Well-Rounded Educational Opportunities for FY2020-2021. Add additional program activities by selecting one of the tables below, then selecting “Copy” and then “Paste” below the previous table. Ensure that the program activity number and title are updated in the copied table. If a program will blend with another component area, please only include it with the primary area and note the blended component area in the description of the program.

PROGRAM ACTIVITY #1 – Historical 4th Grade Field Trip to St. Augustine

1. Type of program activity (see table provided above)

Content Area Support

2. Describe the program activity and how it will be implemented.

Each year Lafayette Elementary School’s fourth grade students go on a field trip to St. Augustine, Florida. In fourth grade students study Florida history. A trip to historical St. Augustine will provide an experience for students to enrich their knowledge of American history and specifically the history of their state, Florida. The students will have the opportunity to visit the Castillo De San Marcos Fort, Pirate Museum, Old Jail, Fountain of Youth and enjoy an hour long narrated Trolley Tour of the city. As mentioned, this is a trip taken each year by the current 4th graders. This trip has been proven to be successful due to classroom observations by the Social Studies/Language Arts teacher of the enriched discussion her students were able to have after attending the trip.

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It was also reported that the students writing was more descriptive due to the experience. The trip is taken in the fall so that this experience can be expounded on more during class time instead of waiting until the end of the school year.

- 3. Explain how the program activity connects to the comprehensive needs assessment.**

The LEA receives less than \$30,000, therefore a comprehensive needs assessment was not needed.

- 4. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. *Complete even if the program focus is professional development for administrators, teachers, and/or staff.***

The group of students impacted by the program is the entire fourth grade at Lafayette Elementary School. There will be approximately 100 students.

- 5. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.**

Visiting St. Augustine highlights the rich history of the nation's oldest city and brings Florida History lessons to life for students. Touring these sites, which some students have only ever heard about or seen in pictures, gives students a hands-on experience that will enable them to relate their memorized facts to something real. This opportunity will benefit by building their vocabulary for historical concepts and their social studies standards such as:

- **SS.1.A.2.2 Compare life now with life in the past.**
- **SS.2.A.2.1 Recognize the Native Americans were the first inhabitants of North America.**
- **SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.**
- **SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida.**
- **SS.4.A.3.3 Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.**
- **SS.4.A.3.6 Identify the effects of Spanish rule in Florida.**
- **SS.4.A.3.7 Identify nations that controlled Florida before it became a United States territory.**
- **SS.4.A.4.2 Describe pioneer life in Florida.**

SS.4.A.6.3 Describe the contributions of significant individuals to Florida

- 6. Explain the timeframe in which the program activity be implemented. (*i.e. throughout the school year, semester, summer*)**

The history concepts and standards will be taught in the first semester, and then the trip will be in October of the school year. It was decided to take the students earlier in the year to make those connections to the concepts and standards through real life experience so that these experiences could be referenced in the classroom.

- 7. Explain the program measures that will be used to monitor implementation of the program activity and evaluate it upon completion. (*i.e. increases in the number of students enrolled or participating in the program*)**

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There will be documentation kept of the amount of students participating in the field trip. Being able to use Title IV Part A funds for such educational field trips ensures that more (hopefully all) of our 4th grade students would be able to attend due to the fact that they do not have to pay for their ticket fees in order to participate. The purchase order documentation, student permission forms and travel documentation will be monitoring documentation. The students will demonstrate their connection to the standards and classroom instruction to concepts seen or learned during the field trip by taking a pre and a posttest.

8. Explain which items(s) in the budget connect to this program activity. (*i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.*)

Travel costs for buses, and Cost for 100 students entry fees

9. Explain if this project is continuing from the previous year and why the project should continue. This explanation should include if and how the project will be expanded and successes from the previous year. If program success was not evident or the program was not fully implemented, explain how those issues will be addressed.

Note: The project information above should add new information and not be copied directly from previous applications.

This project is a continuation of last year's project due to this being grade level specific. The district would like to continue to afford the upcoming 4th graders the same learning opportunity.

10. Check below if this project meets the requirements to incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm) and is an evidenced-based program. *LEA will retain proof.*

CHECK HERE

PROGRAM ACTIVITY #2 – STEM 5th Grade Field Trip to Kennedy Space Center

1. Type of program activity (*see table provided above*)

STEM/STEAM

2. Describe the program activity and how it will be implemented.

The 5th grade students of Lafayette Elementary School will take an educational field trip to the NASA Kennedy Space Center.

3. Explain how the program activity connects to the comprehensive needs assessment.

The LEA receives less than \$30,000, therefore a comprehensive needs assessment was not needed.

4. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. *Complete even if the program focus is professional development for administrators, teachers, and/or staff.*

The 5th grade students of Lafayette Elementary School. There will be approximately 100 students.

5. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.

Visiting the Kennedy Space Center will give our students an authentic experience with science in the areas of NASA science, technology, engineering and math. It is the hopes of our school that by providing this experience for our students that their vocabulary is exponentially increased after the trip. This is a

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great need for our rural community that historically struggles with the lack of vocabulary skill. We are constantly searching for ways to improve in this area and we believe exposure and experience can help bridge connections for students. This opportunity is exciting for students, but also curriculum based and designed to link field trip experiences with the following state standards.

Big Idea 5: Earth in Space and Time: Humans continue to explore Earth's place in space. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the Solar System, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of o

SC.5.E.5.1	Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way. <i>Cognitive Complexity:</i> Level 1: Recall
SC.5.E.5.2	Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
SC.5.E.5.3	Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

6. Explain the timeframe in which the program activity be implemented. (*i.e. throughout the school year, semester, summer*)

The science concepts and standards about Earth in Space and Time are taught in the 3rd 9 weeks of the school year and the field trip will be taken in the Spring of the school year.

7. Explain the program measures that will be used to monitor implementation of the program activity and evaluate it upon completion. (*i.e. increases in the number of students enrolled or participating in the program*)

There will be documentation kept of the amount of students participating in the field trip. Being able to use Title IV Part A funds for such educational field trips does ensure that more (hopefully all) of our 5th grade students would be able to attend due to the fact that they do not have to pay for their ticket fees in order to participate. The purchase order documentation, student permission forms and travel documentation will be monitoring documentation. The students will demonstrate their connection to the standards and classroom instruction to concepts seen or learned during the field trip by taking a pre and a posttest.

8. Explain which items(s) in the budget connect to this program activity. (*i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.*)

Travel costs for buses, and cost for 100 students' entry fee.

9. Explain if this project is continuing from the previous year and why the project should continue. This explanation should include if and how the project will be expanded and successes from the previous year. If program success was not evident or the program was not fully implemented, explain how those issues will be addressed.

Note: The project information above should add new information and not be copied directly from previous applications.

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This project is a continuation of last year's project due to this being grade level specific. The district would like to continue to afford the upcoming 5th graders the same learning opportunity.

10. Check below if this project meets the requirements to incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm) and is an evidenced-based program. LEA will retain proof.

CHECK HERE

PROGRAM ACTIVITY #3 – Lafayette Elementary School 5th Grade Science Lab Instructional Materials

1. Type of program activity (see table provided above)

STEM/STEAM

2. Describe the program activity and how it will be implemented.

Science instructional materials to be purchased to enrich and enhance the 5th grade science lab at Lafayette Elementary School.

3. Explain how the program activity connects to the comprehensive needs assessment.

The LEA receives less than \$30,000, therefore a comprehensive needs assessment was not needed.

4. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. Complete even if the program focus is professional development for administrators, teachers, and/or staff.

The group of students that will be impacted by the program is 5th grade students at LES. There will be approximately 100 students.

5. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.

The expected student benefit for these instructional materials purchases are to give the students hands on opportunity to learn science concepts. Purchases such as the egg incubator, owl pellets, butterfly larvae, cotton balls, liquid stain remover, balloons, potting soil clear cups, plastic bins, hot pate, batteries, salt, vegetable oil, streak plate, food coloring, corn starch, and the fish aquarium will give the students opportunity to scientifically observe nature and enhance their learning of the NGSSS Big Idea Organization and Development of Living Organisms. This takes abstract concepts from a textbook or online program and brings the experience to real life, making it more meaningful and engaging that will increase student achievement. The license for Generation Genius would give the teacher and students opportunity to learn from lively videos that were created to cover the Next Generation State Standards for science. The videos were created to be engaging, educational and inspiring for students. The other instructional materials such as notebooks, glue sticks and will also enhance science projects in the classroom. Our 5th grade science students are required to keep interactive science notebooks. This helps them keep notes like a scientist and to chart their scientific thinking.

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-
6. Explain the timeframe in which the program activity be implemented. (*i.e. throughout the school year, semester, summer*)
-

These instructional materials will be purchased at the beginning of the school year, and then used throughout the school year.

7. Explain the program measures that will be used to monitor implementation of the program activity and evaluate it upon completion. (*i.e. increases in the number of students enrolled or participating in the program*)
-

All 5th grade students will be participating with the instructional materials that are purchased, due to the fact that they are all enrolled in the course. All 5th students will be impacted by these purchases. This is monitored by the student information system that shows class enrollment. Principal observation will also be used to monitor the implementation of these purchases through their observations of the items being used in the classroom with all students. This program will be measured academically by student proficiency on the 5th grade FCAT science assessment.

8. Explain which items(s) in the budget connect to this program activity. (*i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.*)
-

Instructional materials

9. Explain if this project is continuing from the previous year and why the project should continue. This explanation should include if and how the project will be expanded and successes from the previous year. If program success was not evident or the program was not fully implemented, explain how those issues will be addressed.

Note: The project information above should add new information and not be copied directly from previous applications.

This project is a continuation of last year's project due to this being grade level specific. The district would like to continue to afford the upcoming 5th graders the same learning opportunity.

10. Check below if this project meets the requirements to incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm) and is an evidenced-based program. *LEA will retain proof.*
-

CHECK HERE

PROGRAM ACTIVITY #4 – Mobile Library for Lafayette High School (6-12)

1. Type of program activity (*see table provided above*)
-

Content Area Support

2. Describe the program activity and how it will be implemented.
-

In the past few years, the media center at Lafayette High School has become more of a distance learning room to host our simulcast college classes, therefore limiting the actual building as a library where our students can enter to check out books and other periodicals. In order to remedy this problem and to be able to provide our students with materials to read, LHS is going to create a mobile library by purchasing rolling book carts, other book check out resources to bring the books and magazines to the students to check out inside their English/Language Arts

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class, and content area specific magazines in the content area classrooms.

3. Explain how the program activity connects to the comprehensive needs assessment.

The LEA receives less than \$30,000, therefore a comprehensive needs assessment was not needed.

4. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. *Complete even if the program focus is professional development for administrators, teachers, and/or staff.*

This mobile library program activity will reach all grade levels at Lafayette High School (6th-12th), approximately 600 students.

5. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.

The expected benefit is for students to have more access to reading materials of interest. Therefore, increase the amount of time that they spend reading. This ultimately will increase student achievement across all curriculum. The school hopes to foster a love of reading, instead of reading becoming a burden for our students.

6. Explain the timeframe in which the program activity be implemented. (*i.e. throughout the school year, semester, summer*)

The mobile library program will be implemented throughout the school year.

7. Explain the program measures that will be used to monitor implementation of the program activity and evaluate it upon completion. (*i.e. increases in the number of students enrolled or participating in the program*)

The program measures that will be used to monitor implementation of the program activity to evaluate it upon completion will be the monitoring of the use of the mobile library. This is measured by monitoring the amount of books and students that use the checkout system. Principal observation will also be used to monitor the implementation of these purchases through their observations of the items being used in the classroom with all students

8. Explain which items(s) in the budget connect to this program activity. (*i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.*)

Instructional materials – books, magazines, mobile book carts, magazine display equipment, book pockets, book cards, stamps

9. Explain if this project is continuing from the previous year and why the project should continue. This explanation should include if and how the project will be expanded and successes from the previous year. If program success was not evident or the program was not fully implemented, explain how those issues will be addressed.

Note: The project information above should add new information and not be copied directly from previous applications.

This project is new for LHS.

10. Check below if this project meets the requirements to incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm) and is an evidenced-based program. LEA will retain proof.

CHECK HERE

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PROGRAM ACTIVITY #5 –Instructional/Educational Resources and Equipment for Lafayette Elementary School (K-5)

1. Type of program activity (*see table provided above*)

STEM/STEAM

2. Describe the program activity and how it will be implemented.

Instructional/educational resources and equipment that will enhance and support a well-rounded educational program in reading, science, math, physical education and technology at Lafayette Elementary School (K-5th)

3. Explain how the program activity connects to the comprehensive needs assessment.

The LEA receives less than \$30,000, therefore a comprehensive needs assessment was not needed.

4. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. *Complete even if the program focus is professional development for administrators, teachers, and/or staff.*

The group of students that will be impacted by the program is K -5th grade students at Lafayette Elementary School. There will be approximately 600 students.

5. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.

The expected student benefit for these instructional materials purchased are to increase student engagement and therefore increasing student achievement. Purchasing Moby Max software gives students the opportunity to practice skills learned in the classroom and to monitor their own progress. Science materials, lab activities, interactive notebooks and hands on sensory activities will enhance student learning by giving them hands-on materials that take abstract concepts from a textbook and brings the experience to real life, making it more meaningful and engaging to increase student achievement. Other classroom instructional materials as classroom library books, interactive notebooks, and math manipulatives will benefit student by giving them the materials necessary to engage them and to provide for them to succeed in their courses.

6. Explain the timeframe in which the program activity be implemented. (*i.e. throughout the school year, semester, summer*)

These instructional materials will be purchased at the beginning of the school year, and then used throughout the school year.

7. Explain the program measures that will be used to monitor implementation of the program activity and evaluate it upon completion. (*i.e. increases in the number of students enrolled or participating in the program*)

The program measures that will be used to monitor implementation of the program activity will be principal observations of materials being used in the classroom. To evaluate the program the school will look at student performance on school and state level progress monitoring data, including FSA ELA, Math, and FCAT Science.

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-
8. Explain which items(s) in the budget connect to this program activity. (i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.)
-

Instructional materials and equipment

9. Explain if this project is continuing from the previous year and why the project should continue. This explanation should include if and how the project will be expanded and successes from the previous year. If program success was not evident or the program was not fully implemented, explain how those issues will be addressed.

Note: The project information above should add new information and not be copied directly from previous applications.

This is a new program activity for LES.

10. Check below if this project meets the requirements to incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm) and is an evidenced-based program. LEA will retain proof.
-

CHECK HERE

PROGRAM ACTIVITY #6 – Instructional/Educational Resources and Equipment for Lafayette High School (6-12)

1. Type of program activity (see table provided above)
-

STEM/STEAM

2. Describe the program activity and how it will be implemented.
-

Instructional/educational resources and equipment that will enhance and support a well-rounded educational program in reading, science, math, physical education, and technology at Lafayette High School (6th-12th).

3. Explain how the program activity connects to the comprehensive needs assessment.
-

The LEA receives less than \$30,000, therefore a comprehensive needs assessment was not needed.

4. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. Complete even if the program focus is professional development for administrators, teachers, and/or staff.
-

The group of students that will be impacted by the program is 6th -12^h grade students at Lafayette High School. There will be approximately 600 students.

5. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.
-

The expected student benefit for these instructional materials purchased are to increase student engagement and therefore increasing student achievement. Purchasing Moby Max software gives students the opportunity to practice skills learned in the classroom, and to monitor their own progress. Science materials, fetal pigs and frog
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dissection packs, lab activities, interactive notebooks, and hands on sensory activities will enhance student learning by giving them hands-on materials that take abstract concepts from a textbook and brings the experience to real life, making it more meaningful and engaging that will increase student achievement. Other classroom instructional materials, such as; classroom library books, interactive notebooks, and math manipulatives will benefit student by giving them the materials necessary to engage them, and to provide for them to succeed in their courses.

-
6. Explain the timeframe in which the program activity be implemented. (*i.e. throughout the school year, semester, summer*)
-

These instructional materials will be purchased at the beginning of the school year, and then used throughout the school year.

-
7. Explain the program measures that will be used to monitor implementation of the program activity and evaluate it upon completion. (*i.e. increases in the number of students enrolled or participating in the program*)
-

The program measures that will be used to monitor implementation will be the student success in reading, math, social studies, physical education, and science classes. The district will look at student performance on FSA ELA, FSA Math, Algebra I, 8th Grade Science and Biology state assessments. Principal observation will also be used to monitor the implementation of these purchases through their observations of the items being used in the classroom with all students

-
8. Explain which items(s) in the budget connect to this program activity. (*i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.*)
-

Instructional Materials and Equipment

-
9. Explain if this project is continuing from the previous year and why the project should continue. This explanation should include if and how the project will be expanded and successes from the previous year. If program success was not evident or the program was not fully implemented, explain how those issues will be addressed.

Note: The project information above should add new information and not be copied directly from previous applications.

This is a continuing project from the previous year for LHS. The project should continue because the instructional materials that are purchased are mostly consumable, therefore requires to be purchased again in order to be used with the next year's students.

-
10. Check below if this project meets the requirements to incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm) and is an evidenced-based program. *LEA will retain proof.*
-

CHECK HERE

PROGRAM ACTIVITY #7 –Instructional/Educational Resources and Equipment for Lighthouse Christian Academy (K-12th)

-
1. Type of program activity (*see table provided above*)
-

STEM/STEAM

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2. Describe the program activity and how it will be implemented.

Instructional/educational resources and equipment that will enhance and support a well-rounded educational program in reading, science, math, physical education, and technology at Lighthouse Christian Academy (K-12).

3. Explain how the program activity connects to the comprehensive needs assessment.

The LEA receives less than \$30,000, therefore a comprehensive needs assessment was not needed.

4. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. *Complete even if the program focus is professional development for administrators, teachers, and/or staff.*

The group of students that will be impacted by the program is K -12th grade students at Lighthouse Christian Academy. There will be approximately 80 students.

5. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.

The expected student benefit for these instructional materials purchased are to increase student engagement and therefore increasing student achievement. Science materials, lab activities, interactive notebooks, and hands-on sensory activities will enhance student learning by giving them hands-on materials that take abstract concepts from a textbook and brings the experience to real life, making it more meaningful and engaging that will increase student achievement. Other classroom instructional materials as classroom library books, interactive notebooks, supplemental educational resources, and math manipulatives will benefit student by giving them the materials necessary to engage them, and to provide for them to succeed in their courses.

6. Explain the timeframe in which the program activity be implemented. *(i.e. throughout the school year, semester, summer)*

These instructional materials will be purchased at the beginning of the school year, and then used throughout the school year.

7. Explain the program measures that will be used to monitor implementation of the program activity and evaluate it upon completion. *(i.e. increases in the number of students enrolled or participating in the program)*

The program measures that will be used to monitor implementation of the program activity will be principal observations of materials being used in the classroom. To evaluate the program the school will look at student performance on school MAP progress monitoring data.

8. Explain which items(s) in the budget connect to this program activity. *(i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.)*

Instructional materials and equipment

9. Explain if this project is continuing from the previous year and why the project should continue. This explanation should include if and how the project will be expanded and successes from the previous year. If program success was not evident or the program was not fully implemented, explain how those issues will be addressed.

Note: The project information above should add new information and not be copied directly from previous applications.

This is a new program activity for Lighthouse Christian Academy.

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10. Check below if this project meets the requirements to incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm) and is an evidenced-based program. *LEA will retain proof.*

CHECK HERE

PROGRAM ACTIVITY #8 – District Technology Coach Salary at 0.05 FTE

1. Type of program activity (*see table provided above*)

Professional Development

2. Describe the program activity and how it will be implemented.

Provide 5% of District Technology Coach to provide professional development to district teachers and staff to implement technology in enhance instruction to students.

3. Explain how the program activity connects to the comprehensive needs assessment.

The LEA receives less than \$30,000, therefore a comprehensive needs assessment was not needed.

4. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. *Complete even if the program focus is professional development for administrators, teachers, and/or staff.*

The entire student body of Lafayette County Schools will be impacted by the program activity (preK-12). Approximately 1200 students.

5. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.

The expected student benefit is increased student achievement and student knowledge of use of technology in their own education. The use of instructional technology will increase students access to instruction, and provide them with learning opportunities that otherwise would not be able to be duplicated.

6. Explain the timeframe in which the program activity be implemented. (*i.e. throughout the school year, semester, summer*)

The District Technology Coach will provide professional development during pre-planning for all teachers. The Technology Coach works with individual or small group teachers/staff throughout the school year as needed.

7. Explain the program measures that will be used to monitor implementation of the program activity and evaluate it upon completion. (*i.e. increases in the number of students enrolled or participating in the program*)

The program measure will be the participation of the technology trainings (sign-in sheets), Principal observation of the trainings, and principal observation of the technology used in the classrooms.

8. Explain which items(s) in the budget connect to this program activity. (*i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.*)

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Salary and benefits for District Technology Coach @ 0.05 FTE.

-
- 9. Explain if this project is continuing from the previous year and why the project should continue. This explanation should include if and how the project will be expanded and successes from the previous year. If program success was not evident or the program was not fully implemented, explain how those issues will be addressed.**

Note: The project information above should add new information and not be copied directly from previous applications.

This is a new program activity.

- 10. Check below if this project meets the requirements to incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm) and is an evidenced-based program. LEA will retain proof.**
-

CHECK HERE

TOTAL AMOUNT ALLOCATED TO WELL-ROUNDED ACTIVITIES \$

Please group all well-rounded activities together on the DOE151.

PERCENTAGE ALLOCATED TO WELL-ROUNDED ACTIVITIES

98%

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2020-2021 Title IV, Part A
Narrative Section: *Safe and Healthy Schools*

Allowable program activities can include, but are not limited to:

Safe and Supportive Schools	Student Physical and Emotional Health	Cross-Cutting Activities
<ul style="list-style-type: none">• Bullying Prevention• Child Sexual Abuse Awareness and Prevention• Dropout Prevention• Anti-Trafficking Education (<i>supplemental</i>)• Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline• Re-entry Programs and Transition Services for Justice-Involved Youth• Relationship Building Skills School Readiness and Academic Success• Suicide Prevention (<i>supplemental</i>)	<ul style="list-style-type: none">• Asthma and Other Chronic Disease Management• Drug and Violence Prevention (<i>supplemental</i>)• Concussions in School Athletic Programs• Healthy/Active Lifestyle• Nutritional Education• Physical Activities• School-Based Health and Mental Health Services (<i>supplemental</i>)• Trauma-Informed Classroom Management• Tobacco Prevention	<ul style="list-style-type: none">• Behavioral Interventions and Supports• Mentoring and School Counseling• Readiness and Emergency Management for Schools (REMS)• School-based Surveillance/ Surveys• Social Emotional Learning (SEL)

INSTRUCTIONS: In the field provided below each question, select “Type Here” and then enter specific details about implementation of each planned program activity related to Safe and Healthy Schools for FY2020-2021. Add additional program activities by selecting one of the tables below, then selecting “Copy” and then “Paste” below the previous table. Ensure that the program activity number and title are updated in the copied table. If a program will blend with another component area, please only include it with the primary area and note the blended component area in the description of the program.

PROGRAM ACTIVITY #1 – Materials and Supplies to Support Safe and Healthy Students at Lighthouse Christian Academy

11. Type of program activity (*see table provided above*)

Safe and Supportive Schools

12. Describe the program activity and how it will be implemented.

Instructional materials and supplies to support safe and healthy students will be purchased to be shared/taught to students at Lighthouse Christian Academy.

13. Explain how the program activity connects to the comprehensive needs assessment.

The LEA receives less than \$30,000, therefore a comprehensive needs assessment was not needed.

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14. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. Complete even if the program focus is professional development for administrators, teachers, and/or staff.

K-12 at Lighthouse Christian Academy. Approximately 80 students.

15. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.

The expected student benefit is to heighten student awareness of self-mental and physical health.

16. Explain the timeframe in which the program activity be implemented. (i.e. throughout the school year, semester, summer)

The program will be implemented in the fall of the school year.

17. Explain the program measures that will be used to monitor implementation of the program activity and evaluate it upon completion. (i.e. increases in the number of students enrolled or participating in the program)

A pre and posttest of students awareness of self-mental and physical health will be used to measure on the effectiveness of the activity. The principal's observations of the materials and supplies being used in the classrooms will monitor the program.

18. Explain which items(s) in the budget connect to this program activity. (i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.)

Instructional materials and supplies.

19. Explain if this project is continuing from the previous year and why the project should continue. This explanation should include if and how the project will be expanded and successes from the previous year. If program success was not evident or the program was not fully implemented, explain how those issues will be addressed.

Note: The project information above should add new information and not be copied directly from previous applications.

This is a new program for LCA.

20. Check below if this project meets the requirements to incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm) and is an evidenced-based program. LEA will retain proof.

CHECK HERE

PROGRAM ACTIVITY #2 – ENTER TITLE

1. Type of program activity (see table provided above)

TYPE HERE

2. Describe the program activity and how it will be implemented.

TYPE HERE

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3. Explain how the program activity connects to the comprehensive needs assessment.

TYPE HERE

4. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. *Complete even if the program focus is professional development for administrators, teachers, and/or staff.*

TYPE HERE

5. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.

TYPE HERE

6. Explain the timeframe in which the program activity be implemented. *(i.e. throughout the school year, semester, summer)*

TYPE HERE

7. Explain the program measures that will be used to monitor implementation of the program activity and evaluate it upon completion. *(i.e. increases in the number of students enrolled or participating in the program)*

TYPE HERE

8. Explain which items(s) in the budget connect to this program activity. *(i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.)*

TYPE HERE

9. Explain if this project is continuing from the previous year and why the project should continue. This explanation should include if and how the project will be expanded and successes from the previous year. If program success was not evident or the program was not fully implemented, explain how those issues will be addressed.

Note: The project information above should add new information and not be copied directly from previous applications.

TYPE HERE

10. Check below if this project meets the requirements to incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm) and is an evidenced-based program. *LEA will retain proof.*

CHECK HERE

TOTAL AMOUNT ALLOCATED TO SAFE AND HEALTHY SCHOOL ACTIVITIES \$	
<i>Please group all safe and healthy activities together on the DOE151.</i>	
PERCENTAGE ALLOCATED TO SAFE AND HEALTHY SCHOOL ACTIVITIES	2%

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2020-2021 Title IV, Part A
Narrative Section: *Effective Use of Technology*

Allowable program activities can include, but are not limited to:

- **PROFESSIONAL DEVELOPMENT** - Supporting high-quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement.
- **BLENDED LEARNING** - Carrying out innovative blended learning projects.
- **INCREASED ACCESS** - Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities.
- **TECHNOLOGY IN SPECIALIZED OR ADVANCED COURSEWORK** - Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology.
- **TECHNOLOGY INFRASTRUCTURE AND CAPACITY** - Building technological capacity and infrastructure.
- **OTHER** – Additional programs initiatives that fall under three categories - Digital Citizenship, Personalized Learning and Improving Equity for All Learners.

INSTRUCTIONS: In the field provided below each question, select “Type Here” and then enter specific details about implementation of each planned program activity related to Effective Use of Technology for FY2020-2021. Add additional program activities by selecting one of the tables below, then selecting “Copy” and then “Paste” below the previous table. Ensure that the program activity number and title are updated in the copied table. If a program will blend with another component area, please only include it with the primary area and note the blended component area in the description of the program.

PROGRAM ACTIVITY #1 – NO Activities

21. Type of program activity (*see table provided above*)

TYPE HERE

22. Describe the program activity and how it will be implemented.

TYPE HERE

23. Explain how the program activity connects to the comprehensive needs assessment.

TYPE HERE

24. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. *Complete even if the program focus is professional development for administrators, teachers, and/or staff.*

TYPE HERE

25. Explain the expected student benefits, even if the program focuses on professional development for

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administrators, teachers, and/or staff.

TYPE HERE

26. Explain the timeframe in which the program activity be implemented. (*i.e. throughout the school year, semester, summer*)

TYPE HERE

27. Explain the program measures that will be used to monitor implementation of the program activity and evaluate it upon completion. (*i.e. increases in the number of students enrolled or participating in the program*)

TYPE HERE

28. Explain which items(s) in the budget connect to this program activity. (*i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.*)

TYPE HERE

29. Explain if this project is continuing from the previous year and why the project should continue. This explanation should include if and how the project will be expanded and successes from the previous year. If program success was not evident or the program was not fully implemented, explain how those issues will be addressed.

Note: The project information above should add new information and not be copied directly from previous applications.

TYPE HERE

30. Check below if this project meets the requirements to incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm) and is an evidenced-based program. *LEA will retain proof.*

CHECK HERE

PROGRAM ACTIVITY #2– ENTER TITLE

1. Type of program activity (*see table provided above*)

TYPE HERE

2. Describe the program activity and how it will be implemented.

TYPE HERE

3. Explain how the program activity connects to the comprehensive needs assessment.

TYPE HERE

4. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. *Complete even if the program focus is professional development for administrators, teachers, and/or staff.*

TYPE HERE

5. Explain the expected student benefits, even if the program focuses on professional development for

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administrators, teachers, and/or staff.

TYPE HERE

6. Explain the timeframe in which the program activity be implemented. (*i.e. throughout the school year, semester, summer*)

TYPE HERE

7. Explain the program measures that will be used to monitor implementation of the program activity and evaluate it upon completion. (*i.e. increases in the number of students enrolled or participating in the program*)

TYPE HERE

8. Explain which items(s) in the budget connect to this program activity. (*i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.*)

TYPE HERE

9. Explain if this project is continuing from the previous year and why the project should continue. This explanation should include if and how the project will be expanded and successes from the previous year. If program success was not evident or the program was not fully implemented, explain how those issues will be addressed.

Note: The project information above should add new information and not be copied directly from previous applications.

TYPE HERE

10. Check below if this project meets the requirements to incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm) and is an evidenced-based program. *LEA will retain proof.*

CHECK HERE

<p>TOTAL AMOUNT ALLOCATED TO EFFECTIVE USE OF TECHNOLOGY ACTIVITIES</p> <p><i>Please group all effective use of technology activities together on the DOE151.</i></p>		\$
<p>TOTAL PERCENTAGE ALLOCATED TO EFFECTIVE USE OF TECHNOLOGY ACTIVITIES</p>		0%
<p>PERCENTAGE OF TECHNOLOGY ALLOCATION USED FOR THE PURCHASE OF HARDWARE, SOFTWARE, OR DIGITAL TECHNOLOGY</p> <p><i>Note: This must be at or below 15%.</i></p>		0%

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Project Performance Accountability Form

Definitions

- **Scope of Work-** The major tasks that the grantee is required to perform
- **Tasks-** The specific activities performed to complete the Scope of Work
- **Deliverables-** The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable
- **Evidence-** The tangible proof
- **Due Date-** Date for completion of tasks

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Provide educational field trips to Lafayette Elementary School 4 th grade students to enhance and support a well-rounded program in science and history	Lafayette Elementary 4th Grade Field Trip – St. Augustine, FL - Visiting St. Augustine highlights the rich history of the nation’s oldest city and brings Florida History lessons to life for students. Touring these sites, which some students have only ever heard about or seen in pictures, gives students a hands-on experience that will enable them to relate their memorized facts to something real. Not only will we be covering many 4th grade standards, but we will also get to spiral review Social Studies standards from previous years. As educators, we can also “sneak in” so many cross curricular standards. Just	Purchase order documentation, student permission forms, student sign in sheets, actual travel documentation, pre/post-test to measure students’ knowledge acquired	November 30, 2020

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	<p>a couple examples include, Language standards for Integrating knowledge and ideas through information presented orally, visually, or in written text (RI 7) and building vocabulary through domain specific words and phrases (RI 4). This vocabulary link is monumental for our rural community that historically struggles with this skill. We are constantly searching for ways to improve in this area and we believe exposure and experience can help bridge connections for students. This opportunity is exciting for students, but also curriculum based and designed to link field trip experiences with the following state standards. This trip would pay for student to visit the Castillo De San Marcos Fort, Pirate Museum, Old Jail, Fountain of Youth, and a one hour narrated Trolley Tour of the city.</p> <ul style="list-style-type: none">• SS.1.A.2.2 Compare life now with life in the past. • SS.2.A.2.1 Recognize the Native Americans were the first inhabitants of North America. • SS.4.A.3.1 Identify explorers		
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	<p>who came to Florida and the motivations for their expeditions.</p> <ul style="list-style-type: none"> • SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida. • SS.4.A.3.3 Identify the significance of St. Augustine as the oldest permanent European settlement in the United States. • SS.4.A.3.6 Identify the effects of Spanish rule in Florida. • SS.4.A.3.7 Identify nations that controlled Florida before it became a United States territory. • SS.4.A.4.2 Describe pioneer life in Florida. <p>SS.4.A.6.3 Describe the contributions of significant individuals to Florida.</p>		
<p>Provide educational field trips to Lafayette Elementary School 5th grade students to enhance and support a well-rounded program in science and history.</p>	<p>Lafayette Elementary 5th Grade Field Trip Kennedy Space Center - Visiting the Kennedy Space Center will give our students an authentic experience with science in the areas</p>	<p>Purchase order documentation, student permission forms, student sign in sheets, actual travel documentation, pre/post test to measure students'</p>	<p>April 30, 2021</p>

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	<p>of NASA science, technology, engineering and math. It is the hopes of our school that by providing this experience for our students that their vocabulary is exponentially increased after the trip. This is a great need for our rural community that historically struggles with the lack of vocabulary skill. We are constantly searching for ways to improve in this area and we believe exposure and experience can help bridge connections for students. This opportunity is exciting for students, but also curriculum based and designed to link field trip experiences with the following state standards.</p> <p>Big Idea 5: Earth in Space and Time: Humans continue to explore Earth's place in space. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the Solar System, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of our Solar System.</p> <table border="1" data-bbox="573 1239 1054 1386"> <tr> <td data-bbox="573 1239 688 1386">SC.5.E.5 .1</td> <td data-bbox="688 1239 1054 1386">Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars.</td> </tr> </table>	SC.5.E.5 .1	Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars.	<p>knowledge acquired</p>	
SC.5.E.5 .1	Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars.				

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	<p>Identify our home galaxy as the Milky Way.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>		
	<p>SC.5.E.5.2 Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>		
	<p>SC.5.E.5.3 Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>		
<p>Instructional/educational resources and equipment that will enhance and support a well-rounded educational program for 5th grade students at Lafayette Elementary School.</p>	<p>Instructional Supplies for the elementary school's science lab: cotton balls, liquid stain remover, balloons, potting soil clear cups, plastic bins, hot pate, batteries, salt, vegetable oil, streak plate, food coloring, corn starch, Generation</p>	<p>Purchase orders documentation, principal's observation of items being used in the classroom, student performance on state assessments</p>	<p>April 30, 2021</p>

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	Genius subscription (\$120), butterfly larvae, owl pellets, notebooks, glue sticks, fish, fish feed, aquarium accessories, eggs		
Educational resources and equipment to create a mobile library for students at the middle/high school to put texts in students hands to increase their love for reading, which will in turn increase student achievement across curriculums	Books, magazines subscriptions, mobile book carts, magazine display equipment, book pockets, book cards, stamp	Purchase orders, principal's observation of the of instructional supplies being used in classrooms	April 30, 2021
Instructional/educational resources and equipment that will enhance and support a well-rounded educational program in reading, science, math, physical education, and technology at Lafayette Elementary School (K-5).	Classroom book sets, classroom library books and periodicals, supplemental reading math, science, social studies, and writing instructional materials, notebooks, educational games, paper, composition notebooks, notebooks, binders, laminator, laminator film, pencils, poster maker supplies, markers, folders, dividers, charts, STEM materials, web based supplemental educational resource (MobyMax), sports and weight lifting supplies needed to enhance the physical education program.	Purchase orders, principal's observation of the of instructional supplies being used in classrooms	April 30, 2021
Instructional/educational resources and equipment that will enhance and support a well-rounded educational program in reading, science, math, physical education and technology at Lafayette High School (6-12)	Classroom book sets, classroom library books and periodicals, supplemental reading math, science, social studies, and writing instructional materials, notebooks, educational games, paper, composition notebooks, notebooks, binders, pencils, poster maker supplies, crayons, scissors, laminator paper, markers, folders, dividers, charts, STEM materials, , sports and weight	Purchase orders documentation, principal's observation of items being used in the classroom, student performance on state assessments	April 30, 2021

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	lifting supplies needed to enhance the physical education program.		
Instructional/educational resources and equipment that will enhance and support a well-rounded educational program in reading, science, math, physical education and technology at Lighthouse Christian Academy (K-12 th)	Classroom book sets, classroom library books and periodicals, supplemental reading math, science, social studies, and writing instructional materials, notebooks, educational games, paper, composition notebooks, notebooks, binders, pencils, poster maker supplies, crayons, scissors, laminator paper, markers, folders, dividers, charts, STEM materials, web based supplemental educational resource, sports and weight lifting supplies needed to enhance the physical education program.	Purchase orders documentation, principal's observation of items being used in the classroom, student performance on MAP assessments	April 30, 2021
Salary for (1) One (1) Technology Coach - \$3,022.00 @ 0.05 FTE = \$3,022.00	Technology Coach provides support to all teachers in the district in the use of technology to develop and implement a well-rounded program of instruction to all students and to integrate technology in the implementation of best practice instructional strategies to strengthen conditions for student learning.	Payroll Training sign in sheets	June 30, 2021
Materials and Supplies to Support Safe and Healthy Students at Lighthouse Christian Academy	Social and emotional learning curriculum	Purchase orders documentation, principal's observation of items being used in the classroom, student performance on pre/post test	April 30, 2021

Note: Add additional lines if necessary