

**FLORIDA DEPARTMENT OF EDUCATION
Project Application**

TAPS Number 07A001

Return to: Florida Department of Education Bureau of Grants Management Room 344 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 Suncom: 205-0498	A) Program Name: Title I Part A - Education of Disadvantaged Children and Youth 2006-2007 Project Applications	DOE USE ONLY Date Received						
B) Name and Address of Eligible Applicant: Putnam 200 S 7TH STREET PALATKA, FL 32177		Project Number (DOE Assigned) 540-2127A-7CB01						
C) Total Funds Requested: \$ 3,821,091.00 Estimated Roll Forward: \$ 190,000.00 <hr/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact Information <table border="1"> <tr> <td data-bbox="537 674 1065 783"> Contact Name: First Name: Robert MI: R Last Name: Pugh </td> <td data-bbox="1065 674 1385 783"> Mailing Address: Address 200-South 7th Street City: Palatka State: FL Zip: 32177 </td> </tr> <tr> <td data-bbox="537 783 1065 821"> Telephone Number: 386-329-0543 Ext: </td> <td data-bbox="1065 783 1385 821"> SunCom Number: 832-0543 </td> </tr> <tr> <td data-bbox="537 821 1065 984"> Fax Number: 386-329-0643 </td> <td data-bbox="1065 821 1385 984"> E-mail Address: pugh_b1@firm.edu </td> </tr> </table>		Contact Name: First Name: Robert MI: R Last Name: Pugh	Mailing Address: Address 200-South 7th Street City: Palatka State: FL Zip: 32177	Telephone Number: 386-329-0543 Ext:	SunCom Number: 832-0543	Fax Number: 386-329-0643	E-mail Address: pugh_b1@firm.edu
Contact Name: First Name: Robert MI: R Last Name: Pugh	Mailing Address: Address 200-South 7th Street City: Palatka State: FL Zip: 32177							
Telephone Number: 386-329-0543 Ext:	SunCom Number: 832-0543							
Fax Number: 386-329-0643	E-mail Address: pugh_b1@firm.edu							

CERTIFICATION

I **David Buckles** do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
Signature of Agency Head

DOE 100A



John L. Winn, Commissioner

General Assurances

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

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local

educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;

- applicable regulations of other Federal agencies; and
- State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://www.firn.edu/doe/comptroller/gbook.htm>

School Districts, Community Colleges, Universities, and State Agencies

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

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must include a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL: <http://www.ed.gov/policy/fund/guid/gposbul/gpos10.html>

This local educational agency (LEA) **Putnam** will-

- inform eligible schools and parents of school wide program authority and the ability of such schools to consolidate funds from Federal State, and local sources;
- provide technical assistance and support to school wide programs;
- work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards;
- fulfill its school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b);
- provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services;
- take into account the experience of model programs for the educational disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
- in cases when the LEA chooses to use Title I, Part A funds to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act;
- work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
- comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
- inform eligible schools of the requirement for each LEA's authority to obtain waivers on the school's behalf under Title IX and, if the State is an ED-Flex Partnership State, to obtain waivers under the Education flexibility Partnership Act of 1999;
- coordinate and collaborate, to the extent feasible and necessary as the LEA determines, with the State Educational Agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116, if such a school requests assistance from the LEA in addressing major factors that have significantly affected student achievement at the school;
- ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
- use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the LEA and receiving Title I, Part A funds to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the end of the 2001-2002 school year;
- ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand;
- assist each school served by the LEA and assisted under Title I, Part A in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D);
- participate, if selected, in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994;
- submit an amendment, as appropriate, to the State Educational Agency Plan as required under section 1112 of Title I, Part A of NCLB Act of 2001;
- ensure that all activities and services described in this application address required activities and clearly document that the proposed activities are supplementary and do not supplant existing State and locally funded activities and required services.
- assure that it will reserve such funds as are necessary under Public Law-107-100, Section 1113(c)(3)(A) to provide children and youth experiencing homelessness and who do not attend Title I schools services that are comparable to those provided to children in Title I schools.
- assure that it will reserve such funds as are necessary under Public Law-107-110, Section 1113(c)(3)(B)-(C) to

provide services to children in local institutions for neglected and delinquent children and youth that are comparable to those provided to children in Title I schools.

General Education Provisions Act

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

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

Coordination of Programs & Participation

Programs:

Describe how the services provided under the programs in this application are integrated with each other and coordinated with other programs funded under NCLB (i.e.: Title I, Part A, Title I, Part C, Title I, Part D, Title I, Part F, Title II, Part A, Title II, Part D, Title III, Part A, Title IV, Part A, Title V, Part A, and/or Title VI, Part B, Subpart 2

Response: Services provided under the programs in this application are integrated through the Instructional Support Team (IST) for the District. The IST establishes and monitors program evaluation for all schools under this application to ensure all entitlement programs' resources are available and fully implemented at each school site. Budgets, program goals and objectives, and action plans are reviewed prior to the school's improvement plan is adopted and approved by the School Board. Each of the directors for the various entitlement programs reviews and ensures each school has appropriately planned the integration for these programs. Communication throughout the year is maintained with the building level administrators regarding progress toward these goals and objectives.

Participation:

Describe how the LEA will provide on-going consultation with the application participants throughout the project period.

Response: (1) Principal meetings are scheduled monthly; (2) Periodic and scheduled validity assessments are completed during the year by the IST; (3) email dissemination regarding technical assistance papers and guidance are made available to the school sites; (4) Training meetings are held targeting goals and objectives set by each participating school. (5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year; (6) quarterly assessments will be completed with the results reported to each participating school for review and any needed revisions in objectives or instructional strategies.

Dissemination:

Describe how information about this application will be disseminated and advocated to appropriate populations

Response: This project will be made available to the general public by: (1) Posting it on the website in its entirety; (2) Providing a copy of the complete application to be kept at each facility in the district; (3) Reviewing the application with district and building-level administrators prior to the start of the 2006-2007 school year; (4) Ensuring that the annual meeting is held at each school site and that this application is presented as part of the scheduled agenda; (5) Presenting this to the School Board of Putnam County for review and approval; (6) Providing a translated copy of this information in Spanish.

Participation of Eligible Children and Teachers in Private Schools:

To ensure timely and meaningful consultation, the district shall consult with appropriate private school officials during the design and development of these programs. Provide a detailed plan of action for providing consultation for equitable services to eligible children and teachers in private schools within the local education agency(ies) service area. For details, refer to URL: <http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

Response: Consultation with participating private school officials is completed in a timely and meaningful setting. The district establishes at least two separate meeting dates to review its and the private schools responsibilities under Section 1120 of NCLB. The first meeting scheduled is a review of the requirements and a discussion of the intended objectives for both parties. This includes budgetary matters as well. Section 1120 (b) (1) (A-H) specifically outlines the agenda for the meeting and areas for discussion. Minutes will be kept and content written that addresses each of the eight areas. Initials complete the draft of the consultation document. The second meeting completes the process with signatures and copies provided to all interested parties.

This process began March 3, 2006 by mailing eligibility notices. The Central Academy responded. We began conversation with the Headmaster on April 20, 2006 providing her with initial/estimated budget information. The next meeting was held on June 28, 2006 to complete the necessary documents for compliance and consultation requirements. One more meeting is scheduled August 10, 2006 to review and modify any changes needed.

In addition, applicants are required to complete the Non-Public School Participation: Non-Tiering or Tiering section of the online application.

Reporting Outcomes:

Describe the methods and processes that will be used to report student and program outcomes to parents and other district and school stakeholders.

Response: The district will provide reports on outcomes to parents and the community-at-large in the following means: (1)

The FCAT Report made available through DOE reports for individual students and schools that sent to the district; (2) News articles released by the district to the local papers; (3) The annual School Public Accounting Report (SPAR) sent home annually in October; (4) School newsletters that are sent home on a monthly basis; (5) Information released through our website: <http://www.putnamschools.org> (6) Providing copies of information from the department's website as well as the web address for School Grades, NCLB, and AYP information at: <http://www.fldoe.org> (7) Ensuring that the Chairperson of each School Advisory Council receives a copy of the information; (8) Providing copies of the information in a language understood by the parents.

Instructional Services to Increase Student Achievement

This section must address required activities and must clearly document that the proposed activities are **supplementary and do not supplant** existing State and locally funded activities and required services.

Instructional Services to Increase Student Achievement:

Identify the overall district goals, objectives, and strategies for student achievement in reading and mathematics for the 2006-07 school year. For assistance in developing goals, objectives, and strategies, please visit the Florida Department of Education Bureau of School Improvement website at <http://www.bsi.fsu.edu>. At a minimum, goals (overall, at the subgroup level, and for specified targeted groups) should address (1) student proficiency in both reading and mathematics, and (2) the provision of highly qualified staff.

Reading Resources:

[FDOE's AYP](#)

[State's NCLB Consolidated Application](#)

[Just Read Florida](#)

[Florida Center for Reading Research \(FCRR\)](#)

[Six core reading programs for K-5](#)

[Florida Center for Reading Research for all levels](#)

[Gap Analysis on Goals, Objectives, and Strategies](#)

A. Overall goal(s) for increasing the academic achievement of youth served through Title I schoolwide or targeted assistance programs:

Reading Goals:

Response: By the end of June 2007, all students in all subgroups will make annual learning gains sufficient to acquire the knowledge, skills, and competence needed to master the state standards of scoring 51% proficiency in the area of reading at or above grade level. By the end of 2006-2007 school year all teachers and paraprofessionals will meet the requirements of highly qualified as defined by the NCLB Act.

Reading Objectives:

Response: By the end of 2006-2007 school year, 37% of African-American students reading at or above grade level will increase to 51%; 38% of Hispanic students reading at or above grade level will increase to 51%; 44% of Economically Disadvantaged students reading at or above grade level will increase to 51%; 32% of LEP students reading at or above grade level will increase to 51%; 25% of SWD students reading at or above grade level will increase to 51%. The percent of matched students in the accountable subgroups scoring Achievement Level 3 or above on the 2006-2007 FCAT Sunshine State Standards reading portion will be at or above the 51% level. As a result of participating in a yearlong program, the district will focus on increasing the performance of students in reading.

Reading Strategies:

Response: (1) Providing professional development activities that address each goal and objective for the district; (2) Providing professional development activities and training in strategies for differentiated instruction, the components of the Continuous Improvement Model (CIM), and the articulating of curriculum throughout the district; (3) Providing supplementary materials that support each goal and objective for the district; (4) Scientifically Based Research appropriate materials for reading will be employed.

Math Goals:

Response: By the end of June 2007, all students in targeted subgroups will make annual learning gains sufficient to acquire the knowledge, skills, and competence needed to master the state standards of scoring 56% proficiency in the area of mathematics at or above grade level. By the end of 2006-2007 school year, all teachers and paraprofessionals will meet the requirements of highly qualified as defined by the NCLB Act.

Math Objectives:

Response: By the end of 2006-2007 school year, 38% of African-American students performing at or above grade level in math will increase to 56%; 45% of Hispanic students performing at or above grade level in math will increase to 56%; 45% of Economically Disadvantaged students performing at or above grade level in math will increase to 56%; 36% of LEP students performing at or above grade level in math will increase to 56%; 27% of SWD students performing at or above grade level in math will increase to 56%. As a result of participating in a yearlong program, the district will focus on increasing the performance of students in math. All students in all subgroups that demonstrated proficiency at or above the 50% in mathematics in 2005-2006 will maintain or improve proficiency to 56% in mathematics for 2006-2007. As a result of participating in a yearlong program, the district will focus on increasing the performance of students in math.

Math Strategies:

Response: (1) Providing professional development activities that address each goal and objective for the district; (2) Providing professional development activities and training in strategies for differentiated instruction, the components of the Continuous Improvement Model (CIM), and the articulating of curriculum throughout the district; (3) Providing supplementary materials that support each goal and objective for the district.

B. Objectives/strategies for increasing the academic achievement of educationally disadvantaged children and youth:

Reading Goals:

Response: (1) By the end of 2006-2007 school year at least 51% of Educationally Disadvantaged students will demonstrate proficiency in reading. (2) By the end of 2006-2007 school year all teachers and paraprofessionals will meet the requirements of highly qualified as defined by the NCLB Act.

Reading Objectives:

Response: (1) The percent of Educationally Disadvantaged students with disabilities scoring Level 3 or above on the 2006-2007 FCAT Sunshine State Standards reading component will be at or above the 51% level. (2) By the end of 2006-2007 school year all teachers and paraprofessionals will meet the requirements of highly qualified as defined by the NCLB Act.

Reading Strategies:

Response: (1) Providing professional development activities that address each goal and objective for the district; (2) Providing professional development activities and training in strategies for differentiated instruction, the components of the Continuous Improvement Model (CIM), and the articulating of curriculum throughout the district; (3) Providing supplementary materials that support each goal and objective for the district; (4) Provide professional development activities on accommodations for students with disabilities; (5) Scientifically Based Research appropriate materials for reading will be employed.

Math Goals:

Response: (1) By the end of 2006-2007 school year at least 56% of Educationally Disadvantaged students will demonstrate proficiency in math. (2) By the end of 2006-2007 school year all teachers and paraprofessionals will meet the requirements of highly qualified as defined by the NCLB Act.

Math Objectives:

Response: (1) The percent of Educationally Disadvantaged students with disabilities scoring Level 3 or above on the 2006-2007 FCAT Sunshine State Standards math component will be at or above the 56% level. (2) By the end of 2006-2007 school year all teachers and paraprofessionals will meet the requirements of highly qualified as defined by the NCLB Act.

Math Strategies:

Response: (1) Providing professional development activities that address each goal and objective for the district; (2) Providing professional development activities and training in strategies for differentiated instruction, the components of the Continuous Improvement Model (CIM), and the articulating of curriculum throughout the district; (3) Providing supplementary materials that support each goal and objective for the district; (4) Provide professional development activities on accommodations for students with disabilities; (5) Scientifically Based Research appropriate materials for reading will be employed.

C. Objectives/strategies for increasing the academic achievement of homeless children and youth:

Reading Goals:

Response: (1) By the end of 2006-2007 school year at least 51% of Homeless students will demonstrate proficiency in reading. (2) By the end of 2006-2007 school year all teachers and paraprofessionals will meet the requirements of highly qualified as defined by the NCLB Act.

Reading Objectives:

Response: (1) The percent of Homeless students scoring Level 3 or above on the 2006-2007 FCAT Sunshine State Standards reading component will be at or above the 51% level. (2) By the end of 2006-2007 school year all teachers and paraprofessionals will meet the requirements of highly qualified as defined by the NCLB Act.

Reading Strategies:

Response: (1) Providing professional development activities that address each goal and objective for the district; (2) Providing professional development activities and training in strategies for differentiated instruction, the components of the Continuous Improvement Model (CIM), and the articulating of curriculum throughout the district; (3) Providing supplementary materials that support each goal and objective for the district; (4) Provide professional development activities on sensitivity issues and accommodations for students eligible for homeless services.

Math Goals:

Response: (1) By the end of 2006-2007 school year at least 56% of Homeless students will demonstrate proficiency in math. (2) By the end of 2006-2007 school year all teachers and paraprofessionals will meet the requirements of highly qualified as defined by the NCLB Act.

Math Objectives:

Response: (1) The percent of Homeless students scoring Level 3 or above on the 2006-2007 FCAT Sunshine State Standards math component will be at or above the 56% level. (2) By the end of 2006-2007 school year all teachers and paraprofessionals will meet the requirements of highly qualified as defined by the NCLB Act.

Math Strategies:

Response: (1) Providing professional development activities that address each goal and objective for the district; (2) Providing professional development activities and training in strategies for differentiated instruction, the components of the Continuous Improvement Model (CIM), and the articulating of curriculum throughout the district; (3) Providing supplementary materials that support each goal and objective for the district; (4) Provide professional development activities on sensitivity issues and accommodations for students eligible for homeless services.

D. Objectives/strategies for increasing the academic achievement of neglected and delinquent children and youth:

Reading Goals:

Response: (1) By the end of 2006-2007 school year at least 51% of N & D students will demonstrate proficiency in reading. (2) By the end of 2006-2007 school year all teachers and paraprofessionals will meet the requirements of highly qualified as defined by the NCLB Act.

Reading Objectives:

Response: (1) The percent of N & D students scoring Level 3 or above on the 2006-2007 FCAT Sunshine State Standards reading component will be at or above the 51% level. (2) By the end of 2006-2007 school year all teachers and paraprofessionals will meet the requirements of highly qualified as defined by the NCLB Act.

Reading Strategies:

Response: (1) Providing professional development activities that address each goal and objective for the district; (2) Providing professional development activities and training in strategies for differentiated instruction, the components of the Continuous Improvement Model (CIM), and the articulating of curriculum throughout the district; (3) Providing supplementary materials that support each goal and objective for the district; (4) Provide professional development activities on sensitivity issues and accommodations for students eligible for Neglect or Delinquent services.

Math Goals:

Response: (1) By the end of 2006-2007 school year at least 56% of N & D students will demonstrate proficiency in math. (2) By the end of 2006-2007 school year all teachers and paraprofessionals will meet the requirements of highly qualified as defined by the NCLB Act.

Math Objectives:

Response: (1) The percent of N & D students scoring Level 3 or above on the 2006-2007 FCAT Sunshine State Standards math component will be at or above the 56% level. (2) By the end of 2006-2007 school year all teachers and paraprofessionals will meet the requirements of highly qualified as defined by the NCLB Act.

Math Strategies:

Response: (1) Providing professional development activities that address each goal and objective for the district; (2) Providing professional development activities and training in strategies for differentiated instruction, the components of the Continuous Improvement Model (CIM), and the articulating of curriculum throughout the district; (3) Providing supplementary materials that support each goal and objective for the district; (4) Provide professional development activities on sensitivity issues and accommodations for students eligible for Neglect or Delinquent services.

E. Objectives/strategies for increasing the academic achievement of migrant children and youth:

Reading Goals:

Response: (1) By the end of 2006-2007 school year at least 51% of migrant students will demonstrate proficiency in reading. (2) By the end of 2006-2007 school year all teachers and paraprofessionals will meet the requirements of highly qualified as defined by the NCLB Act.x

Reading Objectives:

Response: (1) The percent of migrant students scoring Level 3 or above on the 2006-2007 FCAT Sunshine State Standards reading component will be at or above the 51% level. (2) By the end of 2006-2007 school year all teachers and paraprofessionals will meet the requirements of highly qualified as defined by the NCLB Act.

Reading Strategies:

Response: (1) Providing professional development activities that address each goal and objective for the district; (2) Providing professional development activities and training in strategies for differentiated instruction, the components of the Continuous Improvement Model (CIM), and the articulating of curriculum throughout the district; (3) Providing supplementary materials that support each goal and objective for the district; (4) Scientifically Based Research appropriate materials for reading will be employed.

Math Goals:

Response: (1) By the end of 2006-2007 school year at least 56% of migrant students will demonstrate proficiency in math. (2) By the end of 2006-2007 school year all teachers and paraprofessionals will meet the requirements of highly qualified as defined by the NCLB Act.

Math Objectives:

Response: (1) The percent of migrant students scoring Level 3 or above on the 2006-2007 FCAT Sunshine State Standards math component will be at or above the 56% level. (2) By the end of 2006-2007 school year all teachers and paraprofessionals will meet the requirements of highly qualified as defined by the NCLB Act.

Math Strategies:

Response: (1) Providing professional development activities that address each goal and objective for the district; (2) Providing professional development activities and training in strategies for differentiated instruction, the components of the Continuous Improvement Model (CIM), and the articulating of curriculum throughout the district; (3) Providing supplementary materials that support each goal and objective for the district; (4) Scientifically Based Research appropriate materials for math will be employed.

F. Targeted Assistance Programs

Identify goals/objectives/strategies for increasing academic achievement of eligible students served through Targeted Assistance Programs.

Goals:

Response: By the end of the 2006 – 2007 school year students in Targeted Assistance Programs 51% will demonstrate proficiency in Reading and 56% will demonstrate proficiency in Mathematics; (2) By the end of the 2006-2007 year all teachers and paraprofessionals will meet the definition as highly qualified as defined by the NCLB Act.

Objectives:

Response: The percent of students being served in Targeted Assistance Schools scoring Level 3 or above on the 2006-2007 FCAT Sunshine State Standards reading component will be at or above the 51% level; (2) The percent of students being served in Targeted Assistance Schools scoring Level 3 or above on the 2006-2007 FACT Sunshine State Standards mathematics component will be at or above the 56%; (3) By the end of 2006-2007 school year all teachers and paraprofessionals will meet the requirements of highly qualified as defined by the NCLB Act.

Strategies:

Response: (1) Providing professional development activities that address each goal and objective for the district for reading and mathematics; (2) Providing professional development activities and training in strategies for differentiated instruction, including the components of the Continuous Improvement Model (CIM), and the articulating of curriculum throughout the district for both reading and mathematics; (3) Providing supplementary materials that support each goal and objective for the district; (4) Review the monitoring process to ensure each student identified in the Targeted Assistance Program is making progress toward the goals and objectives for both reading and mathematics; (5) Scientific Researched-Based materials and programs will be employed.

Description of Method(s) to be used for identifying the lowest performing eligible students:

(Limit response to 4000 characters or about 800 words.)

Response: The lowest performing eligible students are calculated in each school by grade level using the scale score performance for each student on the 2006 FCAT results in reading and in math. The students are ranked from lowest to highest in ascending order until at least 30 students are identified by subgroup, by grade level. These in turn are ranked, in ascending order, using the grade levels lowest group of students from each grade until at least 30 students are identified for the school as a whole. These students are identified to the teachers who teach and work with them and are expected to monitor these students frequently.

REPORTING REQUIREMENTS/ INFORMATION DISSEMINATION

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

Parent's "Right To Know" Requirement

The "Parent's Right To Know" Provisions under Section 1111(h)(6)(A) and (B) of NCLB state that at the start of each school year, an LEA that receives Title I, Part A funds must notify parents of each students attending a Title I school that they may request and the LEA will provide, in a timely manner, information regarding the professional qualifications of their children's classroom teachers and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals' qualification. **Please provide/upload sample copies of**

- (1) LEA's parent notification letters regarding the "Parent's Right to Know" provisions and
- (2) LEA's notice to parents when child is taught by non-highly qualified teacher.

Upload Sample Copies:	Previously Uploaded Sample Copies
or Web address:	
or Copy and Paste:	

Parents written notification of school designated as SINI*

NCLB Section 1116(b)(6) requires that LEAs promptly provide to a parent or parents of each student enrolled in an elementary school or a secondary school identified for school improvement: (1) an explanation of what the identification means, and (2) how the school compares in terms of academic achievement to other elementary or secondary schools served by the LEA; (3) the reasons for the identification; (4) an explanation of what the school identified for school improvement is doing to address the problem of low achievement; (5) an explanation of what the LEA/SEA is doing to help the school address the achievement problem; and (6) an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and (7) an explanation for the parents' option to transfer their child to another public school with transportation provided by the agency when required or to obtain supplemental educational services for the child.

Provide a sample copy of the official LEA letter to parents or the website where letter can be reviewed.

Upload Sample Copy:	Previously Uploaded Sample Copies
or Web address:	
or Copy and Paste:	

PUBLIC SCHOOL ELIGIBILITY SURVEY

Ranking Type: **Grade Span Grouping** Date Certain: **02/10/2006**

cou	School Name	School	Grade Span	School type	Neglecte	New	Number	Number	Percen	Selectio	Progra	PPA	TSA (Total
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nt	(4)	Number (5)	(6)	(7)	and Delinquent (8)	School (9)	of Children Attending Public Schools (10)	of Children from Low Income Families (11)	t of Children from Low Income Families (12)	n Code (codes) (13)	m Type (17)	(Per Pupil Allocation) (18)	School Allocation) (19)
1	RIVERBREEZE ELEMENTARY SCHOOL	0351	PREK-5	ELEMENTARY	N	N	518	466	89.96%	A	SW	669	311,754.00
2	MIDDLETON-BURNEY ELEMENTARY	0251	PREK-3	ELEMENTARY	N	N	634	563	88.80%	A	SW	649	365,387.00
3	WILLIAM D. MOSELEY ELEM. SCHL	0081	PREK-5	ELEMENTARY	N	N	247	217	87.85%	A	SW	649	140,833.00
4	ELEANOR H. MILLER SCHOOL	0321	UNASSIGNED	OTHER TYPES	N	N	132	115	87.12%	E	NA	0	0.00
Selection Code explain: E.H.Miller School (ESE Facility) receives funds that far exceed the pupil expenditure average for the district.[Section 1113(b)(1)(D)]													
5	GEORGE C. MILLER JR. INTRM.	0231	4-6	ELEMENTARY	N	N	455	395	86.81%	A	SW	649	256,355.00
6	MELLON ELEMENTARY SCHOOL	0091	PREK-5	ELEMENTARY	N	N	395	312	78.99%	A	SW	629	196,248.00
7	JAMES A. LONG ELEMENTARY SCHL	0151	PREK-5	ELEMENTARY	N	N	454	356	78.41%	A	SW	629	223,924.00
8	INTERLACHEN ELEMENTARY SCHOOL	0201	PREK-5	ELEMENTARY	N	N	812	612	75.37%	A	SW	629	384,948.00
Grade Span Grouping For all schools below this line the Percent of Children from Low Income Families is less than 75% (grouped by school type)													
ELEMENTARY													
9	OCHWILLA ELEMENTARY SCHOOL	0341	PREK-5	ELEMENTARY	N	N	428	309	72.20%	B	SW	629	194,361.00
10	MELROSE ELEMENTARY SCHOOL	0121	PREK-5	ELEMENTARY	N	N	336	229	68.15%	B	SW	609	139,461.00
11	THE CHILDREN'S READING CENTER	0051	K-5	ELEMENTARY	N	N	114	75	65.79%	D	TA	609	45,675.00
12	BROWNING-PEARCE ELEM. SCHOOL	0211	PREK-5	ELEMENTARY	N	N	805	525	65.22%	D	SW	609	319,725.00
13	KELLEY SMITH ELEMENTARY SCHOOL	0101	PREK-5	ELEMENTARY	N	N	706	322	45.61%	D	SW	589	189,658.00
MIDDLE													
14	W. H. BEASLEY MIDDLE SCHOOL	0041	6-8	MIDDLE	N	N	581	432	74.35%	I	NA	0	0.00
Selection Code explain: Middle & High Schools in Putnam County are not allocated Title I funds because these grade spans are not served. All													

schools at or above the 75 level are served first. The district has opted to serve the remaining elementary or intermediate level schools with remaining funds by grade-span grouping. [Section 1113(a)(4)(A-B)]

15	C. H. PRICE MIDDLE SCHOOL	0113	6-8	MIDDLE	N	N	570	399	70.00 %	I	NA	0	0.00
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Selection Code explain: Middle & High Schools in Putnam County are not allocated Title I funds because these grade spans are not served. All schools at or above the 75 level are served first. The district has opted to serve the remaining elementary or intermediate level schools with remaining funds by grade-span grouping. [Section 1113(a)(4)(A-B)]

16	Q. I. ROBERTS MIDDLE SCHOOL	0125	6-8	MIDDLE	N	N	375	232	61.87 %	I	NA	0	0.00
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Selection Code explain: Middle & High Schools in Putnam County are not allocated Title I funds because these grade spans are not served. All schools at or above the 75 level are served first. The district has opted to serve the remaining elementary or intermediate level schools with remaining funds by grade-span grouping. [Section 1113(a)(4)(A-B)]

17	ROBERT H. JENKINS JR. MIDDLE	0171	6-8	MIDDLE	N	N	676	371	54.88 %	I	NA	0	0.00
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Selection Code explain: Middle & High Schools in Putnam County are not allocated Title I funds because these grade spans are not served. All schools at or above the 75 level are served first. The district has opted to serve the remaining elementary or intermediate level schools with remaining funds by grade-span grouping. [Section 1113(a)(4)(A-B)]

SENIOR HIGH

18	CRESCENT CITY JR/SR HIGH SCHL	0261	7-12	SENIOR HIGH	N	N	865	612	70.75 %	I	NA	0	0.00
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Selection Code explain: Middle & High Schools in Putnam County are not allocated Title I funds because these grade spans are not served. All schools at or above the 75 level are served first. The district has opted to serve the remaining elementary or intermediate level schools with remaining funds by grade-span grouping. [Section 1113(a)(4)(A-B)]

19	INTERLACH EN HIGH SCHOOL	0112	9-12	SENIOR HIGH	N	N	956	558	58.37 %	I	NA	0	0.00
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Selection Code explain: Middle & High Schools in Putnam County are not allocated Title I funds because these grade spans are not served. All schools at or above the 75 level are served first. The district has opted to serve the remaining elementary or intermediate level schools with remaining funds by grade-span grouping. [Section 1113(a)(4)(A-B)]

20	PALATKA HIGH SCHOOL	0301	9-12	SENIOR HIGH	N	N	1603	741	46.23 %	I	NA	0	0.00
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Selection Code explain: Middle & High Schools in Putnam County are not allocated Title I funds because these grade spans are not served. All schools at or above the 75 level are served first. The district has opted to serve the remaining elementary or intermediate level schools with remaining funds by grade-span grouping. [Section 1113(a)(4)(A-B)]

							11,662.00	7,841.00	67.24 %			7,548.00	2,768,329.00
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DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED SET-ASIDES

HIGHLY QUALIFIED PERSONNEL IN TITLE I SCHOOLS:

A. Highly Qualified Teachers:

Required set-aside: 5% of the LEAs Title I Allocation: 191054.55

\$191100

Indicate the number of teachers in the district (Title I and Non-Title I) that **do not** meet the definition of highly qualified: 84

Indicate the number of Title I teachers that **do not** meet the definition of highly qualified: 23

Describe the activities that will be implemented to ensure that all teachers in Title I schools meet the NCLB and FDOE definition of Highly Qualified personnel. LEA must include a description of how the professional development activities will assist teachers in satisfying these requirements, and address activities that ensure that newly hired teachers acquire the necessary knowledge and skills which are consistent with the Sunshine State Standards and the district's curriculum for the purposes of increasing student academic achievement.

Response: Existing teachers identified by the Human Resources Department who need additional assistance to meet the

HQT status will be identified. Staff development opportunities that meet the instructional requirements that will move them fully toward complying with HQT status will be offered. Training sessions offered will help to prepare for certification tests and, where possible, assist with any costs associated with this. The Instructional Support Team will assist by monitoring the progress made toward being 100% compliant. Newly hired teachers will be expected to meet all requirements prior to beginning employment. The district's CIM program, however, will be a part of the early training for all newly hired teachers.

B. Highly Qualified Paraprofessionals:

Indicate the number of para-professionals (in Title I schools only) that do not meet the definition of highly qualified:
9

Describe the activities that will be implemented to ensure that all paraprofessionals in Title I schools meet the NCLB and FDOE definition of Highly Qualified personnel. LEA must include a description of how the professional development activities will assist paraprofessionals in satisfying these requirements. **Response:** Our district anticipates all para's to meet the highly qualified status by July 1, 2006. Any individuals remaining as of that date will either be transferred to non-Title I schools, job openings in other supportive departments, or terminated. As of this writing, all individuals have until June 30, 2006 to satisfactorily complete the ParaPro® Test, accumulate sufficient credit hours, or present a complete Associate's Degree from an accredited higher institution of learning.

Funding for this set-aside from other funding sources. If not using the total 5% from Title I Part A set-asides, please indicate funding and source(s) below. \$100000

Indicate the estimated number of Title I teachers that **do not** meet the definition of highly qualified for which these funds will be used.
23

List funding Source: Title II, Staff Development

Indicate the number of para-professionals (in Title I schools only) that **do not** meet the definition of highly qualified for which these funds will be used:
9

List funding Source: Title II, Staff Development

C. Parental Involvement:

Required set-side: 1% of the LEAs Title I Allocation: **\$ 38,210.91**

Note: Ninety-five percent (95%) or more must be distributed to schools. If the LEA has a parent involvement center funded in part or totally using this required set-aside, then documentation supporting how the LEA assists all schools must be maintained and the funds do not need to be identified using function code 6150 on the DOE 101.

Describe (a) activities provided by the district-wide parental involvement center, if applicable; (b) activities that will be implemented to enhance and augment current parent involvement activities; (c) the strategies that will be implemented by the LEA to ensure that the programs and activities funded under Title I are planned and implemented with meaningful consultation with the parents/guardians of participating children and youth, and (d) how this project will promote family literacy and the provision of parenting skills.

(limited to 2000 characters or about 400 words.)

Response: To Promote improved parental involvement, our district plans to: (1) Educate school staff on the value of parent involvement and how to establish as well as support it; (2) Coordinate activities with other parent involvement programs that support parents to be more involved with their child's education; (3) Continue our monthly Parent Involvement District-wide Advisory Committee meetings; (4) Help schools to develop and educate a Parent Involvement Resource Team; (5) Continue to provide consultation services and the annual conference through the Family Building Better Readers program for parents; (6) Provide funds for literacy training if no other sources are available.

Section 1118(1) of the ESEA requires each LEA that receives Title I, Part A funds to develop a written parental involvement policy that establishes the LEA's expectations for Parental Involvement. The policy must be developed jointly, and agreed upon, with the parents of children participating in Title I, Part A programs and distributed to the parents of all children participating in Title I, Part A Programs. Describe how this written parental involvement policy was developed. Please provide an official copy of your LEA's board-approved Parental Involvement Policy or the website where this may be reviewed.

(limited to 2000 characters or about 400 words.)

***Response:** The written parental development policy was developed initially complying with Section 1118 of NCLB. A review of the six components was completed by the District-wide Parent Involvement Committee (PIDAC) with copies of the Board Approved document being sent to each participating school. Using that document as the template for each participating school's policy, the school level document is required to be submitted prior to the start of 2006-2007 school year having been prepared and reviewed through parental involvement with the school improvement team.

upload official copy: [Click here to view the uploaded file](#)

Or provide a web address.

[Click here to view www.putnamschools.org/parent](http://www.putnamschools.org/parent)

Describe the process that will be used to conduct an annual evaluation of the effectiveness of the LEA's parental involvement component of this project.

Response: To conduct an annual evaluation of the effectiveness of the LEA's parental involvement component, the district will: (1) Survey parents using the Title I, parent-developed survey instrument at schools impacted by this project; (2)The LEA will review evaluations of all workshops/trainings offered for parents for suggestions and recommendations; (3)Report to the Parent Involvement District-wide Advisory Committee the findings of both the survey and workshop evaluations; (4)Monitor the implementation of the schools' Parent Involvement Policy.

DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED SET-ASIDES

TITLE I SCHOOLS IDENTIFIED AS "IN NEED OF IMPROVEMENT":

A. Describe the **overall district plan** for assisting Title I schools that are identified as "in need of improvement" due to not making Adequate Yearly Progress (AYP) for two or more consecutive years. (limited to 1000 characters or about 200 words.)

Response: The district will implement School Board Policy 2.04, "School Improvement and Accountability." This policy focuses on providing each identified school with guidelines and assistance on the following: school improvement plans, assistance and intervention in strategies for improved student performance, the inclusion of staff development activities for school advisory councils, provisions for staff development related to improved student performance, and increased monitoring at schools identified as "in need of improvement." Funding tied to this process will be documented as a part of and incorporated in each of the school improvement plans. Budget reviews by the Instructional Support Team will ensure that funds have been linked to the School Improvement process and expenditures accounted for to this end.

Identify strategy(ies) to be employed to ensure that all students are provided with high-quality educational options

(limited to 1000 characters or about 200 words.)

Response: Our district uses a formatted design for all schools to complete (Form C-68) that addresses the levels and ranges of instructional course offerings to ensure that high-quality educational options are made available to all students throughout the district. These forms are to be completed by the school's principal and approved by district-level personnel to ensure accuracy and compliance with all regulations and guidelines. This form addresses Highly Qualified Teacher status as well. This gives the district a complete look at the school's effort to provide students with the best education possible.

B. NCLB Choice Provisions:

Twenty percent (20%) Set-Aside for NCLB Choice: \$ 764,218.20

(Total combined funds allocated via Item B. and Item C must be equal to the 20% or an explanation is required.)

NCLB Choice Options Funded by Title I Funds:

(a) Required Amount for Choice with Transportation	(b) District input Choice Transportation	(c) Required Amount for SES - State Approved Provider	(d) District input SES – State Approved Provider
191,054.55	0.00	191,054.55	0.00"

(limited to 1000 characters or about 200 words each.)

If (b) is less or greater than (a) provide an explanation:

Response: The set aside funds are completed through basic dollars.

If (d) is less or greater than (c) provide an explanation:

Response: The set aside funds are completed through basic dollars.

If total for (b) + (d) above, is less than 20% Set-Aside, then provide an explanation:

Response: The set aside funds are completed through basic dollars.

See Commissioner's Memo dated 10/14/05. (http://info.fldoe.org/docushare/dsweb/Get/Document-3323/nclb_choic_memo.pdf)

C. NCLB Choice Options Funded by Non-Title I Funds

	(a) Choice with Transportation	(b) SES - State Approved Provider
	191,054.55	573,163.55
Funding Source(s)	Basic Funds	Basic Funds

NOTE: LEAs must provide all students enrolled in Title I schools identified as "in need of improvement" (not making AYP for two consecutive years) with public school choice options. For more information regarding the requirements for NCLB Choice refer to K12 Memo on Clarification on NCLB Choice at http://info.fldoe.org/docushare/dsweb/Get/Document-3519/k12_06_07memo.pdf.

1. If the district provides assurances that all efforts to provide the two required NCLB choice options have resulted in unexpended 20% set aside funds, then any unused portion of the 20% set aside may be spent on other choice options.
2. See Commissioner John Winn's October 14, 2005 memorandum, Florida's Implementation of No Child Left Behind (NCLB) Choice Options, item three, Additional Public School Choice Options for Students.

DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED SET-ASIDES

SCHOOL IMPROVEMENT PROCESS

A. Describe how the LEA will ensure that the school-level activities funded by this project are linked to the School Improvement process and school improvement plans for each school identified as a Title I school (both school wide and targeted assistance):

1. Method(s) used to ensure alignment (linkage) to School Improvement: Response: School-level activities funded by this project are linked to the School Improvement process using the following methods to ensure alignment (linkage) to Section 1116 for schools identified as "SINI": (1) Each school submits an Alignment Document that covers the ten (10) components of a Title I Schoolwide or Targeted Assistance School; (2) Each school will have completed a review, by their School Improvement Team in conjunction with district-level personnel, of their completed School Improvement Plan in draft format as compared to the Alignment Document to ensure compliance with all ten (10) items required in Section 1116; (3) Each school will have as part of their audit material results of staff, student, and parent surveys as well as a completed comprehensive data analysis of recent student performance for both criterion and norm-reference assessments compared to the previous year's results.

2. Measurable Outcomes (Must measure the effectiveness of alignment):

Response: By June 2007, 100% of schools impacted by this project will submit a completed Alignment Document with their School Improvement Plan; (2) By June 2007, 100% of the schools impacted by this project will have submitted a completed analysis and review of the School Improvement Plan with the Alignment Document; (3) By June 2007, 100% of the schools impacted by this project will have documented a needs assessment process identifying any and all activities that will be funded through this project.

High-Quality Professional Development for Title I Schools Identified as "In Need of Improvement." Ten percent (10%) set-aside for Professional Development: \$ 382,109.10

NOTE: Each school receiving Title I, Part A funds that has been designated as "in need of improvement" is required to spend an amount equal to ten percent (10%) to provide high-quality professional development to the teachers and the school principal that directly address the academic achievement problem(s) that caused the schools to be identified as "in need of improvement."

B. Describe how the LEA will ensure that such funds will be expended by the school for the purpose of providing high-quality professional development to the teachers and the school principal that directly address the academic achievement problem(s) that caused the schools to be identified as "in need of improvement":

1. Method(s) or Activities:

Response: Upon receipt of each school improvement plan for those schools in need of improvement, a review of the budget document submitted will ensure a plan has been developed for the 10% set aside requirement for staff development activities. The Principal will have provided this information in table format. A calendar of activities will be established by the LEA to monitor the arrangements and execution of the plans submitted by each school. This plan will incorporate appropriate activities and strategies focused on improving student performance levels after completing a needs assessment for those subgroups which are under performing.

2. Implementation Strategy(ies):

Response: (1) The total of the 6400 function/object codes will equal to 10% of the school's Title I allocation; (2) The Principal will follow School Board policy for approval of expenditures for staff development activities; (3) The LEA (Title I office) will monitor expenditure reports and assist in the process of invoices; (4) Sign-in sheets and evaluations for each staff development activity will be maintained to document completion for each activity.

3. Measurable Outcomes:

Response: By June 2007, an amount equal to 10% of the allocation of Title I funds to each Title I school in need of

improvement will have been spent for high quality professional development as indicated in the final budget status summary report for 2006-2007.

NOTE: Should the LEA not be identified as "in need of improvement," the LEA will not be required to implement the strategies described herein, nor will the LEA be required to abide by the 10% overall set-aside for professional development, however, individual schools designated as "in need of improvement" must still spend 10% of their overall allocation for high quality professional development.

C. Describe the strategies/activities that will be implemented by the LEA to (1) strengthen the core academic program in schools, (2) address the fundamental teaching and learning needs in all schools in the LEA that failed to make Adequate Yearly Progress, and (3) address the specific academic problems of low-achieving students:

1. Strategies/Activities:

Response: The LEA will implement following strategies/activities to strengthen the core academic program: (1) The LEA will review the needs assessment completed for staff development activities in core content areas; (2) the LEA will implement coordinated staff development activities to ensure quality instruction focused on improving sub-performing core content areas; (3) The LEA will monitor the staff development activities to ensure scientific-based research strategies and best practices are being practiced; (4) Data analysis findings will be shared for each school in need of improvement detailed by subgroup/low-achieving students at each school by core content areas have been identified; (5) The LEA will monitor each school in need of improvement for progress toward improved student performance throughout the year on core content areas; (6) Personnel needs will be reviewed by the LEA to determine if other specialized strategies or possible reassignment activities might be called for.

2. Implementation Timelines:

Response: (1) These activities will be ongoing during the 2006-2007 year. (2) Upon receipt of authorization by the Department of Education (FLDOE), these strategies will be implemented and completed by June 30, 2006.

3. Measurable Outcomes:

Response: (1) By June 2007, school currently in need of improvement will make annual learning gains sufficient to acquire the knowledge, skill, and competence needed to master state standards in the areas of reading, mathematics, and writing. (2) By June 2006, subgroups that did not make adequate yearly progress for the 2005-2006 year will make annual learning gains sufficient to acquire the knowledge, skills, and competence needed to master state standards in all core content areas.

NOTE: Description of strategies/activities should include re-locating the highest performing teachers from high performing schools to schools identified as "in need of improvement" and the implementation of specialized instructional services for the lowest performing students.

NON PUBLIC SCHOOL - NON TIERING

District Level Data: Date Certain: 02/10/2006, not pooling								
2	3	4	5	6	7	8	9	10
Nonpublic School Name	Nonpublic School Number (4 digit)	Grade Span	Number of Private School Students Residing In PSAA	Number of Children from Low Income Families	Per Pupil Allocation	Dollars Generated	Dollars Allocated (if Pooling)*	Public School PPA used
1 Central Academy of Excellence	3467	K-5	1	0.00	0.00	0.00		0041
2 Central Academy of Excellence	3467	K-5	1	0.00	0.00	0.00		0171
3 Central Academy of Excellence	3467	K-5	2	2.00	629.00	1,258.00		0091
4 Central Academy of Excellence	3467	K-5	4	4.00	629.00	2,516.00		0151
5 Central Academy of Excellence	3467	K-5	4	4.00	649.00	2,596.00		0081
6 Central Academy of Excellence	3467	K-5	3	2.00	669.00	1,338.00		0341
Totals			15	12.00		7,708.00	0.00	

Provide method used to calculate PPA for Private Schools

Response: The information obtained from the FDOE website indicated the names and addresses of those schools that have qualified through the department for notification. Certified letters were sent and received. Those schools that responded with numbers and completed survey forms were included in the calculations. Addresses, indicated from which public school attendance area students normally would have attended, provided us with the knowledge of the amount of per pupil allocation that all students earned from that attendance area. The PPA was then multiplied by the number of students at the private school. Each tier of PPA was calculated and a total allocation was arrived at. This process began March 3, 2006 by mailing eligibility notices. The Central Academy responded. We began conversation with the Headmaster on April 20, 2006 providing her with initial/estimated budget information. The next meeting was held on June 28, 2006 to complete the necessary documents for compliance and consultation requirements. One more meeting is scheduled August 10, 2006 to review and modify any changes needed.

EARLY CHILDHOOD COMPONENT

Response: Not Applicable

Documentation: Early childhood programs are funded through Putnam County's School Readiness Coalition through an agreement with the Coalition and the School Board

FLORIDA DEPARTMENT OF EDUCATION BUDGET DESCRIPTION FORM

A. NAME OF THE NCLB PROGRAM: **Title I, Part A – Basic**

B. NAME OF ELIGIBLE RECIPIENT: **Putnam**

C. Project Number (DOE USE ONLY): **540-2127A-7CB01**

TAPS Number 07A001

(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
5100	113	Salaries: Teachers (Full-/Part-time)	30.870	1,057,719.00
5100	121	Salaries: Instructional Assistants (Aides) (Full-/Part-time)	38.750	705,332.00
5100	210	Retirement	0.000	174,375.00
5100	220	Social Security / Medicare	0.000	134,992.00
5100	230	Group Insurance - Health & Life	0.000	205,899.00
5100	310	Consultants	0.100	3,150.00
5100	330	Travel	0.000	8,789.00
5100	350	Equipment - Repairs and Maintenance: Computers, External Drives, Copy Machines, Projectors, Recorders (Video and Tape), TV's, Digital Equipment, Scanners, Scantrons	0.000	2,000.00
5100	360	Rentals: Software Maintenance Fees, Copiers, Meeting Rooms	0.000	44,160.00
5100	370	Telephones and Postage: Communications (Postage, Phones)	0.000	4,758.00
5100	390	Other Purchased Services - Printing	0.000	1,700.00
5100	510	Teaching Supplies	0.000	21,669.00
5100	520	Textbooks	0.000	1,800.00
5100	590	Other Materials and Supplies	0.000	73,888.00
5100	622	Non-Capitalized A-V Materials (Film, Cassette, CD's, Videos)	0.000	1,000.00
5100	641	Capitalized Furniture/Equipment: Cabinets, Partitions, Poster makers, Camcorders, Cameras, Artwaxer, Digital Cameras	0.000	1,000.00
5100	642	Non-Capitalized Furniture/Equipment: Film Cabinets, Ear Phones, Tables, Tape Players, Calculators, Partitions, Overhead Projectors, Camera Camcorder, Typewriters, Digital Cameras	0.000	3,700.00
5100	643	Capitalized Computers: Computers, Peripherals (Mouse, Keyboard, Monitor), Lap-Top Computers, Scanners, Modems, File Servers, LCD Projectors, Digital Cameras	0.000	33,566.00
5100	644	Non-Capitalized Computers: Computers, Peripherals (Mouse, Keyboard, Monitor), Printers, Lap-Top Computers, Scanners, Modems	0.000	10,500.00
5100	691	Capitalized Software: Software over \$1,000.00	0.000	6,563.00
5100	692	Non-Capitalized Software: Software under \$1,000.00	0.000	22,500.00
5100	750	Substitutes	0.340	15,313.00
6100	117	Salaries: Resource Specialist	1.000	42,628.00

6100	210	Retirement	0.000	4,199.00
6100	220	Social Security / Medicare	0.000	3,262.00
6100	230	Group Insurance - Health & Life	0.000	2,947.00
6100	330	Travel	0.000	1,600.00
6130	125	Salaries - Health Services: Support Personnel - Nurses (Full-/Part-time)	3.520	86,815.00
6130	210	Retirement	0.000	8,560.00
6130	220	Social Security / Medicare	0.000	6,699.00
6130	230	Group Insurance - Health & Life	0.000	12,608.00
6130	310	Professional & Technical Services: Consultants - Medical and Behavioral Services	0.000	2,000.00
6130	330	Travel	0.000	1,550.00
6130	510	Supplies	0.000	650.00
6150	113	Salaries - Teachers: Resource teacher (FTE 1.0), Family Literacy Parent Trainers (FTE 0.15), Teacher Stipends (FTE 0.17)	1.320	46,295.00
6150	121	Salaries - Instructional Assistants: Parent Resource, Parent Educators, Childcare Providers (Teacher Aides)(Full-/Part-time)	3.520	64,014.00
6150	210	Retirement	0.000	8,756.00
6150	220	Social Security / Medicare	0.000	6,802.00
6150	230	Group Insurance - Health & Life	0.000	10,149.00
6150	310	Professional and Technical Services: Consultants - Workshops (Parenting), Technology, Teaching Methodologies	0.000	1,000.00
6150	330	Travel	0.000	5,750.00
6150	360	Rentals: Software Maintenance Fees, Copiers, Meeting Rooms	0.000	1,500.00
6150	370	Telephones and Postage: Communications (Postage, Phones)	0.000	1,500.00
6150	390	Other Purchased Services: Printing	0.000	1,500.00
6150	510	Supplies	0.000	9,048.00
6150	590	Other Materials and Supplies	0.000	38,974.00
6150	641	Capitalized Furniture/Equipment: Cabinets, Tables, Partitions, Poster Makers, Copy Machines	0.000	1,000.00
6150	642	Non-Capitalized Furniture/Equipment: Air-conditioners, Cabinets, Tables, Overhead Projectors, Calculators, Carts, Paper Cutter	0.000	400.00
6150	643	Capitalized Computers: Computers, Peripherals (Mouse, Keyboard, Monitor), Printers, Lap-Top Computers, File Servers, LCD Projectors	0.000	1,000.00
6150	644	Non-Capitalized Computers: Computers, Peripherals (Mouse, Keyboard, Monitor), Printers, Lap-Top Computers, File Servers, LCD Projectors	0.000	2,000.00
6200	590	Other Materials and Services	0.000	278.00
6200	642	Non-Capitalized Furniture/Equipment: Tables, Chairs, Overhead Projectors, Carts, Cabinets	0.000	1,000.00
6200	643	Capitalized Computers: Computers, Peripherals (Mouse, Keyboard, Monitor), Printers, Lap-Top Computers, File Servers, LCD Projectors	0.000	4,389.00
6300	110	Salaries: Programs Director - Basic and Migrant	0.000	81,510.00
6300	117	Salaries: Teachers (Program Specialist - split Funded: 0.1 - Title I, and 0.9 - Migrant)	0.100	5,720.00
6300	120	Salaries: Program Secretary (Basic, Migrant, N&D, Homeless, State Migrant), Computer Technician (Basic, Migrant, N&D, Homeless, State Migrant), Program Bookkeeper (Basic, Migrant, N&D, Homeless, State Migrant)	3.250	102,012.00
6300	130	Salaries: Custodian (Part-time)	0.500	9,000.00
6300	210	Retirement	0.000	19,530.00
6300	220	Social Security / Medicare	0.000	15,180.00
6300	230	Group Insurance - Health & Life	0.000	14,967.00
6300	310	Professional and Technical Services (Technology Training Service)	0.000	56,175.00
6300	330	Travel	0.000	15,000.00
6300	350	Equipment - Repair and Maintenance: Computers, External Drives, Copy Machines, Projectors, Recorders (Video and Tape), TV's, Scanners, Scantrons, Digital Equipment	0.000	3,000.00
6300	360	Rentals: Software Maintenance Fees, Copiers, Meeting Rooms	0.000	17,000.00

6300	370	Telephones and Postage: Communications (Postage, Cell Phones - Title I and Migrant)	0.000	7,000.00
6300	390	Other Purchased Services: Printing	0.000	500.00
6300	510	Supplies	0.000	5,200.00
6300	530	Periodicals	0.000	1,200.00
6300	590	Other Materials and Supplies	0.000	6,000.00
6300	641	Capitalized Furniture/Equipment: Cabinets, Tables, Partitions, Office Desk	0.000	1,000.00
6300	642	Non-Capitalized Furniture/Equipment: File Cabinets, Ear Phones, Language Masters, Tape Players, Chairs, Partitions, Overhead Projectors, Office Desk, Typewriters, Tables	0.000	3,000.00
6300	643	Capitalized Computers: File Servers, Scanners, Computers, LCD Projectors, Peripherals (Mouse, Keyboard, Monitor)	0.000	4,000.00
6300	644	Non-Capitalized Computers: File Servers, Scanners, Printers, Lap-Top Computers, LCD Projectors, Peripherals (Mouse, Keyboard, Monitor)	0.000	5,000.00
6300	670	Improvement Other than Building: Roofing, Siding (Title I Portables Only), Fill Dirt	0.000	1,000.00
6300	680	Remodeling (Capitalized/Non-Capitalized - Title I Portables Only): Heating, Air-Conditioning, Plumbing, Alarms, Electrical Upgrade, Partitions, Carpet, Vinyl Flooring	0.000	2,700.00
6300	691	Capitalized Software: Software over \$1,000.00	0.000	1,200.00
6300	692	Non-Capitalized Software: Software under \$1,000.00	0.000	5,000.00
6300	730	Dues and Fees (Institutional Membership - Not registration fee)	0.000	750.00
6300	750	Temporary Personnel: Substitutes (Clerk Typist/Worker)	0.030	800.00
6400	113	Salaries [Recourse Teachers (Reading, Math, Writing, LEP) - Staff Development], [Teacher Stipends - Professional Development (Staff Development \$234,662, Highly Qualified \$115,581)]	0.000	350,243.00
6400	121	Salaries: Instructional Assistants/Teacher Aides Stipend - Professional Development (Staff Development \$5,254 HQ \$2,588)	0.240	7,842.00
6400	210	Retirement (Staff Development \$34,533, Highly Qualified \$11,396)	0.000	34,533.00
6400	220	Benefits: Medicare, Social Security (SD \$10,050 HQ \$4,950)	0.000	15,000.00
6400	230	Group Insurance - Health & Life (Staff Development \$2238, Highly Qualified \$1101)	0.000	3,339.00
6400	310	Professional and Technical Services: Consultants - Reading, Math, CRISS Training, Cooperative Learning, Technology, Science, Teaching Methodologies, SFA® Training, SBR Math and Writing Services, Training and Support Services (Staff Development \$57877, Highly Qualified \$28506)	2.500	86,383.00
6400	330	Travel (Staff Development \$15148, Highly Qualified \$7460)	0.000	22,608.00
6400	360	Rentals: Software Maintenance Fees, Copiers, Meeting Rooms (St.Dev \$2000 HQT \$1000)	0.000	3,000.00
6400	390	Other Purchased Services: Printing (St,Dev \$1200 HQT \$600)	0.000	1,800.00
6400	510	Supplies (St.Dev \$9487 HQT \$4673)	0.000	14,160.00
6400	590	Other Materials and Supplies St.Dev \$25891 HQT \$12752)	0.000	38,643.00
6400	622	Non-Capitalized A/V Materials (Film, Cassette, CD`s, Videos)St.Dev \$800 HQT \$400)	0.000	1,200.00
6400	642	Non-Capitalized Furniture/Equipment: Film Cabinets, Ear Phones, Tables, Tape Players, Calculators, Partitions, Overhead Projectors, Camera Camcorder, Typewriters, Digital Cameras (St.Dev \$1300 HQT \$700)	0.000	2,000.00
6400	692	Non-Capitalized Software St.Dev \$1200 HQT \$700)	0.000	1,900.00
6400	730	Dues and Fees (Highly Qualified Reimbursement for Tuition) HQT \$21,000	0.000	21,000.00
6400	750	Instructional Substitutes St.Dev \$9000 HQT \$5160)	0.500	14,160.00
7200	790	General Administration: 2.27% Indirect Cost	0.000	87,000.00
7800	152	Transportation - Bus Driver (Extended Day Part-time)	0.100	1,890.00
7800	210	Retirement	0.000	184.00

7800	220	Social Security / Medicare	0.000	146.00
7800	230	Group Insurance - Health & Life	0.000	100.00
7800	790	Bus Trips - Field Trips	0.000	7,270.00
			TOTAL:	4,011,091.00

DOE 101



John L. Winn, Commissioner