

Putnam

**FLORIDA DEPARTMENT OF EDUCATION
Project Application**

TAPS Number 07C080

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 III, Supplementary Instructional Support for English Language Learners Project Applications	DOE USE ONLY Date Received
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B) Name and Address of Eligible Applicant: Putnam 200 S 7TH STREET PALATKA, FL 32177	Project Number (DOE Assigned) 540-1027A-7C001
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C) Total Funds Requested: \$ 56,626.80 Estimated Roll Forward: \$ 0.00 <hr/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact Information	
	Contact Name: First Name: Linda MI: L Last Name: Osborne	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: osborne_l@firn.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

- School District will use their subgrants to build their capacity to continue to provide high-quality language instruction educational programs for LEP students once the project funds are no longer available.
- School District will include in its District LEP Plan a certification that all teachers in a Title III language instruction educational

program for limited English proficient children are fluent in English and any other language used for instruction.

- School District will be of sufficient size and scope to support high-quality programs.
- School District consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and non-profit organizations, and institutions of higher education in developing this program plan.
- School District will administer an annual reading or language arts assessment in English of all children who have been in the United States for one or more consecutive years.
- School District will assess annually the English proficiency of all LEP children.
- The activities funded with this project will not be in violation of any State law, including State constitutional law, regarding the education of LEP children.
- School District evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.
- School District evaluations will include a description of the progress made by children in meeting State academic content and student academic achievement standards for each of the two years after these children no longer participate in a Title III language instruction educational program.
- A School District that fails to make progress toward meeting annual measurable achievement objectives for two consecutive years will be required to develop an improvement plan that will ensure the School District meets those objectives.
- School District will provide the following information to parents of LEP children selected for participation in a language instruction educational program: How the educational needs of their children will be met. Available options of various instructional delivery models. The right to comprehensible instruction cannot be waived. If applicable, the failure of the subgrantee to make progress on the annual measurable achievement objectives for their children and what those objectives are

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>

FLORIDA DEPARTMENT OF EDUCATION BUDGET DESCRIPTION FORM

A. NAME OF THE NCLB PROGRAM: **Title III, Part A - Supplementary Instructional Support for English Language Learners**

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

C. Project Number (DOE USE ONLY): **540-1027A-7C001**

TAPS Number 07C080

(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
5100	113	Salaries: teachers (Elementary, Middle and High School teachers for after school evening tutorial	0.250	8,000.00
5100	200	Benfits (S.S. Med. Ret.)	0.000	1,390.00
5100	390	Other Purchased Services: Printing	0.000	500.00
5100	510	Materials and Supplies: Classroom - additional items not furnished by the district)	0.000	502.80
5100	590	Other Materials: (calculators, dictionaries) for check out/home use - supplemental	0.000	120.00
5100	622	Audio-Visual (charts and maps)	0.000	250.00
5100	642	Non-Capitalized Furniture and Equipment	0.000	1,000.00
5100	644	Non-Capitalized Computer hardware	0.000	2,500.00
5100	692	Non-Capitalized Software	0.000	1,000.00
6110	126	Salaries: Advocates/Home school Liaison	0.750	14,000.00
6110	200	Benefits (S.S. Med, Ret)	0.000	4,950.00
6110	371	Telephone - cell phone for parent/student contact	0.000	500.00
6110	372	Postage, Freight and Express	0.000	250.00
6110	390	Printing: Reproduction & Stipend for Exchange teacher	0.000	2,500.00
6130	310	Medical Professionals: Doctors, Dentists, Opticians, Audiologists	0.000	1,000.00
6150	113	Salary: Resource teacher	0.250	5,000.00
6150	200	Benfits (S.S., Med. Ret)	0.000	900.00
6300	113	Program Specialist	0.100	5,332.00

6300	200	Benfits: (S.S. Med, Ret, health)	0.000	1,500.00
6400	310	Consultant for instructional Training (Staff, ESOL, Literacy Curriculum)	0.050	1,000.00
6400	330	Travel: In/Out of county	0.000	1,000.00
7200	790	Indirect Cost (2%)	0.000	1,132.00
7800	153	Bus Driver: Field Trips	0.100	1,000.00
7800	200	Benfits: (S.S. Med., Ret)	0.000	300.00
7800	390	Field Trips, Fees, Registration - Museums, Career Fairs	0.000	1,000.00
			TOTAL:	56,626.80

DOE 101



John L. Winn, Commissioner

Needs Assessment

Briefly provide evidence of need for each of the services that will be funded through this project application. In the description, include reference to the method used to conduct the needs assessment and the data and information analyzed to determine the need for supplementary services. Summarize results and prioritize.

Response: The Putnam School District conducts school level needs assessment of parents, students, staff, and community as well as district level assessment of staff training, technology and academic achievement standards to identify current needs of ELL and LEP students in the County.

Our district maintains ongoing reviews of identified student's learning gains/gaps by analyzing individual student progress every grading period; formal and informal meetings with teachers and guidance counselors; and participation in Student Academic Improvement Plans.

Data that was analyzed to identify needs include but are not limited to:

FCAT Scores

Academic performance on standardized tests

Percentage of teachers with ESOL certification

LEP scores

Scores and needs of LEP scores

Poverty and mobility rates

Adult literacy

School report cards

Graduation/dropout rates

Access to technology and services

DIBELS scores

Scholastic Reading Inventory (SRI) scores

Success Maker© assessment/progress reports

Collaboration and Coordination

Describe how the services provided under Title III, Part A, as funded 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: The Title III, part A district staff works in close collaboration with Title I part A, Adult Education program, Farmworker Jobs and Education Program staff, and local community agencies to provide effective parent activities including Families Building Better Readers Workshops, ESL classes, child care, and evening and after school tutorial services to increase parental and community participation in the educational experience of Limited English Proficient Students.

Home liaison activities sponsored by the Title I migrant and the Parent Leadership Council encourage parental involvement, and offer translation services at school and district level meetings.

School sites schedule periodic parent workshops on a variety of topics including; How to Help your Child with the FCAT, Homework Assistance Tips, Conducting Effective Parent/Teacher Conferences, Advisory Council, Parent Leadership Council, and Parent Involvement District wide Advisory Council meetings. In addition, parents are actively involved in the development of their child's AIP and IEP where we provide transportation and translation services as needed.

Title I/Migrant Advocate Recruiters are actively involved in sending parent letters, making phone calls, and home visits to encourage parent involvement where parents can learn about their child's school policies, curriculum, activities, and services.

Parents/Guardians are encouraged to participate as board members in local School Advisory Council, Parent Teacher Association, Parent Leadership Council, Parent Involvement District wide Advisory Council, and other school related activities.

Parents/Guardians can benefit from Adult Basic Education services (ABE), General Education Diploma (GED), and Native Language instruction (Spanish) in collaboration with the Putnam County Adult Education, Farmworker Jobs and Education Program, and an array of monthly workshops in a variety of topics including, academic, health, community involvement, and behavior management/parenting skills.

Equitable Services for Private School Participation

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the local education agency(ies) service area. For details, refer to URL: <http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

Include a description and complete plan of action on how the consultation with private schools has been and will continue to be implemented to address equitable services to eligible students in private schools.

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.

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

Supplementary Instructional Services to Increase English Proficiency of ELLs/LEP Students

Identify the district goals, objectives, and strategies for increasing the English proficiency of LEP students for the 2006-07 school year at the elementary, middle, and high school levels. Goals/objectives must include baseline data from the 2005-06 school year. Note: Description of how this project will incorporate reading initiatives must be included in this section.

(Limit responses to 2,000 characters or about 325 words.)

Guidance Note: Districts with limited funds allocated under Title III, Part A, may choose to focus their supplementary instructional services to increase English proficiency for English language learners at a specific grade cluster. However, each text box must be completed. Therefore, if a district chooses, for instance to focus services at the high school level, the following statement must be inserted in the text boxes for elementary and middle: Due to limited resources provide by this

project, will focus supplementary instructional services at the high school level. The same process would be used if the district were to choose to focus services at the elementary; then the above statement would be copied and inserted in the text boxes for middle and high school.

ELEMENTARY SCHOOL LEVEL

Goals:

Response: Due to limited resources provided by this project, Putnam County will focus supplementary instructional services at the high school level.

Objectives:

Response: Due to limited resources provided by this project, Putnam County will focus supplementary instructional services at the high school level.

Strategies:

Response: Due to limited resources provided by this project, Putnam County will focus supplementary instructional services at the high school level.

MIDDLE SCHOOL LEVEL

Goals:

Response: Due to limited resources provided by this project, Putnam County will focus supplementary instructional services at the high school level.

Objectives:

Response: Due to limited resources provided by this project, Putnam County will focus supplementary instructional services at the high school level.

Strategies:

Response: Due to limited resources provided by this project, Putnam County will focus supplementary instructional services at the high school level.

HIGH SCHOOL LEVEL

Goals:

Response: (1) By the end of 2006-2007 school year at least 51% of Limited English Proficient 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.

Objectives:

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 in Language Enriched instruction with appropriate materials for reading will be employed

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 in need of Language Enriched Instruction; (5) Scientifically Based Research appropriate materials for reading will be employed.

Instructional Services to Increase the Academic Achievement of Current and Former ELLs/LEP Students

Instructional Services to Increase the Academic Achievement of Current and Former ELLs/LEP Students

Identify the overall district goals, objectives, and strategies for increasing current and former LEP student achievement in reading and mathematics for the 2006-07 school year at the elementary, middle, and high school levels. **At a minimum, goals should address student proficiency in reading and mathematics (at the subgroup level) and the provision of highly qualified staff and include baseline data from the 2005-06 school year.** 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. Note: Description of how this project will incorporate reading initiatives must be included in this section.

Performance Goal 1: By 2013-2014, all ELL students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 1.1 Performance indicator: The percentage of ELL students, in the aggregate, who are at or above the proficient level in reading/language arts on the State's assessment.
- 1.2 Performance indicator: The percentage of ELL students, in the aggregate, who are at or above the proficient level in mathematics on the state's assessment.

- 1.3 District-derived Performance indicator: **Response:** (1) By the end of 2006-2007 school year at least 51% of English Language Learners/Language English Proficient students will demonstrate proficiency in reading and 56% of English Language Learners/Limited English Proficient 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.

Performance Goal 2: All students will graduate from high school.

- 2.1 Performance indicator: The percentage of students who graduate from high school each year with a regular diploma 1) disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; 2) calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 2.2 Performance indicator: The percentage of students who drop out of school, 1) disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and 2) calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 2.3 District-derived Performance indicator: **Response:** By the end of June 2007 the Percentage of Limited English Proficient students who graduate with a standard high school diploma will increase 5% from the previous year when calculated in the same manner as used in the National Center for Education Statistics reports on Common Core Data.

Increasing Professional Development for School Personnel

Please identify specific, measurable, attainable, realistic, and time-bound goals and objectives for increasing professional development opportunities for school personnel. When identifying strategies, please describe the specific, research-based professional development that will be offered to personnel that is supplemental to state requirements. Professional development must be designed to increase English language proficiency or substantially increase subject matter knowledge, pedagogy, or teaching skills of such personnel. Personnel include teachers, administrators, and other support services.

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.

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.

Increasing Parental and Community Participation in the Educational Experience of ELLs/LEP Students

Please identify specific, measurable, attainable, realistic, and time-bound goals and objectives for increasing parental and community involvement. When identifying strategies, please describe the specific activities that are supplemental to state requirements in terms of frequency and duration that will be conducted to involve parents of LEP students in their education, including, but not limited to, family literacy programs and/or training activities designed to improve English proficiency and academic achievement

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.

The Title III, part A district staff works in close collaboration with Title I part A, Adult Education program, Farmworker Jobs and Education Program staff, and local community agencies to provide effective parent activities including Families Building Better Readers Workshops, ESL classes, child care, and evening and after school tutorial services to increase parental and community participation in the educational experience of Limited English Proficient Students.

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Parents/Guardians are encouraged to participate as board members in local School Advisory Council, Parent Teacher Association, Parent Leadership Council, Parent Involvement District wide Advisory Council, and other school related activities.

Parents/Guardians can benefit from Adult Basic Education services (ABE), General Education Diploma (GED), and Native Language instruction (Spanish) in collaboration with the Putnam County Adult Education, Farmworker Jobs and Education Program, and an array of monthly workshops in a variety of topics including, academic, health, community involvement, and behavior management/parenting skills.

School Accountability

Please describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives outlined in this proposal in terms of increasing the English proficiency and academic achievement of LEP students.

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.

The measurable outcomes are: (1) 100% of schools impacted by this project will submit a completed alignment document with their school improvement plan; (2) 100% of the schools impacted by this project will have an analysis and review of their school improvement plan and alignment document; (3) 100% of the schools impacted by this project will document a needs assessment process identifying activities that will be funded through this project.

Dissemination/Marketing

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

Response: This project application 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 application to the School Board of Putnam County for review and approval; (6) Providing a translated copy of this information in Spanish throughout the district. (7) Providing a copy translated in the parent's native language to the extent possible at the school level Parent Leadership Committee meetings and Parent Involvement District wide Advisory Council meetings.

Reporting Outcomes

Each applicant is required to describe the methods 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, Parent Leadership Council, and Parent Involvement District wide Advisory Council receives a copy of the information; (8) Providing copies of the information in a language understood by the parents.

