



# LEA Profile

In the space below, please provide a brief narrative description of the LEA. Include the LEA's vision/mission statement and any additional information about the make-up of the LEA. In order to provide background, include grade level, demographics served, and a rationale for the descriptions included in the Title I, Part A application.

**Response:**

*The LEA mission is to inspire every student to think, to learn, to achieve, to care and to become a successful and responsible citizen. The District vision is contained in a Strategic Plan focused on the achievement of a single critical goal to cultivate a learning community where students are engaged in learning, where they strive for excellence and where they are supported to achieve. In effect, the District goal is to maximize the learning of all students.*

*Putnam County School District (PCSD) is located in northeast Florida on the St. Johns River that serves over 11,109 K-12th grade students. The student demographics reveal a population that is 54.6% White, 23.4% Black, 15.8% Hispanic, 0.5% Asian, 0.4% Indian, and 5.3% Multi Racial.*

*Putnam County received the designation as a "Rural Area of Critical Economic Concern" with 79% of residents living in unincorporated rural areas. In FY16, the United States Department of Agriculture categorized Putnam County as a "StrikeForce Community," a high poverty rural community designated by the Presidential Administration's initiative to address persistent poverty across America. In FY17, 67.0% of families participated in government-subsidized poverty programs including SNAP, Medicaid, and TANF. Using the CEP Federal 1.6 multiplier guideline, the LEA's poverty rate is 107.2%. All schools in the LEA qualify for CEP provisions.*

*The Title IA program provides services for our low achieving and poverty children in our Title I schools. All 20 schools are participants.*

All activities being funded through Title I, Part A are required to be aligned with the strategic plan. Indicate one, or more, overarching goals your application is developed to meet. For more information about the strategic plan, visit

<http://www.fldoe.org/core/fileparse.php/7734/urlt/0075039-strategicv3.pdf>

**Response:**

Student Achievement

Indicate whether the LEA has participating private schools.

**Response:**

*no*

Indicate whether the LEA will provide early childhood services with Title I funds.

**Response:**

*no*

Indicate whether the LEA is providing transportation with Title I funds to students who transferred to another public school in the 17-18 school year that have not exited the highest grade level.

**Response:**

*no*

## General Assurances

### Title I Part A, Educational Disadvantaged Students

- Inform eligible schools and parents of schoolwide programs that the LEA may consolidate and use funds under this part, together with other federal, state, and local funds, in program. [ESSA Section 1114]
- Provide technical assistance and support to schoolwide programs.
- An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the program) that will provide opportunities for all children to meet the performance standards established under Section 641(A)(a) of the Head Start Act. [ESSA Sections 1114 and 1115].
- Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research.
- 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, the performance standards established under Section 641(A)(a) of the Head Start Act.
- 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, the program may only include children who are most at risk of failing to meet a State's challenging academic standards when they enter elementary school unless the preschool program in which case all children may attend. [ESSA Section 1114(b)(7)(V)(c)]
- Ensure that teachers are state certified, paraprofessionals are highly qualified, and that professional development is effective, relevant, and of high quality. ESSA Section 1111
- Comply with requirements of ESSA Section 1111 regarding the qualifications of teachers, paraprofessionals, and professional development.
- Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and non-low-income students are not taught at rates than other students by unqualified, out-of-field, or inexperienced teachers. [ESSA Section 1112(c) (1)(L)]
- Use the results of the student academic assessments required under ESSA Section 1111(b), and other measures or indicators available to the agency, to review annually the progress of schools 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 assessments described in ESSA Section 1111(b) by the 2017-2018 school year.
- Ensure that the results from the academic assessments required under ESSA Section 1112(e)(A)(i) will be provided to parents and teachers as soon as is practicably possible after the assessments are completed and in a uniform format and, to the extent practicable, provided in a language that the parents can understand.
- Ensure that the LEA and schools implement the requirements of the Parents Right-to-Know provisions as defined in ESSA Section 1112. Ensure that timely notice and information requirements are provided to parents in an understandable and uniform format, to the extent, practicable, in a language that the parents can understand.
- Reserve such funds as are necessary under Public Law 114-95, ESSA Section 1113(A)(i), to provide children and youth experiencing homelessness and who do not attend Title I schools those provided to children in Title I schools.
- Reserve such funds as are necessary under Public Law 114-95, ESSA Section 1113(A)(ii), to provide services to children in local institutions for neglected and delinquent children and youth those provided to children in Title I schools.
- Ensure that certified or licensed teachers and other qualified staff are trained to work with children and youth with disabilities and/or special needs.
- The LEA shall reserve funds to provide equitable services for private school students, parents, and teachers, if applicable. Once this amount is determined the LEA needs to reserve funds for the participating private schools based off private school equitable share proportion. [ESSA Section 1117]
- The LEA shall reserve funds no less than one percent of the LEA's Title I, Part A allocation for parent and family engagement activities. The only exemption is for LEAs receiving \$500,000 or less.
- Reserve no less than one percent (1%) of the LEA's Title I, Part A allocation for parent and family engagement activities. The LEA must then apply the proportionate share percentage of the one percent (1%) reservation to private school students to determine how much it must spend for parent and family engagement activities for the families and parents of eligible private school students. 90 percent (90%) of the one percent (1%) reservation shall be distributed to Title I schools to provide for parent and family engagement activities. LEAs receiving \$500,000 or less are not required to set-aside to set-aside 1% of their allocation for parent and family engagement. [ESSA Section 1116(3)].
- Each LEA receiving assistance under ESSA Section 1119 shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out such programs. Each LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities.

By checking this box and by my signature on this application, I hereby certify that the **Putnam County District School Board** agrees to all General Assurances, and will abide by all terms and conditions of any funds awarded.

## Program Specific Assurances

### Assurance is hereby given that, to the extent applicable

- The recipient has the legal authority to apply for the federal/state funding, and the instructional management, and financial capability (including funds sufficient to pay non-federal share) to ensure proper planning, management, and completion of the project described in this/all applications submitted.
- The recipient will administer each program covered by the application in accordance with all applicable laws, regulations, statutes, rules, policies, procedures, and program requirements.
- The recipient will comply with all the requirements in the Department's Project Application and Amendment Procedures for Federal and State Programs (Green Book).
- The control of funds provided to the recipient under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer the program.
- The recipient will have/establish and maintain a proper accounting system in accordance with generally accepted accounting standards.
- The recipient will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal and state funds paid to that agency under the program. All program papers, and other such records shall be made available to authorized representatives of U.S. governmental agencies, including but not limited to, the federal awarding agency, the Auditor General, the Florida Department of Education, the Florida Financial Services, and the Auditor General of the State of Florida for the purpose of program and fiscal auditing and monitoring.
- The recipient will submit such reports to the Florida Department of Education and to U.S. governmental agencies as may reasonably be required to enable the Florida Department of Education and U.S. governmental agencies to perform their duties. The recipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to such records to the Florida Department of Education and U.S. governmental agencies to perform their duties.
- To assure that expenditures reported are proper and in accordance with the terms and conditions of the Project Award and approved project budget, the official who is authorized to sign the report agrees to the following certificate for all fiscal reports and/or vouchers requesting payment. By signing the "Program Assurances, Terms, and Conditions for Participation in Federal Programs" I certify, to the best of my knowledge and belief that the reports, submitted are true, complete and accurate, for the purposes and objectives set forth in the RFA and/or RFP. I am aware that any misstatement or the omission of any material fact, may subject me to criminal or administrative penalties for false statements, false claims or otherwise.
- The recipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and community groups and non-profit organizations, in the planning for and operation of each program.
- Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public.
- The recipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal and state laws and regulations.
- For projects involving construction:

-The project is not inconsistent with the Florida Department of Education's overall plan for the construction of school facilities.

-In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities.

-When required by federal programs legislation, all construction contracts awarded by the recipients and sub-recipients in excess of \$2,000 shall include a provision for compliance with the Americans with Disabilities Act [29 U.S.C. 276a et seq], as supplemented by Department of Labor regulations [29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction Projects"]

- The recipient will not expend funds under the applicable programs to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to the recipient representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- The recipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest.
- The recipient will initiate and complete the work within the applicable time frame after receipt of approval from the awarding agency.
- The recipient will comply with all federal statutes relating to nondiscrimination. (These include, but are not limited to, Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibits the discrimination on the basis of sex; the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age).
- The recipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- The recipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- The recipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1966 and 2 CFR Â§200, Subpart F, 201.97, Florida Statutes, "Florida Single Audit Act," as applicable.
- The recipient assures that no federally appropriated funds have been paid or will be paid by or on behalf of the recipient to any person for influencing or attempting to influence any Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into any contract, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- The SEA reserves the right to modify or rearrange wording provided within the Title I, Part A application in order to conform to Federal and State Requirements.

### **Foster Care**

The LEA will collaborate with the State and/or local child welfare agency to:

- Designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA.
- Update and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, and the time in foster care.

The LEA will ensure that children in foster care LEA needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 675(4)(A) of the Elementary and Secondary Education Act of 2001 [42 U.S.C.675(4)(A)]. [ESSA Section 1114(c)]

The LEA will ensure if there are additional costs incurred in providing transportation to maintain children in foster care in their school of origin if:

- The local child welfare agency agrees to reimburse the LEA for the cost of such transportation.
- The LEA agrees to pay for the cost of such transportation.
- The LEA and the local child welfare agency agree to share the cost of such transportation.

### **Parent and Family Engagement Plan**

- The LEA will conduct outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in all school activities consistent with Section 1116 of the Every Student Succeeds Act (ESSA). Such programs activities and procedures shall be planned and implemented with meaningful consultation with parents and family members [ESSA Section 1118(a)]
- The LEA will work with its schools to ensure that the required school-level parent and family engagement policy is developed under subsection (b), each school served under this part shall outline how parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will ensure that all children achieve the State's high standards. [ESSA Section 1116(d)]
- The LEA will incorporate this LEA- wide parent and family engagement policy into its LEA Plan developed under ESSA Section 1116.
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format, including alternative formats as needed, to the extent practicable, in a language parents understand. [ESSA Section 1116(e)(f)]
- If the LEA Plan for Title I, Part A developed under ESSA Section 1116(b)(4) is not satisfactory to the parents of participating children, the LEA will submit any parent comments to the LEA plan to FDOE.
- The LEA will involve parents and family members of children receiving services under this part in the decisions regarding how funds reserved are allotted for parental involvement activities. At least 90 percent of the funds reserved under this part shall be distributed to schools with priority given to high-needs schools. [ESSA Section 1116(3)]
- The LEA will be governed by the statutory definition of "parents and family engagement" as defined in ESSA Section 8101, and expects that its Title I schools will carry out activities in accordance with this definition.
- The LEA will use funds reserved under this part to carry out activities and strategies consistent with the parent and family engagement policy as outlined in ESSA Section 1116(3).

By checking this box and by my signature on this application, I hereby certify that the **Putnam County District School Board** agrees to all Program Specific Assurances, and will abide by the use of any funds awarded.

# Area of Focus

## Area of Focus 1

### Area of Focus 1: **Strengthening Academic Achievement**

1. Using the data from <http://schoolgrades.fl DOE.org/> list the baseline data and identify areas that need to be strengthened academically. If using data of another source, list the baseline data and identify the data source.

**Response:**

*Baseline data from FLDOE indicates Putnam`s overall state assessment scores as follows: 38% ELA achievement, 46% ELA learning gains, 40% ELA lowest quartile gains, 42% math achievement, 42% math learning gains, 32% math lowest quartile gains, 40% science achievement, 60% social studies achievement, 69% middle school participation in acceleration programming, 64% 2015-2016 graduation rate, and 42% college and career acceleration. Our District grade is a C. The District grade for the prior three years was also a C. All core academic areas need to be strengthened academically both from an overall achievement perspective and in regards to learning gains. The overall achievement for the lowest quartile is low for all core academic areas.*

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

**Response:**

*The goal is that if we develop and implement a continuous preK through 12th grade system of targeted and sustained intervention, then we will be able to identify, support, and monitor students at risk or in need of acceleration, thus increasing the high school graduation rate and core academic achievement by at least 1% in all areas by the end of the 2017-2018 school year.*

3. List the budget line item(s) that are associated with this area.

1	2	3	4
5	6	7	8

4. Describe the Activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

a. List each specific activity(ies) that will be implemented.

**Response:**

*Activity 1A. Remedial classroom teachers and paraprofessionals will be provided at Title I schools to support increased academic focus on areas of individual student need.*

*Activity 1B. Provide homeless liaisons, administrative personnel, resource teachers, support personnel, and ELL support personnel that will support schools to increase student academic supports needed for grade level mastery and graduation.*

*Activity 1C. Provide schools with supplemental hard copy and/or electronic curriculum materials*

*Activity 1D. Provide teachers with instructional materials and supplies, rentals, communication, computer hardware and software, and other purchased services necessary for student use to enhance academic remediation including telephone and postage for educators to enhance parent communication, copier rentals, furniture, periodicals, and library books.*

*Activity 1E. Provide ongoing professional development and coaching support to K-12 teachers in order to improve standards implementation including additional teacher professional learning community collaboration time, substitutes, consultants, professional and technical services and travel for personnel to attend professional development events.*

b. Provide the frequency & duration of each activity.

**Response:**

*Activity 1A. Remedial classroom teachers and paraprofessionals will be employed 7.5 hours each day during the school year.*

*Activity 1B. Homeless liaisons, administrative personnel, resource teachers, support personnel, and ELL support personnel will support schools to increase student academic supports needed for grade level mastery and graduation will be employed 7.5 hours a day each day of the school year.*

*Activity 1C. Schools will be provided with supplemental hard copy and/or electronic curriculum materials for 7.5 hours each day during the school year.*

*Activity 1D. Teachers will be provided with instructional materials and supplies, rentals, communication, computer hardware and software, and other purchased services necessary for student use to enhance academic remediation including telephone and postage for educators to enhance parent communication, copier rentals, furniture, periodicals, and library books for 7.5 hours each day during the school year.*

*Activity 1E. Ongoing professional development and coaching support to K-12 teachers will occur in order to improve standards implementation including additional teacher professional learning community collaboration time, substitutes, consultants, professional and technical services and travel for personnel to attend professional development events each day on an as needed basis.*

c. Using the most current available research, detail how it supports the activity(ies) being implemented.

**Response:**

Activity 1A. NCEE results on the impact of the U.S. Department of Education's Student Mentoring Program (2009) document the tie between mentoring and improved academic outcomes for girls, mixed academic outcomes for boys, and decreased truancy for younger students. Additional recommendations from the American Federation of Teachers (2013) noted to improve academic outcomes include personnel identifying students at risk of dropping out, conducting outreach activities to increase parental awareness, providing outreach and follow up services to students and parents, acting as a mentor to at-risk students, collaborating with school personnel, and monitoring student progress on attaining goals. Noted benefits of students working with additional adults including remedial teachers and paraprofessionals are incorporated into the LEA's grant design.

Activity 1B. Allensworth & Easton (2005), Balfanz, et al. (2014), and West (2013) discuss the importance of tracking Early Warning System indicators of on-track and off-track behaviors of students for the purpose of increasing high school graduation rates. Roderick (1993) and Neild & Balfanz (2006) found that students who eventually drop out of school can be identified as early as sixth grade with 50% accuracy and at the 9th grade with 80% accuracy using high yield risk factors such as attendance, behavior, and failing grades. Allensworth and Easton (2007) expanded on this research by identifying on track indicators to predict which 9th grade students will graduate on time. Moreover, the NCEE recommendation guide on helping students navigate the path to college noted that engaging and assisting students in completing critical steps for college entry has a moderate effect on students enrolling in higher education (NCEE, 2009, Dynarski, et. al., 1998). In alignment to the findings, the LEA will monitor students on-track and off-track for both standards mastery and ultimate high school graduation.

Activity 1C. The Educational Research Institute of America (2012) found a high correlation between iReady diagnostic data and FSA (0.82 correlation Math, 0.82 correlation ELA in a sample of over 24,000 students). The study found strong evidence to suggest that iReady was able to accurately classify students' FSA status.

Activity 1D. Greenwald, Hedges, and Laine (1996) note positive correlations between increased educational support systems and student achievement.

Activity 1E. Research documents a positive correlation between teacher training and student achievement (Clotfelter, Ladd, and Vigdor, 2007). Marzano (2001) provides evidence of high yield strategies linked to gains in student achievement, a focus for much of the LEA professional development. Moreover, in support of findings from Reddy, Kettler, and Kurz (2015), professional development must be targeted based upon a multimeasure system. The LEA professional development provides mechanisms for both whole group professional development for teachers and leaders and job-embedded personalized professional development with the goal of translating initiatives into action. In fact, LEA personnel completed 29,931 hours of professional development for FY15, 25,658 hours for FY16, and 23,428 hours for FY17. Grant activities will continue to expand on these professional development activities.

**References**

Allensworth, E. and Easton, J. (2005). *The on-track indicator as a predictor of high school graduation*. Consortium on Chicago School Research, University of Chicago.

Allensworth, E. and Easton, J. (2007). *What matters for staying on-track and graduating in Chicago Public High Schools: A close look at course grades, failures, and attendance in the freshman year*. Chicago: Chicago School Research, University of Chicago.

American Federation of Teachers. (2013). *Across the stage: Doing what it takes to help every student graduate from high school*. Accessed from <http://www.aft.org/>

Balfanz, R., Bridgeland, J., Horning, F, DePaoli, J, Ingram, El, and Maushard, M. (2014). *Building a grad nation progress and challenge in ending the high school dropout epidemic-2014 annual update*. Washington, D.C.: Johns Hopkins University School of Education

Clotfelter, Ladd, and Vidgor. (2007). *How and why do teacher credentials matter for student achievement*. Massachusetts: National Bureau of Economic Research

Curriculum Associates. (2016). *The science behind i-Ready's adaptive diagnostic*. North Billerica,

MA: Author.

Dynarski, M., Gleason, P., Rangarajan, A., and Wood, R. (1998). *Impacts of a dropout prevention program: Final report*. Princeton: Mathematica Policy Research.

Educational Research Institute of America: An affiliate of Beck Evaluation and Testing Associates,

Inc. (2012). Retrieved from: <http://www.casamples.com/downloads/>

Greenwald, Hedges, and Laine (1996). *The effect of school resources on student achievement*. Sage, 66(3).

Marzano, R. (2001). *Classroom instruction that works: Research-based strategies for*

increasing student achievement.

National Center for Educational Evaluation and Regional Assistance. (2009). *Impact evaluation of the U.S. Department of Education's Student Mentoring Program*.

U.S. Department of Education. Accessed from <https://ies.ed.gov/ncee/pubs/20094047/pdf/20094047.pdf>

Neild, R. and Balfanz, R. (2006). *Unfulfilled promise: The dimensions and characteristics of Philadelphia's dropout crisis, 200-2005*. Philadelphia: The Philadelphia Youth

Network.

Reddy, L., Kettler, R., and Kurz, A. (2015). *School-wide educator evaluation for improving school*

*capacity and student achievement in high-poverty schools: Year 1 of the school improvement project*. *Journal of Educational and Psychological Consultation*, 25(2-3), 1-19.

Roderick, M. (1993). *The path to dropping out: Evidence for intervention*. Westport: Auburn House.

West, T. (2013). *Just the right mix: Identifying potential dropouts in Montgomery County Public Schools using an early warning indicators approach*. Rockville, MD.

- d. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

**Response:**

*The District Instructional Leadership Team meets at least monthly to review district data on the effectiveness of activities and programs. Information is shared several times a year with principals including information about program effectiveness and student achievement.*

5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

**Response:**

*The LEA will use Title II and Title VI funds to support student achievement through teacher professional development. Grant administrators work closely to align resources in order to best support district professional development goals.*

6. **LEA Plan:** The LEA's strategy for the following:

- a. Identifying & addressing any disparities that result in low-income students & minority students being taught at lower rates than other students by ineffective, inexperienced, or out-of-field teachers (if applicable);

**Response:**

*The Florida State Plan to Ensure Equitable Access to Excellent Educators (2015) emphasizes the LEA authority to ensure quality educators in each school by allowing school principals to refuse transfers of instructional personnel with less than effective performance ratings, precluding annual contracts for teachers with a consecutive annual performance rating of unsatisfactory, two unsatisfactory ratings within three years or three consecutive needs improvement ratings, give salary supplements to teachers assigned to D or F schools, and not assign a higher percentage of the school district average of temporary certified teachers to schools rated as a D or F. The LEA will exercise the authority to enact these strategies to ensure that the percentage of effective and above teachers in A and B schools is comparable to the percentage of effective and above teachers in D and F schools.*

- b. Identifying students who may be at risk for academic failure;

**Response:**

*Quarterly written progress monitoring reports will identify Reading and Math baseline data and compare student progress towards achieving targets through the collection and analysis of the following data by subgroups: Grades; FAIR assessment; and district assessments for Reading and Math. Quarterly progress monitoring reports will also include attendance and behavior baseline and quarterly data to monitor reduction in discipline referrals and student absences.*

*A formal written quarterly progress monitoring report assessing student progress in Reading, Math, Behavior, and Attendance will be provided to the District Management Team, the District Reading Coach, the MTSS Coordinator, and the school principal. Modifications will be made to*

*the project pending results in each project area. Results will be provided by subgroups.*

*Funds are allocated for graduation coaches to support the identification and monitoring of students who are off-track and at risk for not graduating on time. Graduation coaches will enhance the use of our district's Early Warning System to identify and support students identified through early warning indicators.*

- c. Identifying and serving gifted and talented students; and

**Response:**

*A student is eligible for special instructional programs for the gifted from kindergarten through grade twelve (12) if the student meets the criteria under 1. or 2. below:*

1. The student demonstrates:

a. The need for a special program

b. A majority of characteristics of gifted students according to a standard scale or checklist

c. Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence

2. The student is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of underrepresented groups in programs for students who are gifted. Underrepresented groups are defined in Rule 6A-6.03019, F.A.C. as students with limited English proficiency or students from low socio-economic status families.

#### *Student Evaluation*

1. The minimum evaluations for determining eligibility address the following:

a. Need for a special instructional program

b. Characteristics of the gifted

c. Intellectual development

d. May include those evaluation procedures specified in an approved district plan to increase the participation of students from underrepresented groups in programs for the gifted

2. Instructional support

a. Students identified as eligible for gifted services receive instructional support through the specially designed instruction and related services as determined through the development of the EP.

b. Teachers of the students who are gifted provide instruction and support to further develop the student's demonstrated ability.

c. Teachers are provided with administrative support to develop an individualized program to meet the goals for each student as determined by the EP.

d. Students who are gifted may indicate a need for special counseling and guidance in understanding their special characteristics.

e. Support services are provided in coordination with local school district student services and community agencies, the Florida Diagnostic and Learning Resources System Associate Centers, special projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government.

f. No student may be given special instruction for students who are gifted until after he or she has been properly evaluated and found eligible for gifted services.

d. Developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement

#### **Response:**

*The primary objective of the school's educational media center is to implement, enrich, and support the educational program of the school. The center shall provide a wide range of materials,*

*on all levels of difficulty, with diversity of appeal, and the representation of different points of view. It is the responsibility of the media center is to provide:*

*A. materials that will enrich and support the curriculum, taking into consideration*



the varied interest, abilities, and maturity levels of the students served;

B. materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;

C. a background of information enabling students to make intelligent judgments in their daily life;

D. materials representative of the many religious, ethnic, and cultural groups and their contributions to the American heritage; and

E. a comprehensive collection appropriate for the users of the media center which places principle above personal opinion and reason above prejudice in the selection of materials of the highest quality.

All school media centers house computers for individual student use, and for teacher use to support

instruction. School Media Specialists provide instruction to students and professional development

for teachers on District policy and academic uses of digital media.

**Area of Focus 2**

**Area of Focus 2: Parent and Family Engagement Plan (PFEP)**

1. Using the data of choice, provide the LEA measurement of parental involvement participation and the basis for the identified need. Please identify the source data that is used.  
  
**Response:**  
*The District Federal Programs Office provides to all schools a Parent Involvement Survey from which data is gathered on barriers to parent and family engagement. Each school is given their individual data to share with stakeholders at School Advisory Council/PTO meetings to guide decision-making at the school level. At the district level, survey data is presented to the Parent Involvement District Advisory Committee and analyzed for barriers/needs impacting all schools.*

2. Parent & Family Engagement Mission Statement  
  
**Response:**  
*The mission underlying the Parent and Family Engagement Policy is to actively partner with parents and families to strengthen the home/school connection by providing resources, training and information that support student academic success and personal development.*

3. List the budget line item(s) that are associated with this area.  
  

79	76	75	73
79	76	75	73

4. Engagement of Parents  
Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parent and family engagement policy (PFEP)[Section 1116(2)];
- LEA plan [Sections 1112(b), 1112(d)(1 and 2)]; and
- How the funds reserved for parent and family engagement will be spent [Section 1116(a)(3)].

**Response:**  
*The Putnam County School District's Parent and Family Involvement in the School Policy, which applies to all parents and family members in all schools, will be available on the district's website.*

*The district will involve parents and families of each school served by requesting school administrators issue invitations to parents and families to serve on the Parent Involvement District Advisory Council (PIDAC). PIDAC members will be provided information, training and resources during bi-monthly meetings, which they take back to schools to share with school administration, teachers and other parents and families. PIDAC members will provide input into the yearly Title I Parent Survey administered from Federal Programs Office. Data from this survey will be compiled and presented to PIDAC members who identify needs and suggest solutions/strategies enabling more parent and family engagement in supporting student achievement. Member feedback will be incorporated into the District Parent and Family Engagement Plan (DPFEP). The final DPFEP will be reviewed and approved by PIDAC members. The DPFEP will be available in hard copy at schools and uploaded onto the district and schools' websites for public access.*

*Federal Programs will use parent and family engagement funds to supply resources that parents and families may checkout to be used with students. Resources purchased will be decided upon by feedback from PIDAC members, who inquire of administrators, teachers and parents at their respective schools to determine needs.*

5. Technical Assistance

- Describe the actions the LEA will take to provide coordination, technical assistance, and other support

necessary to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1116(a)(2)(B and C) and 1116(e)(1-14)].

- Include a description of the process the LEA will use to review the school-level P&FE to ensure compliance with all requirements of Section 1116 [34 CFR 200.21(c and d)].
- Include information on how the LEA will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request [Section 1116(e)(14)].

**Response:**

*The staff at the District Federal Programs office will create, copy, distribute, tabulate and disseminate to schools parent surveys and compiled survey data to help schools make informed decisions on planning and implementing activities to build the capacity of parents to support student achievement.*

*Each school will develop, disseminate and advertise parent and family engagement activities with an emphasis on curriculum and the goal of increased student achievement. Title I staff will support these activities as needed.*

*Title I Staff will conduct four administrative staff reviews to share parent and family engagement budget updates, support grant compliance and best practices that impact parent and family engagement.*

*Title I staff will provide support to schools completing the school-level Parent and Family Engagement Plans (PFEP) using the School-Level Parent and Family Plan Checklist provided by FLDOE. As plans are completed, each school's PFEP will be reviewed against the checklist and support given to align plans to required components before being submitted for approval.*

6. Coordination and Integration

Describe how the LEA will coordinate and integrate parent and family engagement strategies from Title I, Part A of with other federal programs (including but not limited to Head Start, Early Reading First, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPPY), Voluntary Pre-Kindergarten, Title I, Part C and Part D, Title III, and Title IV, Part A) [Sections 1116 (a)(2)(D) and 1116(e)(4)]. In the text box, please formulate your responses as follows:

1. Program & Coordination

**Response:**

*Program: Voluntary Pre-K:*

*Coordination: The District will coordinate with schools to advertise Kindergarten Roundup with are voluntary pre-K daycare facilities. No PreK programs are funded with Title I funds.*

*Program: Title I, Part C and Part D*

*Coordination: The District will coordinate English language classes for Non-English speaking parents and advocate for families as school meetings. Families with students transitioning back to school from juvenile justice institutions will be supported by a liaison funded in part by Title I, part A funds.*

*Program: Title III*

*Coordination: The District will coordinate English Language classes for non-English speaking parents and advocate for families during school meetings.*

*Program: Title IV*

*Coordination: The District will coordinate transportation services for parents of homeless students to school functions, doctor appointments and meetings.*

7. Annual Evaluation

With the inclusion of parents, describe the actions the LEA will take to conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of the Title I, Part A schools [Section 1116(a)(2)(E)].

**Response:**

*The District Federal Programs office will work with the members of the Parent and Family Engagement District Advisory Council to create a Title I Parent Survey to gather parent and family feedback on the effectiveness of the District's policies.*

8. Building Capacity

If the LEA plans to implement LEA-wide parent and family engagement activities, describe the actions that will be taken to build the schools' and parents' capacity. The plan should demonstrate a partnership among the school, the parents, and the community to improve student academic achievement [Sections 1116(a)(2)(C), 1116(e)(1-14)]. Please formulate your responses as follows:

1. Content and Type of Activity

- A. Person Responsible
- B. Anticipated Impact on Student Achievement
- C. Timeline (including frequency and duration)
- D. Evidence of Effectiveness
- E. Research based evidence

**Response:**

*1. The District Federal Program Office Parent and Family Engagement District Advisory Council meetings (PFEDAC).*

*A. Parent and Family Engagement Specialist*

*B. Increased parent/family knowledge of curriculum, assessment, available*

*resources and educational strategies will positively impact the ability for parents and families to support the academic achievement of students.*

*C. Bi-monthly September 2017-June 2018*

*D. Information and resources reach school sites through increased*

*interaction between PFEDAC members, school staff and other*

*parents/families creating a flow of communication that has a positive*

*impact of student achievement.*

*E. According the Epstein's Framework for Involvement (2002) communicating*

*with families about school programs and student progress impact student*

*achievement. Creating two-way communication channels between school and*

*home that are effective and reliable is important.*

*2. Federal Programs Title I Parent Resource Center*

*A. Parent and Family Engagement Specialist*

*B. Providing parents/families and classroom teachers access to educational materials and resources to be used at home as a supplement to school resources will increase parent/family ability to support learning at home.*

*C. As needed during the 2017-2018 school year.*

*D. Increase in student achievement by students whose parent/family/teacher participate in use of resources.*

*E. According to Epstein's Framework for Involvement (2002) the ability to support, encourage, and help students at home by providing information and ideas to families about homework and other curriculum related activities, decision and planing improves student achievement. Epstein redefines "homework" to mean not only work done alone, but also interactive activities shared with others at home or in the community, linking schoolwork to real life.*

*3. Administrative Staff Review*

*A. Title I Director*

*B. Providing leadership through monitoring the efficient use of funds and resources for parent and family engagement at the school level assists school administrators in decision-making impacting student achievement.*

*C. Ongoing throughout the 2017-2018 school year*

*D. Positive feedback from school administrators on validity of support*

*E. Research by Liethwood, Louis, Anderson, & Wahlstrom (2004) found that effective education leadership makes a difference in improving learning and successful educational leaders develop their districts and schools as effective*

*organizations that support and sustain the performance of administrators and*

*teachers, as well as students.*

**9. Staff Training**

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116(e)(3)]. Please formulate your responses as follows:

**1. Content and Type of Activity**

**A. Person Responsible**

**B. Anticipated Impact on Student Achievement**

**C. Timeline (including frequency and duration)**

**D. Evidence of Effectiveness**

**E. Research based evidence**

**Response:**

**1. Site-based Administrative Review**

**A. Title I Director**

**B. Supporting school level administration to provide staff professional development in parent and family engagement research and strategies through Professional Learning Communities**

C. Ongoing through the 2017-2018 school year

D. PLC agendas from schools reflecting staff professional development in parent and family engagement practices

E. School leaders may provide the stimulus for adopting and implementing school-sponsored practices by promoting the view that schools and homes interconnect with each other and sharing how their school can increase the productivity of such connections for student learning ( Liethwood, Louis, Anderson, & Wahlstrom, 2004).

#### 10. Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

**Response:**

*The District Office of Federal Programs provides the following:*

*\* translation of all Title I, Part A parent correspondence based on need*

*and/or the request of individual parent/families or schools.*

*\* Offer services of a Spanish translator to all schools.*

*\* Provide correspondence in other languages as needed and requested.*

*\* Utilize the The District Federal Program Office Parent and Family*

*Engagement District Advisory Council (PFEDAC) to help determine any expressed needs for format revisions to any district document.*

*\* Ensure school provide information to parents and families in a language that is understandable to them and use the audit box review of documents to ensure compliance.*

*\* Provide information on the SkyWard Parent Portal system which is a web-based platform connecting and school.*

*\* Apprise parents and families of the handicapped accessibility modifications at all district facilities.*

#### 11. Discretionary Activities

The LEA parent and family engagement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1116(e)].

Check here if the LEA does not plan to implement the discretionary parent and family engagement activities.

If your district does plan to implement these activities, please formulate your responses as follows:

1. Activity
  - A. Description of Implementation Strategy
  - B. Person Responsible
  - C. Evidence of Effectiveness
  - D. Timeline (including frequency and duration)
  - E. Research based evidence

**Response:**

#### 12. Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan:	<a href="#">Uploaded Document</a>
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#### Evaluation of the Previous Year's Parental Involvement Plan

#### 13. Building Capacity Summary

Provide a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1116(e)(1-2)]. Please formulate your responses as follows:

- A. Content and Type of Activity
  - A. Number of Activities
  - B. Number of Participants
  - C. Anticipated Impact on Student Achievement

**Response:**

*1. Parent and Family Engagement District Advisory Council (PFEDA)*

A. 6

B. 53

C. *Increasing knowledge of school practices, assessment, curriculum, and providing supplemental materials will build the capacity of parents and families to improve the academic achievement of children.*

2. *School-based Administrative Staff Review*

A. *Minimum of 3*

B. *180*

C. *Supporting school level administration to provide staff professional development in parent and family engagement research and strategies through Professional Learning Communities will result in more and better communication between home and school building capacity for parents and families to improve the academic achievement of their children.*

14. Staff Training Summary

Provide a summary of the professional development activities provided by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116(e)(3)]. Please formulate your responses as follows:

- A. Content and Type of Activity
  - A. Content and Type of Activity
  - B. Number of Activities
  - C. Number of Participants
  - D. Anticipated Impact on Student Achievement

**Response:**

1. *School-based Administrative Staff Reviews*

A. *Minimum of 3*

B. *180*

C. *Supporting school level administration to provide staff professional development in parent and family engagement research and strategies through Professional Learning Communities will result in more and better communication between home and school building capacity for parents and families to improve the academic achievement of their children.*

15. Private School Summary

Provide a summary of the parent and family engagement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]. Please formulate your responses as follows:

- A. Content and Type of Activity
  - A. Content and Type of Activity
  - B. Number of Participants
  - C. Schools Participating
  - D. Anticipated Impact on Student Achievement

**Response:**

*Our District has no private schools participating in the Title I program.*

16. Barriers (LEA Plan Infusion):

Describe the barriers which hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1116(a)(2)(E)]. Please formulate your responses as follows:

- A. Barrier (Including the Specific Subgroup)
- B. Steps the School will Take to Overcome

**Response:**

A. *Lack of communication between teachers and parents/families (all subgroups)*

*B. Plan for communicating in a variety of ways to send out information*

*to parents/families.*

*Repeat communication more than once.*

*Research what technology is available to better reach parents and*

*families - an example is Facebook Live.*

*A. Schools compete with family schedules*

*B. Include student-centered activities/performances to heighten the appeal of parent and family attendance at school activities.*

17. Best Practices

Describe the parent and family engagement activity/strategy implemented during the previous school year that the LEA considers the most effective. This information may be shared with other LEAs as a best practice.

Please formulate your responses as follows:

- A. Content/Purpose
- B. Description of the Activity

**Response:**

*A. Dads Take Your Child to School Day is a state sponsored even to encourage fathers to be involved in their children's education*

*B. The Office of Federal Programs along with the District Department of Instructional Media put together a media "blitz" with information encouraging dad's to attend their child's school for the event. Federal Program's staff also coordinated with schools to assist in planning site-based activities. Several schools served 'Donuts with Dad" in the Media Center and had the student read with the father. The event was well attended at the elementary level - beyond expectations.*

**Area of Focus 3**

Area of Focus 3: **Homeless Education**

1. Using the data choices listed, provide the baseline data and identify the sources of data used.

- a. Homeless Student Identification Rate (HSIR), Survey 5
- b. Homeless Student Attendance Rate (HSAR), Survey 5
- c. Homeless Student (Grade) Promotion Rate (HSPR), Survey 5

**Response:**

*a. For school year 2016-2017, Putnam County had 706 students, or 6.5% of students eligible for services under Title I, identified as homeless. (15-16 Homeless Student Identification Rate)*

*b. For school year 2016-2017, Putnam County's homeless student attendance rate was 86.9% as opposed to the school year 2016-2017 non-homeless student attendance rate of 90.9%. (15-16 Homeless Student Attendance Rate)*

*c. For school year 2016-2017, 544 students identified as homeless were promoted to the next grade, while 36 students identified as homeless for school year 2016-2017 were retained. (15-16 Homeless Student Promotion)*

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

**Response:**

*By the end of school year 2017-2018, homeless services will be provided to 100% of the identified homeless students based upon their specific need.*

3. List the budget line item(s) that are associated with this area.

35 37	40 39	45 46	50 49
54 55	59 58	61120	62 5

4. Describe the Activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

- a. List each specific activity(ies) that will be implemented.

**Response:**

*Activity 1 - Project PRAISE (Providing Requisite Academic Instructional Services Equitably)*

*administered through the District Office of Federal Programs will provide for the*

*basic needs and support homeless students through implementation of the following:*

*1.a. Provide 1 resource teacher to serve as Homeless Liaisons*

*1.b. Identify or re-qualify students as homeless*

*1.c. Train school administration, staff and support personnel*

*professional development to develop awareness and sensitivity to*

*the needs of children living in homeless situations, and how to*

*assist in referring new children throughout the year.*

*1.d. Provide homeless students with school supplies, and if needed*

*clothing, shoes, backpacks and other items needed to be prepared for school*

*attendance.*

*1.e. Monitor homeless students` academic achievement and attendance through contact with*

*teachers and school administrators.*

*1.f. Provide funding for tutoring services, including tutoring supplies, for homeless*

*students in danger of failure.*

*1.g. Provide summer enrichment activities to support literacy skills.*

*1.h. Provide transportation for homeless students and family for medical, dental or other related services*

b. Provide the frequency & duration of each activity.

**Response:**

*1.a. Daily for the 2017-2108 school year.*

*1.b. Ongoing for the 2017-2018 school year.*

*1.c. As needed for the 2017-2018 school year.*

*1.d. As needed for the 2017-2018 school year.*

*1.e. Ongoing for the 2017-2018 school year.*

*1.f. As needed for the 2017-2018 school year.*

*1.g. June and July 2017-2018.*

*1.h. As needed for the 2017-2018 school year.*

c. Using the most current available research, detail how it supports the activity(ies) being implemented.

**Response:**

*In January of 2002, NCLB reauthorized the McKinney-Vento legislation to include,...(d) requiring every district to employ a local liaison for homeless children and youth,*

*whether or not the district receives a homeless education sub-grant. (National Institute for Urban School Improvement, 2006).*

*The most immediate needs of students who experience homelessness are of a physical nature: food, shelter, clothing, sleep, a place to wash body and clothing, a safe place for belongings, money for school and personal supplies, transportation to and from school, and medical and dental care. (National Institute for Urban School Improvement, 2006).*

*Homeless children are the collective responsibility of the schools and communities to which they belong. Their multidimensional needs may be addressed most effectively through comprehensive services that are founded in respect for and acceptance of all children, whatever*

*their needs. With such intervention, homeless children may be able to regain what they have lost and can hope for a brighter future.*

*(2010 National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD).*

d. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

**Response:**

*The following instruments will be used to evaluate the implementation and effectiveness of activities listed:*

*\* number of eligibility/residency questionnaires*

*\* case log reviews*

*\* parent survey data*

*\* school personnel survey data*

*\* site visit reports*

*\* student achievement data*

*\* Oversight Committee evaluations*

5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

**Response:**

*Title IX sub-grant funds are utilized to provide supplies to support the academic achievement of homeless students including backpacks, school clothing as necessary, summer enrichment programs, after school tutoring, and other services to address individual needs. The Director of Federal Programs and Homeless Liaisons coordinate to manage resources.*

**Area of Focus 4**

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

1. Describe how your LEA plans to address the following Neglected and Delinquent Education areas between correctional and local educational agencies (LEAs) facilities:

- a. Transitioning.
- b. Drop out Prevention.
- c. Educational Achievement.
- d. Educational Quality.

**Response:**

*a. The LEA Office of Federal Programs coordinates to provide support for district students returning from out-of-county correctional institutions transitioning back into district schools. The LEA coordinates with the Department of Juvenile Justice Juvenile Probation Officers to assist students in the transition back to school.*

*b. The LEA Office of Federal Programs coordinates with the truancy council to monitor and assist students with excessive absences in order to attempt to prevent school drop out. The LEA provides personnel to counsel students at the school level in order to attempt to prevent school drop out as well.*

*c. The LEA Office of Federal Programs monitors Early Warning System (EWS) indicators including attendance, behavior, and grades at the school level, identifying students needing additional services from an LEA Resource Teacher in coordination with the school counselors and school-based administrators. Students data is monitored via a student management system, Skyward.*

*d. The LEA Office of Federal Programs coordinates to provide support for district students returning from out-of-county correctional institutions transitioning back into district schools, working closely with school-based administrators and counselors to ensure that students receive a quality education during the transition process. Students EWS indicators are closely monitored after the transition to determine student success. EWS indicators are also monitored carefully by the Office of Federal Programs in conjunction with the school for those students in danger of becoming delinquent.*

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus through the use of Title I, Part A funds in collaboration with Title I, Part D. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

**Response:**

*The goal is for 90% of students to transition successfully as monitored by EWS indicators into the school setting after returning from out-of-county correctional facilities by the end of the school year.*

3. List the budget line item(s) that are associated with this area.

34 42	41 43	44 52	51
53	60	119	33

4. Describe the activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

- a. List each specific activity(ies) that will be implemented.

**Response:**

*1. A resource teacher employed by the LEA Office of Federal Programs will provide support to students transitioning back to the school system from out-of-county correctional facilities and those students in danger of becoming delinquent via a Check and Connect model.*

- b. Provide the frequency & duration of each activity.

**Response:**

*1. The resource teacher will work approximately 5.625 hours each day during the school year.*

- c. Using the most current available research, detail how it supports the activity(ies) being implemented.

**Response:**

*Allensworth & Easton (2005), Balfanz, et al. (2014), and West (2013) discuss the importance of developing an EWS to track on-track and off-track students. Students identified as needing support will receive services by a resource teacher via a Check & Connect Model. In Check & Connect, the "Check" component refers to the process where the adult systematically monitors student performance variables (e.g., absences, tardies, behavioral referrals, grades), while the "Connect" component refers to the adult providing*



personalized, timely interventions to help students solve problems, build skills, and enhance competence. The 4 components of Check & Connect are: 1. The Mentor: A person assigned to a specific student(s) who builds a strong relationship with him/her based on mutual trust and open communication, nurtured through a long-term commitment focused on success at school and with learning. 2. "Check" Component: Systematic monitoring of student performance variables (warning signs of disengagement such as attendance, grades, and behavior referrals) using EdFi data. 3. "Connect" Component: Timely, personalized, data-based interventions designed to provide support tailored to individual student needs, based on the student's level of engagement with school ("check" data), associated influences of home and school, and leveraging of local resources. 4. Parent/Family Engagement: The adult partners with parents/families, functioning as a liaison between home and school and striving to build constructive family-school relationships. Check & Connect is a nationally recognized program with strong evidence of positive effects on staying in school. Developed through a partnership between the University of Minnesota and Minneapolis Public Schools, Check & Connect has been implemented with students with and without disabilities. Sinclair, Christenson & Thurlow (2005) found that a cohort of 9th grade students who received support throughout high school via a Check & Connect model had lower rates of dropout, higher persistent attendance, and more comprehensive transition plans. The study meets design standards without reservations. Furthermore, a What Works Clearinghouse Intervention Report (2015) found Check & Connect to have positive effects on progression in school.

**References**

Allensworth, E. and Easton, J. (2005). *The on-track indicator as a predictor of high school graduation*. Consortium on Chicago School Research, University of Chicago.

Balfanz, R., Bridgeland, J., Horning, F, DePaoli, J, Ingram, El, and Maushard, M. (2014). *Building a*

*grad nation progress and challenge in ending the high school dropout epidemic-2014 annual update*. Washington, D.C.: Johns Hopkins University School of Education

Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). *Promoting school completion of urban secondary youth with emotional or behavioral disabilities*. *Exceptional Children*, 71(4), 465–482.

West, T. (2013). *Just the right mix: Identifying potential dropouts in Montgomery County Public*

*Schools using an early warning indicators approach*. Rockville, MD.

What Works Clearinghouse (2015). *WWC Intervention Report: Check & Connect*. Accessed from

[https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_checkconnect\\_050515.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_checkconnect_050515.pdf)

- d. What methods will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

**Response:**

*The resource teacher will monitor EWS indicators for students served via data obtained from the LEA student data management system, Skyward, at least quarterly for each student.*

- 5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

**Response:**

*No other federal sources will be used to fund these activities.*

**Area of Focus 5**

**Area of Focus 5: LEA-Wide and District Initiatives**

- 1. Using the data of choice, list the baseline data and identify the source data.

**Response:**

*State of Florida assessment data from the 2016-2017 School Accountability Reports indicates the following: 38% of students are proficient in English Language Arts, 42% of students are proficient in Mathematics, 40% of students are proficient in Science, 60% of students are proficient in Social Studies, and 64% of students graduate on time.*

- 2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

**Response:**

*GOAL 1: If we develop and implement a continuous Kindergarten through 12th grade system of targeted and sustained intervention, then we will be able to identify, support, and monitor students who are at-risk or accelerated, thus improving the likelihood that at least 65% of students will*

successfully graduate with the skills for post-secondary success at the end of the school year and at least 40% of students will be proficient on state standardized tests by the end of the school year.

3. List the budget line item(s) that are associated with this area.

1	2	3	18
25	78	105	x

4. Describe the Activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

a. List each specific activity(ies) that will be implemented.

**Response:**

*Graduation coaches will be in each school working with students identified as at-risk for not graduating on time. The coaches are not funded through Title I funds.*

*Skyward, the District's data-management system will be used to facilitate access to current student data. This system is not funded through Title I funds.*

*A strong Pre-Kindergarten program is in effect to aid students and families be school-ready. No PreK activities are funded through Title I funds.*

*Programs such as the following will be used to provide timely progress monitoring of student learning: i-Ready, Read 180, Performance Matters, Achieve 3000*

*Freshman Transition Initiative will provided additional support for students entering high school. This program is not funded through Title I funds.*

*The AVID curriculum will be used for students identified as at risk for not graduating on time. This program is not funded through Title I funds.*

*Putnam - FDOE DIAP 2016-17 is available on the District website so administration, staff and the public have access to data, goals, strategies, timelines and persons responsible for directing the District's initiative.*

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*District content coaches (Reading, Math, Science, Technology) will support teachers and students in the Florida State Standards. Coaches are not funded through Title I funds.*

*School Improvement Specialists will work with school administrators to improve student achievement. These specialists are not funded through Title I funds.*

*Business partners are solicited to be involved in helping schools improve student achievement.*

*Community non-profit partnerships support schools, students, and families.*

*FL CODE for supporting our Early Warning System data will be used to identify students at risk of not graduating on time. This is not funded through Title I funds.*

*School administrators will be trained in Marzano's teacher evaluation tool - iObservation - to recognize and support highly effective teaching practices. This is not funded through Title I funds.*

*Structures for PLCs exist in schools to provide opportunities for collaboration among teachers.*

*Positive student-teacher relationships are nurtured as part of a positive school culture.*

*District content coaches support teachers in growing or maintaining proficiency in the content being taught. The coaches are not funded through Title I funds.*

*District PLCs for courses with EOCs are basic to all school sites.*

*Some administrators let teachers observe other teachers, and all administrators are encouraged in this practice by district level staff.*

*Many schools have 1:1 technology devices that assist the efforts of teachers in engaging students and teaching content.*

*Training on the lesson plan framework has given all teachers an understanding of backwards planning.*

*New Teacher Orientation at the start of the school year provides new teachers with knowledge of policies and procedures. Ongoing support is provided throughout the year to help with retention of new teachers. This program is not funded through Title I funds.*

*A newly adopted comprehensive core for Reading (K-6) has an embedded intervention.*

*Districtwide implementation for grades K-Geometry of Mathematics Formative Assessment System (MFAS) developed by Learning Systems Institute, Florida State University and published on C-Palms will support student achievement in math.*

*A district wide literacy and a district wide math coach will support school coaches for*

content and instructional practice increasing teacher best practices to increase student achievement.

Curriculum Resource Teachers (CRT) are assigned to each D or F school to support teachers in both content and instructional practice.

- b. Provide the frequency & duration of each activity.

**Response:**

Each activity is ongoing and will be implemented for at least 6 hours a day throughout the school year.

- c. Using recent evidence based research (2012 to present), detail how it supports the activity(ies) being implemented.

**Response:**

Supports for achievement are made via an informed LEA-wide support system aligned with teacher competencies and desired student outcomes (Hill, 2010, Odden & Kelly, 2008). As described by Reddy, Kettler, and Kurz. (2015) and Heneman and Milanowski (2004, 2007), informed systemic decisions impact school capacity and improve student outcomes. Moreover, to be effective, these systems must be driven by evaluations that are accurate, comprehensive, and consistent (Heneman & Milanowski, 2011). These research findings support the LEA district and school-level aligned practices.

**References**

Heneman, H. and Milanowski, A. (2004). Alignment of human resource practices and teacher performance competency. *Peabody Journal of Education*, 79(4), 108-125.

Heneman, H. and Milanowski, A. (2007). Assessing human resource alignment: The foundation for building total teacher quality improvement. Madison: University of

Wisconsin, Wisconsin Center for Educational Research, Consortium for

Policy Research in Education.

Heneman, H. and Milanowski, A. (2011). Assessing human resource practices alignment: A case study. *Human Resource Management*, 50(1), 45-64.

Hill, D., et al. (2010). Transforming teaching and learning: A vision for a high quality educator development system, *Education workforce white paper*. Washington,

D.C.: Council of Chief State School Officers.

Odden, A. and Kelly, J. (2008). Strategic management of human capital in public education. Madison: University of Wisconsin, Wisconsin Center for Educational Research, Consortium for Policy Research in Education.

Reddy, L., Kettler, R., and Kurz, A. (2015). School-wide educator evaluation for improving school

capacity and student achievement in high-poverty schools: Year 1 of the school

improvement project. *Journal of Educational and Psychological Consultation*,

25(2-3), 1-19.

- d. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

**Response:**

The district leadership team will review executive summaries created by the SIG4 Project Manager

outlining school improvement efforts with an analysis of FSA, EOC, other statewide assessment data,

and school grade components. The team will also review the Survey data and identify school

and district trends yearly.

5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

**Response:**

No other federal sources are being used to fund these activities.

**Area of Focus 6**

Area of Focus 6: **Comprehensive (Priority) and Targeted (Focus) Support (if applicable)**

1. Using the data of choice, list the baseline data and identify the source data.

<http://schoolgrades.fldoe.org>

**Response:**

As reported on the State of Florida 2016-2017 School Accountability Report, the LEA has ten schools with a D grade and one school with an F grade. The schools with a D grade are C.L. Overturf 6th Grade Center, Putnam Academy of Arts and Sciences, Putnam Edge High School, Mellon Elementary School, Interlachen High School, C.H. Price Middle School, Robert H. Jenkins Jr. Middle, Browning Pearce Elementary School, George C. Miller Jr. Middle School, and Middleton Burney Elementary School. The school with an F school grade is William D. Moseley Elementary School.

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

**Response:**

By the end of the 2017-2018 school year, there will be at least one less school with a D school grade and no schools with an F school grade in Putnam County.

3. List the budget line item(s) that are associated with this area.

82	83	86	87
90	91	94	x

4. Describe the Activity (ies) that will be implemented to address the identified need(s).

a. List each specific activity(ies) that will be implemented.

**Response:**

Resource teachers will deliver professional development designed to improve instruction by guiding schools in the use of assessment data to provide services aligned to the needs of students.

b. Provide the frequency & duration of each activity.

**Response:**

Resource teachers will be employed 7.5 hours each day during the school year.

c. Using recent evidence based research (2012 to present), detail how it supports the activity(ies) being implemented.

**Response:**

The U.S. Department of Education Office of Planning, Evaluation, and Policy Development (2009) discusses the importance of implementing data-informed decision making in schools.

**References**

U.S. Department of Education Office of Planning, Evaluation, and Policy Development (2009). Implementing data informed decision making in schools- teacher access support and use. Accessed from [www.ed.gov/about/offices/list/oepd/ppss/reports.html](http://www.ed.gov/about/offices/list/oepd/ppss/reports.html).

d. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

**Response:**

The Director of Federal Programs will monitor the resource teacher's time sheets and travel logs as documentation of school support. Data will be reviewed monthly.

5. Describe the LEA's strategy for lowering barriers to gain greater participation by parents in school planning, review, and improvement experienced.

**Response:**

The LEA hosts Parent Involvement District Accountability Council (PIDAC) meetings bimonthly. Meetings are held for the purpose of lowering barriers to gaining greater participation by parents in school planning, review, and improvements. Sample parent activities include developing surveys for a larger population and determining strategies to overcome barriers indicated through data analysis.

**Area of Focus 7****Area of Focus 7: Early Childhood Services**

1. Describe the early childhood education services to be provided under this application.

**Response:**

Putnam County Federal Programs does not provided early childhood education services through Title I funding. Early education is funded by the State of Florida and parent fees.

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

**Response:**

Putnam County School District has no preschools funded through Title I.

3. Describe how the LEA will ensure on-going progress monitoring measures will:

1. Align with Head Start Education Standards.
2. Are administered multiple times throughout the program.
3. Provide data to inform instructional focus and strategies for use by the classroom teacher.

**Response:**

*Head Start is not affiliated with Putnam County schools, but instead is provided by Redlands Christian Migrant Association (RMCA).*

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

**Response:**

*Putnam County School District provides training for parents of students transitioning from preschool to kindergarten. Area daycare and Head Start students make field trips to visit Kindergarten classrooms in the spring preceding entry into public school. All elementary schools advertise and host a Kindergarten Round-up each spring.*

5. Title I Preschool Blended with:

Title I Preschool Blended with:	Number of children served with Title I		Total Number of Students		Describe method which will be used to identify students	Total TIPA Funds Used
	Age 3	Age 4	Age 3	Age 4		
Early Head Start/Head Start/Migrant and Seasonal Head Start	0.00	0.00	0.00	0.00	Putnam County School District does not use Title I funds for preschool	0.00
Home Instruction for Parents of Preschool Youngsters (HIPPY)	0.00	0.00	0.00	0.00	Putnam County does not have HIPPY funding.	0.00
LEA Migrant Preschool Program	0.00	0.00	0.00	0.00	Putnam County School District does not use Title I funds for preschool.	0.00
Prekindergarten Program for Children with Disabilities	0.00	0.00	0.00	0.00	Putnam County School District does not use Title I funds for preschool.	0.00
Voluntary PreKindergarten (VPK)	0.00	0.00	0.00	0.00	Putnam County School District does not use Title I funds for preschool.	0.00
NA	0.00	0.00	0.00	0.00	NA	0.00
NA	0.00	0.00	0.00	0.00	NA	0.00
	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		

**Area of Focus 8**

Area of Focus 8: **Private Schools**

**Check here if this section is Not Applicable.**

**Area of Focus 9**

Area of Focus 9: **Foster Care**

1. Enter the amount of funds the district is reserving for this area of focus using Title I, Part A funds.

**Response:**

*No funds are being reserved for this area of focus. The cost for transporting students in foster care to their school of origin when in the best interest of the child will be covered by the LEA.*

2. Describe how the LEA will ensure the following:

- a. Transportation will be provided to maintain children in foster care in the school of origin unless there is a determination that it is not in his or her best interest.

**Response:**

*The Foster Care Point of Contact will collaborate with the DCF Point of Contact to collaboratively determine school placement for students in foster care.*

- b. b.Successful enrollment and transfer of records of children enrolled in a new school even if they do not have the required documentation.

**Response:**

*The Foster Care Point of Contact will provide professional development to all registrars and enrollment personnel at the schools to ensure that foster care students are immediately enrolled.*

- c. Development and implementation of clear written procedures for how transportation will be provided, arranged, and funded for a child's duration of time in foster care – in collaboration with the appropriate Child Welfare Agency (CWA).

**Response:**

*The LEA will collaborate with all CWAs and the LEA Transportation Department to develop*

and implement transportation procedures. Such procedures will be disseminated to schools to ensure services for students. The cost for transporting students in foster care to their school of origin when in the best interest of the child will be covered by the LEA.

3. Please list the LEA's Point of Contact for your district:

Name:	Courtney Carter
Title:	LEA Foster Care POC
Phone Number:	386-329-0543
Email Address:	ccarter@my.putnamschools.org

4. Upload district's dispute resolution process.

[Uploaded Document](#)

### Area of Focus 10

#### Area of Focus 10: College/Career Readiness

1. Using the data of choice, list the baseline data and identify the source data.

**Response:**

The 2016-2017 Florida School Accountability Report indicates that the LEA graduation rate is 64%

According to the U.S. Department of Commerce, the county average per capita income is \$27,031, 11.6% of residents have a bachelor's degree or higher, and 19% of residents have an associates degree or higher.

Table. Educational attainment in Putnam and neighboring counties: Associate`s Degree or Higher

Clay County St. Johns County Putnam County Florida

35% 50% 19% 36%

Data from the Florida Department of Education High School Feedback Report indicates that of the students who graduate high school, around 41% enroll at either a community college, state university, or technical center and about half of those are proficient in first year college courses.

FY15 College Enrollment and Success.

Percent high school graduates who enrolled in either a community college in Florida, state university in Florida, or technical center 41.62% CCHS 32.05% IHS 49.74% PHS

Percent high school graduates who entered a public college or university in Florida and scored at or above college level cut scores (proficient) 50.0% CCHS 42.9% IHS 51.5% PHS

Grissom and Redding (2016) document race disparity in assigning students to accelerated programming. The LEA's analysis supports these findings.

Table. FY16 Students participating in acceleration programming by race.

Race District % Acceleration %

Indian 0.4% 0.6%

Asian 0.5% 0.9%

Black 24.1% 4.7%

White 54.2% 82.4%

Hispanic 16.8% 6.9%

Multiracial 3.9% 4.5%

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

**Response:**

The LEA will increase the number of students participating in accelerated coursework by at least 3% by the end of the 2017-2018 school year.

The LEA will increase the graduation rate by at least one percent by the end of the 2017-2018 school year.

3. List the budget line item(s) that are associated with this area.

21	x	x	x
x	x	x	x

4. Describe the Activity(ies) that will be implemented to address the area of focus. Include the following

information for each activity listed:

- a. List each specific activity(ies) that will be implemented.

**Response:**

*The LEA will increase college-preparatory programming at at least one school by the end of the 2017-2018 school year by offering additional acceleration opportunities.*

*Participation in acceleration programming will increase by at least 5% by the end of the 2017-2018 school year.*

*The LEA will implement a Universal Screening procedure with at least one grade level of students by the end of the 2017-2018 school year to increase student equality in accessing advanced programming.*

*The LEA will implement an Early Warning System (EWS) plan to monitor student on-track and off-track attendance, behavior, and course performance status.*

- b. Provide the frequency & duration of each activity.

**Response:**

*Additional acceleration opportunities will be set up at the beginning of the 2017-2018 school year and monitored for effectiveness at least quarterly. The LEA will partner with St. Johns River State College to create a new Dual Enrollment Collegiate High School program, partner with the University of Cambridge to offer a new Cambridge programs, and will offer Advancement via Individual Determination (AVID), (Table 9). Both the Cambridge and Collegiate High School programs will provide students with an opportunity to earn college credit in high school. AVID provides strategies to close the achievement gaps for all students through career readiness strategies and a school wide college-going culture.*

*The LEA will administer the CogAT test to at least one grade level of students one time during the school year.*

*The Director of School Improvement will monitor student EWS data at least quarterly.*

- c. Using the most current available research, detail how it supports the activity(ies) being implemented.

**Response:**

*Davis, et al. (2017) found that participation in accelerated coursework was positively associated with college enrollment, college readiness, and persistence. Moreover, in a quasi-experimental design examining the effect of participation in dual enrollment classes on college degree attainment that meets the What Works Clearinghouse moderate evidence of effectiveness standard, An (2013) found a 38% influence of Dual Enrollment participation on degree attainment for low-income students. An (2013) further documents a 45% influence of Dual Enrollment participation on degree attainment for low-income students when the students who participated in other accelerated programs in the control group are removed.*

*Allensworth & Easton (2005), Balfanz, et al. (2014), and West (2013) discuss the importance of developing an EWS to track on-track and off-track students for the purpose of increasing high school graduation rates.*

*References*

*Allensworth, E. and Easton, J. (2005). The on-track indicator as a predictor of high school graduation. Consortium on Chicago School Research, University of Chicago.*

*An, B. (2013). The impact of dual enrollment on college degree attainment: Do low-SES students benefit? Educational Evaluation and Policy Analysis, 35, 57-75.*

*Balfanz, R., Bridgeland, J., Horning, F, DePaoli, J, Ingram, El, and Maushard, M. (2014). Building a*

*grad nation progress and challenge in ending the high school dropout epidemic-2014 annual update. Washington, D.C.: Johns Hopkins University School of Education*

*Davis, E., Smither, C., Zhu, B., & Stephan, J. (2017). Characteristics and postsecondary pathways of students who participate in acceleration programs in Minnesota. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest.*

*West, T. (2013). Just the right mix: Identifying potential dropouts in Montgomery County Public*

*Schools using an early warning indicators approach. Rockville, MD.*

- d. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

**Response:**

*The Director of Federal programs will monitor the number of acceleration programs and student participation in the programs at least quarterly.*

*The Director of Federal Programs will monitor that every student in at least one grade level participated in the LEA-wide Universal Screening. Monitoring will occur after the screening is completed and will be followed up on at least two more times during the school year.*

The Director of School Improvement will monitor EWS data at least quarterly in order to monitor student progress towards attaining on-track status.

5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

**Response:**

*No other federal sources will be used to fund these activities.*

6. **LEA Plan:** Describe the LEA's strategy for implementing the following

- a. Increasing student access to early college, high school, dual or concurrent enrollment opportunities, or career counseling to identify student interest and skills (if applicable);

**Response:**

*The LEA will improve equity in identifying students for accelerated programs by creating a system comprised of both intelligence indicators and student standards mastery components. Students in at least one grade level will be universally screened with an assessment with the goal that all students including those traditionally underrepresented in the identification process will be considered for participation in accelerated coursework. The CogAt assessment screens students in intelligence indicators using verbal, quantitative, and nonverbal batteries (Lakin & Driver, 2017) and is endorsed for gifted identification by the State of Florida (Florida Department of Education, 2013). The identification plan pairs CogAt data with standards mastery data on the State of Florida assessments in the identification process. A committee will analyze the data to ensure fair student access to accelerated coursework.*

*The LEA will then partner with St. Johns River State College and the University of Cambridge to create Dual Enrollment Collegiate High School programs and new Cambridge programs, both geared towards awarding college credit in high school.*

*References*

*Florida Department of Education. (2013). Florida's plan for k-12 gifted education. Tallahassee:*

*Bureau of Curriculum and Instruction, Division of Public Schools, Florida Department of Education. Accessed from <http://www.fldoe.org/>*

*Lakin, J. and Driver, V. (2017). Cognitively speaking: Using CogAT score profiles to differentiate*

*instruction. New Jersey: Houghton Mifflin Harcourt. Accessed from:*

*<http://www.hmhco.com/~media/sites/home/hmh-assessments/assessments/cogat/>*

- b. Supporting efforts to reduce the overuse of discipline practices that remove students from the classroom. This may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111©(2) [if applicable]; and

**Response:**

*The LEA will implement a new practice during the 2017-2018 school year to dissolve the dedicated "change of placement" school for students with extreme behavior issues, Solutions Center, and replace the design with a program that places students needing extra behavior supports in an area of each comprehensive high school. The Office of Federal Programs will support these students who are in danger of becoming delinquent by way of both push-in social services and through the support of a Resource Teacher to work with these students to address the multidimensional challenges that the students face that may lead to excessive discipline occurrences.*

*The Office of Federal Programs has dedicated a Resource Teacher to spend 75% of his time to supporting LEA neglected and delinquent students. Along with coordinating transition services for students transitioning back to school from delinquent centers, he will coordinate and push in social services at each of the comprehensive high schools. Social services will be coordinated with organizations such as:*

- Stewart Marchman*
- Juvenile Crime Prevention*
- Corner Drug Store*
- SEDNET*
- Handley Center*
- DCF*
- DJJ*
- CareerSource*

*The weekly schedule for social services at the ISS centers will be coordinated by the Resource Teacher to include services such as quick delivery social skills training (ex: Know the Law, Anger Management, etc.). In addition to social services coordination, the Resource Teacher will provide individual and small group support to students during the*



credit recovery and curriculum delivery process in order to support student motivation and academics with the goal of standards proficiency and on-track graduation. Individual and small group student support will be delivered via the following weekly schedule:

Monday Tuesday Wednesday Thursday Friday

IHS PHS CCHS

- c. Supporting work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit (if applicable)

**Response:**

The LEA Department of Career and Technical Education supports CTE programs at each secondary school that provide students with in-depth interactions with industry and provide students with academic credit. Programs of study offered in the District include Horticultural Science and Services, Health Science,

Health-Nursing Assistant, Health- Allied Health Assisting,

Pathways to Engineering, PLTW 2, Culinary Arts,

Early Childhood Education, Criminal Justice, and

Computer Systems and Information Technology. The Office of Career and Technical Education supports work experiences through clinical experiences, on-the-job training, and directed study programs.

**Area of Focus 11**

Area of Focus 11: **Targeted Assistance**

If checked then the section is not required.

**Area of Focus 12**

Area of Focus 12: **Technology**

1. List the baseline data that supports this area of focus.

**Response:**

The focus is to provide students and teachers with current technology necessary to effectively plan and deliver lessons and access appropriate materials aligned to state standards.

The Florida Innovates Survey, The Assessment Readiness Gauge and the Computer-based Assessment Certification Tool have all been used to determine the District's instructional and administrative telecommunications and technology needs. Additionally, the District's IT Team surveyed each campus to ensure that local networks and equipment are performing satisfactorily to meet the needs of each school. The District uses a web based work order system to manage repair requests and to prioritize resources. Trends and needs are analyzed to facilitate a timely response.

The district has upgraded network equipment managed by Meraki Systems to facilitate rapid response to network outages, control traffic Aow and improve services for all users. The equipment also allows the district to monitor devices brought onto campuses by students joined to the local area network.

Individual sites also include technology goals in their School Improvement Plan. Personal interviews are conducted with principals, media specialists, instructors, and other staff. Information is then compiled and analyzed so that an equitable distribution of funds, equipment, and software is instituted.

and software is instituted.

School Improvement Plans also contain a technology component that guides decision making efforts in implementing technology specific to that site's needs. The information gathered is used at the county level in the distribution of funds and equipment. The additional demands of online assessment also dictate the distribution of funds and equipment.

The District participates in the Florida Innovates Survey, an evaluation instrument designed to determine how technology is being used at the schools. This information assists in determining needs and how effective integration has been in the various schools, as well as the District. The JTSE (International Society for Technology in Education) Standards are the guidelines used in evaluation. They include:

Facilitate and inspire student learning and creativity

Design and develop digital-age learning experiences and assessments.

Model digital-age work and learning

Promote and model digital citizenship and responsibility

Engage in professional growth and leadership

Professional Development designed to model these standards will enable teachers to create an engaging learning experience.

The NTAC is sponsored by the NEFEC. The council has representatives from Districts throughout northeast Florida. Discussions are conducted on the needs of each of the Districts and how those

needs could be met. Finding common ground promotes not only sharing of challenges and concerns but offers solutions that can be utilized within the individual districts.

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

**Response:**

*The goal is that the LEA will be able to document that 100% of schools are providing students and staff with emerging technology by the end of the 2017-2018 school year as measured by the annual required technology survey.*

3. List the budget line item(s) that are associated with this area.

30	31	32	100
101	102	x	x

4. Describe the Activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

a. List each specific activity(ies) that will be implemented.

**Response:**

*All of the technology purchases and upgrades will have a focus on improving the use of technology to improve student engagement and performance through engaging students in active, collaborative, authentic instruction. A District Technology Support Teacher, funded through LEA General Funds, will provide ongoing professional development to teachers on using the technology in the classroom.*

*Individual schools work with the Office of Technology to determine the purchase of devices to improve teacher presentations and student engagement in schools. Additional computers may be purchased to help with computer based testing needs.*

*Additionally, workshops are conducted in requested areas as well as areas of determined need.*

b. Provide the frequency & duration of each activity.

**Response:**

*Technology will be purchased one time but used at least monthly during the school year. Training will occur as needed throughout the year.*

c. Using the most current available research, detail how it supports the activity(ies) being implemented.

**Response:**

*Data from the What Works Clearinghouse Intervention Report (2012) documents potentially positive student achievement results through the use of technology integration in classrooms.*

*Similar correlation between the use of technology and student achievement benefits are noted by the U.S. Department of Education LeTUS Program (2012). Educational benefits of computer-aided instruction were also noted by Barrow, Markman & Rouse (2009).*

*References*

*Barrow, L., Markman, L., & Rouse, C. E. (2009). Technology's edge: The educational benefits of computer-aided instruction. American Economic Journal: Economic Policy, 1(1), 52-74.*

*What Works Clearinghouse (2012). Intervention report: Technology enhanced elementary and middle school science. Accessed from [https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_teemss\\_050812.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_teemss_050812.pdf)*

*U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse (2012, May). Science intervention report: The Center for Learning Technologies in Urban Schools (LeTUS) Program. Retrieved from <http://whatworks.ed.gov>.*

d. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

**Response:**

*The Putnam County School District will evaluate the success of the technology programs by identifying student achievement and progress toward meeting the educational goals of the Florida State Standards. The Technology Department uses software that has online tracking for evaluation, placement and assessment. Examples of current applications are: FOCUS, On-line Assessment, Discovery Streaming, EdModo, Skyward Gradebook, iReady, and Lesson Plans linked to an online database of benchmarks and online pacing guides.*

*Each school has specific software to support their textbook series and instructional content. The Department of Information Services will meet with the District Leadership Team, attend Principal meetings and will host meetings with District Computer Technicians, to*

*respond to new developments and opportunities which may become available at any time. The Technology Department commits to a continuous improvement model to respond to data based upon continual evaluation.*

5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

**Response:**

*Technology is also supported through the State of Florida Digital Classroom Plan allocation. Coordination will occur through the LEA Technology Department to ensure compliance with applicable guidance.*

**Area of Focus 13**

Area of Focus 13: **District Determined Focus**

If checked then the section is not required

# Coordination of Federal Programs & Participation/Collaborative Partners

## **Programs:**

If applicable, address coordination, integration, and collaboration with programs that are not identified in the Areas of Focus of this application.

## **Response:**

The Federal Programs Office collaborates regularly with the LEA District Leadership Team and school-based administrators to discuss the coordination and integration of all LEA-wide programs. The LEA consulted with stakeholders in developing this application and will provide ongoing consultation with participants throughout the project period. Collaboration and Integration occurs during monthly principal meetings, email dissemination regarding guidance, and training meetings.

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## **Participation:**

Describe how the LEA consulted with stakeholders in developing this application and how the LEA will provide ongoing consultation with the application participants throughout the project period.

## **Response:**

The public was informed of the District's intent to submit a Title I Part A grant application at a school board meeting held on July 13th, 2017. All stakeholders were invited to provide input on the grant application. In addition, the LEA's intent to submit the application was posted on the District website to invite stakeholder input. The LEA will provide ongoing consultation with parents and the general public through PIDAC bimonthly meetings held throughout the project period.

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## **Collaborative Partners:**

If applicable, identify federal (non-NCLB)/state/local collaborative partners and/or community organizations; describe the benefit of the collaborative activities, the type of program(s), and the primary target group(s).

## **Response:**

Input from parents, students, community, and business members is gleaned on a regular basis via Superintendent's Advisory Council Meetings and survey data. In the past, members have expressed opinions including the following: "students need to be able to visualize what graduation means and diverse groups of students need mentoring services." Both LEA PIDAC meetings and the Superintendent's Advisory Council Meetings will occur throughout implementation of the grant to glean input and adjust services as appropriate.

Family Medical and Dental Services and Putnam Health help serve Homeless and Neglected and Delinquent students by providing health services. The outcome of these services is students who are ready to learn and have a greater chance of higher achievement. The Department of Juvenile Justice and Putnam County Sheriff's Department target delinquent students to provide mentoring and counseling services that foster relationships as well as supplemental support services. The LEA works directly with the Kiwanis and Rotary Clubs to sponsor parent and student activities. Other district outreach includes coordination with local churches, civic organizations, postsecondary institutions and businesses to provide services for eligible students within targeted groups such as homeless and neglected and delinquent students. Migrant and ELL students are also included in collaborative program designs. The Department of Student Services maintains copies of interagency agreements.

# REPORTING REQUIREMENTS/ INFORMATION DISSEMINATION

NOTE: All reporting 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.

## 1. Reporting Student and Program Outcomes/Dissemination

A. Describe the methods and timelines the LEA utilizes to disseminate information about this application to the appropriate populations, and to report student and program outcomes to school staff, parents, and the community.

**Response:**

*Procedures are in place for ensuring feedback and continuous improvement in the operation of the proposed project. All aspects of the plan have been and will continue to be developed through extensive two-way communication with teachers, principals, students, business partners, postsecondary partners, and community partners. A broad range of communication tools will ensure that all stakeholders are involved and engaged to the extent possible. Communication pathways such as meetings, webcasts, email and phone messages will be used throughout implementation as needed. LEA and collaborative personnel will be represented on committees and involved in the decision-making process. In-service training and informational sessions will precede any introduction of project initiatives. Project key personnel will review data regularly, share information, and revise delivery within a continuous improvement model. The public was informed of the District's intent to submit a Title I Part A grant application at a school board meeting held on July 13th, 2017. All stakeholders were invited to provide input on the grant application. In addition, the LEA's intent to submit the application was posted on the District website to invite stakeholder input. The LEA will provide ongoing consultation with parents and the general public through PIDAC bimonthly meetings held throughout the project period. An annual Title I meeting will be held at each school before the end of October in order to share the Title I project with parents and other stakeholders. The Title I project will be presented to the school board for approval upon DOE approval. The LEA will provide reports on outcomes to parents and the community at large by the following means: 1. The FSA report made available through DOE reports for individual students and schools that are sent to the district are given or sent to individual students. 2. News articles are released to the local newspapers with school and district FSA data. 3. The annual School Public Accountability Report (SPAR) is sent home annually. 4. School newsletters are sent home. 5. Information is posted on the LEA website at [www.putnamschools.org](http://www.putnamschools.org) 6. School grades can be accessed at <http://schoolgrades.fldoe.org/> 7. Copies of materials are sent home to parents and students in Spanish when feasible.*

B. Describe the process the LEA will use to ensure the accuracy of the data reported via the student and/or staff data reporting system. Include the process for reporting services provided for students attending private schools and N&D facilities; state certified teachers and highly qualified para professionals; and any program that coordinates and integrates services with Title I, Part A (homeless, migrant, and targeted assistance programs).

**Response:**

*Areas of data analysis and reporting include but are not limited to Skyward, a data management system, and iobservation, a platform for Marzano evaluations. Additional data management will be maintained through excel forms kept and maintained in the Office of Federal Programs. The Information Technology Department will verify data reported via Skyward. The Department will provide draft data to homeless, migrant, and Title II personnel to review for possible reporting errors. Members of the Federal Programs office will meet at least monthly. Data will be reviewed at meetings and more thoroughly at half year and yearly intervals. Data will include quantitative and qualitative indicators of progress towards achieving goals. Annual measurable targets will be assessed, implementation successes and challenges will be discussed, and alternative course of action implemented where appropriate based upon data analysis. Key program activities will be documented. Program data will be shared with stakeholders to communicate progress towards achieving outcomes. All program objectives will be achieved on time and within budget. The Director of Federal Programs will ensure that responsibilities are clearly defined, milestones are met, and data is carefully reported. The Director of Federal Programs will ensure fiscal oversight by maintaining financial records of expenditures to ensure project alignment and implement Internal controls such as unannounced inventories and site visits as needed. The LEA Office of Staff Services will ensure that procedures are in place to carefully monitor teacher certification and highly qualified para professional certification. The Director of Federal Programs will ensure that services provided through Title I, Part A coordinate with other LEA*

programs and with services for students transitioning to LEA schools from Neglected and Delinquent facilities. There are no participating private schools.

## 2. Parents Notification Requirements

The "[Parents Right-To-Know](#)" provisions under Section 1112(e)(1)(A) of ESSA state that at the start of each school year (in a timely manner), an LEA that receives Title I, Part A funds must inform/notify parents of each student attending a Title I school that they have the right to request info about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessional's qualifications. The LEA should include the method for which this information will be provided.

A. Describe the process and method used to ensure LEA and schools compliance with the "Parents Right-To-Know" requirements. Include date of dissemination.

**Response:**

*Each school receives a template of the Parent's Right to Know letter. They print the letter on school letterhead and sent it home with each student within the first 4 weeks of school. Schools send the date that the letters are sent home with the students via email to the Director of Federal Programs. The Federal Programs Office prints a Title I informational brochure for each student each year. This brochure is disseminated to schools by staff from the Federal Programs Office. The receiving school signs for the brochure and reports the actual day the brochures are sent home via email within the first week of school. Part of the information covered is that the parents have the right to know about their child's classroom teacher and, if applicable, the services provided by paraprofessionals as well as paraprofessional qualifications. This statement is also a component of the Putnam County Schools Parent Guide that is sent home with each student at the beginning of the year.*

Section 1112(e)(1)(A) of ESSA further requires that, when a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified, LEAs must provide written notification to each parent in a timely manner. This notification should be timely and in letter form on LEA or school letterhead. Newsletters are not always timely and bring about providing information about a teacher's qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

**B. Upload sample copies of the following:**

- (1) "Parent's Right to Know" notifications, and
- (2) **Non-State Certified Teacher notices to parents when child is taught for 4 or more consecutive weeks by Non-State Certified teacher.**

Upload Sample Copy of Parent's Right to Know Letter:	<a href="#">Uploaded Document</a>
Upload Sample Copy of 4-week Notification Letter:	<a href="#">Uploaded Document</a>

## 3. Guidelines and Annual Certification Regarding Constitutionally Protected Prayer in All Public Elementary and Secondary Schools

[Constitutionally Protected Prayer Certification](#)  
[Constitutionally Protected Prayer Memo](#)

Upload Certification of Compliance for Constitutionally Protected Prayer:	<a href="#">Uploaded Document</a>
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## 4. Equitable Representation of Teachers

List the action steps that your district will follow to ensure there is equitable representation of various nationalities within your teacher population.

**Response:**

*In terms of diversity, FY16 data indicates that LEA school-based teachers and leaders are 85.0% white, 11.6% Black, 2.9% Hispanic, 0.4% Asian, and 0.1% Indian. The overall adult school-based workforce is 15.0% non-white in comparison to the 45.4% non-white student population. U.S. Department of Education findings on the State of Racial Diversity in the Educator Workforce (2016) indicates that educators are relatively homogeneous racially. The report also shows that a greater diversity of teacher candidates may be recruited from Historically Black Colleges and Universities and programs that offer alternative routes to teacher certification programs.*

*In alignment to these recommendations, the LEA piloted strategies during FY16 to increase the diversity of the educator workforce that involved participating in two virtual diversity fairs and one on-site teacher recruitment visit to Bethune Cookman, a Historically Black College and University (HBCU). New hire diversity increased 22.2% between FY17 and FY17 as a result of diversity recruiting efforts.*

*In support of research by Villegas, A. and Irvine, J. (2010) who found that teachers from a diverse background were more likely to have high expectations for students of color, serve as student advocates, and develop trusting relationships with students with whom they share a cultural background, the LEA is committed to creating and maintaining a diverse workforce by attracting, supporting, and retaining diverse educators.*

#### *References*

*Villegas, A. and Irvine, J. Diversifying the teaching force: An examination of major*

*arguments. The Urban Review (42), 175-192.*

## **5. English Learner (EL) Notification Requirements**

As outlined in Section 1112(e)(3)(A and B) in ESSA, each LEA using funds under this part or Title III to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an EL identified for participation or participating in such a program using the 'Annual Parent Notification Letter'. For those children who have not been identified as EL prior to the beginning of the school year but are identified as EL during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter'.

Describe the LEA's process for disseminating notifications for children who are receiving language instruction or are being placed in a language instruction educational program.

#### **Response:**

*To the extent practicable, correspondence is made available in Spanish and a cadre of interpreters are available for school and student needs.*

*The Putnam County School District sends an "Initial Eligibility Parent Notification" letter when a student qualifies for placement into the ESOL program. This letter is signed by the Guidance Counselor/ESOL coordinator and informs parents/guardians of program placement and instructional model available in the district. This letter is sent to parents during the first 30 days after the beginning of the school year; if a student enrolls in our school district during the school year and it is determined by the answers on the Home Language Survey that he/she needs to be assessed for ESOL services, then, parents/guardians must be notified within the first two weeks of ESOL assessment results and placement determination. If a student does not qualify for ESOL services, a letter is sent to the parent to notify them of assessment results. Copies of all communications with parents are maintained in the student's permanent folder.*

*The Putnam County School District requires that parents receive notification of assessment results for all students who indicate "yes" on the Home Language Survey within 20 days of registration. When there is a delay in testing, the District Office originates a "Delay in Testing" letter, which is mailed to the parent in their home language, when available. The "Delay in Testing" letter explains to the parents why the testing has not been completed within 20 school days and informs the parents when the assessment will be completed. A memo, enclosing a copy of this letter is mailed to the Principal to inform of the delay and to request that the copy of the "Delay in Testing" letter be placed in the student's permanent folder.*

*All information between the Putnam County School District and parent/guardian is conducted in a language parents can understand unless it's clearly not feasible. All ESOL forms are translated into Spanish and our schools with the highest population of ELL students have bilingual paraprofessionals to facilitate communication. In addition, the Migrant Education Center and Federal Programs have additional staff members available to assist throughout the school district.*

# Instructional Coaching

1. How much of your budget is being allocated towards instructional coaches?

**Response:**

*No Title I funds are allocated for instructional coaches*

2. List the budget line item(s) that are associated with this area.

x	x	x	x
x	x	x	x

3. If other federal sources, besides Title I, Part A are being used to fund your coaches, list the resources and how they will be coordinated.

**Response:**

*The state of Florida allocates dollars to support Reading. Our district will use these funds to hire school-based Curriculum Resource Teachers. The District Finance Office will coordinate these funds.*

4. Please explain how coaches are selected for their ability to impact student achievement in measurable ways.

**Response:**

*Instructional coaches are all experienced classroom teachers rated effective or highly effective on yearly evaluations. Curriculum Resource Teachers must have either a Masters in Reading or an endorsement in Reading on their professional certification. Teacher VAM data is considered when hiring instructional coaches.*

5. Please explain your district coaches' knowledge of effective methods for planning, implementing and analyzing high-impact, standards-based instruction (inclusive of the integration of professional development).

**Response:**

*District coaches have been trained in the Marzano Art and Science of Teaching Method, which provides research-based best practices for planning, implementing and analyzing high-impact, standards-based instruction. Although not for evaluative purposes, coaches also have training in Marzano's Teacher Evaluation Model. Knowledge of the Marzano Teacher's Evaluation Model provides coaches the skill set to identify effective (or non-effective) teaching practices so they can implement small group and/or individualized professional development to improve classroom instruction and impact student achievement.*

6. Please explain your district coaches' knowledge of theory, strategies, and practices that promote conditions for sustainable adult learning.

**Response:**

*District coaches' knowledge of the theories, strategies, and practices within the Marzano Teacher Evaluation Tool include practices that promote and sustain conditions for adult learning. In addition, district coaches and school administrators have trained in the DuFour model of professional learning communities, which is predicated on adult learning theory, and implemented at schools.*

7. Provide specific details as to your district's instructional coaches' plan for disseminating data, analyzing, and providing schools with data to drive decision making for school improvement.

**Response:**

*The District Reading Coach will provide the District Reading Plan and will conduct monthly meetings where state assessment data, classroom data and iReady reports will be used to drive decision-making for increasing student achievement in Reading. The Director of School Improvement and the School Improvement Specialist will provide support to school administrators in completing each school's School Improvement Plan (SIP). Support will include determining needs based on current student assessment data, identifying barriers to student achievement and creating and monitoring action plans to direct school improvement. School improvement support will be ongoing throughout the year. District graduation coaches will mentor students identified as at risk for not graduating on time at the elementary, middle and high school levels. Graduation Coaches will share this information with school administrators to drive decision making for school improvement.*

8. Using the most current available research, detail how it supports the activity(ies) being implemented.

**Response:**

*Marzano's (2001) High Yield Strategies identified 9 strategies through a meta-analysis of over 100 independent studies. The results led them to conclude that student achievement for all students regardless of subject area showed a positive increase when the teachers were trained and the strategies were used to fidelity. This study further determined that teachers*



*must be provided feedback that focuses on student learning through the use of the strategies. Providing teachers coaching services supports teachers` professional development and has a positive impact on student achievement.*

*According to Belfanz, Herzog, & Mac Iver (2007) and Mac Iver & Mac Ivor (2009), there are particular early warning indicators that determine student success in school. Indicators include attendance, behavior, and course failure. District coaches provide identify students at risk and work*

9. What method(s) will be used to evaluate the effectiveness of district instructional coaches? How often will this occur?

**Response:**

*The District Instructional Team will monitor the following as an evaluation of the effectiveness of district instructional coaches:*

*\* staff feedback on 5Essentials survey.*

*\* increase in student achievement data on state assessments*

*\* an increase in the graduation rate at district high schools.*

*\* a decrease in student absenteeism.*

*\* monthly analysis of student progress monitoring data.*

*\* evaluative observational data.*

10. Describe the action steps, resources, and support the LEA and its schools have in place for instructional coaches who struggle with meeting performance expectations or for those coaches who demonstrate little or no positive effect on student growth or teaching performance.

**Response:**

*On site, school level administrators work closely with instructional coaches to implement coaching in targeted areas, which may include recommendations to provide individual coaching of teachers identified by observational and student data as needing extra support. School administrators monitor the day-to-day work of coaches and the impact on student growth and/or teaching performance. If the results of the coaching process are not satisfactory, school administration turns to the District Instructional Team to assist the instructional coach in gaining skill and knowledge needed to better serve teachers and students.*

*To assure instructional coaches are prepared to successfully serve schools, instructional coaches are provided targeted professional development and support through a Professional Learning Community facilitated by District Instructional Team staff.*

# PUBLIC SCHOOL ELIGIBILITY SURVEY

Ranking Type: districtWide

Date Certain: 02/10/2017

Community Eligibility Program: Option 4 - Direct Certification Data

Identify the LEA allocation process. If serving multiple grade spans, please include allocation process as appropriate. (floor percentages)

**Response:**

The LEA allocates Title I funding down to 58% poverty.

**District:** Putnam County District School Board

No.	School Name	School Number	Grade Code	School type	Neglected and Delinquent	New School	Reported 2017-2018 Number of Children Attending Public Schools	Reported 2017-2018 Number of Children from Low Income Families	Reported 2017-2018 Percent of Children from Low Income Families	2017-2018 Number of Children Attending Public Schools	2017-2018 Number of Children from Low Income Families	2017-2018 Percent of Children from Low Income Families	Selection Code (codes)	Program Type	2017-2018 PPA Per Pupil Allocation	2017-2018 TSA Total School Allocation	2016-2017 TSA Total School Allocation
1	WILLIAM D. MOSELEY ELEMENTARY SCHOOL	0351	PREK-5	Elem.	N	NO	477	441	92.45%	477	441	92.45%	A	SW	616.83	272,022.03	--
2	MELLON ELEMENTARY SCHOOL	0091	PREK-5	Elem.	N	NO	284	248	87.32%	284	248	87.32%	A	SW	616.83	152,973.84	--
3	MIDDLETON-BURNEY ELEMENTARY	0251	PREK-4	Elem.	N	NO	932	786	84.33%	932	786	84.33%	A	SW	616.83	484,828.38	--
4	GEORGE C. MILLER JR. MIDDLE SCHOOL	0231	6-8	Middle/Junior	N	NO	486	394	81.07%	486	394	81.07%	A	SW	616.83	243,031.02	--
5	INTERLACHEN ELEMENTARY SCHOOL	0201	PREK-6	Elem.	N	NO	867	680	78.43%	867	680	78.43%	A	SW	616.83	419,444.40	--
6	BROWNING-PEARCE ELEM. SCHOOL	0211	PREK-5	Elem.	N	NO	706	548	77.62%	706	548	77.62%	A	SW	616.83	338,022.84	--
7	C. H. PRICE MIDDLE SCHOOL	0113	6-8	Middle/Junior	N	NO	642	497	77.41%	642	497	77.41%	A	SW	616.83	306,564.51	--
8	CRESCENT CITY HIGH SCHOOL	0261	9-12	Senior High	N	NO	362	276	76.24%	362	276	76.24%	A	SW	616.83	170,245.08	--
9	OCHWILLA ELEMENTARY SCHOOL	0341	PREK-5	Elem.	N	NO	330	251	76.06%	330	251	76.06%	A	SW	616.83	154,824.33	--
10	ELEANOR H. MILLER SCHOOL	0321	PREK-12	Combo. Elem. & Second.	N	NO	103	78	75.73%	103	78	75.73%	E	NA	616.83	48,112.74	--
<b>Selection Code explain:</b> This school is a center school and it meets comparability. E. H. Miller receives supplemental state and local funds that meet or exceed the amount that would be allocated to this school. These include approximately \$223,000 in IDEA funds.																	
11	KELLEY SMITH ELEMENTARY SCHOOL	0101	PREK-5	Elem.	N	NO	584	441	75.51%	584	441	75.51%	A	SW	616.83	272,022.03	--
12	ROBERT H. JENKINS JR. MIDDLE	0171	7-8	Middle/Junior	N	NO	509	362	71.12%	509	362	71.12%	A	SW	616.83	223,292.46	--
13	C. L. OVERTURF JR 6TH GRADE CENTER	0041	6	Middle/Junior	N	NO	384	263	68.49%	384	263	68.49%	A	SW	616.83	162,226.29	--
14	INTERLACHEN HIGH SCHOOL	0112	PREK, 9-12	Senior High	N	NO	491	322	65.58%	491	322	65.58%	A	SW	616.83	198,619.26	--
15	JAMES A. LONG ELEMENTARY SCHOOL	0151	PREK-6	Elem.	N	NO	626	384	61.34%	626	384	61.34%	A	SW	616.83	236,862.72	--
16	MELROSE ELEMENTARY	0121	PREK-6	Elem.	N	NO	409	247	60.39%	409	247	60.39%	A	SW	616.83	152,357.01	--

	SCHOOL																
17	PUTNAM ACADEMY OF ARTS AND SCIENCES	0061	6-8	Middle/Junior	N	NO	195	114	58.46%	195	114	58.46%	A	SW	616.83	70,318.62	--
18	PALATKA HIGH SCHOOL	0301	PREK, 9-12	Senior High	N	NO	812	474	58.37%	812	474	58.37%	A	SW	616.83	292,377.42	--
19	PUTNAM EDGE HIGH SCHOOL	0071	9-11	Senior High	N	NO	76	42	55.26%	76	42	55.26%	A	SW	616.83	25,906.86	--
20	THE CHILDREN'S READING CENTER	0051	K-5	Elem.	N	NO	241	119	49.38%	241	119	49.38%	A	SW	616.83	73,402.77	--
21	Q.I. ROBERTS JR. - SR. HIGH SCHOOL	0125	7-12	Senior High	N	NO	445	163	36.63%	445	163	36.63%	D	SW	616.83	100,543.29	--
							9,961	7,130	71.58%	9,961	7,130	71.58%			12,953	4,349,885.16	0.0

\* Schools with a Selection Code of **E** are not totaled in the overall Total School Allocation

## Non-Public School Eligibility -

Not Applicable

**Explain:** All private schools have opted out of participation. In response to written notice from the Federal Programs office, all 9 private schools responded in writing that they were not interested in their students, teachers, and families participating in the programs for the 2017-2018 school year.

**DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED RESERVATIONS**

EQUITABLE PROPORTION OF FUNDS		
<b>Total District Allocation</b>		\$4,722,964.00
<b>Number of Public CLIF</b>	<b>Number of Private CLIF</b>	<b>Total CLIF</b>
7130	0.00	7130
<b>Total Public School Proportion</b>	<b>Total Private School Proportion</b>	
100.00%	0.00%	
<b>Total Public School Allocation</b>	<b>Total Private School Allocation</b>	
\$ 4,722,964.00	\$ 0.00	

**A. Financial Rewards & Incentives Reservations:**

Please provide the amount that your LEA to provide financial incentives and rewards to teachers who serve in eligible schools identified for comprehensive or targeted support and improvement activities for the purpose of attracting and retaining qualified and effective teachers. [Section 1113(c)(4) of ESSA]

LEA's amount reserved: **\$0.00**

**B. Parent and Family Engagement Calculation [Section 1116(3)(A-D) of ESSA]:**

	Minimum Reservations	Actual Reservations Amount
REQUIRED reservation - 1% of the LEA's Title I Allocation:	<b>\$ 47,229.64</b>	<b>\$ 47,229.64</b>
Additional reservation over and above the required 1%	<b>\$0.00</b>	<b>\$0.00</b>
Total amount LEA will reserve for parent and family engagement activities	<b>\$ 47,229.64</b>	<b>\$47,229.64</b>
Indicate the amount to be allocated (dollar amount) to public schools for parent and family engagement (minimum of 90% is required)	<b>\$ 42,506.68</b>	<b>\$39,149.00</b>
If applicable, Balance to be used for LEA-level Parent and Family Engagement Activities	<b>\$0.00</b>	<b>\$8,080.64</b>
<b>Total After Parent and Family Engagement Reservations</b>	<b>\$ 4,675,734.36</b>	<b>\$ 4,675,734.36</b>

**C. Homeless Education Reservations:**

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live. [Section 1113(C)(3)(A) of ESSA]

LEA's amount reserved: **\$ 156,066.19**

**D. Neglected and Delinquent Education Reservations:**

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for neglected children; and if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. [Section 1113(C)(3)(A)(ii)(iii) of ESSA]

LEA's amount reserved: **\$ 99,117.37**

**E. LEA-Wide & District Initiatives Reservations:**

Please provide the amount that your LEA will use for LEA-wide instructional and professional development activities.

LEA-wide Professional Development Activities: **\$0.00**

LEA-wide Instructional Activities [Examples: summer school programs, intersession, additional professional development, and coordinated services.] **\$0.00**

**F. Reservations for Professional Development for LEAs with Identified Comprehensive (Priority) and Targeted (Focus) Schools (if applicable)**

Reservations: **\$0.00**

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**G. Early Childhood Reservations**

Please provide the amount that your LEA to provide early childhood education programs for eligible children. [Section 1113(c)(5) of ESSA]

LEA's amount reserved: **\$0.00**

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**H. Private Schools**

Please provide the amount that your LEA expenditures for non-instructional services and other benefits to eligible private schools. [Section 1117 of ESSA]

<b>H-1. Administrative Costs</b>	<b>\$0.00</b>
<b>H-2. Parent and Family Engagement</b>	<b>\$0.00</b>
<b>H-3. Professional Development</b>	<b>\$0.00</b>
<b>H-4. Total Reservation</b>	<b>\$0.00</b>

## 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>