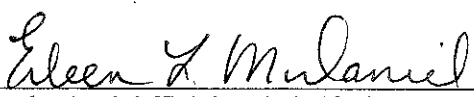
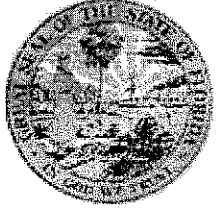


<b>1 PROJECT RECIPIENT</b> Flagler County School District	<b>2 PROJECT NUMBER</b> 180-2242A-2CT01
<b>3 PROJECT/PROGRAM TITLE</b> Title II, Part A Teacher & Principal Training & Recruiting Fund  <p style="text-align: right;"><b>TAPS 12A052</b></p>	<b>4 AUTHORITY</b> <b>84.367A Title II, Part A Teacher Quality State Grants</b>
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2011 - 06/30/2012 Program Period: 07/01/2011 - 06/30/2012
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 288,355.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 288,355.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>• Last date for incurring expenditures and issuing purchase orders: <span style="float: right;"><u>06/30/2012</u></span></li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: <span style="float: right;"><u>08/20/2012</u></span></li> <li>• Last date for receipt of proposed budget and program amendments: <span style="float: right;"><u>06/30/2012</u></span></li> <li>• Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>• Date for 2010-11 program annual report: <span style="float: right;"><u>09/30/2011</u></span></li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> Peggy Primicerio <b>Phone:</b> (850) 245 - 0734 <b>Email:</b> <a href="mailto:Peggy.Primicerio@fldoe.org">Peggy.Primicerio@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0496	<b>11 DOE FISCAL DATA</b>  DBS: 44 90 40 EO: 67 Object: 720035
<b>12 TERMS AND SPECIAL CONDITIONS</b>  <p>This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs.</p> <p>For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</p> <p>If the district includes estimated roll-forward funds, the district will be authorized to expend estimated roll-forward funds when the Department of Education Comptroller's Office certifies these funds.</p> <p>Approximately fifty percent (50%) of the funds appropriated for Title II grants became available on July 1, 2011. The LEA is authorized to obligate funds in the amount of \$144,178 until October 1, 2011, when the remaining funds will become available.</p>	
<b>13 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;">   <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>                         Authorized Official on behalf of John L. Winn                          Commissioner of Education                     </div> <div style="width: 45%; text-align: center;"> <span style="font-size: 1.5em; font-family: cursive;">7/26/11</span>  <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>                         Date of Signing                     </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>	



**INSTRUCTIONS  
PROJECT AWARD NOTIFICATION**

Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.

Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).

3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.

4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.

5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.

6 Project Periods: The periods for which the project budget and program are in effect.

7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).

8 Reimbursement Options:

Federal Cash Advance – On-Line Reporting required monthly to record expenditures.

Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.

Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.

Reimbursement of Expenditures – Payment made upon submission of documented allowable expenditures.

Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.

9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.

10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.

11 DOE Fiscal Data: A unique payment number assigned by the Department of Education.

12 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)

13 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.



**Title II, Part A – Teacher and Principal Training and Recruiting Fund  
2011-2012 LEA Application**

**FLORIDA DEPARTMENT OF EDUCATION  
PROJECT APPLICATION**

<b>TAPS Number 12A052</b>
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<b>Please return to:</b>  Florida Department of Education Bureau of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400  Telephone: (850) 245-0734	<b>A) Program Name:</b>  <p align="center"><b>Title II, Part A – Teacher and Principal Training and Recruiting Fund</b></p> <p align="center"><b>2011-2012 LEA Application</b></p>	<p align="center"><b>DOE USE ONLY</b></p> Date Received  2011 JUL -1 PM 2:09 RECEIVED						
<b>B) Name and Address of Eligible Applicant:</b>  Flagler County Public Schools, 1769 E. Moody Blvd., Bldg. 2, Bunnell, FL 32110		<b>Project Number (DOE Assigned)</b>  180.2292A.2CT01						
<b>C) Total Funds Requested:</b>  \$288,355 ✓  <hr/> <p align="center"><b>DOE USE ONLY</b></p> <b>Total Approved Project:</b>  \$  288,355	<b>D) Applicant Contact Information</b>  <table border="1"> <tr> <td data-bbox="654 867 1116 982">                     Contact Name: Diane Dyer                 </td> <td data-bbox="1116 867 1587 982">                     Mailing Address:                      1769 E. Moody Blvd, Bldg. 2, Bunnell FL                      32110                 </td> </tr> <tr> <td data-bbox="654 982 1116 1066">                     Telephone Number:                      386-437-7526                 </td> <td data-bbox="1116 982 1587 1066"></td> </tr> <tr> <td data-bbox="654 1066 1116 1178">                     Fax Number:                      386-586-2351                 </td> <td data-bbox="1116 1066 1587 1178">                     E-mail Address:                      dyerd@flaglerschools.com                 </td> </tr> </table>		Contact Name: Diane Dyer	Mailing Address: 1769 E. Moody Blvd, Bldg. 2, Bunnell FL 32110	Telephone Number: 386-437-7526		Fax Number: 386-586-2351	E-mail Address: dyerd@flaglerschools.com
Contact Name: Diane Dyer	Mailing Address: 1769 E. Moody Blvd, Bldg. 2, Bunnell FL 32110							
Telephone Number: 386-437-7526								
Fax Number: 386-586-2351	E-mail Address: dyerd@flaglerschools.com							
<p align="center"><b>CERTIFICATION</b></p> <p>I, Janet Valentine, (<i>Please Type Name</i>) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <p>E) <u>Janet Valentine</u> Signature of Agency Head</p>								



**FLORIDA DEPARTMENT OF EDUCATION  
BUDGET DESCRIPTION FORM -  
Title II, Part A, Teacher and Principal Training and Recruiting Fund 2011-  
2012**

A) NAME OF ELIGIBLE RECIPIENT: **Flagler County District School Board**  
B) Project Number (DOE USE ONLY): **180-2242A-2CT01**

E) TAPS  
Number  
12A052

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	Curriculum Specialist Assistant (100%)	6300	160	<u>Other Support Personnel</u> Other Support Personnel	1.000	\$30,850.92
2	Retirement	6300	210	<u>Retirement</u> Retirement	0.000	\$1,300.00
3	Social Security	6300	220	<u>Social Security</u> Social Security	0.000	\$2,100.00
4	Social Security Medicare	6300	221	<u>Social Security</u> Medicaid	0.000	\$700.00
5	Group Insurance	6300	230	<u>Group Insurance</u> Group Insurance	0.000	\$5,300.00
6	Health and Hospitalization	6300	231	<u>Health and Hospitalization</u> Health and Hospitalization	0.000	\$200.00
7	Workers Compensation	6300	240	<u>Workers Compensation</u> Workers Compensation	0.000	\$850.00
8	Unemployment Compensation	6300	250	<u>Unemployment Compensation</u> Unemployment Compensation	0.000	\$150.00
9	Other Employee Benefits	6300	290	<u>Other Employee Benefits</u> Other Employee Benefits	0.000	\$30.00
10	Stipends for classroom teachers	6400	120	<u>Classroom Teachers</u> Classroom Teachers	0.000	\$2,000.00
11	Curriculum Specialist 1 (100%)	6400	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel	1.550	\$71,670.00
12	Retirement	6400	210	<u>Retirement</u> Retirement	0.000	\$2,700.00
13	Social Security	6400	220	<u>Social Security</u> Social Security	0.000	\$4,700.00
14	Social Security Medicaid	6400	221	<u>Social Security</u> Medicaid	0.000	\$1,300.00

15	Group Insurance	6400	230	<u>Group Insurance</u> Group Insurance	0.000	\$5,300.00
16	Health and Hospitalization	6400	231	<u>Health and Hospitalization</u> Health and Hospitalization	0.000	\$500.00
17	Workers Compensation	6400	240	<u>Workers Compensation</u> Workers Compensation	0.000	\$1,700.00
18	Unemployment Compensation	6400	250	<u>Unemployment Compensation</u> Unemployment Compensation	0.000	\$170.00
19	Other Employee Benefits	6400	290	<u>Other Employee Benefits</u> Other Employee Benefits	0.000	\$60.00
20	Professional and Technical Services for NEFEC Instructional Services, Elizabeth Ann Seton School Professional Development, Quantum Learning Professional Development	6400	310	<u>Professional and Technical Services</u> Professional and Technical Services	0.000	\$69,500.00
21	Out of county travel fees, including hotel, registrations, mileage, and per diem fees	6400	330	<u>Travel</u> Travel: Out of County	0.000	\$500.00
22	Dues and Fees for Electronic Registrar System online for professional development registrations and inservice history database, PD360 Online Professional Development	6400	360	<u>Rentals</u> Dues and Fees	0.000	\$36,000.00
23	Gasoline for county van usage	6400	450	<u>Gasoline</u> Gasoline	0.000	\$500.00
24	Supplies: Supplies for professional development	6400	510	<u>Supplies</u> Supplies	0.000	\$3,456.31
25	Other Materials and Supplies: Additional supplies for professional development	6400	590	<u>Other Materials and Supplies</u> Other Materials and Supplies	0.000	\$3,409.45
26	Teacher Certification Fees: Reimbursement for add-on fees for subject area tests and course fees to become Highly Qualified	6400	731	<u>Teacher Certification</u> Fees	0.000	\$2,000.00
27	Subs for teachers to participate in professional development including High School PLCS, AP training, and Discovery Ed	6400	750	<u>Other Personal Services</u> Other Personnel Services	0.000	\$34,650.00
28	Indirect Costs (2.40%)	7900	790	<u>Miscellaneous Expenses</u> Indirect Costs	0.000	\$6,758.32
Totals:					2.550	\$288,355.00

DOE 101



Dr. Eric J. Smith, Commissioner

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288,355.4  
102.4%  
281,596.68+

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288,355.00+  
281,596.68-  
6,758.32 \*



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## Flagler County District School Board

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### General Assurances

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

- A. 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
  - B. applicable regulations of other Federal agencies; and
  - C. State regulations and laws pertaining to the expenditure of state funds.
- In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://www.fldoe.org/comptroller/gbook.asp>

#### School Districts, Community Colleges, Universities and State Agencies

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

#### No Child Left Behind Assurances (Applicable to All Funded Programs)

By my signature on this application, I hereby certify that the **Flagler County District School Board** will comply with the following requirements of the Elementary and Secondary Education Act (ESEA) as reauthorized as No Child Left Behind (NCLB) Act of 2001:

- The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.
- The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

#### Persistently Dangerous Schools

The LEA hereby assures that, under Sec. 9532, if the State of Florida identifies any school within the LEA as "persistently dangerous," it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

\*These assurances are in addition to those previously signed by the Local Education Agency (LEA) maintained on file in the Florida Department of Education's Comptroller's Office.

## Program Specific Assurances

### Title II, Part A – Teacher and Principal Training and Recruiting Fund

- The local educational agency (LEA) assures that the program(s) described in this application is based on the need assessment; and the activities are tied to academic content standards, student achievement standards and state assessments [Section 2122(b)(1)(A)].
- The LEA assures that it will target funds to schools within the jurisdiction of the LEA that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under section 1116(b) [Section 2122(b)(3)(A-C)].
- The LEA assures that the needs assessment will be carried out with the involvement of teachers, including teachers in schools receiving assistance under Part A, Title I, and will take into account what activities need to be conducted in order to give teachers and, where appropriate, administrators the means, including the knowledge and skills, to provide students with the opportunity to meet challenging state or local student performance standards [Section 2122(c)(1-2)].
- The LEA, after timely and meaningful consultation, will provide the opportunity for equitable participation by private school educational personnel in the activities and services funded by this application and those schools have been so notified. Educational services or other benefits, including materials and equipment, provided, shall be secular, neutral, and non-ideological [Section 2122(b)(11) and 9501(a)(1-5)].
- The LEA assures that the professional development activities have been developed with extensive participation of teachers, principals, parents, and administrators of schools to be served [Section 2122(b)(7)].
- The LEA assures that funds received will be used to supplement and, to the extent practical, increase the level of funds that would be made available from nonfederal sources; in no case will such funds be used to supplant funds from nonfederal sources [Section 2123(b)].
- The LEA assures that the control of funds will remain in the public agency and the public agency will administer the funds and property to the extent required by the authorizing law [Section 9501(d)(1)].
- The LEA assures that accurate records will be kept and provide such information to the state, as may be reasonably required for fiscal audit and program evaluation and shall demonstrate compliance with all state, federal, and program requirements.
- The LEA assures that programs will be evaluated annually; the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year; the evaluation will describe how program(s) affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served; and the evaluation will be submitted to the state annually.

## **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>

## Needs Assessment

To be eligible for funds, an LEA shall conduct an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. The needs assessment shall be conducted with the involvement of teachers, including teachers participating in programs under part A of Title I, and shall take into account the activities that need to be conducted in order to give teachers the means including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging state and local student academic achievement standards. The LEA must incorporate into the needs assessment the results of annual performance appraisals for teachers and principals. Data must be presented to show how many teachers do not meet the Highly Qualified requirements of section 1119, the list of schools, and the core courses in which the not highly qualified teachers (NHQTs) are teaching. LEAs must show evidence that an analysis has been conducted for NHQTs who have been reported under code "G" as the reason they are not HQ. [Section 2122 (b)(8)].

**Response:** • Progress Monitoring and FCAT data show that in grades 3-6 math scores have been stagnant over the last several years. Additionally, 5th grade math has been below the state since 2004. Grades K-6 completed the implementation of the Envisions program, a standards-based skill development math program. Schools will now implement Investigations, which requires a shift in methodology to higher level, abstract thinking. All K-6 math teachers will participate in professional development to ensure this implementation is done with fidelity.

- In Elementary Science, Flagler has lost ground. Grade 5 had exceeded the state average in the percentage of students who scored 3 or above on the FCAT for the 2005 – 2007 school years. In 2008, however, Flagler slipped to 39% scoring 3 or above, while the state average grew to 43%. The district rebounded to 45% proficient in 2009, but still lagged behind the state average. The 2010 and 2011 data show no improvement. In addition, a new K-8 "techbook" has been adopted. There is a need for training to ensure it is used with fidelity.

- Teacher and principal annual evaluations were analyzed and training planned to correspond to needs. Teacher evaluations demonstrated a need for the following training: Use of Data, Higher Level Thinking Strategies, Writing (at one elementary school), Math and Reading. Principal evaluations demonstrated a need for the following training: Walk Through Training, Use of Data, and Differentiated Instruction.

- Teacher Individual Professional Development Plans were analyzed to determine necessary training and revealed a need for training in the Use of Data, Reading, Math, Science, and behavior management

- Principals determined needs based on an analysis of student Progress Monitoring and FCAT scores.

- In 2009, an analysis of Math FCAT data shows that the 5-year trend in our grade 5 and middle school DSS lags behind statewide growth. 2010 FCAT data showed small gains, but even with small gains this need

remains.

- The one private school in Flagler County was given a Comprehensive Needs Assessment. Their equitable allocation will be used to provide training in reading fluency and math.
- The Inventory of Teacher Technology Skills, an online assessment, is used as a needs assessment tool. This survey identifies the areas of technology training needed to ensure targeted training is provided to increase teacher skills which leads to integrating technology into their lesson plans.
- As a part of our SACS accreditation ongoing cycle, Quality Assurance Review Teams conduct site visits at every school to evaluate strategies put into place to assure best practices within the district. District staff analyzed strengths and made recommendations to determine professional development needs, foremost of which was Using Data to Inform Instruction.
- 13 teachers at Heritage Academy were erroneously reported as "G," not Highly Qualified. These teachers are, however, Highly Qualified. This has been verified by the district Title I coordinator, who has records proving their status. Steps have been taken to ensure that future data is entered into the district MIS system correctly. One teacher at Matanzas High School is not highly qualified and was reported as "G." The courses she taught in the 2010-11 school year were:

- o Science 9-12

- o Social Studies 9-12

- o Math 9-12

- o English 9-12

An analysis shows that she is teaching a self-contained Exceptional Student Education class with ESE certification, but no subject area certification. She has received a letter from the Director of Exceptional Student Education informing her of the steps she is required to take in the 2011-12 school year to attain the status of Highly Qualified.

- The Superintendent, in conjunction with the Board of Education, develops a 4-year District Strategic Plan. Title II funds are used to support the student achievement goals.

## Collaboration

**1. Describe how the LEA has collaborated with teachers, paraprofessionals, principals, other relevant school personnel, private school officials, and parents in the planning of activities to be carried out and in the preparation of this application [Section 2122 (b)(7)].**

**Response:** • Flagler County has a GAP Commission, which is a group of parents, community members, school board members, teachers and administrators who meet to focus on the achievement gap of our minority populations (African American and other minority groups), English language learners, and special education student populations. The group makes recommendations to the superintendent and school board.

• Each school has a School Advisory Committee (SAC) and English Language Learner Parent Leadership Council that provide parental input and recommendations to improve our schools. Their recommendations to Principals were considered when planning for the support this grant will provide to teachers and administrators.

• Flagler County Schools' Office of Federal Grants sends a letter in March of each year to invite the private school in the district to attend a meeting to discuss federally funded programs that private schools may be interested in participating in with the district. The private school is given an outline of a Comprehensive Needs Assessment to complete and return to the district at the April meeting. At that time needs are reviewed and the private schools outline how they it would use the allocated dollars at their school site. The needs of the private school are taken in to consideration when the grants are being developed. Equitable services and eligibilities are discussed along with the process of determining the allocation for the private schools for any of the Title grants.

• The Directors of 9-12 and K-8 Curriculum and Instruction have discussions with Principals, the Directors of Exceptional Student Education, Federal Programs, Student Services and the Curriculum Specialists to determine the information needed for this application.

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## Program Plan to Address Strategies and Activities Required under Section 2141

**2. Describe the proposed strategies and activities the LEA intends to implement specifically to assist teachers not meeting highly qualified requirements, teaching a core course(s) for which the teacher is not HQ, and how the LEA will continue to keep teachers highly qualified. Strategies must be explicitly detailed with clearly written activities. These plans must be developed through consultation with principals and effected teachers. Describe how the activities will be coordinated with and support other reform efforts at the schools [Section 2141(c)(1) & (d)(1&2)].**

**Response:** • One high school teacher does not meet the definition of highly qualified. She teaches 5 core courses in her role as EBD teacher. In 2011-12, funds from this grant will help her and other principal-identified teachers who fill an area of need become Highly Qualified by reimbursing them for subject area tests and certification fees. Professional development such as Focused-Learning, which is a district-wide initiative, as well as training and classroom modeling provided by the district Curriculum Specialists, will help teachers become and remain Highly Qualified.

- Funds from this grant will enable schools to have teachers participate in Professional Learning Communities and Lesson Studies based on content areas or grade level.
- In the past, the majority of non-Highly Qualified teachers have worked with hospital/homebound students. The Directors of Exceptional Student Education, Instructional Programs and Professional Development, Federal Programs, and Human Resources now work to ensure that these students are placed with Highly Qualified teachers.
- The Leadership Training in which all district administrators are required to participate will clarify: 1.) the meaning of the Highly Qualified designation; 2.) the steps which school principals must take to work with the district Management Information system to ensure accuracy of information; 3.) the steps school principals must take to ensure that the Individual Professional Development Plans of teachers not-Highly Qualified detail the steps to becoming HQ.
- The Highly Qualified status of teachers will be easily accessible to Principals through Electronic Registrar Online by eSchool Solutions. All on one screen, Principals will be able to view a teacher's Individual Professional Development Plan, Highly Qualified Status, and Inservice History.

## Alignment of Activities

**3. Describe all other activities to be carried out by the LEA and how these activities will be aligned with state academic content standards, student academic achievement standards, and state assessments. Describe how the proposed activities assure priority will be given to teachers not meeting the Highly Qualified requirements. [Section 2122 (b)(1)(A)(i)].**

**Response:** • In 2009-10 the district implemented Learning-Focused, which is based on scientifically based research, with all 3rd through 12th grade core subject teachers. The focus on Curriculum and Student Learning Maps guides teachers in the use of the Sunshine State Standards while it teaches them to develop lessons based on student academic achievement standards and best practices. Principals were trained in monitoring for student achievement. This initiative addressed the need to raise the rigor of classes as evidenced by state and local assessments. The 2010 and 2011 data have shown student growth. Anecdotal evidence from principal walk-throughs of classrooms leads us to believe that this initiative has resulted in raising student achievement because of the increased accountability of teachers and school administrators. Professional Development to support this initiative will continue in 2011-12. Core area teachers will participate in professional development based on Learning-Focused with an emphasis on the top five strategies that raise student achievement, according to a U.S. DOE study: extending thinking, summarizing, using non-verbal representations, using graphic organizers, and using vocabulary in context. Learning-Focused training will also target the district identified need to incorporate writing as a learning tool.

- Literacy and Data Analysis Curriculum Specialists provide professional development to teachers in grades K-12. They demonstrate strategies to incorporate standards, thereby helping to prepare students for state assessments. A STEM/service learning coordinator works with teachers and school administrators on implementing STEM fundamentals. This position supports the 2011-12 district focus on science.
- Principals and Assistant Principals who do not have School Principal certification are participating in a Principal Leadership Academy in order to master the competencies involved and add the certification. Teacher leaders are also given the opportunity to participate. All district administrators continue to participate in Learning-Focused Leadership training.
- In Elementary Science, Flagler has lost ground. Grade 5 had exceeded the state average in the percentage of students who scored 3 or above on the FCAT for the 2005 – 2007 school years. In 2008, however, Flagler slipped to 39% scoring 3 or above, while the state average grew to 43%. The district rebounded to 45% proficient in 2009, but still lagged behind the state average. The 2010 and 2011 data show no improvement. In 2011-12 we will continue to work with teachers on integrating Science into Reading and Math to increase the relevance and balance the time spent on topic. K-8 teachers will participate in training for the implementation of Discovery Education, the newly adopted “techbook.” Support and training for Science teachers is the responsibility of the district STEM/service-learning coordinator.

- Teacher training in Elementary Math and Science will continue to focus on implementation of Florida's Next Generation Sunshine State Standards at K – 6. To ensure fidelity of implementation, principals will monitor the implementation of new curriculum maps to provide teachers with a framework for teaching the new standards.
- Instructional technology integration will revolve around ongoing training for teachers to expand the use of technology in the classroom. Teachers will use technology for data analysis, content delivery and communication with parents and the community as well as by students as a part of classroom activities/projects. A district Instructional Technology Specialist spearheads the training in the integration of technology.
- The district has a writing initiative in place to enable students to meet rigorous academic standards. 2009 and 2010 FCAT data demonstrated that this initiative improved writing scores at the elementary and middle school levels, with all except one elementary school increasing their scores. This school will be supported through training on integrating writing into content areas.
- Training in the Use of Data to Inform Instruction for teachers and school leadership supports the district focus on data-driven instruction and decision-making is ongoing. Data teams are in place at each school and are guided by a district Curriculum Specialist.
- Teachers not meeting the Highly Qualified requirements will be targeted for participation in all Professional Development.
- Teachers use the online professional development management system ERO (Electronic Registrar Online) to register for learning opportunities, to access their in-service histories, to complete workshop evaluations, and to create Individual Professional Development Plans.
- Professional development that meets the individual needs of teachers will be available through the use of PD 360, an online resource.
- School-based Professional Learning Communities, Lesson Studies, and distance learning will be the primary methods of Professional Development delivery in the 2010-11 school year.
- Flagler County teachers and administrators participate in professional development and collaboration with NEFEC through support in the following areas: reading, ESOL, and gifted endorsement, curriculum mapping, guidance counselor training, SUMS, STEM, and Principal Leadership training.
- The district Master In-service Plan is developed in collaboration with NEFEC.
- School-based Technology Team members will be trained to provide workshops and peer support for teachers in their respective schools. These workshops will provide hands-on experience in how to:
  - ? Access student data online and use software to sort and filter it to make data-driven decisions about appropriate teaching and learning strategies that address the needs of all students

? Use technology to deliver content and receive immediate feedback about student comprehension

? Use web tools to facilitate communication with parents and the community

? Align curriculum and technology to provide all students with authentic, engaging and challenging projects

? Use technology to increase student collaboration, critical-thinking skills and communication

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## Curricula and Programs

### 4. Describe how the curricula and programs being implemented, through this application, will be tied to the standards [Section 2122 (b)(1)(A)(ii)].

<http://www.fldoe.org/bii/Curriculum/>

**Response:** • The district has a writing initiative in place to enable students to meet rigorous academic standards. 2010 and 2011 FCAT data have indicated that this initiative has improved writing scores at all levels, but one elementary school continues to lag below state scores. Teachers in this school will continue to receive support in integrating writing into all subjects. The ability to write well is at the core of student academic achievement. Every core subject area includes writing standards.

- Teacher training in Math and Science: Science and Math Cadres have been developed to address the needs of the content areas in a collaborative manner. Cadres have been investigating the Next Generation Sunshine State Standards to ensure that district provided curriculum maps align to the new standards. In situations where gaps exist between the standards and the curriculum maps, the Cadres will revise the curriculum maps and make them available to all teachers of Math and Science.

- An Environmental Resources academy will open at Matanzas High School. This will be based on STEM standards. Teachers will receive coaching and lesson modeling from the STEM/service coordinator.

- 2009, 2010, and 2011 data show that science instruction is weak, especially elementary and middle school levels. As a result, Discovery Education has been adopted as the “techbook” in the recent science textbook adoption. This grant will support training for its implementation with fidelity for teachers and school administrators with a continued emphasis on focusing on the standards.

- NEFEC (Northeast Florida Education Consortium) provides instructional support for Flagler County. Their initiatives for 2011-12 are aligned to student academic standards, academic content standards, and state assessments. Funds will support continued participation.

- Flagler County continues to be a technology-rich district, with a computer to student ratio of 2 to 1. In keeping with this focus, funds will be used to provide PD 360, online professional development, to teachers, administrators and support staff as appropriate.

## Activities Based on Scientifically Based Research

**5. Describe how the activities will be based on a review of scientifically based research and explain why the activities are expected to improve student academic achievement [Section 2122 (b)(1)(B)].**

**Response:** • Learning-Focused: Independent analyses conducted to provide evidence of the effectiveness of the Learning-Focused Model, which meet the criteria set by the US DOE for "evidence-based blind studies," have shown that this continuous improvement model improves student academic achievement.

- Teachers implementing the Next Generation Sunshine State Science Standards in grades K–8 will receive training and support in implementing curriculum maps infused with Scientific Inquiry, based on research of the National Science Foundation.
- Teachers will learn to align curriculum and technology through the use of problem-based learning activities that target critical thinking, collaboration and communication skills for students. The proven effectiveness of this methodology is research-based.
- The district will continue to identify needs by implementing the researched-based methodology of progress monitoring in the areas of math, reading, and science through the use of Performance Matters. Based on this needs-assessment, professional development will be designed.
- Professional Learning Communities (PLC) provide a necessary paradigm shift in professional development from mere acquisition of knowledge, to allowing teachers the opportunity to work collegially on refining the art of instruction as they seek to create critical thinkers and active learners in their students.
- The district high schools will utilize this model to focus on intervention and increased achievement for students in reading and math, through embedding research-based instructional practices across the content areas of language arts, math, science, social studies, and world languages. Teachers will meet a minimum of four times per year in full day PLCs to research effective practices, plan collegially, create common progress monitoring assessments, analyze student data on an ongoing basis, and adjust instruction accordingly.
- Select schools will continue to use the lesson study cycle in grade level and content area PLCs. Lesson study is an embedded peer-to-peer professional learning strategy. It requires teachers and other educators to work collaboratively to strengthen a given lesson until it has been refined as much as possible and then teach it to get powerful data about how well the lesson works. In a colloquium after the lesson is taught, the teacher (who can be anyone in the lesson study group) reflects on the lesson first, and then the other members of the lesson study group share data they collected during the lesson. Lesson study groups make a decision about whether to revise the field-tested lesson and teach it again or simply apply what they have learned to another lesson. As teams become more proficient, they will begin to model the lesson study process for interested school teams.

## Annual Measurable Objectives

**6. Provide realistic annual measurable outcome objectives for all activities described in this application, include how the activities will increase highly qualified teachers and will have a positive impact on student academic achievement [Section 2122 (b) (2)].**

**Response:** • Learning-Focused, a district-wide initiative, permeates all activities funded through this grant. All activities funded through this grant have an emphasis on the top five strategies that raise student achievement, according to a U.S. DOE study: extending thinking, summarizing, using non-verbal representations, using graphic organizers, and using vocabulary in context.

• Reading:

o For grades K-2, reading growth will be measured using the first and third administration of the FAIR progress monitor with a goal of a minimum of 10 points gained in the Probability of Success (PRS) percent.

o For grades 3-10, reading growth will continue to be measured using the first and third administration of the FAIR progress monitor with a goal of a minimum of 10 percentile points being gained on the median percentile rank for reading.

• Math

o A baseline progress monitor is given in August. The goal is for each student to improve from the baseline to the mid- year progress monitor by at least 10% overall and demonstrate reasonable growth by benchmark. Reasonable is defined as looking at the district overall improvement by benchmark and identifying the percentage of students above and below that indicator.

o Students in grades 3, 4, 7, and 8 will show a 3% gain on average in their math overall FCAT DSS scores; students in grades 5 and 6, a 5% gain.

o The percent of secondary students scoring on grade level or above on FCAT will increase by a minimum of 2% per year until state averages are met or exceeded.

• Science:

o A baseline progress monitor is given in August. The goal is for each student to improve from the baseline to the mid- year progress monitor by at least 10% overall and demonstrate reasonable growth by benchmark. Reasonable is defined as looking at the district overall improvement by benchmark and identifying the percentage of students above and below that indicator.

o Science scores on FCAT in Grades 5, 8, and 11 will increase 5% on average across the district based on the 2010-11 FCAT.

• The number of courses taught by teachers who do not meet the definition of

Highly Qualified will be reduced from 1 to none. This grant provides funds to reimburse teachers for taking and passing subject area exams.

- 100% of the district's administrators will continue to participate in Learning-Focused training, as well as implement and monitor this initiative at all schools.
- 100% of K-8 science teachers will participate in professional development to implement the newly adopted science "techbook" Discovery Education.

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## Activities to Eliminate the Achievement Gap

**7. Describe how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students [Section 2122 (b)(2)].**

**Response:** • Flagler County has a Superintendent's Gap Focus Commission, which is a group of parents, community members, school board members, teachers and administrators who focus on the achievement gap of our minority populations, English language learners, and special education student populations. The group makes recommendations to the superintendent and school board. Supporting activities to help raise student achievement and that are coordinated with professional development activities provided through federal, state, and local programs:

o Teacher training:

- Math – Focusing on Standards.
- Math – Strategies to Actively Engage Students
- The Use of Data to Inform Instruction
- Instructional Technology Integration
- Diversity
- Science Standards and Strategies
- Reading Strategies
- STEM
- Alignment and coordination of school-based ESOL programs: To raise student achievement and narrow the achievement gap of English Language Learners, ESOL teachers work collaboratively as a district-wide Professional Learning Community to ensure uniformity amongst the schools.

## Professional Development Coordinated through Federal, State, and Local Programs

### 8. Describe how the LEA will coordinate professional development activities with professional development activities provided through other federal, state, and local programs [Section 2122 (b)(4)].

**Response:** • The district Master Inservice Plan and Master Yearly Professional Development Plan tie together all of the district's professional development. The following district level employees meet on a weekly basis to discuss student achievement issues and upcoming professional development: the Director of 9-12 Instruction, the Director of K-8 Instruction, the Director of Exceptional Student Education, the Director of Federal Programs, the Director of Student Services, and the Literacy and Data Curriculum Specialists. Before each grant is written, this team meets numerous times to coordinate which grant will support each activity as determined through various needs assessments. Each team member also brings information to the whole team from Principals and Assistant Principals.

- Professional Development not funded through Title II A will be funded as follows:

- o Title I:

- ? BES, Palm Harbor and Heritage Academy will continue with Vennlogic's Making Math Connections and Numeracy center professional development workshops. Classroom modeling and coaching by the Venn Logic consultant will be the focus.

- ? BES will go beyond the Learning-Focused training provided to other schools by having teachers participate in Monitoring, Conferencing, and Acceleration workshops.

- Professional development to show teachers how to differentiate instruction for all K-2 teachers in all Title I schools will be provided.

- A cadre of Title I middle school teachers will focus on implementing STEM with support from Discovery Education.

- AIMS math and science training will be provided for Rymfire Elementary School.

- The REWARDS reading intervention program training will be provided for Rymfire Elementary School

- All Title I schools will have a minimum of four data analysis /PLC days a year.

- o Title III:

- ? ESOL resource teachers will attend monthly training to learn best-practices, stay updated with department mandates, and improve ELL accommodations

for the newly adopted elementary reading textbook series. Title III will provide substitute teachers and consultants.

? Teachers of ELLs will participate in Thinking Maps training.

o Perkins Grant:

? Teachers will receive support in aligning Industry Certification content with program standards.

? Career and technical teachers will participate in workshops to learn best practices to integrate academic and CTE standards.

o District General Fund:

? Partial funding for the salaries of one Curriculum Specialist who specializes in training teachers to use data to plan instruction.

? Partial funding for the Principal Leadership Academy

? Partial funding for STEM/ science Professional Development

o IDEA: Training planned to enable teachers, administrators, and paraprofessionals to address the needs of students with disabilities and special learning needs include the following:

? Understanding IEPs, Response to Intervention, Developing Measureable Goals for ESE Students, Autism Awareness, Matrix Determination, Access Points, and Crisis Prevention Intervention.

? ESE law, compliance, roles and responsibilities, discipline, placement options, data analysis, eligibility effective communication and CPR/First Aid

? Monthly meetings will be held at each school site for ESE teachers and those who teach cluster programs (EBD, ASD)

o Race to the Top

? Funds will partially support professional development in the areas of STEM, use of data to inform instruction, common core standards, Clinical Educator, and the principles of Lesson Study

## Professional Development in Accordance with Florida's Professional Development System

**9. Describe how the LEA will ensure that the professional development (which may include teacher mentoring) needs of teachers and principals, provided in accordance with Florida's Professional Development System, will be assisted using these funds [Section 2122 (b)(5) and FS 1012.98].**

**The final version of the protocol standards can be found at <http://www.fldoe.org/profdev/pdf/pdsprotocol.pdf> and the revised rule [https://www.flrules.org/gateway/notice\\_files.asp?ID=8567251](https://www.flrules.org/gateway/notice_files.asp?ID=8567251)**

### **Response:** • Faculty Level:

- o Teachers determine their Individual Professional Development Plans based on student data, individual needs, and discussion with a school administrator. At the end of the year, teachers complete the evaluation component, which is an assessment of how the Professional Development in which they participated affected student achievement and also meet with their school leadership to determine whether or not they met their individual goals. This is determined by measures such as achievement tests, progress monitoring, summative and formative assessments, and discipline referrals.

- o Teachers use the online professional development management system ERO (Electronic Registrar Online) to register for learning opportunities, to access their in-service histories, to complete workshop evaluations, and to create Individual Professional Development Plans.

- o A variety of in-service delivery methods are available to teachers for Professional Development: full, half-day, after-school, and planning period workshops; in-class modeling, online classes, online discussion boards, local college courses, book studies, and independent projects. Teachers are expected to participate in school-based Professional Learning Communities.

### • School Level

- o Schools have implemented school-wide book studies, Professional Learning Communities, and Lesson Studies to focus on district initiatives as well as their own individual school needs. The principal sets the expectation that all teachers will participate.

- o Principals are an integral part of the Data Teams that have been established at each school. They have received training and will receive continued support in the Continuous Improvement Model. This includes the use of the Disaggregate, Analyze, Reflect, Target (DART) template to identify strengths and weaknesses at the district, school and classroom level. The school-wide Professional Development Plan that each principal outlines in the School Improvement Plan reflects the data gathered by the use of this Continuous Improvement Model, as does the school budget each principal develops. As principals develop the new plan, they are also evaluating the effectiveness of the previous year's Professional Development Plan.

- o Principals monitor the Professional Development in which each teacher participates through their administrative access to the online Professional Development Management System ERO—Electronic Registrar Online.

- o Principals and Assistant Principals have taken on the role of monitoring and documenting follow-up through in-school coaching and modeling/sharing of best practices. They have participated in Classroom Walk-Through training and the district has adapted that model so that the Principals and Assistant Principals look for the transfer of key components of trainings during their “walk-throughs.” They also monitor Learning-Focused “Look-fors” and “Ask-fors.”

- o School administrators create and implement Individual Leadership Development Plans.

- o Schools provide peer coaches and mentors as needed.

- District Level

- o Through various needs assessments, the district develops a yearly District Master Professional Development Plan that reflects the integration of federal, state, and district initiatives.

- o The Directors of 9-12 and K-8 Instruction ensure that all teachers, administrators, and trainers are apprised of the Florida Professional Development Evaluation Protocol and that relevant follow-up activities are designed to maximize transfer of learning to the classroom.

- o District administrators ensure that Professional Development funds are used equitably and in accordance with documented district needs.

- o The Director of 9-12 Education ensures that teacher in-service records are accurately maintained and that the Master Inservice Plan is implemented.

- o District administrators evaluate the effectiveness of each year’s District Master Professional Development Plan by analyzing the results of student progress monitoring and state testing as compared to the training and support provided.

- o The Directors of 9-12 and K-8 Education monitor participation in Professional Development.

- o The Directors of 9-12 and K-8 Education coordinate follow-up activities.

- o The Director of K-8 Education is responsible for the implementation of the District Leadership Development Program.

- o Curriculum Specialists and the STEM/service-learning coordinator provide in-classroom coaching as needed.

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## Technology Purchase Evaluation

**10. Describe how the effectiveness of the delivery of professional development utilizing equipment and technology purchased with Title II-A funds will be determined. The evaluation must be based on the Professional Development System Evaluation Protocol standards: 1.3.3; 2.2.4; 2.3.3; 3.2.4; 3.3.3; 3.3.4 and include measurable objectives.**

Response: NA

## **Integrate Technology Activities from Title II-D with Title II-A**

**11. Describe how the LEA will integrate Title II, Part A funds with funds received under Title II, Part D (entitlement) that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy. [Section 2122 (b)(6)].**

**Response: NA**

## Professional Development to Address the Needs of Students with Different Learning Styles

**12. Describe how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency [Section 2122 (b) (9)(A)].**

**Response:** • ESOL teachers will attend regular Professional Learning Community gatherings to learn best practices, stay updated with department mandates, and development accommodations.

- Training to enable teachers to teach and address the needs of students with disabilities and special learning needs planned include the following: Understanding IEPs, Response to Intervention, Developing Measureable Goals for ESE Students, Autism Awareness, and Crisis Prevention intervention.

- All elementary teachers district-wide participated in an initial Quantum Learning workshop in the 2007-08 school year. Quantum Learning is a research-based program that is based on brain compatible learning and the diversity in learning styles. In the 2011-12 school year, Principals will continue to monitor the implementation of these instructional strategies.

- Gifted endorsement classes are offered through NEFEC, our area education consortium, and supported through the district general fund.

- Core subject area teachers will participate in Differentiated Instruction training.

- Co-teachers of middle school ESE students will participate in inclusion training that follows up Learning-Focused training from 2009-10.

## Professional Development to Improve Student Behavior in the Classroom

**13. Describe how the LEA will provide training to enable teachers to improve student behavior in the classroom and identify early and appropriate interventions to help students learn [Section 2122 (b)(9)(B)].**

**Response:** • Positive Behavior Support (PBS): Each school has a team who supports the initiative and serves as a resource. They attend regular training provided by the University of South Florida. This training is a "train the trainer" model, and each team goes back to its school and trains the staff there. The district coordinator continuously schedules trainings throughout the year for PBS team members, as well as individual teachers. Follow up training is done in several ways: web casts, classroom visits, sample lessons, modeling, and group session.

- All teachers new to the county participate in CHAMPs training. This is a classroom management program. Principals have also identified teachers in need of improvement in classroom management who also participate in the training.
- All schools have trained a team in Response to Intervention (RTI) who in turn train the teachers and staff at their schools.
- Crisis Prevention Intervention is regularly offered to all teachers.
- Guidance Counselors will be trained in Suicide Prevention and will in turn train their school staffs. Volusia County provides this training at no cost to Flagler County.

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## Professional Development to Assist Teachers with Parent Involvement

14. Describe how the LEA will provide training to enable teachers to involve parents in their child's education [Section 2122 (b)(9)(C)].

**Response:** • The District Master Professional Development Plan requires that all teachers receive training in Parent Communication during their first two years of teaching.

• The following trainings contain strategies to involve parents: Positive Behavior Support (PBS), CHAMPs, Response to Intervention, Autism Awareness, Crisis Prevention Intervention, Learning-Focused, AIMS, REWARDS, Reading Strategies, Math Strategies, and Science Standards.

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## Professional Development to Assist Teachers to Understand and Use Data and Assessments

### 15. Describe how the LEA will provide training to enable teachers to understand and use data and assessments to improve classroom practice and student learning as part of teacher Individual Professional Development Plans [Section 2122 (b)(9)(D)].

**Response:** • The district trains teachers to understand and use data and assessments to improve classroom practice and student learning.

- The district uses the Continuous Improvement Model, which includes the use of the Disaggregate, Analyze, Reflect, Target (DART) template to identify strengths and weaknesses at the district, school and classroom level. All teachers are able to pinpoint goals for instruction of their specific students that they have identified through the use of the DART model and they then write goals for their Individual Professional Development Plans.

- Each school has a lead data team that meets regularly and is available to help teachers attain their goals to improve student achievement through the use of data. Teachers participate in Professional Learning Communities during their planning periods to discuss how to use the data from progress monitoring to shape instruction.

- A Curriculum Specialist is the district coordinator for assessment and regularly meets with the data teams and administrators to spearhead the teacher use and understanding of data to inform instruction.

- The format of the Individual Professional Development Plan requires teachers to use their students' data to plan their own professional growth. At the end of the year as they work through the evaluation component of their Plan, they must revisit their data and reflect on the effect their professional growth had on it.

- Teachers will be trained in using Performance Matters, which will be implemented in 2011-12, an electronic assessment and data management tool.

## Meet the Requirements of Section 1119

**16. Describe the activities the LEA will implement to meet the requirements of section 1119. Title I, Part A, Qualifications for Teachers and Paraprofessionals [Section 2122 (b)(10)].**

**Response:** • Activities that will increase the supply of Highly Qualified teachers (Strategic Imperative 1):

- o Teachers will be reimbursed for taking subject area tests and for adding the area to their teaching certificates. Teachers will participate in professional development geared to their individual needs to be successful on the tests. 100% of teachers at all the district's Title I schools are currently Highly Qualified.

- o Teachers receive high quality professional development that meets the determined needs of Title I schools:

- ? Vennlogic's Making Math Connections professional development workshops will be offered in targeted elementary Title I Schools. It is a continuation of training that began in 2008-09. Classroom modeling will be the focus.

- ? A curriculum specialist provides professional development in data review and implementation and math/science science above and beyond what is provided to non-Title I schools.

- ? Title I schools will go beyond the Learning-Focused training provided to other schools by having teachers participate in Monitoring, Conferencing, and Acceleration workshops.

- ? Teachers at Title I schools receive stipends paid out of Title I to attend professional development during the summer and Substitutes are provided during the year.

- o Paraprofessionals who are not Highly Qualified will participate in training to help them pass the test. If they do not pass, they do not remain employed by Flagler County Public Schools.

- o The district will ensure that teachers of long-term hospital/homebound students will become Highly Qualified in order to be eligible for these positions.

## Support Reading Initiatives

17. Describe how the activities in this project will support the reading initiative and are consistent with the *Reading Program Specifications for the Just Read, Florida! Program* which can be found at <http://www.justreadflorida.com>.

**Response:** • All Flagler County schools have been involved the Florida Reading Initiative (FRI) 60-hour training. Research-based reading interventions implemented by FRI trained personnel are implemented across all subject areas. FRI interventions also provide scaffolded instruction for our English Language Learners.

- 85% or more of the school's instructional staff will have a minimum of 60 hours of professional development designed to improve instruction by focusing on the five components of reading.
- The district will provide ongoing training on research-based reading interventions through various delivery methods. Principals will monitor the focus on literacy instruction during their principal walk-throughs.

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## Dissemination and Marketing

### 18. Describe how information about the programs in this application will be disseminated and marketed to appropriate populations.

**Response:** • All entitlement grants are prepared in hard copy and are housed in the front office of each school, the Flagler County Chamber of Commerce and the two county public libraries.

- The grants are shared with each school SAC committee.
- The grants are posted on the Flagler County Schools website. The district runs an advertisement in the local newspaper to notify the public of school reports and student progress. Reference is made to the entitlement grants and directs community stakeholders and parents to the district web sites.
- All entitlement grants are presented to the Flagler County School Board with an explanation of the grant, the services it provides and how the schools and students are impacted by these grants. These public meeting are televised to the community.

