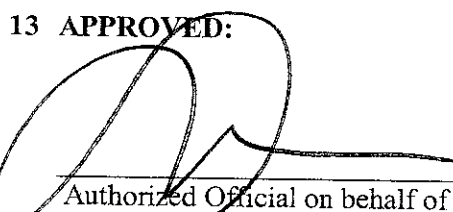
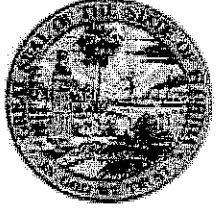


**Florida Department of Education
Project Award Notification**

REC'D SEP 7 2011

| | |
|---|---|
| 1 PROJECT RECIPIENT Flagler County School District | 2 PROJECT NUMBER 180-1022A-2C001 |
| 3 PROJECT/PROGRAM TITLE Title III Part A, Supplemental Instructional Support for English Language Learners <p align="center">TAPS 12A014</p> | 4 AUTHORITY 84.365A Title III, ESOL |
| 5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date: | 6 PROJECT PERIODS Budget Period: 07/01/2011 - 06/30/2012 Program Period: 07/01/2011 - 06/30/2012 |
| 7 AUTHORIZED FUNDING Current Approved Budget: \$ 41,932.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 41,932.00 | 8 REIMBURSEMENT OPTION Federal Cash Advance |
| 9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2012</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2012</u> • Last date for receipt of proposed budget and program amendments: <u>06/30/2012</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: | |
| 10 DOE CONTACTS Program: Dr. Adeola Fayemi Phone: (850) 245 - 9555 Email: adeola.fayemi@fldoe.org Grants Management: Unit A (850) 245-0496 | 11 DOE FISCAL DATA DBS: 40 90 50 EO: BC Object: 720035 |
| 12 TERMS AND SPECIAL CONDITIONS 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. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20 th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 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. Agencies receiving funds under Title III, No Child Left Behind may use not more than two percent (2%) of such funds for the cost of administering the program. | |
| 13 APPROVED:  _____ Authorized Official on behalf of Gerard Robinson Commissioner of Education |  8/24/2011 Date of Signing |

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

- 1** Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2** Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3** Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4** Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5** Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6** Project Periods: The periods for which the project budget and program are in effect.
- 7** Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8** Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement 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.

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

TAPS: 1. 12A014

Please return to:

Florida Department of Education
Office of Grants Management
Room 332, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400
Telephone: (850) 245-0496

A) Name and Address of Eligible Applicant:

Flagler County District School Board
1769 East Moody Blvd. Bldg. #2
BUNNELL, FL 32110

DOE USE ONLY

Date Received:

B) Applicant Contact Information

Contact Name: Tammy Yorke

Telephone Number: 386-437-7526 Ext: 3118

Mailing Address: 1769 East Moody Blvd. Bldg. #2 Bunnell,
FL

Fax Number: 386-586-2351

E-mail Address: yorke@flaglerschools.com

Programs

| C) Program Name: | Project Number: (DOE Assigned): | D) Total Funds Requested: | Total Approved Funds (DOE USE ONLY): |
|--|---------------------------------|---------------------------|--------------------------------------|
| 1. Title III, Part A: English Language Acquisition 2011-2012 | 180-1022A-2C001 | \$41,698.00 | 541,932. ⁰⁰ |

CERTIFICATION

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

E) Janet Valentine
Signature of Agency Head

DOE 100



Dr. Eric J. Smith, Commissioner

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title III, Part A: English Language Acquisition 2011-2012**

A) NAME OF ELIGIBLE RECIPIENT: **Flagler County District School Board**
B) Project Number (DOE USE ONLY): **180-1022A-2C001**

E) TAPS
Number
12A014

| count | Activity | Function | Object | Account Title and Description | FTE | Amount |
|-------|--|----------|--------|---|-------|------------|
| 1 | High schools will provide ESOL endorsed tutors for ELLs taking advanced placement courses. | 5100 | 150 | <u>Aides</u> Tutoring to support ELL students taking advanced placement or dual enrollment courses. | 0.100 | \$4,000.00 |
| 2 | Purchase supplemental books for classroom libraries and to increase RtI resources for ELLs. | 5100 | 590 | <u>Other Materials and Supplies</u> Other Materials and Supplies Supplemental materials and supplies-additional enhanced classroom libraries, magazines and other informational texts, and high interest low readability materials. These materials are provided above and beyond to target intervention material needs specific to ELL students. | 0.000 | \$3,462.80 |
| 3 | Stipends for Adult Education and ELL teachers to provide parent literacy classes for ELL parents. | 6150 | 120 | <u>Classroom Teachers</u> Stipends to provide parent literacy classes for ELL parents. | 0.100 | \$2,000.00 |
| 4 | Provide reimbursement to support personnel who translate for parent meetings. | 6150 | 130 | <u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel -Allocation for oral and/or written translation services provided by those other than teachers or aides. | 0.050 | \$1,000.00 |
| 5 | Provide aides to translate for ELL parent /teacher meetings in order for parents to be more actively involved at school. | 6150 | 150 | <u>Aides</u> Aides-Allocation for those who are not teachers to provide conversational translation services for parent meetings. | 0.100 | \$1,811.00 |
| 6 | Retirement | 6150 | 210 | <u>Retirement</u> Retirement | 0.000 | \$175.00 |
| 7 | Social Security | 6150 | 220 | <u>Social Security</u> Social Security | 0.000 | \$310.00 |
| 8 | Social Security Medicare | 6150 | 221 | Social Security Medicare | 0.000 | \$73.00 |
| 9 | Health and Hospitalization | 6150 | 231 | <u>Health and Hospitalization</u> Health and Hospitalization | 0.000 | \$15.00 |
| 10 | Workers Compensation | 6150 | 240 | <u>Workers Compensation</u> Workers Compensation | 0.000 | \$100.00 |

| | | | | | | |
|----|--|------|-----|--|-------|------------|
| 11 | Unemployment Compensation | 6150 | 250 | <u>Unemployment Compensation</u> Unemployment Compensation | 0.000 | \$10.00 |
| 12 | Purchase materials specific to the needs of ELLs for school based parent centers. | 6150 | 590 | <u>Other Materials and Supplies</u> Purchase materials specific to the needs of ELLs for school based parent centers such as pamphlets, DVDs, books and information packets, to encourage parents to become actively engaged in their student(s) academic achievement and English language acquisition. | 0.000 | \$2,000.00 |
| 13 | Provide supplemental training for ELL teachers and use consultant to support on-going professional development for teachers of ELLs. | 6400 | 120 | <u>Classroom Teachers</u> Classroom Teachers Classroom teachers-Stipends-teachers conducting Saturday trainings, consultant fees (in district) to provide supplemental trainings or attending after hours trainings to support the needs of ELL students. | 0.150 | \$3,000.00 |
| 14 | Provide monitoring and support for staff taking workshops and coursework specifically addressing the needs of ELLs. | 6400 | 160 | <u>Other Support Personnel</u> Other Support Personnel Other support personnel-District support personnel to monitor professional development of teachers taking ELL coursework | 0.200 | \$6,500.00 |
| 15 | Retirement | 6400 | 210 | <u>Retirement</u> Retirement | 0.000 | \$366.00 |
| 16 | Social Security deduction | 6400 | 220 | <u>Social Security</u> Social Security deduction | 0.000 | \$650.00 |
| 17 | Social Security Medicare | 6400 | 221 | Social Security Medicare | 0.000 | \$152.00 |
| 18 | Group Insurance | 6400 | 230 | <u>Group Insurance</u> Group Insurance | 0.000 | \$1,030.00 |
| 19 | Health and Hospitalization | 6400 | 231 | <u>Health and Hospitalization</u> Health and Hospitalization | 0.000 | \$32.00 |
| 20 | Workers Compensation | 6400 | 240 | <u>Workers Compensation</u> Workers Compensation | 0.000 | \$210.00 |
| 21 | Unemployment Compensation | 6400 | 250 | <u>Unemployment Compensation</u> Unemployment Compensation | 0.000 | \$210.00 |
| 22 | Other employee benefit | 6400 | 290 | <u>Other Employee Benefits</u> Other employee benefit | 0.000 | \$3.00 |
| 23 | Encourage participation of teachers and staff to attend ELL conventions such as FL TESOL and FABES. | 6400 | 330 | <u>Travel</u> Travel Travel-Out of county travel, hotel for ESOL and NCLB conventions/ conferences, such as FABES/ FL TESOL. | 0.000 | \$3,000.00 |
| 24 | Use Transact to translate in native language school and district information, forms, and letters. This service is supplemental to oral and written translations in common languages such as Spanish. | 6400 | 360 | <u>Rentals</u> Rentals Computer software licensing- portion of the cost of transact to provide supplemental home-school communication in a language that parents can understand and less commonly spoken language assistance such as Hatian Creole and Russian. | 0.000 | \$3,000.00 |

| | | | | | | |
|---------|---|------|-----|--|-------|-------------|
| 25 | Materials for Books Study and PD | 6400 | 590 | <u>Other Materials and Supplies</u> Materials for Books Study and PD- Thinking Maps and English Language Learners Day by Day, K-6: A Complete Guide to Literacy, Content-Area, and Language Instruction, by Christina M. Celic, | 0.000 | \$2,000.00 |
| 26 | Provide an opportunity for staff to participate in supplemental professional developemnt targeting the needs of ELLs. | 6400 | 750 | <u>Other Personal Services Other</u> Personal Services Other Personal Services- Substitutes provided for ELL teachers participating in supplemental professional development Thinking Maps, reading/math stratgies for ELLs. | 0.200 | \$6,000.00 |
| 27 | Provide for Incurred costs (indirect) with the implementation of the grant | 7200 | 790 | <u>Miscellaneous Expenses</u> Miscellaneous expenses- Indirect costs | 0.000 | \$822.20 |
| Totals: | | | | | 0.900 | \$41,932.00 |

DOE 101



Gerard Robinson, Commissioner

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Flagler County District School Board

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 III, Part A – English Language Acquisition

- The Local Educational Agency (LEA) will use the subgrant to build capacity to continue to provide high-quality language instruction educational programs for ELLs once the project funds are no longer available.
- The LEA will include in its District ELL Plan a certification that all teachers in a Title III language instruction educational program for ELLs are fluent in English and any other language used for instruction.
- The LEA will be of sufficient size and scope to support high-quality programs.
- The LEA consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and non-profit organizations, and institutions of higher education in developing this program plan.

- The LEA will assess annually the English proficiency of all students identified as ELLs.
- The activities funded with this project will not be in violation of any State law, including State constitutional law, regarding the education of ELLs.
- The LEA evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.
- LEA evaluations will include a description of the progress made by children in meeting State academic content and student academic achievement standards for each of the two years after these children (former ELLs) no longer participate in a Title III language instruction educational program.
- A LEA that fails to make progress toward meeting annual measurable achievement objectives for two consecutive years will be required to develop an improvement plan that will ensure the School District meets those objectives.
- The LEA will provide the following information to parents of ELLs selected for participation in a language instruction educational program: How determination of the need for ESOL services was made, how the educational needs of their children will be met, including available options of various instructional delivery models and if applicable, the failure of the subgrantee to make progress on the annual measurable achievement objectives for their children. Information will be provided to parents in a language that they can understand, unless clearly not feasible. The right to comprehensible instruction cannot be waived.
- The LEA will employ teachers in the proposed program who, individually or in combination, are proficient in 1) English, with respect to written as well as oral, communication skills, and 2) the native language of the majority of the children who the teachers teach, if instruction in the program is in the native language as well as English.
- The LEA will ensure that no more than 2% of the Title III grant will be allocated towards administrative (direct and indirect) costs and that documentation to support these costs will be maintained.

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

Briefly provide evidence of need for each of the services that will be funded through this project application. In the description, include reference to the method used to conduct the needs assessment and the data and information analyzed (e.g. CELLA, FCAT, ELL demographic data) to determine the need for supplementary services. The description must also include an analysis of which programs, services, and activities were successful in the previous grant, which ones were not, and what the LEA will do differently with this grant. Summarize results and prioritize.

Response:

- *Principals complete an annual needs assessment to determine needs based on an analysis of student Progress Monitoring, including Pearson math benchmark assessments, FAIR, and Write Score.*

- *Analysis of 2010-2011 AYP data shows that Flagler did not make AYP in reading or math for ELL students. Reading 48% and Math 57% scored Level 3 or higher in grades 3-12. That is an increase from the 2008-2009 SY- Reading 47% and Math 54% proficient. While the data supports continuing the interventions and professional development put in place, this still remains an area of focus for ELL's based on the following data:*
 - o *The ELL subgroup did not meet the AYP Reading or Math proficiency levels.*

 - o *52% scored below proficiency in reading*

 - o *43% scored below proficiency in math*

- *Reading training and Thinking Maps: Paths to Proficiency Training provided specifically for ELL teachers was effective as reading scores did increase on FCAT. These trainings will continue this year for new ELL teachers.*

- *Flagler made AYP in writing for grades 3-10 increasing scores from 84% to 87% proficient for ELLs. Thinking Maps training and writing strategies training continue to be an effective way to develop strategies to increase writing scores for ELL students. These trainings will be continued for the 2011-2012 school year.*

- *Although the ELL population was not large enough to note AYP for the subgroup in 2010, Flagler did increase the graduation rate for Hispanic students from 68% to 79% from 2008 to 2009. Flagler will provide tutoring for ELL students taking advanced placement courses for the 2011-2012 school year.*

- *Professional development targeting teachers of ELL students was well attended. Teachers attended Thinking Maps, Reading Intervention, and Math Intervention training specific to ELL students. These trainings will be expanded for the 2011-2012 school year.*

- *Due to budget cuts, Flagler no longer has an ESOL resource teacher at each school. Additional support for school based ESOL contacts will be provided in order to meet state amndates and timelines. ESOL contacts will meet a minimum of quarterly to review test data, entry/exit criteria, and compliance issues. They will also rprovide feedback on training needs and additional supports required for ELL teachers and students.*

- *The district ESOL contact will have coordinating meetings with reading coaches and RtI support specialists from each school to ensure collaboration and consolidation of resources to support the needs of ELL students and teachers.*

In order to increase availability of information to parents in multiple languages, TRANSACT webinars will be available to school-based and district staff throughout the year to facilitate use of the website resources to increase written parent communication in the home language, especially for those languages where personal translators/services are not available such as Haitian-Creole, Russian, and Spanish.

District data shows English language acquisition for the family is essential in supporting the academic achievement and language acquisition for ELLs. Parent and family literacy classes will be added for the 2011-2012 school year to support language acquisition and learning needs for the entire family.

Activities

Briefly describe the LEA's major proposed programs, services, and activities and include how they are aligned with the needs assessment, state content standards, student achievement standards, and state assessments. If applicable, indicate how the included activities are scientifically research based. Also, describe how the activities will enable districts to close the achievement gap and meet all Annual Measureable Achievement Objectives (AMAOs). Please refer to the SALA website for more information on AMAOs: <http://www.fldoe.org/aala/amac.asp>

- Response:**
- Teachers will participate in trainings that have been identified by various needs assessments: Writing Strategies for ELL Students, Reading Strategies for ELL Students, Training for new ELL teachers to support components in the core reading and math programs, and Thinking Maps: Paths to Proficiency training. Elementary teachers will have the opportunity to participate in a book study using English Language Learners Day by Day, K-6: A Complete Guide to Literacy, Content-Area, and Language Instruction, by Christina M. Celic. Training will be delivered by ESOL endorsed teachers in collaboration with Reading Coaches in before and after school workshops, planning period mini-workshops (PLCs), and book studies (PLCs). These training are in addition to other reading and literacy trainings provided to all teachers.
 - ESOL teachers will attend monthly Best Practices sharing sessions conducted by ESOL endorsed teachers in collaboration with Reading Coaches to improve instruction and to support differentiated instruction and RtI models.
 - Content area teachers of ELLs will participate in monthly PLCs with the school-based reading coach and ELL teacher to analyze progress monitoring data to drive instruction, to review ELL accommodations to improve instruction and to raise student performance on state assessments.
 - District support personnel, working under the direction of the Directors of Instruction, will provide supplemental assistance in maintaining and tracking data from progress monitoring, outcome measures, and additional assessments for ESOL teachers, content area teachers of ELLs, Principals and Assistant Principals for the purpose of increasing the language proficiency of ELLs and raising their achievement.
 - ELL teachers, reading coaches, and classroom teachers directly tied to ELL's will receive training in Thinking Maps® and Thinking Maps®: Paths to Proficiency for English Language Learners in order to increase language proficiency of ELLs.
 - Category II and III teachers will be encouraged to pursue ESOL endorsement.
 - To increase parent involvement, school activities like curriculum nights and open houses will be translated to encourage greater parent participation of ELL.
 - Supplemental translations will be made to increase parent communication and participation.
 - Each school will use Title III funds to support materials for ELL parents for the school-based Parent Centers.
 - All MS/HS campuses now have NGCAR-PD trainers to support increased availability of reading training for content area teachers. There will be specific training addressing text complexity and reading comprehension to support increased FCAT/ACT/SAT reading scores. There will be specific emphasis on the instructional needs of ELL students with a focus on comprehensible text in content areas to support ELLs.
 - High schools will continue to provide additional opportunities for ELL students to participate in advanced placement, dual enrolment and other paths to support increased enrollment in post-secondary education. ESOL endorsed tutors will be provided at each high school to support ELLs taking advanced placement courses.

Support for Reading/Strategic Imperatives

Incorporate one or more of the Areas of Focus included in Florida's Next Generation PreK-20 Education Strategic Plan,
http://www.fldoe.org/Strategic_Plan/pdfs/StrategicPlanApproved.pdf

This application requires each LEA to indicate any strategy that incorporates reading initiatives.

This application additionally requires each LEA to align their needs with the Next Generation Strategic Plan.

Response:

Research based reading interventions and guidelines provided through the District K-12 Reading Plan will be embedded in professional development and coaching support provided to ESOL teachers. Specific supplementary support provided will include:

- Supplemental training for ELL teachers, Reading Coaches, and ELL content teachers will occur for Thinking Maps® and Thinking Maps®: Path to Proficiency for English Language Learners. Substitutes, consultant fees, and materials for this training will be provided through Title III.*
- In addition to school-based reading professional development, there will be ongoing professional development provided on the specific components of all core and intervention reading programs for ELL support. There will be additional training on providing differentiated instruction and iiii support.*
- The district will be entering our fourth year of implementing the Response to Intervention (RtI) model for any students performing below grade level. The guidelines and procedures established for RtI require extensive use of data to drive instruction and determine if students are on track to close the gap with their peers.*
- All teachers will participate in training in the use of data, with supplemental training allotted for teachers of ELL's to review CELLA and district progress monitoring data for ELL students.*
- The district will continue to provide training on implementation of the RtI model, including training on the District RtI Implementation Manual which addresses specific procedures for ELL students.*

Supplementary Instructional Services to Increase English Proficiency of ELLs

Identify the district goals, objectives, and strategies for increasing the English proficiency of ELLs by the end of the 2011-2012 school year. **Goals/objectives must include the most current data from the administration of the Comprehensive English Language Learning Assessment (CELLA).**

AMAO1--- Making Progress Performance Indicator: The percentage of K-12 students making gains (moving up a proficiency level(s) or proficient in each of the CELLA three domains. Applications should include the most recent data by domains: Listening/Speaking, Writing, and Reading.

ELLs will make progress in learning English. It is the state objective to have at least 75% of ELLs making gains in Listening/Speaking, 59% in Writing and 61% in Reading.

Goal: The percentage of K-12 students making gains (moving up at least one proficiency level) or proficient in each of the CELLA three domains will increase.

Objectives:

- By the end of the 2011-2012 school year, the percent of ELLs making progress on the CELLA listening and speaking assessment will increase from 80.00% in the 2009-2010 school year to 83.00%
- By the end of the 2011-2012 school year, the percent of ELLs making progress on the CELLA writing assessment will increase from 70.00% in the 2009-2010 school year to 73.00%
- By the end of the 2011-2012 school year, the percent of ELLs making progress on the CELLA reading assessment will increase from 73.00% in the 2009-2010 school year to 76.00%

Strategies (activities): must be aligned to needs assessment and budgeted items; resources may focus on a specific domain, if applicable.

Response:

Data from the CELLA indicates that services should be focused on writing and reading. Training for teachers in strategies to implement higher level thinking through use of Thinking Maps and ongoing training in better implementation of the ELL portion of the reading and math series will be continued for new teachers. Reading coaches will continue to support RtI to improve reading, writing and math achievement. Continued focus on improved methods of home-school communication with parents will help strengthen English language learning. Transact webinars will be on-going through out the year to increase access to multi-language documents for parents.

AMAO2--- Language Proficiency Performance Indicator: The percentage of ELLs, determined by cohort, who have attained English proficiency by the end of the school year.

ELLs will become proficient in English. It is the state objective to have at least 18% of K-2 ELLs, 21% of 3-5, 16% of 6-8, and 17% of 9-12 students score proficient in all four domains.

Goal: The percentage of ELLs who have attained English proficiency by the end of the school year by grade clusters (K-2, 3-5, 6-8, 9-12] will increase.

Objectives:

- By the end of the 2011-2012 school year, the percent of ELLs in K-2 attaining English proficiency will increase from 40.00% in the 2009-2010 school year to 50.00% based on CELLA.
- By the end of the 2011-2012 school year the percent of ELLs in 3-5 attaining English proficiency will increase from 24.00% in the 2009-2010 school year to 29.00% based on CELLA.
- By the end of the 2011-2012 school year the percent of ELLs in 6-8 attaining English proficiency will increase from 11.00% in the 2009-2010 school year to 18.00% based on CELLA.

- By the end of the 2011-2012 school year the percent of ELLs in 9-12 attaining English proficiency will increase from 16.00% in the 2009-2010 school year to 21.00% based on CELLA.

Strategies (activities): must be aligned to needs assessment and budgeted items; resources may focus on a specific grade cluster, if applicable.

Response:

Data indicates that grades 6-8 and 9-12 need to focus on increasing English proficiency. Training for Reading Coaches and ELL teachers from grades 6-12 will include language acquisition and literacy proficiency. The training will have strong components in oral language development to focus on listening and speaking skills.

Improved methods of home-school communication with parents will help strengthen English language learning.

Parent Literacy classes will help support English language acquisition for the family.

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

By 2013-2014, all current and former ELLs will reach high academic standards, at a minimum attaining proficiency or better in reading, mathematics, science, and writing.

Identify the overall district goals, objectives, and strategies for increasing current and former ELLs achievement in reading, mathematics and science by the end of the 2011-2012 school year at the elementary, middle, and high school levels. **At a minimum, goals should address student proficiency in reading, mathematics, writing and science and include baseline data from the 2010-2011 school year or most current data.**

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

AMAO3 ---Content Achievement Performance indicator: The percentage of current and former ELLs who are at or above the proficient level in reading, mathematics, and writing on the Florida Comprehensive Achievement Test (FCAT). (Although not included in AYP, science academic goals must be addressed.)

All students will become proficient in Reading and Mathematics. It is the state objective for the 2011-2012 school year to have at least 86% of all students become proficient in reading and mathematics

Goal: The percentage of ELLs who score at or above the proficiency level on the state assessment in reading, math, science and writing will increase.

Objectives:

- By the end of the 2011-2012 school year the percent of ELLs attaining reading proficiency will increase from 48 % in the 2009-2010 school year to 51 % based on the FCAT.
- By the end of the 2011-2012 school year the percent of ELLs attaining math proficiency will increase from 57 % in the 2009-2010 school year to 60 % based on the FCAT.
- By the end of the 2011-2012 school year the percent of ELLs attaining writing proficiency will increase from 87 % in the 2009-2010 school year to 90 % based on the FCAT.
- By the end of the 2011-2012 school year the percent of ELLs attaining science proficiency will increase from 46 % in the 2009-2010 school year to 49 % based on the FCAT.

Strategies (activities): must be aligned to needs assessment and budgeted items; resources may focus on a specific subject..

Response:

An analysis of the 2009-2010 data indicates ELL students are more proficient in writing. Higher level thinking strategies will continue to be used to increase math, science and reading proficiency. The District Data Coordinator and District Curriculum Specialist will work with reading coaches, content area teachers, and classroom teachers to interpret assessment data and provide technical assistance through PLCs and data days.

All teachers will participate in ongoing training in the effective use of reading strategies, conceptual math instruction, and STEM education provided through Title I and Title II.

All elementary and middle school teachers will participate in training in the use of wholistic scoring using rubrics and teaching writing across the curriculum.

Title III will provide additional intervention materials specific to ELL students. These materials will be above and beyond what the district provides through the core reading and math intervention components. Reading materials will include enhanced classroom libraries, magazines and other informational texts, and high interest low readability materials. Math materials will include hands-on manipulatives to support conceptual math in order to teach

concrete to abstract.

Title III will support the purchase of materials to enhance oral language and vocabulary development. These materials may include but are not limited to picture cards, flash cards, and posters (content areas). Schools will develop language kits to support oral language development as a key component of classroom instruction.

Teachers of ELL students will participate in training in the use of data, with supplemental training allotted to review CELLA and district progress monitoring data for ELL students. PLCs will focus on meeting individual student needs through RtI and differentiated instruction.

The district will provide reading and math camp during the summer for level 1 and 2 students.

OPTIONAL: District-Derived Goal—Must include SMART goals

Response:

Increasing Supplemental Professional Development

Please describe the supplementary professional development activities supported by Title III. Specifically, in accordance with applicable statutory and regulatory guidelines, describe the professional development activities the LEA will conduct to address the issues identified in the needs assessment and to increase student achievement and language acquisition. Include in the description how the professional development activities will supplement, not supplant, existing district programs.

Response:

An analysis of 2009-2010 data indicates an increase in the percent of ELL's meeting high standards in reading by 1 point, an increase in the percent of ELL's meeting high standards in math by 3 points, and an increase in the percent of ELL's attaining writing proficiency by 3 points. These statistics support the district determination that the interventions and professional development put into place were effective and need to continue. Data indicates a need to focus on science, and continue support in the areas of reading and math for all teachers.

Supplemental professional development supported by Title III will include:

- Teachers will participate in trainings that have been identified by various needs assessments Writing Strategies for All Students, Reading Strategies for ELL Students, Training for new ELL teachers to support components in the core reading and math programs, and Thinking Maps Training. Elementary teachers will have the opportunity to participate in a book study using English Language Learners Day by Day, K-6: A Complete Guide to Literacy, Content-Area, and Language Instruction, by Christina M. Celic.*

The following delivery methods will be available: before and after school workshops, planning period mini-workshops, and book studies.

- ESOL teachers will attend monthly Best Practices sharing sessions to improve instruction and to support differentiated instruction and RtI models.*
- Content area teachers of ELLS will participate in monthly PLCs with the school-based reading coach and ELL teacher to analyze progress monitoring data to drive instruction, to review ELL accommodations to improve instruction and to raise student performance on state assessments.*
- District support personnel, working under the direction of the Director of Instruction, will provide supplemental assistance in maintaining and tracking data from progress monitoring, outcome measures, and additional assessments for ESOL teachers, content area teachers of ELLs, Principals and Assistant Principals for the purpose of increasing the language proficiency of ELLs and raising their achievement.*
- ELL teachers, reading coaches, and classroom teachers directly tied to ELL's will receive training in Thinking Maps® and Thinking Maps®: Paths to Proficiency for English Language Learners in order to increase language proficiency of ELLs.*
- Category II and III teachers will be encouraged to pursue ESOL endorsement.*
- ELL district staff and teachers will have the opportunity to attend ESOL and NCLB conferences.*

Increasing Parental and Community Participation in the Educational Experience of ELLs

Please describe the parent involvement activities supported by Title III. Specifically, in accordance with applicable statutory and regulatory guidelines, describe the major parent involvement activities the LEA will conduct to address the issues identified in the needs assessment and increase student achievement and language acquisition.

Response:

- *Provisions will be made to provide conversational translators for parent meetings where appropriate and necessary.*
- *Transact services will be utilized to provide various forms of written communication to parents in their primary language where appropriate and available. This service provides translations of many various forms and letters to schools and departments.*
- *Supplemental training on Transact will be provided for teachers, administrators, counselors, nurses, ESOL teachers, deans, and registrars. This training will support the access to various translated forms and letter for increased parent communication in the home language where translations are not easily secured for languages such as Haitian-Creole and Russian.*
- *Provisions will be made to provide translations of critical parent information materials from the federal, state, district, and school level where appropriate and available.*
- *Flagler County has a District Advisory Committee consisting of parents, community members, school board members, teachers and administrators who meet to focus on student achievement with careful attention to AYP subgroups (African American and other minority groups), English Language Learners, and SWD. The group makes recommendations to the superintendent and school board. The district will provide a series of parent involvement activities and informational nights called "Graduate One". The focus will be strategies to support increased graduation rates. Strategies to support academics and attendance will be the focus.*
- *Title III will be used to provide Parent Literacy classes through Adult and Community Education and ELL Endorsed teachers.*
- *District ELL staff will consult with schools to support parent involvement nights and activities and Title III funds will be used to provide additional resources for translations.*

Consultation with Private School Officials

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

Include a description and complete plan of action on how the consultation with private schools has been and will continue to be implemented to address equitable services to eligible students in private schools. Please list individual schools contacted, process for identifying ELLs, and services provided.

Response:

Flagler County Schools' Office of Federal Grants sends a letter in January of each year to invite the private schools in the district to attend a meeting to discuss federally funded programs that private schools may be interested in participating in with the district. Private schools that attend the January meeting are 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 would use the allocated dollars at their school site. The needs of the private school are taken into 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. No schools chose to participate.

The plan for private schools who wish to participate will be to provide the school with ESOL requirements and provide professional development for teachers working with ESOL students. Teachers and administration will be invited to ELL meetings, parent nights, and related events. The District Data Coordinator and District Curriculum Specialist will provide assistance in testing and monitoring the students' progress a minimum of 3x's a year.

Private schools participating will be expected to follow the same procedures for identification and compliance as public schools with support from district staff.

Upload samples of Private School Documentation:

[LEA's Notification/Invitation Letter\(s\) to Private Schools regarding 2011-2012 SY Services](#)

[LEA's Intent to Participate \(includes participation in needs assessment process\)](#)

[LEA's Meeting Notice\(s\)](#)

[LEA/Private School Meeting Agenda\(s\) and Consultations topic](#)

[Private School Agreement of services to be provided](#)

[List of private schools notified](#)

Collaborative Partners

Identify federal/state/local collaborative partners; briefly describe in a simple narrative the types and benefit of the collaborative activities; include the program(s) and primary target group(s).

Response:

- *Flagler County has a District Advisory Council 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.*
- *The District Advisory Council has formed a committee to focus on improving the parental involvement in Flagler COunty Schools. This committe is composed of community members, business partners and district staff to coordinate a series this year called "Graduate One". This group will hold workshops on graduation requirements, parent involvemnt, and access resources to help students be successful. Each seminar will have information to support ELL students and families. Parents will also be provided with supprt for students such as help with filling out FRL forms, getting free backpacks and school supplies, and signing up for services such as tutoring.*
- *Focus on Flagler Youth Coalition works collaboratively with the district to provide programs for students after school. The coalition also provides some dollars for our Safe and Drug Free Schools Program in grades K-12. They have given the district data that was used to determine the need for Bullying training.*
- *Each school has a School Advisory Committee (SAC) and an ELL representative on it who provides parental input and recommendations to improve our schools. Their recommendations to Principals are considered when planning for the training this grant will provide to teachers, support staff, and administrators. They will also direct staff on the needs of ELL parents and stduents for family involvemnt activities and topics.*
- *A district Master Professional Development Plan was developed for use beginning in the 2010-2011 school year and funding assigned. Professional Development that will improve instruction for all students, including ELLs, not funded through Title III will be funded through Titles I and II as well as the Immigrant Grant. ELL parents are invited to all parent information nights provided through Title I funding.*

Each collaborative partner will have the support of the District ESOL safff in securing translators for meetings and events as well as translations for flyers and other parent information. The district will continue to reach out to additional community partners to provide collaborative support to parents and families of ELL students.

Accountability for Schools with English Language Learners

Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives outlined in this proposal in terms of increasing the English proficiency of current ELLs, and the academic achievement of all current and former ELLs.

Response:

- *The Directors of Instruction will work with a district Curriculum Specialists, Principals, and Assistant Principals to monitor the activities described in this grant. Fidelity monitoring will be ongoing and student progress will be checked a minimum of 3x's a year following benchmark testing, or sooner if a student is displaying significant difficulty in Reading or Math.*
- *ELL students will be provided accommodations and instructional support through their LEP plan and the RtI process.*
- *Professional development will be provided on-going for teachers of ELL's on best practices and differentiated instruction.*
- *Principals will use improved performance of ELLS as part of the annual teacher evaluation system. Teachers will review student progress using Performance Matters to review achievement of the subgroup versus the whole class. Administrators will also be able to monitor the ELL subgroup across a grade level or whole school.*
- *Parent survey results will be carefully considered for improvement.*

Schools will be notified of the goals set forth in the current Title III plan during administrative meetings and in writing. Each school will receive information on the English language proficiency levels of their respective ELL populations and the academic achievement levels of both the current and former ELLs with the District Data Coordinator. Schools will be provided guidance and resources to increase the language proficiency and academics. The district data coordinator and curriculum specialist will monitor the ELP and academic achievement levels of the ELLs at each school and will provide feedback on the achievement trends of their respective populations. Schools who do not show gains with their ELL populations will be notified and be provided with additional support from the district curriculum staff.

Dissemination/Marketing

Describe the LEA's dissemination and marketing plan for communicating and advocating the activities and programs addressed in this application to schools and stakeholders. The description should include how the LEA will ensure that all school-to-home communication will be in the parents'/guardians' home language unless clearly not feasible.

Response:

- *The grants are shared with each school SAC committee. Each school will specifically address Title I and III and services provided to ELL students through these grants including supplemental support through materials, teacher PD, and SES tutoring (if eligible).*
- *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 meetings are public and televised to the community.*
- *A district curriculum specialist assigned to monitor Title III compliance ensures that school-to-home communication is in the parents' home language when feasible.*
- *Transact (written translations) and translators provide access to a wide variety of parent communication in multiple languages for parents. This helps parents to be better informed on school matters and ways to support their child's academics. This service is in addition to general district translations.*
- *All individual student information such as FAIR letters, AYP/FCAT letters, and NCLB required letters are sent in the home language when feasible.*

Reporting Outcomes

Each applicant is required to describe the methods that will be used to report student and program outcomes to parents and other district and school stakeholders.

Response:

- All School Improvement Plans are presented to the School Board in a televised meeting. Data and school priorities for the 2011-2012 school year are reviewed. Professional Development is aligned with school and District objectives.
- The District Data Coordinator presents student achievement to the Board of Education on a regular basis following baseline and mid-year progress monitoring. These meetings are televised to the community and the accompanying presentation is posted on the district website.
- ESOL teachers present student achievement data at School Advisory Committee meetings specific to the ELL program and Title III. This will include review of CELLA, FCAT, and AYP reports.
- Student data, including FCAT and CELLA results are available on state and district websites. Explanations of individual assessment results are provided to ELL parents in the home language and English, unless clearly not feasible.

