

**Florida Department of Education  
Project Award Notification**

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| <b>1 PROJECT RECIPIENT</b><br>Suwannee County School District  | <b>2 PROJECT NUMBER</b><br>610-2128B-8CB01   |
| <b>3 PROJECT/PROGRAM TITLE</b><br>Title I Part A Improving Basic Programs<br><br><p align="center"><b>TAPS 18A001</b></p>  | <b>4 AUTHORITY</b><br><b>84.010A Title I, Part A, Basic<br/>USDE or Appropriate Agency</b><br><br><b>FAIN#:</b> S010A170009  |
| <b>5 AMENDMENT INFORMATION</b><br>Amendment Number:<br>Type of Amendment:<br>Effective Date:   | <b>6 PROJECT PERIODS</b><br><br>Budget Period: 07/01/2017 - 06/30/2018<br>Program Period: 07/01/2017 - 06/30/2018  |
| <b>7 AUTHORIZED FUNDING</b><br>Current Approved Budget:       \$2,305,768.00<br>Amendment Amount:<br>Estimated Roll Forward:         \$93,736.00<br>Certified Roll Amount:<br>Total Project Amount:           \$2,399,504.00   | <b>8 REIMBURSEMENT OPTION</b><br>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>06/30/2018</u></span></li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: <span style="float: right;"><u>08/20/2018</u></span></li> <li>Last date for receipt of proposed budget and program amendments: <span style="float: right;"><u>05/30/2018</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(s) for program reports:</li> <li>Federal Award Date : <span style="float: right;"><u>07/01/2017</u></span></li> </ul>  |  |
| <b>10 DOE CONTACTS</b><br><b>Program:</b> Sonya Morris<br><b>Phone:</b> (850) 245-9614<br><b>Email:</b> <a href="mailto:Sonya.Morris@fldoe.org">Sonya.Morris@fldoe.org</a><br><b>Grants Management:</b> Unit A (850) 245-0496  | <div style="display: flex; justify-content: space-between;"> <div> <b>Comptroller Office</b><br/> <b>Phone:</b> (850) 245-0401         </div> <div> <b>Duns#:</b> 100013127<br/> <b>FEIN#:</b> F596000872001         </div> </div> |
| <b>11 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>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 and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference.</li> <li>For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project.</li> <li>All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification.</li> </ul> |  |
| <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> <b>12 APPROVED:</b><br/> <br/>         Authorized Official on behalf of Pam Stewart<br/>         Commissioner of Education       </div> <div style="width: 45%; text-align: center;"> <u>11/29/17</u><br/>         Date of Signing       </div> <div style="width: 10%; text-align: right;"> <br/> <small>FLORIDA DEPARTMENT OF<br/>EDUCATION<br/>fldoe.org</small> </div> </div>  |  |

DOE-200

Revised 07/15

**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 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 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

**ATTACHMENT 1**  
**FLORIDA DEPARTMENT OF EDUCATION**  
**PRELIMINARY PROJECT APPLICATIONS (ASSURANCES) – 2017-18**

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|---|---|
| <b>Please return to:</b><br><br>Florida Department of Education<br>Office of Grants Management<br>Room 332 Turlington Building<br>325 West Gaines Street<br>Tallahassee, Florida 32399-0400<br>Telephone: (850) 245-0496  | <b>A) Program Name:</b> <ul style="list-style-type: none"> <li>Title I, Improving the Academic Achievement of the Disadvantaged, Part A, Improving Basic Programs Operated by Local Educational Agencies</li> <li>Title I, Part C, Education of Migratory Children</li> <li>Title I, Part D, Subpart 2, Local Agency Programs</li> <li>Title II, Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders, Part A, Supporting Effective Instruction</li> </ul> |
| <b>B) Name and Address of Eligible Applicant:</b><br><b>Suwannee County School District</b><br>702 – 2 <sup>nd</sup> Street NW, Live Oak, FL 32064  |   |
| <b>C) Applicant Contact &amp; Business Information</b>  |   |
| Contact Name: <b>Janene Fitzpatrick, Assistant Supt of Instruction</b>  | Telephone Numbers:<br><b>386-647-4647</b><br><br><b>386-647-4609</b>  |
| Fiscal Contact Name: <b>Vickie Music DePratter, CFO</b>   | E-mail Addresses:<br>janene.fitzpatrick@suwannee.k12.fl.us<br>vickie.depratter@suwannee.k12.fl.us   |
| Mailing Address:<br><b>702 – 2<sup>nd</sup> Street NW, Live Oak, FL 32064</b>   | DUNS number: 100013127 ✓ <i>gnc</i><br><br>FEIN number: F596000872001   |
| Physical/Facility Address:<br><b>702 – 2<sup>nd</sup> Street NW, Live Oak, FL 32064</b>   |   |
| <b>CERTIFICATION</b>  |   |
| <p>I, Ted. L. Roush, Superintendent, (<i>Please Type Name</i>) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. 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> |   |
| D)<br>_____<br>Signature of Agency Head   | _____<br>Superintendent<br>Title  |
| _____<br>6/20/2017<br>Date  |   |



## **Attachment 2**

### **Florida 2017-2018 Application for Selected Federal Programs**

#### **Program-Specific Assurances**

##### **Title I, Improving the Academic Achievement of the Disadvantaged, Part A, Improving Basic Programs Operated by Local Educational Agencies (LEAs)**

###### **Foster Care LEA Assurances:**

The LEA will collaborate with the state and/or local child welfare agency to designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA.

The LEA will collaborate with the state and/or local child welfare agency to update and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of the time in foster care.

The LEA will assure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with Section 475 (4)(A) of the Social Security Act [42 U.S.C.675(4)(A)], [ESSA Section 1114(c)].

The LEA will assure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their school of origin, one of the three conditions below are met:

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

###### **Parent and Family Engagement Plan LEA Assurances:**

The LEA will conduct outreach to all parents and family members and implement programs, activities and procedures for the involvement of parents and family members in all of its schools with Title I, Part A programs consistent with ESSA Section 1116. Such programs, activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children [ESSA Section 1118(a)].

The LEA will work with its schools to ensure that the required school-level parent and family engagement policy is developed under subsection (b). Each school served under this part shall jointly develop with parents a school-parent compact that outlines how parents, the entire staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards [ESSA Section 1116(d)].




engagement funds for participating private schools based on the private school equitable share proportion [ESSA Section 1117].

The LEA will reserve funds no less than one percent of the LEA's Title I, Part A allocation for parent and family engagement activities. The only exemption is for LEAs receiving \$5,000 or less [ESSA Section 1116(3)].

The LEA will reserve no less than one percent of the LEA's Title I, Part A allocation for parent and family engagement activities. The LEA must calculate the equitable portion of services to families of private school students, and then 90 percent of the remainder of the one percent shall be distributed to schools to provide for parent and family engagement. Exemption: LEAs receiving \$5,000 or less are not required to set-aside one percent of their allocation for parent and family engagement [ESSA Section 1116(3)].

The LEA receiving assistance under ESSA Section 1119 will carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities.

 By checking this box and by my signature on this application, I hereby certify that the \_\_\_\_\_ (LEA) agrees to all Title I, Part A Assurances, and will abide by all federal, state and local laws in the use of any funds awarded.



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**Suwannee County District School Board**

## LEA Profile

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

**Response:**

*Suwannee County School District (SCSD) is central to the community's economy, employing close to 1,000 employees who serve a student population of approximately 6,000 students. There are ten public school sites within the district in grades PK-12. Seven of which are Title I schools that are schoolwide programs. In addition, the SCSD renewed its district-wide accreditation through AdvancedEd in the 2016-2017 school year. Title I schools are configured as follows: Suwannee Primary School (PK-1) – poverty rate: 76.63%; Suwannee Elementary School (2-3) – poverty rate: 70.19%; Suwannee Intermediate School (4-5) – poverty rate: 69.02%; Suwannee Middle School (6-8) – poverty rate: 62.98%; Suwannee High School (9-12) – poverty rate: 50.59%; Branford Elementary School (K-5) – poverty rate: 65.62%; and Branford High School (6-12) – poverty rate: 52.18%. Because the LEA is located in a low-income area, all of the schools are CEP. The student demographics are as follows: 69% White, 50% Black or African-American, 16% Hispanic/Latino, 1% Multiple Races, less than 1% Asian, American Indian and Pacific Islander.*

*District Mission Statement: Suwannee County Schools will educate all students in a safe and supportive learning environment that will develop life-long learners and productive citizens.*

*District Vision Statement: Suwannee County School District will be a system of excellence ensuring all students are prepared for personal success.*

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

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

**Response:**

- ☒ Student Achievement
- ☒ Maximum Access
- ☒ Skilled Workforce
- ☒ Return on Investment

**Indicate whether the LEA has participating private schools.**

**Response:**

yes

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

**Response:**

no

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

**Response:**

no



## General Assurances

### Title I Part A, Educational Disadvantaged Students

- Inform eligible schools and parents of schoolwide programs that the LEA may consolidate and use funds under this part, together with other federal, state, and local funds, in order to upgrade the entire educational program. [ESSA Section 1114]
- Provide technical assistance and support to schoolwide programs.
- An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of ESSA Section 1114(b).
- Work in consultation with schools to develop the plans, and assist schools in implementation of such plans or activities that will provide opportunities for all children to meet the challenging State academic standards. [ESSA Sections 1114 and 1115].
- Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research.
- In cases when the LEA chooses to use Title I, Part A funds to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641(A)(a) of the Head Start Act.
- In cases when the LEA chooses to use Title I, Part A funds to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that a Title I preschool program may only include children who are most at risk of failing to meet a State's challenging academic standards when they enter elementary school unless the preschool program is part of a schoolwide program, in which case all children may attend. [ESSA Section 1114(b)(7)(V)(c)]
- Ensure that teachers are state certified, paraprofessionals are highly qualified, and that professional development is effective, relevant, and of high quality. ESSA Section 1111
- Comply with requirements of ESSA Section 1111 regarding the qualifications of teachers, paraprofessionals, and professional development.
- Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. [ESSA Section 1112(c) (1)(L)]
- Use the results of the student academic assessments required under ESSA Section 1111(b), and other measures or indicators available to the agency, to review annually the progress of each school served by the LEA and receiving Title I, Part A funds to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state's proficient level of achievement on the state academic assessments described in ESSA Section 1111(b) by the 2017-2018 school year.
- Ensure that the results from the academic assessments required under ESSA Section 1112(e)(A)(i) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
- Ensure that the LEA and schools implement the requirements of the Parents Right-to-Know provisions as defined in ESSA Section 1112. Ensure that timely notice and information regarding the Parents-Right-to-Know requirements are provided to parents in an understandable and uniform format, to the extent, practicable, in a language that the parents can understand.
- Reserve such funds as are necessary under Public Law 114-95, ESSA Section 1113(A)(i), to provide children and youth experiencing homelessness and who do not attend Title I schools services that are comparable to those provided to children in Title I schools.

- Reserve such funds as are necessary under Public Law 114-95, ESSA Section 1113(A)(ii), to provide services to children in local institutions for neglected and delinquent children and youth that are comparable to those provided to children in Title I schools.
- Ensure that certified or licensed teachers and other qualified staff are trained to work with children and youth with disabilities and/or special needs.
- The LEA shall reserve funds to provide equitable services for private school students, parents, and teachers, if applicable. Once this amount is determined the LEA needs to reserve parent and family engagement funds for the participating private schools based off private school equitable share proportion. [ESSA Section 1117]
- The LEA shall reserve funds no less than one percent of the LEA's Title I, Part A allocation for parent and family engagement activities. The only exemption is for LEAs receiving \$500,000 or less. [ESSA Section 1116(3)]
- Reserve no less than one percent (1%) of the LEA's Title I, Part A allocation for parent and family engagement activities. The LEA must then apply the proportionate share percentage for parent and family engagement services to private school students to determine how much it must spend for parent and family engagement activities for the families and parents of eligible private school students, and this amount comes from the proportionate share reserved for private school equitable services. 90 percent (90%) of the one percent (1%) reservation shall be distributed to Title I schools to provide for parent and family engagement. Exemption: LEAs receiving \$500,000 or less are not required to set-aside to set-aside 1% of their allocation for parent and family engagement. [ESSA Section 1116(3)].
- Each LEA receiving assistance under ESSA Section 1119 shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities.

☒ By checking this box and by my signature on this application, I hereby certify that the **Suwannee County District School Board** agrees to all General Assurances, and will abide by all Federal, State and Local laws in the use of any funds awarded.

## Program Specific Assurances

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

- The recipient has the legal authority to apply for the federal/state funding, and the instructional management, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in this/all applications submitted.
- The recipient will administer each program covered by the application in accordance with all applicable laws, regulations, statutes, rules, policies, procedures, and program requirements.
- The recipient will comply with all the requirements in the Department's Project Application and Amendment Procedures for Federal and State Programs (Green Book).
- The control of funds provided to the recipient under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.
- The recipient will have/establish and maintain a proper accounting system in accordance with generally accepted accounting standards.
- The recipient will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal and state funds paid to that agency under each program. Access to documents, papers, and other such records shall be made available to authorized representatives of U.S. governmental agencies, including but not limited to, the federal awarding agency, Inspectors General, the Comptroller General, the Florida Department of Education, the Florida

Financial Services, and the Auditor General of the State of Florida for the purpose of program and fiscal auditing and monitoring.

- The recipient will submit such reports to the Florida Department of Education and to U.S. governmental agencies as may reasonably be required to enable the Florida Department of Education and the U.S. governmental agencies to perform their duties. The recipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.
- To assure that expenditures reported are proper and in accordance with the terms and conditions of the Project Award and approved project budget, the official who is authorized to legally bind the agency/organization agrees to the following certificate for all fiscal reports and/or vouchers requesting payment. By signing the "Program Assurances, Terms, and Conditions for Participation in Federal and State Programs," I certify to the best of my knowledge and belief that the reports, submitted are true, complete and accurate, for the purposes and objectives set forth in the RFA and/or RFP. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal or administrative penalties for false statements, false claims or otherwise.
- The recipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public.
- The recipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.
- For projects involving construction:
  - The project is not inconsistent with the Florida Department of Education's overall plan for the construction of school facilities.
  - In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under Section 794 of Title 28 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities.
  - When required by federal programs legislation, all construction contracts awarded by the recipients and sub-recipients in excess of \$2,000 shall include a provision for compliance with the Davis-Bacon Act [40 U.S.C. 276a et seq], as supplemented by Department of Labor regulations [29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction].
- The recipient will not expend funds under the applicable programs to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- The recipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest or personal gain.
- The recipient will initiate and complete the work within the applicable time frame after receipt of approval from the awarding agency.
- The recipient will comply with all federal statutes relating to nondiscrimination. (These include, but are not limited to, Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibit the discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis



of handicaps; and the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age).

- The recipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- The recipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- The recipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1966 and 2 CFR Â§200, Subpart F, "Audit Requirements," and/or Section 215.97, Florida Statutes, "Florida Single Audit Act," as applicable.
- The recipient assures that no federally appropriated funds have been paid or will be paid by or on behalf of the recipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- The SEA reserves the right to modify or rearrange wording provided within the Title I, Part A application in order to conform to Federal and State Requirements.

#### **Foster Care**

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

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

The LEA will ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475 (4)(A) of the Social Security Act [42 U.S.C.675(4)(A)]. [ESSA Section 1114(c)]

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

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

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

- The LEA will conduct outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in all of its school with Title I, Part A programs consistent with Section 1116 of the Every Students Succeeds Act (ESSA). Such programs activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [ESSA Section 1118(a)]
- The LEA will work with its schools to ensure that the required school-level parent and family engagement policy is developed under subsection (b), each school served under this part a school-parent compact that outlines how parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. [ESSA Section 1116(d)]
- The LEA will incorporate this LEA- wide parent and family engagement policy into its LEA Plan developed under ESSA Section 1116.
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information

and school reports required in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand. [ESSA Section 1116(e)(f)]

- If the LEA Plan for Title I, Part A developed under ESSA Section 1116(b)(4) is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE.
- The LEA will involve parents and family members of children receiving services under this part in the decisions regarding how funds reserved are allotted for parental involvement activities, and will ensure that not less than 90 percent of the funds reserved under this part shall be distributed to schools with priority given to high-needs schools. [ESSA Section 1116(3)]
- The LEA will be governed by the statutory definition of "parents and family engagement" as defined in ESSA Section 8101, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition.
- The LEA will use funds reserved under this part to carry out activities and strategies consistent with the parent and family engagement policy as outlined in ESSA Section 1116(3).

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

## Area of Focus

### Area of Focus 1

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

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

**Response:**

*The source of the following data is Florida State Assessment. This baseline data were used as a basis for Area of Focus 1 for the 2017-2018 school year.*

*The percentage of students that scored Level 3 and above on FSA-Reading was 47%. On FSA-Math, 49% of students met the state proficiency targets.*

*The data showed that student achievement in Reading and Mathematics increased from 2015-2016. However, these areas remain in need of academic strengthening.*

*In addition, the percentage of students that scored Level 3 and above on the NGSSS Science assessment was 50%.*

*Of students taking the End of Course (EOC) Algebra I exam, 41% passed.*

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

**Response:**

*Having identified the District's areas of need, the anticipated goals that SCSD plan accomplish while addressing this area of focus are aligned to the Florida Standards, and the District's Strategic Plan.*

*By the end of the 2017-2018 school year, SCSD's percentage of students meeting state proficiency targets in reading will increase to 50%.*

*By the end of the 2017-2018 school year, the percentage of students meeting state proficiency targets for in mathematics will increase to 52%.*

*By the end of the 2017-2018 school year, the percentage of students meeting state proficiency targets for in science will increase to 53%.*

*By the end of the 2017-2018 school year, the percentage of students meeting state proficiency targets for Algebra I End of Course exam will increase to 50%.*

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

|    |    |    |    |
|----|----|----|----|
| 1  | 2  | 3  | 11 |
| 12 | 26 | 36 | 55 |

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

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

**Response:**

*Supplemental support for instruction in reading, math, and science will be provided with Title I funds. There will be an emphasis on students who scored in the lowest quartile on state assessments. This will be accomplished through the following activities.*



1. *Ambitious Instruction* – Title I funds will be used to provide students and teachers with supplemental resources and supplies to support ongoing ambitious instruction. High expectations for academically demanding instruction will be supported using a variety of instructional materials including supplemental books, research-based, adaptive – online curriculum (i.e. i-Ready, Performance Matters), and alternative pathways to graduation. Academic coaches/resources teachers will be provided to directly support students through differentiated instruction and ensure that classrooms have access to supplemental resources.

2. *Supportive Environment* – Schools will provide a supportive environment for students through multi-tiered system of support (MTSS) and response to intervention problem solving method. Title I funds will be used to provide schools with supplemental paraprofessionals to assist targeted students in achieving academic goals and to provide for small group differentiated instruction. An MTSS coach will also be funded to work closely with school-based leadership teams and classroom teachers to identify struggling students and determine appropriate targeted intervention.

3. *Collaborative Teaching* – The LEA will provide sufficient and differentiated support to school-based leadership to support administrative and teacher teams committed to engaging in strong professional development and working together in professional learning communities (PLCs) to improve student achievement. Title I funds will be used to provide supplemental professional development delivered by embedded coaches, district trainers, professional consultants, registration for professional conferences, and memberships with professional organizations/affiliations to enable administrators and teachers to share a strong sense of responsibility for student development, school improvement, and professional growth. Substitute teachers will be available to support opportunities for teacher collaboration – i.e. observe model classrooms, and engage in lesson study.

4. *Effective Leadership* – The Title I District Leadership Council (TDLC) consists of the Coordinator of School Improvement/Title I, Coordinator of District Professional Development and K-12 Reading, District ESOL Support Teacher, and Director of Instruction & Curriculum, and the Assistant Superintendent of Instruction. The TDLC will work collaboratively with schools to implement a clear, strategic vision for Title I that aligns with the District Strategic Plan. Team members will provide technical assistance for schools on current state and national Title I and requirements and guidance on other federal programs. The Title I Coordinator will attend Florida Department of Education (FLDOE) and East Coast Technical Assistance Center (ECTAC) meetings and participate in bi-monthly DOE technical assistance conference calls. The District Parent Liaison will provide additional support to schools for parent and family engagement. Federal Programs Support Specialist will assist schools to manage their individual Title I budgets and organization of compliance documentation. Additionally, Title I funds will support Title I administrative staff (coordinator, federal programs support specialist) for oversight and operation of Title I. Funds will be provided for supplies, furniture and fixtures, printing costs, professional affiliation costs, travel and a professional and technical software license for program compliance documentation in association with the operation and maintenance of the district Title I program.

5. *Extended Learning Opportunities (summer)* – Title I will collaborate with other programs to provide for extended learning opportunities to educationally disadvantaged students who are below the state proficiency level on Florida State Assessment (FSA). Third Grade Reading Camp, Intervention Boot Camp (Reading, Math, Writing), and Title I/PAL will target elementary students. Intervention Camp-Reading/Math targets middle school students. Funds will be used for teachers, paraprofessionals and supplemental materials to provide students with a blended program for remediation, acceleration and enrichment focused on Reading and Math.

6. *Support for Kindergarten Readiness – The LEA will work collaboratively with Early Learning Coalition of Florida's Gateway (ELCFGI), The Florida Diagnostic & Learning Resources System (FDLRS), Suwannee Valley Community Coordinated Childcare (SV4Cs) and other agencies to increase the number of students participating in Pre-K programs.*

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

**Response:**

*Supplemental instructional support will take place five days a week from August 2017 through May 2018. Extended learning will take place June 2018 through July 2018.*

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

**Response:**

*Ambitious Instruction – Providing a variety of resources and supplies to support ambitious instruction fosters higher student achievement. When students have clear learning goals and a variety of opportunities to interact with course materials and with one another, they more easily build and apply critical reading and writing skills. Academically demanding classrooms engage students and increase the application of student knowledge. Authentic intellectual engagement requires a deeper reciprocity in the teaching-learning relationship where students' engagement begins as they actively construct their learning in partnership with teachers, work toward deep conceptual understanding, and contribute their own ideas to building new knowledge, or devising new practices in activities that are "worthy of their time and attention". (Frieson, 2008, p. 8 as cited in Dunleavy & Milton, 2009, p. 14). Providing today's teachers and students with multimedia resources and access to emergent technology supports ambitious instruction where teachers and student participate in classroom discussion that build critical thinking skills.*

*Collaborative Teaching – Support for administrative and teachers professional development aligns with SCSD's goal to ensure that all Title I schools are staffed with highly qualified instructional leaders and teachers. Rigorous research suggests that sustained and intensive professional learning for teachers is related to student achievement gains. (National Staff Development Council, 2009). Effective adult learning is social and allows teachers to think, express ideas, and engage in discourse with peers and other professionals (Putnam & Borko, 2000; Cochran-Smith & Lyle, 2001).*

*Supportive Environment – A supportive environment with a culture reflecting high expectations for student success is essential for increasing student achievement. Title I funds for supplemental personnel and resources are necessary to implement a well-defined process for identification of students experiencing difficulty mastering state standards. Empirical evidence supports the Multi-Tiered System of Supports (MTSS) as an effective method for identifying children at risk for learning difficulties and for providing specialized interventions. A research synthesis suggests that MTSS is a promising approach, particularly because of its focus on sound instructional principles such as effectively teaching all children, intervening early, using research-based interventions, monitoring student progress, and using assessments to inform instructional decision-making (Coleman, M.R., V. & Neitzel, J. 2006). Supplemental instructional personnel provide schools with the ability to implement targeted interventions for identified students. A meta-analysis of the effects of small group instruction conducted by Lou et al (1996), found that students in small groups in the classroom learned significantly more than students who were not instructed in small groups (Vaughn, Hughes, Moody and Elbaum, 2001).*

*Effective Leadership – A critical aspect of leadership is helping a group to develop shared understandings about the organization and its activities and goals that can undergird a sense of purpose or vision (Hallinger & Heck, 2002).*

*Extended Learning Opportunities (summer)– When extra time is carefully targeted to certain activities, it has been shown to improve student learning, especially for students most at risk of failure (Patall et al. 2010). Rigorous studies of out-of-school time programs demonstrate that well-designed programs have positive impacts on students' academic achievement, socio-emotional development, health and safety (Durlak & Weissburg, 2007).*

*Support for Kindergarten Readiness –Research has suggested that early efforts to improve students' educational outcomes expand lifelong opportunities for children. The National Association for Education of Young Children (NAEYC, 2009) states that ensuring children are ready for successful school experiences is one of most pressing issues in early childhood policy and practice. NAEYC believes that a commitment to promoting universal school readiness requires giving all children access to the opportunities that promote school success.*

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

**Response:**

*The TDLC will monitor the implementation of these activities and provide follow-up to ensure fidelity in the following ways during the school year: conduct quarterly site visits as part of the Instructional Review Committee (IRC) team, regular communication with schools via email and telephone, provide updates, compliance information and technical assistance at monthly district administrative teams with school-based administrators, as needed throughout the school year.*

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

**Response:**

*Title I, Part A funds are coordinated with Title II and Title III funds to provide teachers with opportunities to attend professional development workshops and conferences to enhance their teaching of English language acquisition strategies, RTI and remediation for level 1 and 2 students. Title I, Part A funds are also coordinated with Title I, Part C funds to provide additional staff (summer school staff, paraprofessionals, recruiter, and coordinator) and professional development for teachers of migrant students. Title IX also provides a Homeless Advocate to support student needs.*

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

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

**Response:**

*All SCSD instructional staff are state certified and have credentialed to teach low-income students and minority students.*

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

**Response:**

*All previous data is discussed with parents, teachers, and students and the academic coach and an action plan is created to ensure that everyone has the growth mindset for students to be successful. In addition, the LEA will review and refine the intervention*



*supports in place for students determined to be at-risk, developing additional at-risk programming to provide early intervention support as needs are identified.*

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

**Response:**

*The process for identifying and serving gifted students is initiated at the school level with the completion of a pre-referral packet. The packet consists of the following – Documentation of Pre-Referral Activities for ESE Referral, Meeting Summary Sheet, Gifted Characteristics Checklist, Parental Notice/Consent for Evaluation, and Plan B Eligibility Matrix. Students are evaluated using either FSA or i-Ready Reading/Math assessment data. An individual intelligence assessment (administered by a licensed or certified school psychologist) is also used for evaluation. After students are identified, a service delivery plan (SDP) is developed that ranges from consultation to self-contained all day programs in the elementary setting. At the secondary level services range from consultation to specific "all gifted" courses. It is the goal of both elementary and secondary programs to address the need for increased academic rigor as well as nurture, support, and respect the individual diversity of each of the gifted students.*

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

**Response:**

*The LEA will provide instructional sequences by which students in kindergarten through high school may attain progressively higher levels of skill in the use of digital tools and applications. The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards through attainment of industry certifications and other means of demonstrating credit requirements identified.*

## Area of Focus 2

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

1. Using the data of choice, provide the LEA measurement of parental involvement participation and the basis for the identified need. Please identify the source data that is used.

**Response:**

*Monthly Parent Activity/Attendance Summary data was collected from Title I schools during the 2016-2017 school year. Data indicated that 20,183 parents attended various parent involvement activities throughout the school year. In 2015-2016, the number was 12,826. This indicates a significant increase in parent involvement by 64%.*

*In addition, 98% of Title I parents also participated in a district-wide norm-referenced survey during the 2016-2017 school year.*

*Only 31% of parents volunteer at school and 32% of parents attend PTA/SAC meetings. Just 58% of parents felt informed about their child's academic achievement. 59% feel that they are an important part of improving the school. 62% attend scheduled parent conferences.*

2. Parent & Family Engagement Mission Statement

**Response:**

*Suwannee County Schools will educate all students in a safe and supportive learning environment that will develop life-long learners and productive citizens.*

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

|    |    |    |   |
|----|----|----|---|
| 32 | 33 | 34 | 0 |
|----|----|----|---|

|   |   |   |   |
|---|---|---|---|
| 0 | 0 | 0 | 0 |
|---|---|---|---|

#### 4. Engagement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

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

**Response:**

*Parents of Title I students are invited to participate on the District Parent Involvement Team (DPIT) to meet at least twice annually. Each Title I school is requested to recommend a minimum of three parents from the SAC to participate on the District Parent Involvement Team (DPIT). The DPIT will collaborate and provide input in the development of the Parent and Family Engagement Plan. The team is composed of a sufficient number of parents and family members to reflect the demographics the students served by the LEA. Many of the parents volunteer for the task while others are recruited by school administrators. Parent and family input is recorded in the minutes from meetings and reflected in parent surveys.*

*The District Parent Liaison will support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. The District Parent Liaison will conduct parent meetings for the purpose of providing information to and solicitation of input from parents, and capacity building to ensure the effective involvement of parents, which includes various trainings, and workshops throughout the year for parents/families.*

*The LEA will also collaborate with FDLRS/Gateway and other departments and federal programs to assist with trainings.*

*The LEA will take the following actions to engage parents in the process of school review and improvement under Section 1116 and 1118 of the ESEA: School Advisory Council (SAC), Association of Parents and Teachers (APT) will meet monthly (Committee will decide) at each school site with the task of developing the Title I Plans and Parent Involvement procedures as well as convey to the parents their right to be involved. These meeting will involve parents in the following activities which include, but are not limited to: review and plan the improvement of school programs, provide information to parents on school-wide curriculum & assessments, meeting the needs of the school, the faculty, and the students, fundraisers for school needs (i.e. model classrooms, software).*

*The LEA will:*

- provide resources and information to parents and family on various topics to enhance student learning experiences*
- visit the school sites regularly to ensure PFEP implementation and provide information on literacy training available in Suwannee County and surrounding areas*
- develop and disseminate a district-wide calendar of parental involvement activities.*
- involve parents in the process of school review and school improvement*
- involve parents in determining how parental involvement allocation funds will be spent*
- utilize information collected from the annual survey to review and evaluate SWPs and strategies*
- work with parents to identify barriers to and solutions for parent and family involvement*

•review SAC participation (i.e. minutes, monthly discussions with principals), District Title I meetings, DPIT meetings, Community-School Forums, and surveys for feedback.

•share evaluation results with every school in order to build capacity.

Information is disseminated to parents via: student backpacks, school newsletters, Remind 101, posted on LEA and school websites, schools' marquees, social media outlets, local newspaper and television, when possible.

#### 5. Technical Assistance

- Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1116(a)(2)(B and C) and 1116(e)(1-14)].
- Include a description of the process the LEA will use to review the school-level P&FE to ensure compliance with all requirements of Section 1116 [34 CFR 200.21(c and d)].
- Include information on how the LEA will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request [Section 1116(e)(14)].

#### **Response:**

*Suwannee County School District will provide the following necessary coordination, technical assistance, and other support to assist schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Develop and disseminate parent involvement workshop activities to assist parents in understanding the nature of the curriculum and how to help their child achieve (Open House parent resource center, parent newsletters, Parent resources on web-site). Provide content within the parent's desk reference to assist in student achievement, Parents-Right-To-Know details, etc.*

*School Level Parent Involvement Plans will be reviewed by the Assistant Superintendent of Instruction/Curriculum, the Director of Curriculum & Instruction, DPIT and the Parent Liaison during the month of November. Ongoing plan review continues as needed throughout the school year. PIP are required to include evidence of: parent involvement strategies, collaboration with school leadership to provide technical assistance regarding effective parent involvement activities, opportunities for district staff to attend SAC meetings or Open House activities to present parent involvement information. Updates and progress of the Parent Involvement Plan will be reported by the school administrators during the monthly Principals and Directors meetings. Support for parent involvement activities will be provided by the District Parent Liaison.*

#### 6. Coordination and Integration

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

##### 1. Program & Coordination

#### **Response:**

*Head Start – Provide, in collaboration with Florida Diagnostics & Learning Resources System (FDLRS)/Gateway, consultation and various training opportunities to Title I Schools, local Head Start, and other VPK Centers in the county.*

*Title I Part C –Joint meetings with Migrant Parent Advisory Council (MPAC), coordinate with Title III and Title I Part C employees for translation purposes, dissemination of information via LEA website, newsletters, local media, faith-based initiative, and phone call-out (in parents'*

home language, when feasible), and support of monthly workshops for migrant and ELL parents.

*Title III –English Language Learners (ELL) - Joint meetings with MPAC, collaborate Migrant Education Program (MEP) staff to provide translation services, dissemination of information via LEA website, newsletters, local media, faith-based initiative, and phone call-out (in parents' home language, when feasible), and support of workshops geared toward migrant, ELL parents and Title I parent/families.*

*Title IX –Dissemination of information via LEA website, newsletters, local media, faith-based initiative, and phone call-out (in parents' home language, when feasible), support of workshops geared toward migrant, ELL parents and Title I parent/families.*

*IDEA – ESE Parent Liaison provides additional support to ESE students and families (i.e. training opportunities, home visits).*

*Title I, Part A – Provide additional paraprofessionals to support kindergarten students in the classroom.*

*Title I, Part A – Provide a district-wide Parent Liaison to support Title I parents through additional resource materials, training opportunities, home visits.*

*Title I, Part A – Provide Title I Parent Resource Stations in schools for parent/family and student access.*

#### 7. Annual Evaluation

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

##### **Response:**

*The LEA will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The LEA will use the findings of the evaluation regarding its parental involvement to revise, if necessary with the involvement of parents, its parental involvement policies. The actions to be implemented are:*

- Survey the parents at each school to get feedback and to evaluate the school and district parent involvement program.*
- Include parent involvement questions in climate surveys*
- Utilize the parent involvement on-line survey as well as providing a paper/pencil option*
- Ensure forms are culturally sensitive to all backgrounds of parents*
- Each school advisory council will review and evaluate the parent surveys at the end of the year and utilize survey results for planning the subsequent years' project.*
- The District Parent Involvement Team (DPIT) will revise the former year's District Parent Involvement Policy as needed based on each school's evaluation.*
- The school and district will maintain documented proof (sign-in sheets, agenda) of discussion and opportunity for input regarding survey results.*



*Make recommendations to each participating school for strategies in improving parent involvement for inclusion in the school improvement plans.*

### 8. Building Capacity

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

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

**Response:**

1. *Parent Resource Center -Title I Coordinator/District Parent Liaison; To provide educational support, information and materials for parents to help their children at home; Ongoing; Survey.*
2. *Parent Portal -School Principal/Title I Coordinator; One computer and printer at each elementary school for parent access (gradebook, educational resources, etc.); Ongoing; Survey, Sign-in sheets, agendas and training materials.*
3. *District Parent Liaison -Available to support Title I schools (i.e. workshops, assist with parent conferences). Title I funds will be used to provide workshop materials; Ongoing; Sign-in sheets, agendas and training materials.*
4. *District Title Annual Meeting - Title I Coordinator; Disseminate information to parents regarding ESSA, Florida State Standards, allocations and Title I; September, May, February; Evaluation/Survey of meeting*

### 9. Staff Training

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

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

**Response:**

1. *FOCUS Training -IT Department; provide technological support to parents, and teachers to increase student achievement; Ongoing; Parent survey, sign-in sheets, agendas, minutes.*
2. *CHAMPS-positive classroom management model, District- Level Designee; Decrease in discipline referrals which will give students more time on task and increase learning; Ongoing; Sign In Sheets, Surveys,*

3. *Florida State Standards & FSA -Asst. Superintendent of Instruction; Ensure that students develop into life-long learners and productive citizens; Ongoing; Agendas, sign-in sheets, parent/teacher conferences*

4. *District Title Annual Meeting - Title I Coordinator; Disseminate information to parents, teachers, and school staff regarding ESSA, Florida State Standards, allocations and Title I; September, May, February; Evaluation/Survey of meeting*

#### 10. Communication and Accessibility

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

##### **Response:**

*In order to ensure information related to the school and parent programs, meetings and other activities, is sent to the parents of participating children in an understandable format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, the school district will take the following actions:*

*·Based upon need, the district will provide translation for documents, to the extent possible, for parents*

*·Utilize the District Parent Involvement Team to determine any expressed needs for format revisions to any district document.*

*·Provide translators at school events, as needed.*

*The LEA/Schools will provide translation/language support (paraprofessionals) at each school with 25 or more ELL students. The LEA will utilize the ESE Parent Liaison to provide trainings to parents who have children with disabilities. For parents who are unable to attend trainings, the ESE Parent Liaison will conduct home visits. Information to parents will be sent home and posted on the District/School Website in both English and Spanish, when feasible. The LEA will monitor this by reviewing websites and require that a copy of all communication sent home to parents be kept on file and a copy be sent to the Office of Federal Programs.*

#### 11. Discretionary Activities

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

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

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

##### 1. Activity

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

##### **Response:**

*Providing necessary training opportunities for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; Training opportunities and reference materials for parents on various topics (i.e. helping your child with homework, reading with your child). Training will be a partnership between the*

*school, parents, and the community assisted by the District Parent Liaison, principals, teachers, and the Title I Coordinator when requested by the LEA. Ongoing. Research supports that as parents/families are empowered to help their children at home, student achievement increases.*

*Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)]; Parent involvement funds from Title I may be used to pay for childcare and/or transportation when needed for parents/families to attend a conference, training opportunities or other functions that involve the education of the child. Principals and the Title I Coordinator when requested by the LEA. Ongoing. The greater the positive parental involvement at the school the greater the achievement of the children.*

*Maximizing parental involvement and participation in their children's education by implementing flex- scheduling for school meetings or conducting in-home conferences between teachers or other educational professionals, who work directly with participating children, and with parents/families who are unable to attend conferences at school [Section 1118(e)(10)]; training opportunities, and parent conferences will be held using flex-scheduling to accommodate parents/families. Teachers, principals, Title I Coordinator, and District Parent Liaison when requested by the LEA. Ongoing. When parents are given the opportunity to come to the schools on their time, they are more involved in the education of their child and student achievement increases.*

*Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. The Superintendent has developed a committee to include all community-based organizations and businesses, including faith-based organizations, to better help us engage and involve parents/families. The Superintendent or his designees conduct committee meetings. Ongoing. Community-based organizations, businesses, including faith-based, and parents who want to help in the school system will ensure the growth of student achievement. Ongoing*

## 12. Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan:

Uploaded Document

## Evaluation of the Previous Year's Parental Involvement Plan

### 13. Building Capacity Summary

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

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

#### Response:

*The LEA provided the following activities to build capacity of parents/family:*

*1. Provided four Parent Resource Center activities. There were 900 participants. The activities included educational support, information and materials for parents to help their children at home.*

*2. A Parent Portal training for ten participants. The training was an end user training for parents on how to access and navigate the portal for accessing gradebook, and educational resources. The expected impact on student achievement is that parents will be equipped to extend and support student learning at home.*

3. District Parent Liaison offered 21 activities. The Parent Liaison was available to schools upon request to provide workshops, assistance with parent conferences, and home visits. Supportive services were rendered to 30 participants. The expected impact on student achievement is that parents are informed and supported to promote student achievement.

4. The Title I Annual Meeting was held at each of the seven Title I school. They were attended by 140 parents/family. During the meeting, information was disseminated to parents regarding ESSA, Title I programming, and individual allocations. The expected impact on student achievement is that parents are informed and supported to promote student achievement.

#### 14. Staff Training Summary

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

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

#### **Response:**

1. FOCUS training for teachers and parents how to track students data and increase the achievement level; One activity with 40 participants; Provide support to teachers and parents
2. CHAMPS; Two activities with 101 participants; Anticipated impact on student achievement is a decrease in discipline referrals which lead to more time on task and an increase learning.
3. Florida State Standards/FSA; 22 activities with 65 participants; Ensure that students make AYP, increase graduation rate and preparation to succeed in college and in a modern workforce
4. RTI; 16 activities with 95 participants; increased learning gains was the desired outcome.

#### 15. Private School Summary

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

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

#### **Response:**

Suwannee County School District's private school students attend in Columbia County. The LEA has a School Board approved Inter-District Private School Services Agreement with Columbia County School District.

#### 16. Barriers (LEA Plan Infusion):

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



A. Barrier (Including the Specific Subgroup)

B. Steps the School will Take to Overcome

**Response:**

*Most recent survey data showed that barriers include: current student support systems. To overcome this barrier, The LEA will hold community forums annually. The LEA will also increase the number of opportunities for parents/community to participate in school/district non-athletic events.*

**17. Best Practices**

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

A. Content/Purpose

B. Description of the Activity

**Response:**

*In recent years, the LEA has expanded outreach efforts to parents and families – 1) getting parents to schools, and 2) going to them to disseminate information, to answer questions, provide technical assistance, resource information and provide additional support. To maximize efforts, the LEA targeted the largest employer in the community as the location for onsite outreach. Quarterly, the District Parent Liaison along with the District ESOL Support Teacher, Superintendent and other district/school-based administrators set up an onsite outreach station. This outreach model generally takes place on teacher workdays. Parents/families sign-in and receive assistance to view students' grades, schedule/conduct parent conferences, and answer questions. Parent/families also receive resource materials and information to further help their children at home. The response to this strategy has been very positive and currently, the LEA is strategizing to provide this outreach model to other employers in the community.*

*The LEA also support parents/families through the implementation of Parent Information Booths (PIB). The District Parent Liaison strategically sets up PIB at school-wide sporting events. Parents/families are encouraged to visit PIB during halftime, etc. There is collaboration across other state/federal programs and community/business partners to maximize outreach efforts. Events included: the Suwannee County Fair, San Juan Mission Community Fair, Kids' Day, pre-school screenings, parent group presentations at local childcare centers and Head Start facilities – i.e. SV4Cs, Head Start, Live Oak Learning Center, 21st CCLC resource workshops. Examples of schools outreach efforts include: Family Night, Parent Night, various parent workshops.*

**Area of Focus 3**

**Area of Focus 3: Homeless Education**

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

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

**Response:**

*According to 2015-2016 Homeless Student Identification Rate (HSIR), Survey 5 data, 355 students met the criteria for the Homeless Education Program (HEP). Services to homeless children and youth will be supported through coordination of Title I funds and other federal programs and collaborative partners. SCSD also receives Title IX, Education of Homeless and Children and Youth(EHCY).*

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

**Response:**

*By the end of 2017-2018, services will be provided to at least 100% of identified homeless students based on their specific needs.*

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

|    |    |    |    |
|----|----|----|----|
| 20 | 21 | 22 | 23 |
| 24 | 25 | 0  | 0  |

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

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

**Response:**

*According to FDOE 2015-2016 Survey 5 data, 355 homeless students were served in Title I School-wide programs. Based on the data the following activities will be provided:*

*1. Coordinator of Assessment and Accountability and academic resource teachers to provide academic support of identified homeless students.*

*2. Director of Student Services in coordination with the homeless advocate to ensure that parents/guardians of homeless children or youth, and any unaccompanied youth are fully informed of all the rights and services described in the McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B, Section 722(1)(J)(iii).*

*3. Academic resource teachers will assist identified homeless students were served in Title I schools with meeting academic standards and assist them to successfully take advantage of educational opportunities.*

*4. Homeless Advocate to monitor the Title IX grant and coordinate with various collaborative partners (i.e. private donors, local churches, businesses and civic organizations) within the community to provide the following for students: school physicals, medical exams, clothing, backpacks, schools supplies, and access to college readiness/entry exams.*

b. Provide the frequency & duration of each activity.

**Response:**

*The duration and frequency of services to homeless students will be based on individual needs and occur during from August through June 2017.*

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

**Response:**

*Coordination across other federal sources, organizations and agencies, aligns with the LEA's goal to increase the academic achievement of all students. Through implementation of strategies to increase vulnerable families' access to services and collaboration with community agencies and nonprofit service organizations to triage services tailored to*

*family needs across agencies support the academic success of our homeless students.*

*[https://aspe.hhs.gov/system/files/pdf/130981/Best%20Practices\\_Final\\_Memo\\_0.pdf](https://aspe.hhs.gov/system/files/pdf/130981/Best%20Practices_Final_Memo_0.pdf)*

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

**Response:**

*The LEA will use the following process to evaluate to effectiveness of the activities:*

- *Comparison review data for identified homeless students and non-homeless students;*
- *Review documentation of services provided to homeless students and families;*
- *Revise and improve services for homeless students based upon the evaluation of services for of 2017-2018.*

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

**Response:**

*In addition to Title I, Part A funds, Title IX funds as well as private donors, local churches, businesses and other community service organizations help to fund these activities.*

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

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

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

**Response:**

*Suwannee County does not have a Neglected and Delinquent facility and does not serve this population. However, the LEA's transition/reentry services plan for students into the general education setting is as follows: representatives from the school district and the one-stop center where the student will return shall participate as members of the local DJJ reentry team. The LEA, upon return of a student from a juvenile justice education program, must consider the individual needs and circumstances of the student and the transition plan recommendations when re-enrolling a student into the general education setting. The LEA does not maintain a standardized policy for all students returning from a juvenile justice program, but student placement is based on their needs and their performance in the juvenile justice education program, including any virtual education options.*

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

**Response:**

*N/A*

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

|    |    |    |    |
|----|----|----|----|
| 27 | 28 | 29 | 30 |
| 31 | 32 | 0  | 0  |

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

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

**Response:**

N/A

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

**Response:**

N/A

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

**Response:**

N/A

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

**Response:**

N/A

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

**Response:**

N/A

#### Area of Focus 5

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

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

**Response:**

N/A

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

**Response:**

N/A

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

|   |   |   |   |
|---|---|---|---|
| 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 |

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

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

**Response:**

N/A

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

**Response:**

N/A



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

**Response:**

N/A

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

**Response:**

N/A

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

**Response:**

N/A

#### Area of Focus 6

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

- ☒ The LEA has no Comprehensive or Targeted schools. If checked, then the section is not required.

#### Area of Focus 7

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

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

**Response:**

*Early Childhood Services for SCSD are provide by Suwannee Valley 4Cs. The LEA also work collaboratively with Early Learning Coalition of Florida's Gateway (ELCFG), Suwannee Valley Community Coordinated Childcare (SV4Cs) and other agencies to increase the number of students participating in Pre-K programs.*

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

**Response:**

N/A

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

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

**Response:**

N/A

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

**Response:**

N/A

5. Title I Preschool Blended with:

| Title I Preschool Blended with: | Total Number of Students |  |  |
|---------------------------------|--------------------------|--|--|
|                                 |                          |  |  |

|   | Number of children served with Title I |       |       |       | Describe method which will be used to identify students | Total TIPA Funds Used |
|---|--|-------|-------|-------|---|-----------------------|
|   | Age 3                                  | Age 4 | Age 3 | Age 4 |   |                       |
| Early Head Start/Head Start/Migrant and Seasonal Head Start   | 0.00                                   | 0.00  | 0.00  | 0.00  | N/A   | 0.00                  |
| Home Instruction for Parents of Preschool Youngsters (HIPPIY) | 0.00                                   | 0.00  | 0.00  | 0.00  | N/A   | 0.00                  |
| LEA Migrant Preschool Program                                 | 0.00                                   | 0.00  | 0.00  | 0.00  | N/A   | 0.00                  |
| Prekindergarten Program for Children with Disabilities        | 0.00                                   | 0.00  | 0.00  | 0.00  | N/A   | 0.00                  |
| Voluntary PreKindergarten (VPK)                               | 0.00                                   | 0.00  | 0.00  | 0.00  | N/A   | 0.00                  |
| N/A   | 0.00                                   | 0.00  | 0.00  | 0.00  | N/A   | 0.00                  |
| N/A   | 0.00                                   | 0.00  | 0.00  | 0.00  | N/A   | 0.00                  |
|   | 0                                      | 0     | 0     | 0     |   |                       |

**Area of Focus 8****Area of Focus 8: Private Schools**

1. Provide the timeline and frequency of activities that outline the detailed plan of action for providing timely and meaningful consultation, and equitable services to eligible children, teachers, and parents in private schools within the local education agency(ies) service area.

**Response:**

*Using the Florida Private Schools Directory, Suwannee County School District (SCSD) obtains a complete list of private schools with students that reside in the district. Private schools are surveyed regarding their desire to participate in, design, and develop equitable services. Interested private schools receive an invitation letter to attend a meeting wherein, SCSD presents information related to various federal programs in which the district participates.*

*During the meeting, private schools receive clarification that consultation is two-way communication and is ongoing. It is also important to note that although their views are considered, final decisions are made by SCSD. Individual consultations are held with each participating private school after the Intent to Participate document is received. Participating private schools are must produce a valid 501c3 certificate from the United States IRS and Tax Exempt Certificate from the state of Florida as proof of non-profit status. Consultation begins in January and is ongoing until the end of the school year. Ongoing consultation also continues for private schools that decline participation.*

**Timeline as follows:**

*(December- February) – Principals of interested and eligible private schools will receive a formal invitation letter to a consultation meeting in preparation for the upcoming school year. Discussion topics to include: method for poverty data collection (student address tied to public Title I school – determine whether to use proportionality, extrapolation or free-reduced lunch), process for identifying eligible students for service (student address tied to public Title I school AND academically needy/at risk of failing as per agreed upon multiple education objective criteria), PD and PI opportunities for teachers and parents of participating Title I students, timeline for consultation processes, and the complaint process.*

*(March-April) – On “date certain” obtain from principals the poverty data for their sites as per the data collection method determined and agreed upon in consultation. SCSD matches addresses of private school students to public school attendance areas, estimates the amount of generated funds for instruction (same amount per student as per public school students in participating attendance zones), designs, and develop service delivery model/activities, and determines the standards and annual assessment progress measures – i.e. process/administration/analysis of current year annual surveys, school’s standardized test score, and define annual progress and modification criteria.*

*(August-September) – Visit each participating private school to report on readiness of program to all private school officials, obtain a list of newly enrolled students who meet eligibility criteria (if needed) and consult with private school officials as to how new students will be served in the program. Title I services begin to pre-identified students.*

*(October) – Conduct Title I annual parent and initiate other agreed upon PI, coordinate agreed upon PD activities for classroom teachers of participating students, make any other program adjustments, and begin planning for the next school year’s consultation cycle.*

2. If yes, indicate provided services to private school students, their parents, or their teachers through a third-party contractor.

**Response:**

3. Provide the method used for identifying low-income students for services in private schools.

**Response:**

N/A

4. List the criteria used to identify private school students for Title I educational services as a result of consulting with private school officials. Section 200.62(b)(1)

**Response:**

N/A

5. List each specific service.

- a. List each specific service (including frequency and duration), to be provided to private school students, their parents, and, if applicable, their teachers.

**Response:**

N/A

- b. Using currently available evidence based research, detail how it supports each activity(ies) being implemented.

**Response:**

N/A

- c. Explain how the LEA will evaluate the effectiveness and implementation of the services provided to the private school students, their parents, and their teachers. How often will this evaluation occur?

**Response:**

N/A

6. List the LEA's private school Point of Contact:

|               |              |
|---------------|--------------|
| Name:         | Kecia        |
| Title:        | Coordinator  |
| Phone Number: | 386-647-4637 |

Email Address: kecia.robinson@suwannee.k12.fl.us

### 7. Upload samples of Private School Documentation to include

|  |                   |
|--|-------------------|
| Private School Agreement of services to be provided. | Uploaded Document |
| List of private schools notified.                    | Uploaded Document |

### Area of Focus 9

#### Area of Focus 9: Foster Care

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

**Response:**

*The LEA does not use Title I funding to provide transportation to Foster Care students.*

2. Describe how the LEA will ensure the following:

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

**Response:**

*In partnership with the community-based child welfare agency - Partnership for Strong Families a procedure in making a best interest determination to maintain children in foster care in their school of origin. The LEA receives notification from Partnership for Strong Families that a best interest determination meeting needs to be held. The LEA then coordinates a conference call between school representatives, the District Foster Care Liaison, and Partnership for Strong Families. The caseworker represents the child and the parent/guardian during the conference call meeting. All parties discuss the topics as outlined in the School Stability Checklist along with all other topics of concerns. At the end of the meeting the all participating parties come to a consensus. The district liaison arranges for the child to receive transportation to the school of origin.*

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

**Response:**

*The Director of Student Services provides training to school level personnel on an ongoing basis to ensure that children in foster care are immediately enrolled in school, even if the child is unable to produce records normally required for enrollment. The enrolling school immediately contacts the school last attended by the child to obtain relevant academic and other important records and relevant information. Transfer of records for students transferring within the LEA is automatic as a result of the student information system (FOCUS) the school district uses. For students transferring from out of the district, the school of enrollment notifies the sending school concerning the transfer of students' records and maintains a copy of the request and each subsequent request.*

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

**Response:**

*The Suwannee County School District and Partnership for Strong Families will ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with the federal Social Security Act.*



*The Suwannee County School District and Partnership for Strong Families will ensure that, if there are additional costs incurred in providing transportation for maintaining children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if:*

- *The LEA and Partnership for Strong Families agree to share the cost of such transportation;*
- *The LEA agrees to pay for the cost of such transportation; or*
- *Partnership for Strong Families agrees to reimburse the LEA for the cost of such transportation.*

*The Director of Student Services, upon the conclusion of the best interest determination meeting, immediately arranges transportation in collaboration with the Director of Transportation and the Homeless Advocate. The Transportation Department works bus routing to transport the child to the school of origin.*

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

|                |                               |
|----------------|-------------------------------|
| Name:          | Debra                         |
| Title:         | Director                      |
| Phone Number:  | 386-647-4638                  |
| Email Address: | debra.land@suwannee.k12.fl.us |

4. Upload district's dispute resolution process.

Uploaded Document

### Area of Focus 10

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

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

**Response:**

*The federal uniform graduation rate for Suwannee County for 2015-2016 was 90%, according to "Florida's High School Cohort Graduation Rates 2015-2016" as reported by Florida Department of Education. The comparable graduation rate for Florida was 80%.*

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

**Response:**

*By the end of the 2017-2018, there will a 5% increase in the percentage of students that graduate with their cohort.*

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

|   |    |    |    |
|---|----|----|----|
| 9 | 11 | 35 | 36 |
|   |    |    |    |

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

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

**Response:**

*SCSD will implement the following:*

*Activity 1- Hold an annual meeting to evaluate and determine deletion, addition, and continuation of existing CTE programs.*

*Activity 2- Facilitate quarterly meetings to align CTE programs, courses, academies grades 6-12 and post-secondary.*

*Activity 3- Schools will create a plan for early identification of students to participate in AP and DE courses.*

*Activity 4- Increase the number of DE and/or AP courses at Suwannee High School and Branford High School.*

*Activity 5- Increase the diversity of acceleration programs using strategies reported in the Annual Equity Report.*

*Activity 6- Increase the participation and success in academic courses related to middle school acceleration (Algebra).*

*Activity 7- Increase awareness of district-wide programs offered by facilitating a semi-annual meeting of counselors, CTE teachers, and administration which will take place in September and January.*

*Activity 8- Increase exposure to college and career opportunities by activities such as visits to local community and technical colleges or inviting speakers from industry into the classroom.*

*Activity 9- Create and implement a comprehensive timeline for career and college planning that includes annual counseling and mentoring.*

*Activity 10- Evaluate current mentoring programs and expand on opportunities for students to have a mentor in grades 6-12.*

b. Provide the frequency & duration of each activity.

**Response:**

*Frequency and duration of each activity is as follows for the 2017-2018 school year:*

*Activity 1- January-June (annually)*

*Activity 2- August-June (quarterly)*

*Activity 3- March (annually)*

*Activity 4- July-June (annually)*

*Activity 5- July-June (annually)*

*Activity 6- July-June (annually)*

*Activity 7- September-June (semiannually)*

*Activity 8- June (annually)*

*Activity 9- June (annually)*

*Activity 10-September-June (annually)*

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

**Response:**

*The LEA's efforts to strengthen options such as career academies, career/technical programs, advanced placement (AP) and college dual enrollment (DE) that meet the needs of all students aligns with Florida's Strategic Plan for Building an Adult Education Career Pathways Systems. The strategies used by SCSD address each focus area in the plan -Program Design, Curriculum and Instruction, Professional Development, Student Support Services, Assessment, Partnerships, Marketing, and Accountability.*  
[http://www.fldoe.org/core/fileparse.php/7522/urlt/0061375-strategic\\_plan.pdf](http://www.fldoe.org/core/fileparse.php/7522/urlt/0061375-strategic_plan.pdf)

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

**Response:**

*Specified evidence will be collected digitally and monitored monthly with a report prepared for the Superintendent regarding items and the timeliness of the completion.*

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

**Response:**

*No other federal funds will be used for these activities.*

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

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

**Response:**

*SCSD will continue and strengthen options such as career academies, career/technical programs, advanced placement (AP) and college dual enrollment (DE) that meet the needs of all students.*

*SCSD will also increase opportunities related to career and college planning that includes annual counseling and mentoring.*

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

**Response:**

*Suwannee County School District provides a Character Education program to help students learn about trustworthiness, respect, fairness, responsibility, caring, and citizenship.*

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

**Response:**

*The LEA will increase exposure to college and career opportunities by activities such as visits to local community and technical colleges or inviting speakers from industry into the classroom.*

**Area of Focus 11****Area of Focus 11: Targeted Assistance**

☒ If checked then the section is not required.

**Area of Focus 12****Area of Focus 12: Technology**

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

**Response:**

*Instructional technology is a key component of instruction in Suwannee County. Title I funds will be used to purchase supplemental technology to expand programs, support increased student engagement, facilitate differentiated instruction to meet the needs of diverse learners, address potential lack of technology access and ensure that students have the necessary skill sets for success. Teachers and students need desktop and laptop computers, and mobile laptop computer labs to access*

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

**Response:**

*Suwannee County School District will maximize access to technology for all stakeholders.*

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

|    |  |  |  |
|----|--|--|--|
| 12 |  |  |  |
|    |  |  |  |

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

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

**Response:**

*The LEA will implement digital classrooms to provide more opportunities for academic interaction with technology, provide training for teachers on strategies for acceptable and responsible use of technology, improve the student to device ratio in all schools. The LEA will also continue the use of existing parent communication tools and consider new tools of communication.*

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

**Response:**

*The LEA will provide technology using Title I funds five days a week from August 2017 through May 2018. Extended learning will take place June 2018 through July 2018.*

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

**Response:**

*Teachers' confidence is built through experience and success in the classroom. This takes time and requires professional learning that fits in with the teachers' work. A lack of experience can be a major inhibitor in the adoption of digital technologies (Mumtaz, 2000, cited in Somekh, 2008). There needs to be time spent learning, monitoring and enforcing appropriate use. Teachers are more apt to trust students when their self-efficacy is established. Trust is necessary if teachers and students are to work together and this working together can itself build trust. Hoy & Tschannen Moran (2003)*

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

**Response:**

*Monitoring and evaluation will be via updates from the Director of Information Technology*



*on the number of devices available during monthly board workshops upon request. Success will be defined as the District having 3100 mobile devices that meet the hardware requirements.*

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

**Response:**

*Title I, Part A will partner with the LEA to implement a 1:1 Chromebook/technology device initiative. Purchases of student laptop computers, maintenance, and accessories are needed to support and expand the initiative.*

**Area of Focus 13**

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

☒ If checked then the section is not required

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## **Coordination of Federal Programs & Participation/Collaborative Partners**

### **Programs:**

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

### **Response:**

Services provided under Title I, Part A are integrated and coordinated with other programs and funding sources as follows:

1. Title I, Part A, Title II, Part A and Title III collaborate to provide professional development opportunities to assist teachers in Title I schools to develop skills needed to provide quality instruction to improve academic achievement of all subgroups.
2. Title I, Part A, and Title II, Part A collaborate to provide a district-wide Coordinator of K-12 Math, Coordinator of Professional Development/K-12 Reading, and Coordinator of K-12 Technology. School-based reading coaches also provide embedded professional development, intensive coaching cycle, modeling of best practices and instructional resource to teachers.
3. Title I, Part A, SIG 1003(a) and the LEA's Reading Allocation collaborate to provide instructional materials...
4. Title I, Part A collaborates with Title I, Part C to administer the Migrant Education Program to provide services to migrant students and their families.
5. Title I, Part A coordinates with ESE to avoid duplication of services provided by Title I and IDEA and maximize resources.
6. Title I, Part A, TI Department and TIF collaborate to provide i-Ready, technology and software licenses.
7. Title I, Part A and Title IX collaborate to administer the Homeless Education Program (HEP) to provide services to homeless students.
8. Title I, Part A collaborates with Title III to provide services to ELL students.

---

### **Participation:**

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

### **Response:**

Planning meetings for this application were advertised by radio, through newsletter, newspaper, monthly SAC meetings, APT, back to school flyers and monthly calendars sent home by each school. A district parent liaison will be available to assist parents with any questions they have concerning the grant and to get their input. A parent survey is conducted to get input on needs. Each school completed a needs assessment and submitted it to the Director of Federal Programs. Principals, district staff and other stakeholders met to analyze data and give input on the application. Consultation is ongoing for the district and monthly meetings are held with SAC and APT at each school.

---

**Collaborative Partners:**

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

**Response:****FEDERAL:**

Florida Diagnostic Learning Resource System (FLDRS) provides screenings and evaluations of Pre-K children on an as needed basis to support and promote school readiness. FDLRS is funded by the Florida Department of Education, through federal assistance under the Individuals with Disabilities Act (IDEA), Part B funds and state funds. Primary target group served is Pre-K children.

Suwannee Valley 4 C's (Head Start) provides services to Migrant students from birth to age five. Services provided include: quality child care through a theme-based curriculum grounded in the best early childhood practices and cultural variety. The Head Start program also offers family support, dental/vision/hearing screenings and follow-up services. Additionally, a program nurse, transportation to health screenings and field trips, VPK (Voluntary Pre-K) for 4yr olds, extended day, and prenatal education are provided. Primary target group served is Pre-K.

Title IX provides support to students in homeless situations as defined by the McKinney Vento Act. Such support might include supplies, etc. during the year as needed. Title IX is federally funded through the US Department of Education. Primary target groups served are Pre-K through Grade 12.

Title II Part A, provides instructional opportunities through reading coaches to improve the education of children by helping them learn and implement strategies to meet academic standards. Primary target groups served are Pre-K through Grade 5.

IDEA- Individuals with Disabilities Education Act (IDEA) is the law that outlines rights and regulations for students with disabilities in the U. S. who require special education. Primary target groups served are Pre-K through Grade 12.

**STATE:**

Early Learning Coalition of Florida's Gateway (ELCFG) provides funding and referral services for eligible students to attend school readiness programs, after school programs, and support to parents in referrals for outside agencies. Such agencies include: parent involvement education, literacy programs, parenting skills, and elderly care. ELCFGI is a part of the statewide Child Care Resource and Referral Network. Primary target groups served include Pre-K through Grade 12.

Suwannee County Health Department (SCHD) and Extension offices provide various resources for students including: vital statistics, environmental health, health clinic services, healthy start programs, community outreach, school and public health preparedness. SCHD also promotes hygiene, safety, and nutrition. Primary target groups served are Pre-K through Grade 12.

Suwannee River Regional Library provides a Literacy (tutoring) program that serves elementary students through adult learners interested in improving their skills in reading and basic math. School aged Migrant students are tutored, if

they are failing or falling behind their school aged peers. Primary target groups served are Pre-K through Grade 12.

LOCAL:

Suwannee County School District (SCSD) facilitates effective coordination of local, state, and federal programs, including parent resources, free tutoring, and homeless services. Primary target groups are Pre-K through Grade 12.

RIVEROAK Technical College (RTC) facilitates the English Literacy and Civics Demonstration Grant and collaborates with SCSD to achieve the following: (1) Increase English Literacy for adult education students, (2) Increase Civic Education for adult education students, and (3) Increase adult education students' meaningful participation in their children's educational development. Primary target groups are secondary students, and adult education learners.

The Suwannee Valley Homeless Coalition provides for the basic needs of Suwannee County's homeless families, as needed throughout the year. The target groups are Pre-K through Grade 12.

LOVE In the Name of Christ, (INC), a nonprofit organization, helps families and individuals live better and more productive lives through a network of churches and volunteer individuals. Services are provided to Pre-K students through Grade 12, including: "Adopt a Family" program, Coats for Kids, Shoes for Kids, family services, counseling, and a food pantry.

ELM in Suwannee –Early Learning Matters (ELM) works to increase the number of children who are school-ready to start kindergarten. ELM is collaborative effort among local early learning providers and support agencies and SCSD. Pre-Kindergarten is the primary target.



## REPORTING REQUIREMENTS/ INFORMATION DISSEMINATION

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

### 1. Reporting Student and Program Outcomes/Dissemination

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

**Response:**

*All Title I schools have access to a copy of the Title I project application. After FLDOE approval, the project application for parents and community review. The project application is disseminated via the following: Summary information shared at Annual Title I Meeting, the front office of each school, Federal Programs Office maintains a hard copy of the project application for public view, a copy of the application is posted on the LEA's website and a link to the application is provided on each schools' webpage, copies are shared at the School Advisory Council (SAC) meeting, notification of availability of the Title I project application to parents via school newsletter. School and program outcomes are reported to school staff, parents and community. Principals, academic resource teachers, and classroom teachers review district progress monitoring data three times per school year. Access to the School Accountability Report (SPAR) and the Annual Report Card is disseminated to schools, when available. This information is disseminated to the community through the media, school newsletters, district/individual school webpages. Student progress reports are sent home quarterly. Information regarding dates of report card dissemination, midterm reports, and end-of-term reports are posted on the district website. The Title I Coordinator prepares an annual evaluation of all Title I programs. Title I program outcomes are shared at the district and school level and reviewed with parents and community at School Advisory Council meetings. When feasible, communication is made in the parents' home language.*

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

**Response:**

*The LEA consolidates all data into a district portal system to ensure that an accurate and consistent source is utilized to for assessing, preparing, and disseminating reports to facilitate timely, data-based decision making.*

### 2. Parents Notification Requirements

The "Parents Right-To-Know" provisions under Section 1112(e)(1)(A) of ESSA state that at the start of each school year (in a timely manner), an LEA that

receives Title I, Part A funds must inform/notify parents of each student attending a Title I school that they have the right to request info about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessional's qualifications. The LEA should include the method for which this information will be provided.

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

**Response:**

*The LEA provides schools with a copy of the "Parents Right to Know" letter for compliance. Title I schools make copies and disseminate the letter, with the appropriate contact information within the first 30 days of school. A copy of the "Parents Right-to-Know" letter is kept in the front office of each school and placed on each schools' webpage. The information contained in the letter is discussed at the Annual Title I Meeting. Notice will be sent to parents when students will be taught for four or more consecutive weeks by a teacher who is not highly qualified. Schools send the letter notifying parents of the non-highly qualified teacher placement.*

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

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

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

|  |                   |
|--|-------------------|
| Upload Sample Copy of Parent's Right to Know Letter: | Uploaded Document |
| Upload Sample Copy of 4-week Notification Letter:    | Uploaded Document |

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

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

|   |                   |
|---|-------------------|
| Upload Certification of Compliance for Constitutionally Protected Prayer: | Uploaded Document |
|---|-------------------|

**4. Equitable Representation of Teachers**

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

**Response:**

*In an effort to increase the diversity of instructional and administrative workforce, the LEA's will take the following action steps for minority recruitment.*

**ACTIONS**

- 1. Continue the recruitment program for the purpose of increasing the number of qualified minority applicants for instructional and administrative positions.*
- 2. Continue to provide training and professional development opportunities that promote diversity and multicultural competence.*
- 3. Continue seeking opportunities to attract and hire teachers at recruiting fairs.*
- 4. Continue to find ways to promote teaching as a positive career choice. Specifically,*
- 5. Continue seeking ways to continuously improve recruitment and retention efforts and to monitor progress.*

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

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

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

**Response:**

*Bilingual (English & Spanish) personnel (paraprofessionals and other staff) at each school provide assistance to most parents/guardians of ELLs in their home language. Parent notices of events and important documents are sent home to ELL families in English and Spanish, unless clearly not feasible. Notices of ELL Committee meetings are sent home in English and Spanish (the most predominant second language in the district). An interpreter is present for parent conferences and ELL Committee meetings unless it is not possible to schedule due to availability or unless it is not feasible to find an interpreter for the particular language. Information is disseminated to parents via: students' backpacks, school newsletters, Remind 101, posted on LEA and school websites, schools' marquees, social media outlets, local newspaper and television, when possible.*

## Instructional Coaching

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

**Response:**

*The allocation of the LEA's budget is \$144,702.62 for instructional coaches.*

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

|    |    |    |  |
|----|----|----|--|
| 35 | 36 | 54 |  |
|    |    |    |  |

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

**Response:**

*Title I, Part A, and Title II, Part A coordinate to provide a district-wide Coordinator of K-12 Math, and Coordinator of Professional Development/K-12 Reading. Academic coaches/resource teachers also provide embedded professional development, intensive coaching cycle, modeling of best practices and instructional resource to teachers.*

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

**Response:**

*The LEA selects coordinators, coaches and resource teachers based on significantly favorable evaluation of effectiveness in the classroom, high assessment of student growth and proficiency, ability to effectively and efficiently model differentiated instruction, demonstration of leadership ability and the ability to collaborate with others.*

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

**Response:**

*The MTSS Coach will assist school-based leadership teams to identify students in need of Tier 2 and Tier 3 interventions. The coaches will support teachers during professional learning community (PLC) meetings.*

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

**Response:**

*The Director of Curriculum & Instruction works collaboratively with the Coordinator of Professional Development and K-12 Reading/Title II, and Coordinator of K-12 Math,. They provide district-level support to school-based leadership and instructional staff in research-based and best practices. In addition, coordinator provide new hire training, model classrooms, instructional resources, and support professional learning communities (PLCs).*

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

**Response:**

*MTSS coaching support will be provided daily from August 2017 through May 2018. Meetings will be held regularly throughout the school year with teachers and administrators to review student. The MTSS Coach will monitor student data and students participating in interventions. This data will be used to inform instruction and to identify additional needs of students.*

*The District-level support team will review and monitor specific early warning indicators for each school. The Assistant Superintendent of Instruction and the Director of Curriculum & Instruction will monitor schools on a regular basis (school and classroom walkthroughs, SIP reviews, and articulation with Coordinators of K-12 Reading, K-12 Math, Title I Coordinator, school-level administration will monitor school activities and progress as part of Instructional Support Model (ISM) visits throughout the year.*

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

**Response:**

*Research synthesis findings suggest that MTSS is a promising approach, particularly because of its focus on sound instructional principles such as effectively teaching all children, intervening early, using research-based interventions, monitoring student progress, and using assessment to inform instructional decision-making, (Coleman, M.R., Buysse, V. & Neitzel, J., 2006). The MTSS approach is an organizing framework for efficiently delivering interventions in order to improve outcomes (Walker, et. al, 1996).*

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

**Response:**

*An evaluation of the effectiveness of district instructional coaches will be conducted as part of the annual Title I program evaluation.*

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

**Response:**

*Title I schools that have instructional coaches have all demonstrated increases in student learning gains and saw increase in student achievement. The LEA Leadership Team has implemented an action plan wherein the Director of Curriculum & Instruction attends monthly coordinators' meetings to evaluate coached schedules, analyze i-Ready data and evaluate how interventions are provided to improve student achievement.*



**Non-Public School Eligibility - NON POOLING**

| District Level Data: Date Certain: 02/10/2017, not pooling Form A Free and Reduced Lunch |                          |                                   |            |  |                               |             |  |                   |
|--|--------------------------|-----------------------------------|------------|--|-------------------------------|-------------|--|-------------------|
|  | A                        | B                                 | C          | D  | E                             | F           | H  | I                 |
|  | Nonpublic School Name    | Nonpublic School Number (4 digit) | Grade Span | Number of Private School Students Residing In PSAA | Public School Number PPA used | Current PPA | Number of Private School Students from Low Income Families | Dollars Generated |
| 1  | A Plus Learning Academy  | 4534                              | KG-12      | 1  | 0051                          | 288.36      | 1.00   | 288.36            |
| 2  | A Plus Learning Academy  | 4534                              | KG-12      | 1  | 0043                          | 245.30      | 1.00   | 245.30            |
| 3  | Epiphany Catholic School | 0425                              | KG-08      | 1  | 0011                          | 703.68      | 1.00   | 703.68            |
| 4  | Epiphany Catholic School | 0425                              | KG-08      | 2  | 0011                          | 703.68      | 2.00   | 1,407.36          |
| 5  | Epiphany Catholic School | 0425                              | KG-08      | 1  | 0060                          | 472.24      | 1.00   | 472.24            |
| 6  | Epiphany Catholic School | 0425                              | KG-08      | 1  | 0042                          | 430.26      | 1.00   | 430.26            |
| 7  | Epiphany Catholic School | 0425                              | KG-08      | 1  | 0042                          | 430.26      | 1.00   | 430.26            |
| 8  | Epiphany Catholic School | 0425                              | KG-08      | 5  | 0051                          | 288.36      | 5.00   | 1,441.80          |
| 9  | Epiphany Catholic School | 0425                              | KG-08      | 2  | 0051                          | 288.36      | 2.00   | 576.72            |
| 10   | Lake City Christian      | 0773                              | PK-12      | 1  | 0011                          | 703.68      | 1.00   | 703.68            |
| 11   | Lake City Christian      | 0773                              | PK-12      | 3  | 0011                          | 703.68      | 3.00   | 2,111.04          |
| 12   | Lake City Christian      | 0773                              | PK-12      | 4  | 0060                          | 472.24      | 4.00   | 1,888.96          |
| 13   | Lake City Christian      | 0773                              | PK-12      | 5  | 0060                          | 472.24      | 5.00   | 2,361.20          |
| 14   | Lake City Christian      | 0773                              | PK-12      | 4  | 0043                          | 245.30      | 4.00   | 981.20            |
| 15   | Lake City Christian      | 0773                              | PK-12      | 1  | 0089                          | 429.84      | 1.00   | 429.84            |

|               |                     |      |       |    |      |        |       |           |
|---------------|---------------------|------|-------|----|------|--------|-------|-----------|
| 16            | Lake City Christian | 0773 | PK-12 | 1  | 0042 | 430.26 | 1.00  | 430.26    |
| 17            | Lake City Christian | 0773 | PK-12 | 5  | 0051 | 288.36 | 5.00  | 1,441.80  |
| 18            | Lake City Christian | 0773 | PK-12 | 5  | 0051 | 288.36 | 5.00  | 1,441.80  |
| 19            | Lake City Christian | 0773 | PK-12 | 1  | 0051 | 288.36 | 1.00  | 288.36    |
| 20            | Lake City Christian | 0773 | PK-12 | 1  | 0043 | 245.30 | 1.00  | 245.30    |
| 21            | Lake City Christian | 0773 | PK-12 | 1  | 0043 | 245.30 | 1.00  | 245.30    |
| <b>Totals</b> |                     |      |       | 47 |      |        | 47.00 | 18,564.72 |

## DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED RESERVATIONS

| EQUITABLE PROPORTION OF FUNDS  |                                 |                |
|--------------------------------|---------------------------------|----------------|
| Total District Allocation      |                                 | \$2,305,768.00 |
| Number of Public CLIF          | Number of Private CLIF          | Total CLIF     |
| 4984                           | 47.00                           | 5031           |
| Total Public School Proportion | Total Private School Proportion |                |
| 99.07%                         | 0.93%                           |                |
| Total Public School Allocation | Total Private School Allocation |                |
| \$ 2,284,324.36                | \$ 21,443.64                    |                |

### A. Financial Rewards & Incentives Reservations:

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

LEA's amount reserved:

**\$0.00**

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

|   | Minimum Reservations   | Actual Reservations Amount |
|---|------------------------|----------------------------|
| REQUIRED reservation - 1% of the LEA's Title I Allocation:  | <b>\$ 23,057.68</b>    | <b>\$ 23,057.68</b>        |
| Additional reservation over and above the required 1%   | <b>\$0.00</b>          | <b>\$126.00</b>            |
| Total amount LEA will reserve for parent and family engagement activities   | <b>\$ 23,057.68</b>    | <b>\$23,183.68</b>         |
| Indicate the amount to be allocated (dollar amount) to public schools for parent and family engagement (minimum of 90% is required) | <b>\$ 20,751.91</b>    | <b>\$22,656.00</b>         |
| If applicable, Balance to be used for LEA-level Parent and Family Engagement Activities   | <b>\$0.00</b>          | <b>\$527.68</b>            |
| <b>Total After Parent and Family Engagement Reservations</b>  | <b>\$ 2,261,266.68</b> | <b>\$ 2,273,600.00</b>     |

### C. Homeless Education Reservations:

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

LEA's amount reserved: **\$ 20,621.70**

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

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

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

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

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

|  |                   |
|--|-------------------|
| LEA-wide Professional Development Activities:  | <b>\$0.00</b>     |
| LEA-wide Instructional Activities [Examples: summer school programs, intersession, additional professional development, and coordinated services.] | <b>\$1,213.71</b> |

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

Reservations: **\$0.00**

**G. Early Childhood Reservations**

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

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

**H. Private Schools**

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

|                                   |                 |
|-----------------------------------|-----------------|
| H-1. Administrative Costs         | <b>\$0.00</b>   |
| H-2. Parent and Family Engagement | <b>\$214.44</b> |
| H-3. Professional Development     | <b>\$0.00</b>   |
| H-4. Total Reservation            | <b>\$214.44</b> |

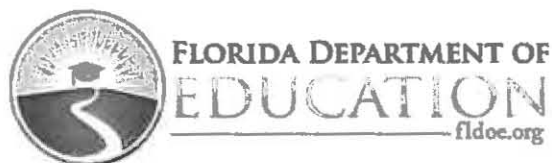
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## General Education Provisions Act

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>




**Suwannee County District School Board  
PUBLIC SCHOOL ELIGIBILITY SURVEY**

Ranking Type: districtWide

Date Certain: 02/10/2017

Community Eligibility Program: Option 4 - Direct Certification Data

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

**Response:**

The district allocates funds district-wide based on CEP data taken from Survey 3 during the 2016-2017 school year. School are ranked by their poverty rate, from high to low. We have served down to 58.73%

District: Suwannee County District School Board

| No. | School Name                     | School Number | Grade Code | School type            | Neglected and Delinquent | New School | Reported 2017-2018 Number of Children Attending Public Schools | Reported 2017-2018 Number of Children from Low Income Families | Reported 2017-2018 Percent of Children from Low Income Families | 2017-2018 Number of Children Attending Public Schools | 2017-2018 Number of Children from Low Income Families | 2017-2018 Percent of Children from Low Income Families | Selection Code (codes) | Program Type | 2017-2018 PPA Per Pupil Allocation | 2017-2018 TSA Total School Allocation | 2016-2017 TSA Total School Allocation | Provision 2 Or CEP | 1% Allocation for Parental Involvement | Charter School | Del. |
|-----|---------------------------------|---------------|------------|------------------------|--------------------------|------------|--|--|---|---|---|--|------------------------|--------------|------------------------------------|---------------------------------------|---------------------------------------|--------------------|--|----------------|------|
| 1   | SUWANNEE PRIMARY SCHOOL         | 0011          | PK-1       | Elem.                  | N                        | NO         | 719  | 551  | 76.63%  | 719   | 719   | 100.00%  | A                      | SW           | 703.68                             | 505,945.92                            | ---                                   | CEP: 20162017      | 3236.6                                 |                |      |
| 2   | SUWANNEE ELEMENTARY SCHOOL      | 0060          | 2-3        | Elem.                  | N                        | NO         | 718  | 504  | 70.19%  | 718   | 718   | 100.00%  | A                      | SW           | 472.24                             | 339,068.32                            | ---                                   | CEP: 20162017      | 3236.6                                 |                |      |
| 3   | SUWANNEE INTERMEDIATE SCHOOL    | 0042          | 4-5        | Elem.                  | N                        | NO         | 736  | 508  | 69.02%  | 736   | 736   | 100.00%  | A                      | SW           | 430.26                             | 316,671.36                            | ---                                   | CEP: 20162017      | 3236.6                                 |                |      |
| 4   | BRANFORD ELEMENTARY SCHOOL      | 0089          | PREK-5     | Elem.                  | N                        | NO         | 637  | 418  | 65.62%  | 637   | 637   | 100.00%  | A                      | SW           | 429.84                             | 273,808.08                            | ---                                   | CEP: 20162017      | 3236.6                                 |                |      |
| 5   | SUWANNEE MIDDLE SCHOOL          | 0051          | 6-8        | Middle/Junior          | N                        | NO         | 967  | 609  | 62.98%  | 967   | 967   | 100.00%  | A                      | SW           | 288.36                             | 278,844.12                            | ---                                   | CEP: 20162017      | 3236.6                                 |                |      |
| 6   | BRANFORD HIGH SCHOOL            | 0091          | 6-12       | Senior High            | N                        | NO         | 619  | 323  | 52.18%  | 619   | 516   | 83.36%   | A                      | SW           | 288.44                             | 148,835.04                            | ---                                   | CEP: 20162017      | 3236.6                                 |                |      |
| 7   | SUWANNEE HIGH SCHOOL            | 0043          | 9-12       | Senior High            | N                        | NO         | 854  | 432  | 50.59%  | 854   | 691   | 80.91%   | A                      | SW           | 245.3                              | 169,502.30                            | ---                                   | CEP: 20162017      | 3236.6                                 |                |      |
| 8   | COMMUNITY BASE SERVICE STUDENTS | 0010          | K-12       | Combo. Elem. & Second. | N                        | NO         | 2  | 1  | 50.00%  | 2   | 1   | 50.00%   | L                      | NA           | 0                                  | 0.00                                  | ---                                   | CEP: 20162017      | 0                                      |                |      |

Selection Code explain: Virtual School not part of the K-12 system.

|   |                                    |      |      |                              |   |    |       |       |        |       |       |        |   |    |       |              |      |                  |   |        |  |
|---|------------------------------------|------|------|------------------------------|---|----|-------|-------|--------|-------|-------|--------|---|----|-------|--------------|------|------------------|---|--------|--|
| 9   | SUWANNEE<br>VIRTUAL<br>SCHOOL      | 7023 | K-12 | Combo.<br>Elem. &<br>Second. | N | NO | 18    | 6     | 33.33% | 18    | 9     | 50.00% | J | NA | 0     | 0.00         | ---  | CEP:<br>20162017 | 0 |        |  |
| 10  | FLORIDA<br>SHERIFF'S<br>BOYS RANCH | 9003 | 6-12 | Senior High                  | N | NO | 38    | 1     | 2.63%  | 38    | 1     | 2.63%  | J | NA | 0     | 0.00         | ---  | CEP:<br>20162017 | 0 |        |  |
|   |                                    |      |      |                              |   |    | 5,308 | 3,353 | 63.17% | 5,308 | 4,995 | 94.10% |   |    | 2,858 | 2,032,675.14 | 0.00 |                  |   | 22,656 |  |
| * Schools with a Selection Code of E are not totaled in the overall Total School Allocation |                                    |      |      |                              |   |    |       |       |        |       |       |        |   |    |       |              |      |                  |   |        |  |



**FLORIDA DEPARTMENT OF  
EDUCATION**  
fldoe.org

### Title I Part A

[Grant Application Menu](#)  
[Program Main Menu](#)

You are logged in as  
**Suwannee County District  
School Board - 61.**

logo

### Non-Public School Eligibility - NON POOLING

| District Level Data:    Date Certain: 02/10/2017,    not pooling Form A Free and Reduced Lunch |                          |                                   |            |  |                               |             |  |                   |
|--|--------------------------|-----------------------------------|------------|--|-------------------------------|-------------|--|-------------------|
|  | A                        | B                                 | C          | D  | E                             | F           | H  | I                 |
|  | Nonpublic School Name    | Nonpublic School Number (4 digit) | Grade Span | Number of Private School Students Residing In PSAA | Public School Number PPA used | Current PPA | Number of Private School Students from Low Income Families | Dollars Generated |
| 1  | A Plus Learning Academy  | 4534                              | KG-12      | 1  | 0051                          | 288.36      | 1.00   | 288.36            |
| 2  | A Plus Learning Academy  | 4534                              | KG-12      | 1  | 0043                          | 245.30      | 1.00   | 245.30            |
| 3  | Epiphany Catholic School | 0425                              | KG-08      | 1  | 0011                          | 703.68      | 1.00   | 703.68            |
| 4  | Epiphany Catholic School | 0425                              | KG-08      | 2  | 0011                          | 703.68      | 2.00   | 1,407.36          |
| 5  | Epiphany Catholic School | 0425                              | KG-08      | 1  | 0060                          | 472.24      | 1.00   | 472.24            |
| 6  | Epiphany Catholic School | 0425                              | KG-08      | 1  | 0042                          | 430.26      | 1.00   | 430.26            |
| 7  | Epiphany Catholic School | 0425                              | KG-08      | 1  | 0042                          | 430.26      | 1.00   | 430.26            |
| 8  |                          | 0425                              | KG-08      | 5  | 0051                          | 288.36      | 5.00   | 1,441.80          |

|               |                          |      |       |           |      |        |              |                  |
|---------------|--------------------------|------|-------|-----------|------|--------|--------------|------------------|
|               | Epiphany Catholic School |      |       |           |      |        |              |                  |
| 9             | Epiphany Catholic School | 0425 | KG-08 | 2         | 0051 | 288.36 | 2.00         | 576.72           |
| 10            | Lake City Christian      | 0773 | PK-12 | 1         | 0011 | 703.68 | 1.00         | 703.68           |
| 11            | Lake City Christian      | 0773 | PK-12 | 3         | 0011 | 703.68 | 3.00         | 2,111.04         |
| 12            | Lake City Christian      | 0773 | PK-12 | 4         | 0060 | 472.24 | 4.00         | 1,888.96         |
| 13            | Lake City Christian      | 0773 | PK-12 | 5         | 0060 | 472.24 | 5.00         | 2,361.20         |
| 14            | Lake City Christian      | 0773 | PK-12 | 4         | 0043 | 245.30 | 4.00         | 981.20           |
| 15            | Lake City Christian      | 0773 | PK-12 | 1         | 0089 | 429.84 | 1.00         | 429.84           |
| 16            | Lake City Christian      | 0773 | PK-12 | 1         | 0042 | 430.26 | 1.00         | 430.26           |
| 17            | Lake City Christian      | 0773 | PK-12 | 5         | 0051 | 288.36 | 5.00         | 1,441.80         |
| 18            | Lake City Christian      | 0773 | PK-12 | 5         | 0051 | 288.36 | 5.00         | 1,441.80         |
| 19            | Lake City Christian      | 0773 | PK-12 | 1         | 0051 | 288.36 | 1.00         | 288.36           |
| 20            | Lake City Christian      | 0773 | PK-12 | 1         | 0043 | 245.30 | 1.00         | 245.30           |
| 21            | Lake City Christian      | 0773 | PK-12 | 1         | 0043 | 245.30 | 1.00         | 245.30           |
| <b>Totals</b> |                          |      |       | <b>47</b> |      |        | <b>47.00</b> | <b>18,564.72</b> |

DOE only: [Administrator Menu](#)

To locate your regional Program Specialist, contact the program office at (850) 245-0479.