

FLORIDA DEPARTMENT OF EDUCATION
Project Application

TAPS Number
07A001

Return to: Florida Department of Education Bureau of Grants Management Room 344 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 Suncom: 205-0498	A) Program Name: <p style="text-align: center;">Title I Part A - Education of Disadvantaged Children and Youth 2006-2007 Project Applications</p>	DOE USE ONLY Date Received
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B) Name and Address of Eligible Applicant: <p style="text-align: center;">Clay 900 WALNUT STREET GREEN COVE SPRINGS, FL 32043</p>	Project Number (DOE Assigned) 100-2127A-7CB01
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C) Total Funds Requested: \$ 2,471,648.00 Estimated Roll Forward: \$ 300,000.00 _____ DOE USE ONLY Total Approved Project: \$	D) Applicant Contact Information	
	Contact Name: First Name: Sandra MI: K Last Name: Emery	Mailing Address: Address 23 South Green Street City: Green Cove Springs State: FL Zip: 32073
	Telephone Number (xxx-xxx-xxxx): 904-272-8100 Ext: 2452	SunCom Number (xxx-xxxx):
	Fax Number (xxx-xxx-xxxx):904-284-6532	E-mail Address: semery@mail.clay.k12.fl.us

CERTIFICATION

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

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
 Signature of Agency Head

DOE 100A



John L. Winn, Commissioner

General Assurances

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

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- applicable regulations of other Federal agencies; and
- State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://www.firn.edu/doe/comptroller/gbook.htm>

School Districts, Community Colleges, Universities, and State Agencies

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

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 include a description of the steps the applicant proposes to take to 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/policy/fund/guid/gposbul/gpos10.html>

This local educational agency (LEA) **Clay** will-

- A. inform eligible schools and parents of school wide program authority and the ability of such schools to consolidate funds from Federal State, and local sources;
- B. provide technical assistance and support to school wide programs;
- C. work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards;
- D. fulfill its school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b);
- E. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services;
- F. take into account the experience of model programs for the educational disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
- G. 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 641A(a) of the Head Start Act;
- H. work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
- I. comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
- J. inform eligible schools of the requirement for each LEA's authority to obtain waivers on the school's behalf under Title IX and, if the State is an ED-Flex Partnership State, to obtain waivers under the Education flexibility Partnership Act of 1999;
- K. coordinate and collaborate, to the extent feasible and necessary as the LEA determines, with the State Educational Agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116, if such a school requests assistance from the LEA in addressing major factors that have significantly affected student achievement at the school;
- L. 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;
- M. use the results of the student academic assessments required under section 1111(b)(3), 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 section 1111(b)(3) within 12 years from the end of the 2001-2002 school year;

- N. ensure that the results from the academic assessments required under section 1111(b)(3) 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;
- O. assist each school served by the LEA and assisted under Title I, Part A in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D);
- P. participate, if selected, in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994;
- Q. submit an amendment, as appropriate, to the State Educational Agency Plan as required under section 1112 of Title I, Part A of NCLB Act of 2001;
- R. ensure that all activities and services described in this application address required activities and clearly document that the proposed activities are supplementary and do not supplant existing State and locally funded activities and required services.
- S. assure that it will reserve such funds as are necessary under Public Law-107-100, Section 1113(c)(3) (A) 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.
- T. assure that it will reserve such funds as are necessary under Public Law-107-110, Section 1113(c)(3) (B)-(C) 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.

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>

Coordination of Programs & Participation

Programs:

Describe how the services provided under the programs in this application are integrated with each other and coordinated with other programs funded under NCLB (i.e.: Title I, Part A, Title I, Part C, Title I, Part D, Title I, Part F, Title II, Part A, Title II, Part D, Title III, Part A, Title IV, Part A, Title V, Part A, and/or Title VI, Part B, Subpart 2

Response: Title I, Part A funds will be reserved as are necessary to provide services to local institutions for neglected and/or delinquent children or neglected or delinquent children in community day school programs and youth experiencing homelessness who do not attend Title I Schools that are comparable to those provided to children in Title I schools.

Title I, Part C funds are channeled through the Alachua Multi-County Migrant program which includes the School District of Clay County. Collaboration takes place on a weekly basis with the Liaison for the Alachua Multi-County Migrant Program to provide educational materials and supplies to migrant students and provide services to migrant families.

Title II, Part A funds will be used to supplement Title I, Part A funds to provide ongoing in-service and professional development/training to assist teachers and paraprofessionals in grade K-12 in core academic subject areas (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts history, and geography) in meeting the requirements to become highly qualified. The target group will include any teacher or paraprofessional who has failed to meet the highly qualified status. Private schools that have requested Title I, Part A and Title II funds are offered professional development opportunities. Parent training opportunities are offered at the district and school level.

Title III, Part A funds in coordination with Title I, Part A funds will be used to supplement Instructional support for English Language Learners. Students are identified in need under one or both programs. An academic improvement system is in place to provide the student with all resources necessary to make academic gains.

Title IV, Part A funds are used to support Safe and Drug Free Schools. The School Improvement Plan is the mechanism used to combine funds with other funds including Title I, Part A to meet objectives for all programs.

Participation:

Describe how the LEA will provide on-going consultation with the application participants throughout the project period.

Response: A network of communication is maintained allowing coordination of resources and funds to achieve program goals. 100% of collaborating participants will attend bi-monthly meetings of the District Curriculum Council to coordinate and integrate services to ensure increased program effectiveness and decrease the duplication or fragmentation of the instructional program. In addition to the supervisors of the collaborating participants, all schools are represented at the District Curriculum Council meetings.

A Title I District Parent Advisory will be used to coordinate services of participants on behalf of the parents at each Title I eligible school

State and Regional Technical Assistant Meetings will used to provide training and coordination between all participants.

Dissemination:

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

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

Information about the project will be disseminated and marketed to appropriate populations, including, state, district, school staff, parents, and the community as follows:

The School District of Clay County website (www.clay.k12.fl.us)

Public School Television Broadcasting (Channel 29)

Handbook to the parents of Title I eligible student, newsletters, district and school website information, and electronic information the Title I Project

Annual meetings at each Title I eligible school to distribute information about the Title I program

Annual meeting with parent and community members

Quarterly parent Advisory Council meetings between the District and parent representative from each Title I eligible school

Communications will be disseminated in a language other than English if needed.

Participation of Eligible Children and Teachers in Private Schools:

To ensure timely and meaningful consultation, the district shall consult with appropriate private school officials during the design and development of these programs. Provide a detailed plan of action for providing consultation for equitable services to eligible children and teachers in private schools within the local education agency(ies) service area. For details, refer to URL: <http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

Response: Non-Public schools are encouraged to call with any questions or concerns.

April/May: An on-site planning meeting is held with all interested non-public schools to design and plan Title I services for the 06/07 school year. The plan includes:

- how the children's needs will be identified
- what services will be offered
- how, where, and by whom the services will be provided
- how the services will be assessed and how the results of the assessment will be used to improve those services
- the size and scope of the equitable services to be provided to the eligible private school children, teachers and other educational personnel and the amount of funds available for those services
- how and when the district will make decisions about the delivery of services
- the districts provisions for disagreements regarding delivery of services
- the districts procedures for control of funds used to provide services, title to materials, equipment, and property purchased.

August: Screening of eligible students and start of services

September-May: The District Parent Advisory Council of which the non-public schools are represented, meet on a regular basis to provide parental input of the Title I programs and

project

September-May: On-site visits by the district's Title I Supervisor to monitor student achievement, communicate opportunities for parent involvement and professional development.

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

Reporting Outcomes:

Describe the methods and processes that will be used to report student and program outcomes to parents and other district and school stakeholders.

Response: Describe the methods and processes that will be used to report student and program outcomes to parents and other district and school stakeholders.

The Annual Report Card, Adequate Yearly Progress Reports and Performance Indicators as required by the No Child Left Behind Act of 2001, are all available at the district and school websites on a continuing and updated basis. In addition, the local paper and district newsletters make public these reports. T

The School District of Clay County will report the progress made in attaining the district's goals and objects for 2006-2007 using the following mechanisms:

- Mid-year: submission of a midyear report to the State on reading and math achievement of all subgroups and their progress towards making adequate yearly progress, professional development activities and the status of highly qualified personnel, and parent involvement strategies used to increase student achievement.
- Quarterly: Individual student progress reports to parents
- Ongoing: Individual Academic Improvement Plans for students with reading, math and writing deficiencies
- Ongoing: Individual parent conference, which will include initial screening, progress monitoring and evaluation assessments for each student.

Instructional Services to Increase Student Achievement

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

Instructional Services to Increase Student Achievement:

Identify the overall district goals, objectives, and strategies for student achievement in reading and mathematics for the 2006-07 school year. For assistance in developing goals, objectives, and strategies, please visit the Florida Department of Education Bureau of School Improvement website at <http://www.bsi.fsu.edu/>. At a minimum, goals (overall, at the subgroup level, and for specified targeted groups) should address (1) student proficiency in both reading and mathematics, and (2) the provision of highly qualified staff.

Reading Resources:

[FDOE's AYP](#)

[State's NCLB Consolidated Application](#)

[Just Read Florida](#)

[Florida Center for Reading Research \(FCRR\)](#)

[Six core reading programs for K-5](#)

[Florida Center for Reading Research for all levels](#)

[Gap Analysis on Goals, Objectives, and Strategies](#)

A. Overall goal(s) for increasing the academic achievement of youth served through Title I schoolwide or targeted assistance programs:

Reading Goals:

Response: At least 51% of the students in each subgroup will maintain or attain reading proficiency by scoring at or above a level 3 in Reading on the Florida Comprehensive Assessment Test (FCAT).

One hundred percent (100%) of current employees having direct impact on student achievement in reading will meet the requirement of highly qualified as defined by the "No Child Left Behind Act" of 2001.

Reading Objectives:

Response: By June 2007, subgroups Limited English Proficiency- % and Students with Disabilities- % will increase reading achievement to meet state proficiency targets in reading. Fifty one percent (51%) of the students in each of these subgroups will score at or above a level 3 in Reading on the Florida Comprehensive Assessment Test (FCAT).

By June 2007, numerous opportunities to participate in high quality professional development on research based reading strategies will be made available to instructional staff as documented by the District and School Site Professional Development Plans.

Reading Strategies:

Response: Add supplementary support (materials and personnel) to reading programs that are founded on research, determined by ongoing assessment, built on a comprehensive view of literacy, systematic and flexible and meeting the diverse needs of the student. Reading programs will incorporate the Sunshine State Standards and include all the components of a balanced reading program (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Provide 90 minutes of uninterrupted reading instruction.

Implement a strong school based parent involvement program with an emphasis on training the parent to help the student at home in the area of reading.

Implement district based parent training to support reading instruction in the home.

Provide professional development in scientifically based reading research practice by providing Best Teaching Practice Workshops, school based professional development training, Reading First training, Florida Reading Initiative Professional Development and model teaching provided by District Curriculum Specialists.

Math Goals:

Response: At least 56% of the students in each subgroup will attain math proficiency by scoring at or above a level 3 in Math on the Florida Comprehensive Assessment Test (FCAT).

One hundred percent (100%) of current employees having direct impact on student achievement in math will meet the requirement of highly qualified as defined by the "No Child Left Behind Act" of 2001.

Math Objectives:

Response: By June 2007, subgroups African American- %, Limited English Proficiency- % and Students with Disabilities- %) will increase math achievement to meet state proficiency targets in math. Fifty six percent (56%) of the students in each of these subgroups will score at or above a level 3 in Math on the Florida Comprehensive Assessment Test (FCAT).

By June 2007, numerous opportunities to participate in high quality professional development on research based math strategies will be made available to instructional staff as documented by the District and School Site Professional Development Plans.

Math Strategies:

Response: Add supplementary support (materials and personnel) to implement math programs that are founded on research, provide for ongoing assessment and meet the diverse needs of the student. Programs will support Sunshine State Standards.

Implement a strong school based parent involvement program with an emphasis on training the parent to help the student at home in the area of math.

Implement district based parent training to support math instruction in the home.

Provide professional development in scientifically based math research practice by providing Best Teaching Practice Workshops, school based professional development training, and model teaching provided by District Curriculum Specialists.

B. Objectives/strategies for increasing the academic achievement of educationally disadvantaged children and youth:

Reading Goals:

Response: At least 51% of the students in each subgroup will maintain or attain reading proficiency by scoring at or above a level 3 in Reading on the Florida Comprehensive Assessment Test (FCAT).

One hundred percent (100%) of current employees having direct impact on student achievement in reading will meet the requirement of highly qualified as defined by the "No Child Left Behind Act" of 2001.

Reading Objectives:

Response: By June 2007, subgroups Limited English Proficiency- % and Students with Disabilities- %) will increase reading achievement to meet state proficiency targets in reading. Fifty one percent (51%) of the students in each of these subgroups will score at or above a level 3 in Reading on the Florida Comprehensive Assessment Test (FCAT).

By June 2007, numerous opportunities to participate in high quality professional development on research based reading strategies will be made available to instructional staff as documented by the District and School Site Professional Development Plans.

Reading Strategies:

Response: Add supplementary support (materials and personnel) to implement reading programs that are founded on research, determined by ongoing assessment, built on a comprehensive view of literacy, systematic and flexible and meeting the diverse needs of the student. Reading programs will support the Sunshine State Standards and include all the components of a balanced reading program (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Implement a Direct Instruction Model for low achieving students.

Provide for small group, differentiated instruction for low achieving students.

Implement Academic Improvement Plans (AIP) for students with reading deficiencies.

Provide 90 minutes of uninterrupted reading instruction

Provide opportunities for before and/or after school tutoring in reading.

Implement a strong school based parent involvement program with an emphasis on training the parent to help the student at home in the area of reading.

Implement district based parent training to support reading instruction in the home.

Provide professional development in scientifically based reading research practice by providing Best Teaching Practice Workshops, school based professional development training, Reading First training, Florida Reading Initiative Professional Development and model teaching provided by District Curriculum Specialists.

Math Goals:

Response: At least 56% of the students in each subgroup will maintain or attain math proficiency by scoring at or above a level 3 in Math on the Florida Comprehensive Assessment Test (FCAT).

One hundred percent (100%) of current employees having direct impact on student achievement in math will meet the requirement of highly qualified as defined by the "No Child Left Behind Act" of 2001.

Math Objectives:

Response: By June 2007, subgroups African American- %, Limited English Proficiency- % and Students with Disabilities- % will increase math achievement to meet state proficiency targets in math. Fifty six percent (56%) of the students in each of these subgroups will score at or above a level 3 in Math on the Florida Comprehensive Assessment Test (FCAT).

By June 2007, numerous opportunities to participate in high quality professional development on research based math strategies will be made available to instructional staff as documented by the District and School Site Professional Development Plans.

Math Strategies:

Response: Add supplementary support (materials and personnel) to implement math programs that are founded on research, provide for ongoing assessment and meet the diverse needs of the student. Programs will support Sunshine State Standards.

Provide substantial and regular amounts of scientifically based, small group, differentiated math instruction.

Implement Academic Improvement Plans (AIP) for students with math deficiencies.

Provide opportunities for before and/or after school tutoring in math.

Implement a strong school based parent involvement program with an emphasis on training the parent to help the student at home in the area of math.

Implement district based parent training to support math instruction in the home.

Provide professional development in scientifically based math research practice by providing Best Teaching Practice Workshops, school based professional development training, and model teaching provided by District Curriculum Specialists.

C. Objectives/strategies for increasing the academic achievement of homeless children and youth::**Reading Goals:**

Response: At least 51% of Homeless students will maintain or attain reading proficiency by scoring at or above a level 3 in Reading on the Florida Comprehensive Assessment Test (FCAT).

One hundred percent (100%) of current employees having direct impact on student achievement in reading will meet the requirement of highly qualified as defined by the "No Child Left Behind Act" of 2001.

Ensure eligible Homeless students have equal access to strategies for increasing reading achievement.

Reading Objectives:

Response: By June 2007, Homeless students in subgroups (White, African American, Hispanic, Asian, American Indian, Economically Disadvantaged, Limited English Proficiency, Students with Disabilities) will increase reading achievement to meet state proficiency targets in reading. Fifty one percent (51%) of the students will score at or above a level 3 in Reading on the Florida Comprehensive Assessment Test (FCAT).

By June 2007, numerous opportunities to participate in high quality professional development on research based reading strategies will be made available to instructional staff as documented by the District and School Site Professional Development Plans.

During the 2006/2007 school year coordinate with the "Project Reach" Program (McKinney-Vento Act) to identify and provide services to Homeless students.

Reading Strategies:

Response: Reserve a portion of Title I Part A funds to provide educationally related support services to Homeless students.

Provide uniform procedures to ensure equal access to instructional reading opportunities

Collaborate on a regular basis with the Homeless Coordinator of "Project Reach" (McKinney-Vento Act) to provide tutorial services, educational reading materials, school supplies, and services to homeless students.

Review School Improvement Plans to ensure increased program effectiveness and to decrease the duplication or fragmentation of the reading instructional program.

Review minutes from individual School Curriculum council meetings to provide guidance on the inclusion of Homeless students in appropriate reading programs.

Participate in the implementation of Individual Education Plans (IEP) and/or Academic Improvement Plans (AIP) for Homeless students in need of intensive reading intervention

Math Goals:

Response: At least 56% of Homeless students will maintain or attain math proficiency by scoring at or above a level 3 in Math on the Florida Comprehensive Assessment Test (FCAT).

Ensure eligible Homeless students have equal access to strategies for increasing math achievement.

One hundred percent (100%) of current employees having direct impact on student achievement in math will meet the requirement of highly qualified as defined by the "No Child Left Behind Act" of 2001.

Math Objectives:

Response: By June 2007, Homeless students in subgroups (White, African American, Hispanic, Asian, American Indian, Economically Disadvantaged, Limited English Proficiency, Students with Disabilities) will increase math achievement to meet state proficiency targets in math. Fifty six percent (56%) of the students in each of these subgroups will score at or above a level 3 in Math on the Florida Comprehensive Assessment Test (FCAT).

By June 2007, numerous opportunities to participate in high quality professional development on research based math strategies will be made available to instructional staff as documented by the District and School Site Professional Development Plans.

During the 2006/2007 school year coordinate with the "Project Reach" Program (McKinney-Vento Act) to identify and provide services to Homeless students.

Math Strategies:

Response: Reserve a portion of Title I Part A funds to provide educationally related support services to Homeless students.

Provide uniform procedures to ensure equal access to instructional math opportunities

Collaborate on a regular basis with the Homeless Coordinator of "Project Reach" (McKinney-Vento Act) to provide tutorial services, educational math materials, school supplies, and services to homeless students.

Review School Improvement Plans to ensure increased program effectiveness and to decrease the duplication or fragmentation of the math instructional program.

Review minutes from individual School Curriculum council meetings to provide guidance on the inclusion of Homeless students in appropriate math programs.

Participate in the implementation of Individual Education Plans (IEP) and/or Academic Improvement Plans (AIP) for Homeless students in need of intensive math intervention.

D. Objectives/strategies for increasing the academic achievement of neglected and delinquent children and youth:

Reading Goals:

Response: At least 51% of Neglected and Delinquent students in each subgroup will maintain or attain reading proficiency by scoring at or above a level 3 in Reading on the Florida Comprehensive Assessment Test (FCAT).

One hundred percent (100%) of current employees having direct impact on student achievement in reading will meet the requirement of highly qualified as defined by the "No Child Left Behind Act" of 2001.

Ensure eligible Neglected and Delinquent students have equal access to strategies for increasing reading achievement.

Reading Objectives:

Response: By June 2007, Neglected and Delinquent students in subgroups (White, African American, Hispanic, Asian, American Indian, Economically Disadvantaged, Limited English Proficiency, Students with Disabilities) will increase reading achievement to meet state proficiency targets in reading. Fifty one percent

(51%) of the students in each of these subgroups will score at or above a level 3 in Reading on the Florida Comprehensive Assessment Test (FCAT).

By June 2007, numerous opportunities to participate in high quality professional development on research based reading strategies will be made available to instructional staff as documented by the District and School Site Professional Development Plans.

Reading Strategies:

Response: To reserve a portion of its Title I Part A funds to provide educationally related support services for neglected and delinquent children and youth

Bimonthly meetings with the Director of Student Services to coordinate services for neglected and delinquent children and youth

Reviewing School Improvement Plans to ensure increased program effectiveness to decrease the duplication or fragmentation of the reading instructional program

Participating in the planning of Individual Education Plans (IEP) and /or Academic Achievement Plans for neglected and delinquent students in need of intensive intervention

Math Goals:

Response: At least 56% of Neglected and Delinquent students in each subgroup will maintain or attain math proficiency by scoring at or above a level 3 in math on the Florida Comprehensive Assessment Test (FCAT).

One hundred percent (100%) of current employees having direct impact on student achievement in math will meet the requirement of highly qualified as defined by the "No Child Left Behind Act" of 2001.

Ensure eligible Neglected and Delinquent students have equal access to strategies for increasing math achievement.

Math Objectives:

Response: By June 2007, Neglected and Delinquent students in subgroups (White, African American, Hispanic, Asian, American Indian, Economically Disadvantaged, Limited English Proficiency, Students with Disabilities) will increase math achievement to meet state proficiency targets in math. Fifty six percent (56%) of the students in each of these subgroups will score at or above a level 3 in math on the Florida Comprehensive Assessment Test (FCAT).

By June 2007, numerous opportunities to participate in high quality professional development on research based math strategies will be made available to instructional staff as documented by the District and School Site Professional Development Plans

Math Strategies:

Response: To reserve a portion of its Title I Part A funds to provide educationally related support services for neglected and delinquent children and youth

Bimonthly meetings with the Director of Student Services to coordinate services for neglected and delinquent children and youth

Reviewing School Improvement Plans to ensure increased program effectiveness to decrease the duplication or fragmentation of the math instructional program

Participating in the planning of Individual Education Plans (IEP) and /or Academic Achievement Plans for neglected and delinquent students in need of intensive intervention

E. Objectives/strategies for increasing the academic achievement of migrant children and youth:

Reading Goals:

Response: At least 51% of Migrant students in each subgroup will maintain or attain reading proficiency by scoring at or above a level 3 in Reading on the Florida Comprehensive Assessment Test (FCAT).

One hundred percent (100%) of current employees having direct impact on student achievement in reading will meet the requirement of highly qualified as defined by the "No Child Left Behind Act" of 2001.

Ensure eligible Migrant students have equal access to strategies for increasing reading achievement.

Reading Objectives:

Response: By June 2007, Migrant students in subgroups (White, African American, Hispanic, Asian, American Indian, Economically Disadvantaged, Limited English Proficiency, Students with Disabilities) will increase reading achievement to meet state proficiency targets in reading. Fifty one percent (51%) of the

students in each of these subgroups will score at or above a level 3 in Reading on the Florida Comprehensive Assessment Test (FCAT).

By June 2007, numerous opportunities to participate in high quality professional development on research based reading strategies will be made available to instructional staff as documented by the District and School Site Professional Development Plans.

During the 2006/2007 school year, coordinate with the Alachua Multi County Migrant Program to identify Migrant students and to assist schools in meeting reading deficiencies for migrant students.

Reading Strategies:

Response: Provide uniform procedures to ensure equal access to instructional reading opportunities

Collaborate on a weekly basis with the Alachua Multi-County Migrant Program Liaison to provide educational reading materials and supplies to migrant students.

Review School Improvement Plans to ensure increased program effectiveness and to decrease the duplication or fragmentation of the reading instructional program.

Review minutes from individual School Curriculum council meetings to provide guidance on the inclusion of Migrant students in appropriate reading programs.

Participate in the implementation of Individual Education Plans (IEP) and/or Academic Improvement Plans (AIP) for Migrant students in need of intensive reading intervention.

Ensure that Migrant students have access to appropriate English as a Second Language programs if needed.

Implement a strong school based parent involvement program with an emphasis on training the parent to help the student at home in the area of reading.

Implement district based parent training to support reading instruction in the home.

Math Goals:

Response: At least 56% of Migrant students in each subgroup will maintain or attain math proficiency by scoring at or above a level 3 in Math on the Florida Comprehensive Assessment Test (FCAT).

One hundred percent (100%) of current employees having direct impact on student achievement in math will meet the requirement of highly qualified as defined by the "No Child Left Behind Act" of 2001.

Ensure eligible Migrant students have equal access to strategies for increasing math achievement.

Math Objectives:

Response: By June 2007, migrant students in subgroups (White, African American, Hispanic, Asian, American Indian, Economically Disadvantaged, Limited English Proficiency, Students with Disabilities) will increase math achievement to meet state proficiency targets in math. Fifty six percent (56%) of the students in each of these subgroups will score at or above a level 3 in Math on the Florida Comprehensive Assessment Test (FCAT).

By June 2007, numerous opportunities to participate in high quality professional development on research based math strategies will be made available to instructional staff as documented by the District and School Site Professional Development Plans.

During the 2006/2007 school year, coordinate with the Alachua Multi County Migrant Program to identify migrant students and to assist schools in meeting math deficiencies for migrant students.

Math Strategies:

Response: Provide uniform procedures to ensure equal access to instructional math opportunities

Collaborate on a weekly basis with the Alachua Multi-County Migrant Program Liaison to provide educational math materials and supplies to migrant students.

Review School Improvement Plans to ensure increased program effectiveness and to decrease the duplication or fragmentation of the math instructional program.

Review minutes from individual School Curriculum council meetings to provide guidance on the inclusion of Migrant students in appropriate math programs.

Participate in the implementation of Individual Education Plans (IEP) and/or Academic Improvement Plans

(AIP) for Migrant students in need of intensive math intervention.

Ensure that Migrant students have access to appropriate English as a Second Language programs if needed.

Implement a strong school based parent involvement program with an emphasis on training the parent to help the student at home in the area of math

Implement district based parent training to support math instruction in the home.

F. Targeted Assistance Programs

No Targeted Assistance Programs.

REPORTING REQUIREMENTS/ INFORMATION DISSEMINATION

*NOTE: All reporting requirements 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.

Parent's "Right To Know"* Requirement

The "Parent's Right To Know" Provisions under Section 1111(h)(6)(A) and (B) of NCLB state that at the start of each school year, an LEA that receives Title I, Part A funds must notify parents of each students attending a Title I school that they may request and the LEA will provide, in a timely manner, information regarding the professional qualifications of their children's classroom teachers and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals' qualification. **Please provide/upload sample copies of**

- (1) LEA's parent notification letters regarding the "Parent's Right to Know" provisions and
- (2) LEA's notice to parents when child is taught by non-highly qualified teacher.

Upload Sample Copies:	Previously Uploaded Sample Copies
or Web address:	
or Copy and Paste:	x

Parents written notification of school designated as SINI*

NCLB Section 1116(b)(6) requires that LEAs promptly provide to a parent or parents of each student enrolled in an elementary school or a secondary school identified for school improvement: (1) an explanation of what the identification means, and (2) how the school compares in terms of academic achievement to other elementary or secondary schools served by the LEA; (3) the reasons for the identification; (4) an explanation of what the school identified for school improvement is doing to address the problem of low achievement; (5) an explanation of what the LEA/SEA is doing to help the school address the achievement problem; and (6) an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and (7) an explanation for the parents' option to transfer their child to another public school with transportation provided by the agency when required or to obtain supplemental educational services for the child.

Provide a sample copy of the official LEA letter to parents or the website where letter can be reviewed.

Upload Sample Copy:	Previously Uploaded Sample Copies
or Web address:	
or Copy and Paste:	x

PUBLIC SCHOOL ELIGIBILITY SURVEY

Ranking Type: Grade Span Grouping

Date Certain: 02/15/2006

count	School Name (4)	School Number (5)	Grade Span (6)	School type (7)	Neglected and Delinquent (8)	New School (9)	Number of Children Attending Public Schools (10)	Number of Children from Low Income Families (11)	Percent of Children from Low Income Families (12)	Selection Code (codes) (13)	Program Type (17)	PPA (Per Pupil Allocation) (18)	TSA (Total School Allocation) (19)
Grade Span Grouping For all schools below this line the Percent of Children from Low Income Families is less than 75% (grouped by school type)													
ELEMENTARY													
1	CHARLES E. BENNETT ELEMENTARY	0071	PREK-6	ELEMENTARY	N	N	701	461	65.76%	B	SW	625	288,125.00
2	W. E. CHERRY ELEMENTARY SCHOOL	0241	PREK-6	ELEMENTARY	N	N	512	283	55.27%	B	SW	600	169,800.00
3	GROVE PARK ELEMENTARY SCHOOL	0232	PREK-6	ELEMENTARY	N	N	650	349	53.69%	B	SW	600	209,400.00
4	J.L. WILKINSON ELEMENTARY SCHL	0491	PREK-6	ELEMENTARY	N	N	850	442	52%	B	SW	600	265,200.00
5	MCRAE ELEMENTARY SCHOOL	0511	PREK-6	ELEMENTARY	N	N	581	282	48.54%	B	SW	500	141,000.00
6	S. BRYAN JENNINGS ELEM. SCHOOL	0331	PREK-6	ELEMENTARY	N	N	599	279	46.58%	B	SW	500	139,500.00
7	CLAY HILL ELEMENTARY SCHOOL	0411	PREK-6	ELEMENTARY	N	N	531	244	45.95%	B	SW	500	122,000.00
8	DOCTORS INLET ELEMENTARY SCHL	0261	PREK-6	ELEMENTARY	N	N	948	409	43.14%	B	SW	500	204,500.00
9	KEYSTONE HEIGHTS ELEMENTARY	0301	K-6	ELEMENTARY	N	N	802	297	37.03%	I	NA	0	0.00
Selection Code explain: Not served due to district allocation process.													
10	SWIMMING PEN CREEK ELEM SCHOOL	0571	PREK-6	ELEMENTARY	N	N	710	240	33.8%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
11	MIDDLEBURG ELEMENTARY SCHOOL	0271	K-6	ELEMENTARY	N	N	705	213	30.21%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
12	RIDGEVIEW ELEMENTARY SCHOOL	0401	PREK-6	ELEMENTARY	N	N	753	218	28.95%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
13	TYNES ELEMENTARY SCHOOL	0501	PREK-6	ELEMENTARY	N	N	772	222	28.76%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
14	RIDEOUT ELEMENTARY SCHOOL	0541	PREK-6	ELEMENTARY	N	N	1039	290	27.91%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
15	LAKESIDE ELEMENTARY SCHOOL	0352	K-6	ELEMENTARY	N	N	592	140	23.65%	I	NA	0	0.00

Selection Code explain: Not eligible for funding.													
16	MONTCLAIR ELEMENTARY SCHOOL	0381	K-6	ELEMENTARY	N	N	552	129	23.37%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
17	ARGYLE ELEMENTARY SCHOOL	0591	PREK-6	ELEMENTARY	N	N	746	168	22.52%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
18	LAKE ASBURY ELEMENTARY SCHOOL	0451	K-6	ELEMENTARY	N	N	1198	191	15.94%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
19	ROBERT M. PATERSON ELEMENTARY	0471	PREK-6	ELEMENTARY	N	N	1079	153	14.18%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
20	THUNDERBOLT ELEMENTARY SCHOOL	0531	PREK-6	ELEMENTARY	N	N	1026	139	13.55%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
21	ORANGE PARK ELEMENTARY SCHOOL	0201	K-6	ELEMENTARY	N	N	542	31	5.72%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
22	FLEMING ISLAND ELEMENTARY SCHL	0521	PREK-6	ELEMENTARY	N	N	1082	19	1.76%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
MIDDLE													
23	WILKINSON JUNIOR HIGH SCHOOL	0371	7-8	MIDDLE	N	N	842	290	34.44%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
24	ORANGE PARK JUNIOR HIGH SCHOOL	0361	7-8	MIDDLE	N	N	1140	351	30.79%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
25	GREEN COVE SPRINGS JUNIOR HIGH SCHOOL	0021	7-8	MIDDLE	N	N	868	211	24.31%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
26	LAKE ASBURY JUNIOR HIGH SCHOOL	0481	7-8	MIDDLE	N	N	1080	256	23.7%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
27	LAKESIDE JUNIOR HIGH SCHOOL	0351	7-8	MIDDLE	N	N	942	161	17.09%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
OTHER TYPES													
28	R. C. BANNERMAN LEARNING CTR	0111	UNASSIGNED	OTHER TYPES	N	N	141	75	53.19%	C	NA	0	0.00
Selection Code explain: Grade span is not served.													
29	FLORIDA YOUTH CHALLENGE ACAD.	0020	9-12	OTHER TYPES	N	N	158	8	5.06%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
SENIOR HIGH													
30	KEYSTONE HEIGHTS JR- SR HIGH	0311	7-12	SENIOR HIGH	N	N	1387	370	26.68%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													

31	MIDDLEBURG HIGH SCHOOL	0391	9-12	SENIOR HIGH	N	N	1804	440	24.39%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
32	CLAY HIGH SCHOOL	0341	9-12	SENIOR HIGH	N	N	1089	262	24.06%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
33	ORANGE PARK HIGH SCHOOL	0252	9-12	SENIOR HIGH	N	N	2461	532	21.62%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
34	RIDGEVIEW HIGH SCHOOL	0431	9-12	SENIOR HIGH	N	N	1698	313	18.43%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
35	FLEMING ISLAND HIGH SCHOOL	0551	9-12	SENIOR HIGH	N	N	2043	138	6.75%	I	NA	0	0.00
Selection Code explain: Not eligible for funding.													
							32,623.00	8,606.00	29.39%			4,425.00	1,539,525.00

DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED SET-ASIDES

HIGHLY QUALIFIED PERSONNEL IN TITLE I SCHOOLS:

A. Highly Qualified Teachers:

Required set-aside: 5% of the LEAs Title I

Allocation: 123582.4 **\$123582**

Indicate the number of teachers in the district (Title I and Non-Title I) that **do not** meet the definition of highly qualified:

178

Indicate the number of Title I teachers that **do not** meet the definition of highly qualified:

0

Describe the activities that will be implemented to ensure that all teachers in Title I schools meet the NCLB and FDOE definition of Highly Qualified personnel. LEA must include a description of how the professional development activities will assist teachers in satisfying these requirements, and address activities that ensure that newly hired teachers acquire the necessary knowledge and skills which are consistent with the Sunshine State Standards and the district's curriculum for the purposes of increasing student academic achievement.

Response: The following activities will be implemented to ensure that all teachers in Title I school meet the NCLB and FDOE definition of Highly Qualified Personnel:

Annually assessing the need for professional development through school and district wide surveys.

Implementing a Master Inservice Plan of sufficient intensity and duration, designed to meet the professional development need of all instructional personnel while focusing on improved student achievement.

Approving School Improvement Plans with strong professional development components, especially in the areas where schools did not meet Adequate Yearly Progress goals and are consistent with the Sunshine State Standards.

Implementation of comprehensive Teacher Mentoring Programs in each Title I eligible school to include individual class visits by district curriculum specialists and a new teacher summer camp.

B. Highly Qualified Paraprofessionals:

All Title I paraprofessionals in the district meet the highly qualified requirement in accordance with NCLB and FDOE requirements.

C. Parental Involvement:

Required set-side: 1% of the LEAs Title I Allocation: \$ 24,716.48

Note: Ninety-five percent (95%) or more must be distributed to schools. If the LEA has a parent involvement center funded in part or totally using this required set-aside, then documentation supporting how the LEA assists all schools must be maintained and the funds do not need to be identified using function code 6150 on the DOE 101.

Describe (a) activities provided by the district-wide parental involvement center, if applicable; (b) activities that will be implemented to enhance and augment current parent involvement activities; (c) the strategies that will be implemented by the LEA to ensure that the programs and activities funded under Title I are planned and implemented with meaningful consultation with the parents/guardians of participating children and youth, and (d) how this project will promote family literacy and the provision of parenting skills.
(limited to 2000 characters or about 400 words.)

Response: The following activities/strategies will be implemented to enhance and augment parent involvement, promote family literacy, and increase parenting skills, as well as ensuring parental input into the planning process:

In consultation with the parents of Title I Schools, develop the District's Parent Involvement Policy and conduct an annual review of the policy's effectiveness.

Conduct an annual meeting to inform parents of Title I parent involvement programs in each Title I eligible school.

Provide a handbook to the parent of every Title I student, including a description of the Title I program, the Parent Involvement Policy, child development, strategies for reading in the home, and information on Adult and Community Education.

Conduct quarterly meetings of the District Parent Advisory Council, consisting of parent representatives from each Title I school, to provide input into Parent Involvement programs and policies, and to participate in family literacy and parenting skills training.

At the school level, offer flexible meeting times and a variety of parent training opportunities to help parents work with their children to improve academic achievement.

Maintain a Parent Resource Room at each Title I School to assist parents in locating materials needed to help their children at home, provide parenting information, information on the Sunshine State Standards, and information on the curriculum used in the school.

Develop and implement school-parent compacts at each school site designed to show collaboration between the school and home in promoting academic achievement.

Offer opportunities for parent-teacher conferences to discuss the academic achievement of each student.

Section 1118(1) of the ESEA requires each LEA that receives Title I, Part A funds to develop a written parental involvement policy that establishes the LEA's expectations for Parental Involvement. The policy must be developed jointly, and agreed upon, with the parents of children participating in Title I, Part A programs and distributed to the parents of all children participating in Title I, Part A Programs. Describe how this written parental involvement policy was developed. Please provide an official copy of your LEA's board-approved Parental Involvement Policy or the website where this may be reviewed.
(limited to 2000 characters or about 400 words.)

***Response:** The written parental involvement policy was developed through the District Parent Advisory Council made up of parent representatives from Title I eligible schools. School staff and parents are surveyed annually on the effectiveness of the Parent Involvement Policy. The results of this survey were used to originally develop and the yearly update the Parent Involvement Policy. The policy is distributed to all parents of Title I eligible schools

upload official copy: [Click here to view the uploaded file](#)

Or provide a web address.

[Click here to view http://www.clay.k12.fl.us/title1/documents/Title%20I%20Parent%20Involvement%20Accountability%20Policy%20new.pdf](http://www.clay.k12.fl.us/title1/documents/Title%20I%20Parent%20Involvement%20Accountability%20Policy%20new.pdf)

Describe the process that will be used to conduct an annual evaluation of the effectiveness of the LEA's parental involvement component of this project.

Response: The process that will be used to conduct an annual evaluation of the effectiveness of the District's parent involvement component of this project will include:

Individual School Parent surveys

Input from the District Parent Advisory Council

Input from the Annual Community Meeting on the Title I Program

School Curriculum Council Meeting Minutes

DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED SET-ASIDES

TITLE I SCHOOLS IDENTIFIED AS "IN NEED OF IMPROVEMENT":

A. Describe the overall district plan for assisting Title I schools that are identified as "in need of improvement" due to not making Adequate Yearly Progress (AYP) for two or more consecutive years. (limited to 1000 characters or about 200 words.)

Response: The overall plan to assist Title I school in need of improvement will include:

- Assessing the areas in which the school did not make Adequate Yearly Progress
- Developing a district plan for student achievement, professional development, and parent involvement
- Providing resources to implement effective programs and strategies
- Conducting a series of meetings to develop a plan for improvement that will include district and school staff as well as parents
- Developing a peer review team to review the school plan and the effectiveness of the academic programs
- Reviewing policies and practices to ensure they are directly correlated to specific academic issues in core academic areas that caused the school to be identified for school improvement and providing additional training in determining scientifically-based researched strategies.
- Utilizing regional and state resources in the school improvement process
- Identify strategy(ies) to be employed to ensure that all students are provided with high-quality educational options (limited to 1000 characters or about 200 words.)
- Response:** Strategies to be employed to ensure that all students are provided high-quality educational options include:
 - Notifying parents of the status of the schools and the choice options (choice with transportation and supplemental educational services) available
 - Establishing the procedures, plan of action, and funding sources to implement NCLB Choice options
 - Identifying students most at risk of failing in order to prioritized choice options if needed
 - Identifying and purchasing instructional programs that are scientifically researched based for appropriate core subject areas
 - Providing supplementary personnel to provide a smaller teacher student ratio during core instructional time
 - Providing on-going professional development to instructional staff having a direct impact on student achievement

B. NCLB Choice Provisions:

Twenty percent (20%) Set-Aside for NCLB Choice: \$ 494,329.60

(Total combined funds allocated via Item B. and Item C must be equal to the 20% or an explanation is required.)

NCLB Choice Options Funded by Title I Funds:

(a) Required Amount for Choice with Transportation	(b) District input Choice Transportation	(c) Required Amount for SES - State Approved Provider	(d) District input SES – State Approved Provider
123,582.40	123,582.40	123,582.40	370,747.20"

(limited to 1000 characters or about 200 words each.)

If (b) is less or greater than (a) provide an explanation:

Response:

If (d) is less or greater than (c) provide an explanation:

Response: District costs for Choice Transportation are not expected to exceed the amount in (c).

If total for (b) + (d) above, is less than 20% Set-Aside, then provide an explanation:

Response:

See Commissioner's Memo dated 10/14/05. (http://info.fldoe.org/docushare/dsweb/Get/Document-3323/nclb_choic_memo.pdf)

C. NCLB Choice Options Funded by Non-Title I Funds

	(a) Choice with Transportation	(b) SES - State Approved Provider
	0.00	0.00
Funding Source(s)	none	none

NOTE: LEAs must provide **all** students enrolled in Title I schools identified as "in need of improvement" (not making AYP for two consecutive years) with public school choice options. For more information regarding the requirements for NCLB Choice refer to K12 Memo on Clarification on NCLB Choice at http://info.fldoe.org/docushare/dsweb/Get/Document-3519/k12_06_07memo.pdf.

1. If the district provides assurances that all efforts to provide the two required NCLB choice options have resulted in unexpended 20% set aside funds, then any unused portion of the 20% set aside may be spent on other choice options.
2. See Commissioner John Winn's October 14, 2005 memorandum, Florida's Implementation of No Child Left Behind (NCLB) Choice Options, item three, Additional Public School Choice Options for Students.

DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED SET-ASIDES

SCHOOL IMPROVEMENT PROCESS

A. Describe how the LEA will ensure that the school-level activities funded by this project are linked to the School Improvement process and school improvement plans for each school identified as a Title I school (both school wide and targeted assistance):

1. Method(s) used to ensure alignment (linkage) to School Improvement: Response: A peer review team will be developed to review the School Improvement Plan and a Title I alignment document to ensure Title I goals/requirements are linked to the school improvement process. The review team will ensure:

That a needs assessment using appropriate data (AYP, etc.) was conducted to identify school problems.

That additional help is provided, if necessary, to make the plan address core academic subjects, goals, objectives and strategies that include scientifically based researched academic programs

The needs of at risk students are being met

High quality professional development

The school improvement process encompasses strategies for parental involvement

In addition, on-site school visits will be made by the Title I Supervisor to provide technical assistance each Title I eligible school in the school improvement process.

2. Measurable Outcomes (Must measure the effectiveness of alignment):

Response: 100% if the Title I schools will develop school improvement plans that address needs, objectives, and strategies that will lead to increased student achievement. Schools will be expected to meet all State goals as outlined in the State of Florida's School Accountability Plan

100% of core academic teachers will meet the highly qualified status as defined by the No Child Left Behind Act of 2001

100% of paraprofessionals in Title I eligible schools will meet the highly qualified status as defined by the No Child Left Behind Act of 2001

High-Quality Professional Development for Title I Schools Identified as "In Need of Improvement." Ten percent (10%) set-aside for Professional Development: \$ 247,164.80

NOTE: Each school receiving Title I, Part A funds that has been designated as "in need of improvement" is required to spend an amount equal to ten percent (10%) to provide high-quality professional development to the teachers and the school principal that directly address the academic achievement problem(s) that caused the schools to be identified as "in need of improvement."

B. Describe how the LEA will ensure that such funds will be expended by the school for the purpose of providing high-quality professional development to the teachers and the school principal that directly address the academic achievement problem(s) that caused the schools to be identified as "in need of improvement":

1. Method(s) or Activities:

Response: The District will provide the schools technical assistance in analyzing and revising the school budget to fund activities most likely to increase student achievement and remove it from school improvement status.

Regional and State technical assistance will be provided to assist schools in implementing scientifically based researched strategies in the core academic areas

2. Implementation Strategy(ies):

Response: Technical assistance will be provided on a monthly basis by the District Title I Supervisor and the School Improvement Supervisor.

Professional development training will be reviewed to ensure the training addresses achievement problems.

Curriculum Specialists will be assigned to schools identified for school improvement to provide professional development and model teaching strategies.

A comprehensive list of resources for professional development training will be provided in order to ensure 10% of the schools' allocation is specifically designed to remove the school from school improvement status by addressing the academic achievement problems

A school based teacher mentoring program will be implemented

Opportunities to attend regional and state technical assistance meetings will be provided

3. Measurable Outcomes:

Response: 10% of school funds will be expended on high quality professional development as measured by professional development records and financial expenditures

NOTE: Should the LEA not be identified as "in need of improvement," the LEA will not be required to implement the strategies described herein, nor will the LEA be required to abide by the 10% overall set-aside for professional development, however, individual schools designated as "in need of improvement" must still spend 10% of their overall allocation for high quality professional development.

C. Describe the strategies/activities that will be implemented by the LEA to (1) strengthen the core academic program in schools, (2) address the fundamental teaching and learning needs in all schools in the LEA that failed to make Adequate Yearly Progress, and (3) address the specific academic problems of low-achieving students:

1. Strategies/Activities:

Response: The following strategies/activities will be implemented:

A highly qualified instructor will be hired for every core academic program

Each school will submit to the District, a school-wide Professional Development Plan that is aligned and linked with disaggregated student achievement data. Each Plan must show how the professional development will address teacher training in core academic subjects where students have failed to make adequate yearly progress.

The District will provide instructional support in the area of teacher training and teacher mentoring

Each school will submit to the District, a School Improvement Plan that will include research based instructional strategies and specific goals for meeting the academic problems of low achieving students.

Schools will be required to offer intensive tutorial programs for low achieving students

2. Implementation Timelines:

Response: July 2006: A school Professional Development Plan will be submitted and implementation will begin

July 2006-June 2007: Instructional teacher training support and mentoring

August 2006: Highly qualified instructors will be in place on the first day of school

September 2006: A School Improvement Plan will be submitted and implementation will begin

September 2006 – April 2007: Intensive tutorial programs for low achieving students will be implemented

3. Measurable Outcomes:

Response: The district will analyze results from the Florida Comprehensive Assessment Test. Schools will be expected to meet all State goals as outlined in the State of Florida's School Accountability Plan.

NOTE: Description of strategies/activities should include re-locating the highest performing teachers from high performing schools to schools identified as "in need of improvement" and the implementation of specialized instructional services for the lowest performing students.

NON PUBLIC SCHOOL - NON TIERING

District Level Data: Date Certain: 02/15/2006, not pooling									
2	3	4	5	6	7	8	9	10	
	Nonpublic School Name	Nonpublic School Number (4 digit)	Grade Span	Number of Private School Students Residing In PSAA	Number of Children from Low Income Families	Per Pupil Allocation	Dollars Generated	Dollars Allocated (if Pooling)*	Public School PPA used
1	Annunciation Catholic School	1409	K-8	430	2	500.00	1,000.00		0500
2	Congregational Holiness Church School	1495	K-12	20	10	500.00	5,000.00		0500
Totals				450	12		6,000.00	0.00	

Provide method used to calculate PPA for Private Schools

Response: The Per Pupil Allocation used for the Private Schools was based on the number of students that would have qualified for the free or reduced lunch program. If a student would have gone to a Title I eligible school, the Private School was awarded the per pupil amount generated by that particular Title I eligible school.

EARLY CHILDHOOD COMPONENT

Response: Not Applicable

Documentation: Voluntary Pre-Kindergarten, as adopted by the State of Florida will be offered in community and private school centers during the 2006-2007 school year and in Clay County public schools during the summer of 2007. Title I funds are not sufficient to provide these services.

FLORIDA DEPARTMENT OF EDUCATION BUDGET DESCRIPTION FORM

A. NAME OF THE NCLB PROGRAM: _____

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

TAPS Number 07A001

C. Project Number (DOE USE ONLY): **100-2127A-7CB01**

(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
5100	120	Teacher (Title I)	21.00	0.00
5100	140	Substitute (for Title I Teacher	0.00	0.00
5100	150	Aide (Title I)	12.80	0.00
5100	210	Retirement	0.00	0.00
5100	220	Social Security	0.00	0.00
5100	230	Insurance	0.00	0.00
5100	310	Professional and Technical Services: Contractual servicew with State Approved Supplemental Education Service Providers;Contractual software support servies with Pearson Learning	0.00	0.00
5100	330	Travel: Tutors for Homeless students	0.00	0.00
5100	350	Repairs and Maintenance: school-based copiers, laminators, postermakers	0.00	0.00
5100	370	Communications: postage	0.00	0.00
5100	390	Other Purchased Services: printing, non-professional services (story teller, science demonstrations)	0.00	0.00
5100	510	Supplies	0.00	0.00
5100	590	Other Materials and Supplies	0.00	0.00
5100	622	Non-Capitalized AV Materials: audio visual, videos, DVDs, cassettes, charts, maps, globes	0.00	0.00
5100	641	Capitalized Equipment: copier, video display projector	0.00	0.00
5100	642	Non Capitalized Equipment: TV/video recorder, digital camera, electric hole punch, Cd/DVD player	0.00	0.00
5100	643	Capitalized Computer hardware and Accessories: computer, smartboard	0.00	0.00
5100	644	Non-Capitalized Computer hardware and Accessories: headsets, mouse, printer, Tvator, Personnal Digital Assistant	0.00	0.00
5100	691	Capitalized Software: instructional software	0.00	0.00
5100	692	Non-Capitalized Software: instructional software	0.00	0.00
			TOTAL:	0.00

DOE 101



John L. Winn, Commissioner