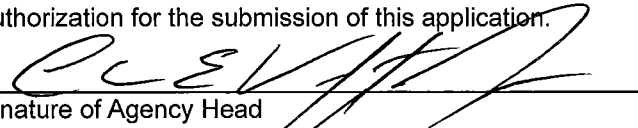


FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION			TAPS: 1. 15A001
Please return to: Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Name and Address of Eligible Applicant: Clay County District School Board 900 WALNUT ST GREEN COVE SPRINGS, FL 32043	DOE USE ONLY Date Received	
B) Applicant Contact Information			
Contact Name: Evelyn Chastain		Telephone Number: 904-529-4927 Ext:	
Mailing Address: 23 S. Green Street Green Cove Springs, FL		Fax Number: 904-529-4825	
E-mail Address: eschastain@oneclay.net			
Programs			
C) Program Name:	Project Number: (DOE Assigned):	D) Total Funds Requested:	Total Approved Funds (DOE USE ONLY):
1. Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2014-2015	100-2125A-5CB01	\$5,782,998.00	
CERTIFICATION			
I, <u>Charlie Van Zant</u> 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 100



Pam Stewart, Commissioner

LEA Profile

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

Response:

Clay County is a medium sized suburban/rural county in northeast Florida, south of the city of Jacksonville and west of the St. Johns River. The county contains the communities of Orange Park, Fleming Island, Keystone Heights, Middleburg, Green Cove Springs, Oakleaf and Penney Farms. The school district serves more than 35,000 students in 41 schools: 26 elementary schools, 6 junior high schools, 6 senior high schools, 1 junior/senior high, 1 charter elementary school opening in August 2014, and an alternative secondary school. Although the county as a whole is not plagued by poverty (only one county in Florida has a lower percentage of students who receive free/reduced price lunches), eight K-6 elementary schools have 60% or more students who receive free/reduced price lunches. Title I serves those eight schools and three private schools. Although the district is predominantly white, there is a significant African American population and an increasing number of Haitian and Hispanic families.

The mission of the School District of Clay County is to:

"...work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility."

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 11-12 school year that have not exited the highest grade level.

Response:

yes

General Assurances

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

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

School Districts, Community Colleges, Universities and State Agencies

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

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

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

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

Persistently Dangerous Schools

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

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

Program Specific Assurances

Title I Part A, Educational Disadvantaged Students (Including Supplemental Educational Services)

- Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from federal, state, and local sources.
- Provide technical assistance and support to schoolwide programs.
- Work in consultation with schools to develop the plans pursuant to Section 1114 and assist schools in implementation of 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.
- 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 641A(a) of the Head Start Act.
- 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. [ESEA, Section 1112 (c) (1)(L)]
- Comply with requirements of Section 1119 regarding the qualifications of teachers, paraprofessionals, and professional development.
- 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) by the 2013-2014 school year.
- 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.
- Ensure that the LEA and schools implement the requirements of the "Parents Right-to-Know" Provisions as defined in Section 1111(h)(6)(A). Ensure that timely notice and information regarding the "Parents Right-to-Know" requirements are provided to parents in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.
- Participate, if selected, in the 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.
- Reserve such funds as are necessary under Public Law 107-110, 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.
- Reserve such funds as are necessary under Public Law 107-110, Section 1113(c)(3)(B) and (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.
- Allocate funds of the LEA's Title I, Part A, allocation to ensure that all teachers in Title I schools meet the federal and state definition of highly qualified personnel, if applicable.
- The LEA shall reserve funds to provide equitable services for private school students, parents, and teachers, if applicable.
- Reserve no less than one percent (1%) of the LEA's Title I, Part A, allocation for parental involvement activities. The LEA must calculate the equitable portion for services to families of private school students and then 95 percent (95%) of the remainder of the one percent (1%) shall be distributed to schools to provide for parental involvement. Exemption: LEAs receiving \$500,000 or less are not required to set aside 1% of their allocation for parent involvement; however, all activities outlined in ESEA Section 1118 must be implemented by the LEA and the schools receiving Title I, Part A funds.
- Comply with the Title I fiscal requirements of Section 1120A, which includes comparability, supplement, not supplant, and maintenance of effort.
- Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part. [NCLB 1112(b)(1)(J)]

Needs Assessment/Activities

For Title I, Part A: Improving the Academic Achievement of the Disadvantaged. Provide evidence of the need for activities that will be funded through this application. Include information on the identified need/required focus and target population, the strategic imperatives and performance goals to which each is tied, the data source, actual outcomes, and performance targets for 2014-2015.

Need 1

Need to be addressed: Strengthening Foundation Skills

1. Provide the baseline data, the source of data, and the basis for the identified need. Please access the following link <http://schoolgrades.fldoe.org/> and click on "Search School Accountability Reports" - (includes School Grades, Adequate Yearly Progress (AYP), and School Report Card). Once accessed, choose "Type of Report's School Grades," "Level of Report's District (School Grades and AYP only)," and select the district, and school year. Select continue.

Response:

Proficiency Percentage on 2014 FCAT 2.0 Reading ("indicates below state average)

School Grade 3 Grade 4 Grade 5 Grade 6

State Average 57 61 61 60

District Average 66 69 66 72

Bennett 51 57* 57* 61*

Clay Hill 54 74 55* 84*

Grove Park 56 58* 43* 57**

McRae 50 63 56* 55**

Middleburg 66 59 60* 69*

Jennings 60 63 51 66*

W.E. Cherry 68 67 69 77

Wilkinson 43 64 50* 61*

Proficiency Percentage on 2014 FCAT 2.0 Math ("indicates below state average)

School Grade 3 Grade 4 Grade 5 Grade 6

State Average 58 63 56 53

District Average 64 65 60 66

Bennett 49 55* 46* 50*

Clay Hill 54 60 47* 73*

Grove Park 44 44* 33* 48**

McRae 44 69 51* 47**

Middleburg 62 66 63 73

Jennings 69 45 54* 64*

W.E. Cherry 62 68 63 86

Wilkinson 40 64 55* 56*

Proficiency Percentage on 2014 FCAT Writing and Science

School Grade 4 Writing Grade 5 Science

State Average 53 54

District Average 41 62

Bennett 20 53**

Clay Hill 16 45**

Grove Park 36 37**

McRae 66 58

*Middleburg 86 52**

Jennings 21 56*

W.E. Cherry 30 51**

Wilkinson 22 54*

Results of the Spring 2014 Florida Assessments for Instruction in Reading, K-2

The percentage of students who scored in the green probability of success zone are:

School Kindergarten Grade 1 Grade 2

Charles E. Bennett Elementary 63 68 29

Clay Hill Elementary 66 72 30

Grove Park Elementary 77 66 44

McRae Elementary 82 75 38

Middleburg Elementary 89 89 54

S. Bryan Jennings Elementary 75 57 34

W.E. Cherry Elementary 81 68 16

Wilkinson Elementary 80 56 32

2. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2014-2015 school year, all level 1 and level 2 students will increase proficiency by at least 5% on the 2012 FCAT 2.0

Response:

By the end of the 2014-2015 school year, students in grade 2 will increase their knowledge of reading foundation skills by 10 percentage points as measured by the Florida Assessments for Instruction in Reading.

By the end of the 2014-2015 school year, students will maintain their levels of proficiency in reading in levels 3-5, as measured by the Florida Standards Assessment.

By the end of the 2014-2015 school year, students will maintain their levels of proficiency in

math in levels 3-5, as measured by the Florida Standards Assessment.

By the end of the 2014-2015 school year, students will increase levels of proficiency in writing as measured by the Florida Standards Assessment by 5 percentage points.

By the end of the 2014-2015 school year, students in Grade 5 will increase their proficiency in Science by 5 percentage points.

3. Select one of the following performance indicators that this Need will address.

Response:
1,2,1,3,1,4

4. Describe the Activity(ies) that will be implemented to address the identified need(s). Include the following information for each activity listed:

A. Describe each specific activity that the LEA will implement based on data analysis of the student subgroups on the FCAT 2.0 and/or other benchmark assessments.

Response:

Activity 1 – The LEA will provide Title I schools with sufficient funds to employ supplemental instructional personnel, including but not limited to teachers, paraprofessionals, reading resource teachers, coaches, in order to provide small group and individual instructional support as part of the multi-tiered system of supports for underperforming students and subgroups. Pull-out and push-in models will be used, as well as extended day tutoring opportunities for targeted students. This activity will continue to meet the goal of increased instruction time for underperforming students. Funds will be sufficient to support the additional personnel with office supplies, postage, printing and other purchased services as appropriate.

Activity 2 – Schoolwide Title I programs will provide supplemental daily instruction in reading, language arts and writing during the 150 minute literacy block. Instruction/ interventions will consist of evidence-based strategies using research-based materials designed to increase student achievement in the five areas of reading that comprise Tier I instruction. During instruction, teachers and paraprofessionals will use materials that emphasize foundation skills, including, but not limited to text complexity, phonics, phonemic awareness, decoding, spelling, vocabulary and writing. Students who have opted in the past to attend other schools under the Choice option will continue to be transported until they reach the end of the Choice school's grade span.

Activity 3 – The LEA will support instructional strategies that require students to write in all curriculum areas. Although writing is a specific focus for all schools in the district, the data suggest that students in Title I schools need additional support in writing.

Activity 4 – The LEA Title I Curriculum Specialist will provide a training cycle (face-to-face training, classroom activity, face-to-face review and evaluation) in reading foundation skills for K-2 teachers in targeted Title I schools. Effectiveness will be closely monitored in order to provide for replication of the training cycle in other elementary schools.

Activity 5 – The LEA will continue to support additional time on task in math by providing access and technical support for software designed to provide interactive instruction and practice. Schools may choose to allocate a paraprofessional position to manage computer labs, including access to interactive software and routine reporting of student progress to classroom teachers.

B. Describe how the activities are consistent with the LEA Assistance and Improvement Plan.

Response:

The LEA has committed to increased learning time, as evidenced by the increase on length of the K-5 literacy block from 120 minutes to 150 minutes, in order to accommodate the LEA's goal of improving student performance in writing across the curriculum by providing consistent professional development in the adopted core writing instruction program. This is the primary goal on the District Improvement and Assistance Plan (DIAP).

C. Provide the frequency and duration of each activity.

Response:

Activity 1 – Small group/individual instruction will occur at least 30 minutes per day throughout the school year.

Activity 2 – Supplemental instruction will occur at least 30 minutes per day throughout the school year.

Activity 3 – Students will write in response to selected curriculum topics at least 30 minutes per day throughout the school year.

Activity 4 – The Title I Curriculum Specialist will offer three training cycles, one for each grade level, K, 1 and 2 beginning in August 2014, concluding by December 2014.

Activity 5 – Targeted students will access interactive software at least three times per week for a minimum of 15 minutes each day.

D. Describe the recent evidence-based research that supports the activities to be implemented.

Response:

Activity 1 – Lou, Abrami and d'Apolonia (2001) found that small group learning had significantly more positive effects than

individual learning; the effects were enhanced if the groups had group work experience and instruction. In addition, Wilkinson and Fung (2002) found that there are a myriad of ways in which peers can influence learning, especially in small group instructional settings. Blumenfeld, Marx, Soloway and Krajcio (1996) found that small group work fostered achievement and improved attitudes toward school, among other effects.

Activity 2 – Lewis and Samuels (2003) found that more practice in reading was associated with increases in reading ability, with the effect higher for students reading below grade level. Van Gog, Ericsson, Rikers and Pas (2005) amplified the discussion when they reported that practice was important, but insufficient. It is, rather, that there needs to be deliberate effort to improve performance. Walburg, Nemioc, and Frederick (1994) suggested that increasing productive time is likely to improve student performance.

Activity 3 – Although writing programs can be effective in teaching students the mechanics of writing (Bangert-Drowns, Hurley, and Wilkinson, 2004), there is support for writing programs that are more informational, personal, imaginative, or attentive to meta-cognitive reflection. Atkinson (1993) found that workshop instructional treatments were successful, based on the use of teams, peer feedback and collaborative authorship, traits that are typical in writing across the curriculum.

Activity 4 – According to the National Reading Panel (Lengenberg, et.a. 2001), foundation skills in reading involve learning the alphabetic systems, and learning how to apply this knowledge in their reading. Systematic instruction in phonemic awareness and phonics is an integral part of this process (Ehrl, Nunes, Stahl and Willows, 2001). In a meta-analysis of 72 studies, Timperley, Wilson, Barrer and Fung (2007) found that changes in student achievement were more likely to result if teacher learning opportunities occurred over an extended period of time.

Activity 5 – According to Hallia (2000), there is a high degree of variability in the effect sizes in studies that explored the relationship between student performance and computer assisted instruction. Effects were higher when teachers pretaught computer skills and if a diversity of teaching strategies were used. In addition, effects were more pronounced when students were in control of the learning with effective feedback on progress, as is the case when the SuccessMaker software is used.

5. Describe how the LEA will monitor the implementation of these activities and provide follow-up to ensure fidelity.

Response:

Each school's leadership team (principal, assistant principal, curriculum coach, Title I lead teacher and grade level chairpersons) meets monthly, during which time implementation of the activities listed above are discussed. Small group data meetings are conducted at multiple levels at the school to monitor student performance and make changes to instruction, grouping, time on task, etc. Principals conduct frequent classroom walkthroughs to assess the quality of instruction as well as appropriateness of groupings. All teachers will meet in weekly PLC's to plan lessons and assessments, review and document student progress and recommend change or continuation of instructional approaches. Logs of the PLC meetings will be reviewed by school-based administrators. Title I district staff members visit schools quarterly to discuss implementation, barriers, successes and appropriate changes, along with results of district-mandated assessments. The Title I staff schedules at least two meetings each year with principals and lead teachers to provide technical assistance and monitor implementation of instructional activities. Teacher schedules are submitted to the Title I office twice per year (monthly for split-funded personnel) for review by district staff.

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

Response:

Funds from Title II, Part A may be utilized to assist in professional development for teachers and paraprofessionals.

7. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address this need.

Response:

The LEA uses Performance Matters, an online database that provides assessment tools and data tracking. Assessments are administered three times per year using this system beginning in Grade 3. The Florida Assessments for Instruction in Reading - Florida Standards (FAIR-FS) are administered to students in grades K-2. FAIR yields ability scores in critical areas of early reading development. Student progress in writing will be evaluated using rubrics contained in the Being A Writer program. District Title I staff will review all assessment data as it becomes available. In past years, state assessment (FCAT) scores were reviewed each summer to evaluate the status of goals in the Title I grant application. These scores typically served as the baseline data for the following year. In 2015, however, the new American Institutes for Research Assessment will be used to evaluate progress. As this assessment is expected to be significantly more rigorous than FCAT 2.0, the goals for reading and math have been written to reflect maintenance of current levels of performance as the Department of Education has not yet established cut scores. Learning Target Plans will be developed beginning in September 2014, with midyear review and evaluation of final performance of students at each grade level.

Need 2

Need to be addressed: Improving Quality of Teaching in the Educational System

1. Provide the baseline data, the source of data, and the basis for the identified need.

Response:

*Proficiency Percentage on 2014 FCAT 2.0 Reading (*indicates below state average)*

School Grade 3 Grade 4 Grade 5 Grade 6

State Average 57 61 61 60

District Average 66 69 66 72

Bennett 51 57* 57* 61*

Clay Hill 54 74 55* 84*

Grove Park 56 58* 43* 57**

McRae 50 63 56* 55**

Middleburg 68 59* 60* 69

Jennings 60 63 51* 66

W.E. Cherry 68 67 69 77

Wilkinson 43* 64 50* 61

These data suggest that teachers in Title I schools are still in need of additional support in reading, although there is some variation across grade levels and schools.

*Proficiency Percentage on 2014 FCAT 2.0 Math (*indicates below state average)*

School Grade 3 Grade 4 Grade 5 Grade 6

State Average 58 63 56 53

District Average 64 65 60 66

Bennett 49 55* 46* 59*

Clay Hill 54 60 47* 73*

Grove Park 44 44* 33* 48**

McRae 44 69 51* 47**

Middleburg 62 66 63 73

Jennings 69 45 54* 64*

W.E. Cherry 62 68 63 86

Wilkinson 40 64 55* 56*

These data suggest that teachers in Title I schools are still in need of additional support in math, although there is some variation across grade levels and schools.

Proficiency Percentage on 2014 FCAT Writing and Science

School Grade 4 Writing Grade 5 Science

State Average 53 54

District Average 41 62

Bennett 20 53**

Clay Hill 16 45**

Grove Park 36 37**

McRae 66 58

*Middleburg 86 52**

Jennings 21 56*

W.E. Cherry 30 51**

Wilkinson 22 54*

The most powerful data show that six of eight Title I schools were below the district average in writing, well below the state average.

Results of the Spring 2014 Florida Assessments for Instruction in Reading, K-2

The percentage of students who scored in the green probability of success zone are:

School Kindergarten Grade 1 Grade 2

Charles E. Bennett Elementary 83 68 29

Clay Hill Elementary 66 72 30

Grove Park Elementary 77 66 44

McRae Elementary 82 75 38

Middleburg Elementary 98 89 54

S. Bryan Jennings Elementary 75 57 34

W.E. Cherry Elementary 81 68 16

Wilkinson Elementary 80 56 32

These data support the goal of providing increased instruction in foundation skills in reading across all grade levels, with particular emphasis on grade 2.

2. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART).

Response:

By the end of the 2014-2015 school year, teachers and paraprofessionals in Title I schools will demonstrate knowledge of how to teach foundation skills in reading as measured by student performance on the FAIR.

By the end of the 2014-2015 school year, teachers in grades 3-6 will use Document Based Questions materials to teach the structure of writing as measured by the DBQ rubric.

3. Select one of the following performance indicators that this Need will address.

Response:

2,5,2,6,2,7

5. Describe the Activity(ies) that will be implemented to support the identified need(s). Provide an answer to each field below.

A. Describe each specific activity funded by Title I that the LEA will implement based on data analysis of Survey 3 data about highly qualified teachers to maintain the number of highly qualified teachers in Title I schools.

Response:

Activity 1 – The LEA Title I Curriculum Specialist will provide a training cycle (face-to-face training, classroom activity, face-to-face review and evaluation) in reading foundation skills

for K-2 teachers in targeted Title I schools. Effectiveness will be closely monitored in order to provide for replication of the training cycle in other elementary schools.

Activity 2 – The LEA will provide training and practice in the use of Document Based Questions materials. Some teachers in Title I schools already use these materials; training in 2014-15 will be directed toward aligning the writing tasks and the rubric in the DBQ materials with the LEA's writing instructional program, Being A Writer, published by Developmental Studies Center.

Activity 3 – The LEA will provide funds for supplemental school-based instructional coaches and a district based Curriculum Specialist to model and coach evidence-based instructional strategies in reading, math and science, with particular emphasis on areas in which individual schools did not meet district/state averages on high stakes assessments. District-based specialists, including the Title I School Improvement Specialist and the Title I Professional Development Specialist also assist with data analysis in order to provide information for the development and implementation of data-based professional development initiatives. The Supervisor of Elementary Education will serve as the Supervisor of Title I, providing leadership, technical assistance and instructional support to Title I schools. The Administrative Secretary completes payroll activities, collects and manages certain compliance documents, and tracks orders following pre-approval from the Supervisor to ensure compliance with Title I Directives. The Title I Technology Specialists work in a collaborative effort with the Information Services Department to provide technical and technological support for all professional development initiatives.

Activity 4 – The LEA will provide opportunities and support, which may include stipends, release time, and substitute teachers, for professional development initiatives.

- B. Describe the activities that will ensure that teachers acquire the necessary knowledge and skills, consistent with the LEA Assistance and Improvement Plan, K-12 Reading Plan and LEA Professional Development Plan.

Response:

Activity 1 – The LEA Title I Curriculum Specialist will provide a training cycle (face-to-face training, classroom activity, face-to-face review and evaluation) in reading foundation skills for K-2 teachers in targeted Title I schools. Effectiveness will be closely monitored in order to provide for replication of the training cycle in other elementary schools.

Activity 2 – The LEA will provide training and practice in the use of Document Based Questions materials. Some teachers in Title I schools already use these materials; training in 2014-15 will be directed toward aligning the writing tasks and the rubric in the DBQ materials with the LEA's writing instructional program, Being A Writer, published by Developmental Studies Center.

Activity 3 – The LEA will provide funds for supplemental school-based instructional coaches and a district based Curriculum Specialist to model and coach evidence-based instructional strategies in reading, math and science, with particular emphasis on areas in which individual schools did not meet district/state averages on high stakes assessments. District-based specialists, including the Title I School Improvement Specialist and the Title I Professional Development Specialist also assist with data analysis in order to provide information for the development and implementation of data-based professional development initiatives. The Supervisor of Elementary Education will serve as the Supervisor of Title I, providing leadership, technical assistance and instructional support to Title I schools. The Administrative Secretary completes payroll activities, collects and manages certain compliance documents, and tracks orders following pre-approval from the Supervisor to ensure compliance with Title I Directives. The Title I Technology Specialists work in a collaborative effort with the Information Services Department to provide technical and technological support for all professional development initiatives.

Activity 4 – The LEA will provide opportunities and support, which may include stipends, release time, and substitute teachers, for professional development initiatives.

The LEA has committed to the following:

1. Increased learning time, as evidenced by the increase on length of the literacy block from 120 minutes to 150 minutes, in order to accommodate the LEA's goal of improving student performance in writing across the curriculum by providing consistent professional development in the adopted core writing instruction program
2. Consistent professional development as evidenced by the use of training templates, regular planning meetings for all district personnel who provide professional development, and extensive training of leaders in appropriate strategies for professional learning communities.

- C. Provide the frequency and duration of each activity.

Response:

Activity 1 – The Title I Curriculum Specialist will offer three training cycles, one for each grade level, K, 1 and 2 beginning in August 2014, concluding by December 2014.

Activity 2 – The LEA will conduct at least one workshop led by a certified DBQ consultant with at least two follow-up activities at each school by the school-based curriculum coaches and/or the district specialists.

Activity 3 – Coaches and other Title I personnel will provide leadership, modeling and support continuously throughout the year. School Title I personnel will meet weekly in professional learning communities.

Activity 4 – Release time and other professional development

opportunities will be schedules throughout the year, at least quarterly.

D. Describe the evidence-based research that supports the activities to be implemented.

Response:

Activity 1 – In a meta-analysis of 72 studies, Timperley, Wilson, Barrar and Fung (2007) found that changes in student achievement were more likely to result if teacher learning opportunities occurred over an extended period of time.

Activity 2 – DBQ tasks support several English/Language Arts standards included in the new Florida Standards document. In addition to study and analysis of primary and secondary source documents, students are required to write descriptive and persuasive essays that support their thesis statements. The essays are evaluated using the DBQ Rubric for writing which correlates with strategies for teaching the structure of writing.

Activity 3 – Campbell and Malkus (2009) found a correlation between teacher-coach engagement time and student test scores. Sailors and Shanklin (2010) evaluated several studies that reported increased test scores for students whose teachers had received coaching from instructional coaches. In addition, Stacey (2010) summarized several studies that appeared in a special edition of Elementary School Journal, in which powerful effects existed for student performance when instructional coaches were used in elementary schools.

Activity 4 – In a meta-analysis of 72 studies, Timperley, Wilson, Barrar and Fung (2007) found that changes in student achievement were more likely to result if teacher learning opportunities occurred over an extended period of time.

E. Describe the specific professional development to be provided to improve the effectiveness of teachers and highly qualified paraprofessionals.

Response:

The Title 1 Curriculum Specialist will provide a training cycle (face-to-face training, classroom activity, face-to-face review and evaluation) in reading foundation skills for K-2 teachers in targeted Title I schools. Effectiveness will be closely monitored in order to provide for replication of the training cycle in other elementary schools.

The LEA will provide training and practice in the use of Document Based Questions (DBQ) materials. Some teachers in Title I schools already use these materials; training in 2014-15 will be directed toward aligning the writing tasks and the rubric in the DBQ materials with the LEA's writing instructional program, Being A Writer, published by Developmental Studies Center.

F. Describe how the professional development activities to be funded will assist teachers to attain and retain highly qualified status. Note: Title I, Part A funds may not be used to assist paraprofessionals to meet the highly qualified requirements.

Response:

The LEA ensures all teachers and paraprofessionals in Title 1 Clay County schools meet the highly qualified status, therefore, Title 1 Part A funds are used for this purpose.

G. Describe how the LEA will ensure that a larger portion of non-highly qualified teachers are not assigned to high poverty schools.

Response:

The LEA ensures that all teachers who are hired at Title 1 schools meet the highly qualified status prior to recommendation.

H. Describe how the LEA will utilize incentives to retain high quality and effective teachers at Priority and Focus schools.

Response:

The LEA has no Priority or Focus schools for 2014-2015.

5. Describe how the LEA will provide opportunities for job-embedded professional development for teachers, such as Lesson Study or Professional Learning Communities.

Response:

All teachers will meet in weekly PLC's to plan lessons and assessments, review and document student progress and recommend change or continuation of instructional approaches. Title I district staff members visit schools quarterly to discuss implementation, barriers, successes and appropriate changes, along with results of district-mandated assessments.

6. Describe how the LEA will monitor the implementation of these activities and provide follow-up to ensure fidelity.

Response:

Logs of the PLC meetings will be reviewed by school-based administrators.

The Title I staff schedules at least two meetings each year with principals and lead teachers to provide technical assistance and monitor implementation of instructional activities. Teacher schedules are submitted to the Title I office twice per year (monthly for split-funded personnel) for review by district staff.

The LEA requires that school-based coaches keep coaching logs that describe all activities conducted during the work day. District-based specialists keep calendars and are responsible for maintaining attendance and follow-up forms for all professional development activities. School administrators maintain records of Professional Learning Communities as well as follow-up forms for school-based inservice professional development. The LEA uses Navigator Plus to track all professional development sessions and inservice points earned by all instructional personnel.

7. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address this need.

Response:

The LEA uses Performance Matters, an online database that provides assessment tools and data tracking. Assessments are administered three times per year using this system beginning in Grade 3. The Florida Assessments for Instruction in Reading - Florida Standards (FAIR-FS) are administered to students in grades K-2. FAIR yields ability scores in critical areas of early reading development. Student progress in writing will be evaluated using rubrics contained in the Being A Writer program. District Title I staff will review all assessment data as it becomes available. In past years, FCAT scores were reviewed each summer to evaluate the status of goals in the Title I grant application. These scores typically served as the baseline data for the following year. In 2015, however, the new Florida Standards Assessment will be used to evaluate progress. As this assessment is expected to be significantly more rigorous than FCAT 2.0, the goals for reading and math have been written to reflect maintenance of current levels of performance as the Department of Education has not yet established cut scores. Learning Target Plans will be developed beginning in September 2014 with midyear review and evaluation of final performance of students at each grade level.

Need 3

Need to be addressed: Increase Parental Involvement

1. Provide the LEA measurement of parental involvement participation and the basis for the identified need.

Response:

Attendance at the Parent Advisory Committee meetings:

September – 34

February – 13

May – 20

Parent Surveys were distributed to 35 randomly selected parents from each school with stamped, addressed envelopes for a total of 280 surveys. Forty-seven were returned. Based on the surveys, parents have asked for information about the new standards and the assessments that will be used beginning in 2014-15. It appears that parent involvement in district level activities is reduced from past years. The LEA needs to increase parent involvement in district activities.

2. Provide the anticipated goal/objective the LEA plans to accomplish to address this need.

Response:

By the end of 2014-2015, parents of students in Title I schools will be familiar with new requirements rising from the adoption of the Florida Standards and the Florida Standards Assessment.

By the end of 2014-2015, attendance at the Parent Advisory Committee meetings will increase by 15%.

3. Select one of the following performance indicators that this Need will address.

Response:

1, 2, 1.3, 1.4

4. Describe the Activity(ies) that will be implemented to address the identified need(s). Provide an answer to each field below.

A. Describe how the parental involvement set-aside will be used to support the activities outlined in the LEA parental involvement policy/plan. Include any activities that the LEA plans to implement LEA-wide for parental involvement, such as a parental involvement center, if applicable.

Response:

The LEA will improve its outreach to parents in Title I schools by using the following strategies:

Activity 1. Title I district staff members will support individual schools' Open Houses/Annual Meetings by providing materials that give a brief overview of Title I services. These meetings early in the school year will also provide opportunities to invite participation in the District Parent Advisory Committee meetings, as well as to gather input regarding parent needs.

Activity 2. Use local publications, particularly the Clay Today, to publicize activities in Title I schools and provide notice and invitations to LEA-wide parent involvement activities

Activity 3. Use the LEA's Facebook page and Twitter feed to provide notice and invitations to LEA-wide parent involvement activities.

Activity 4. The LEA will provide funds to schools in order to provide consultants and materials for parent outreach and training, including, but not limited to library books, printing, postage, office supplies, computer hardware and software upgrades, child care, lunches and transportation for parent meetings.

B. Describe how the parental involvement allocations to schools will be used to support the activities outlined in the school's parental involvement policy/plans.

Response:

District staff members will work with Title I staff at schools to develop and implement parent training activities that provide information about the new Florida standards and the accompanying assessments that begin in 2014-2015.

C. Describe the evidence-based research that supports the activities to be implemented using the parental involvement set-aside.

Response:

Hong and Ho (2005) concluded that parent aspirations were the most important influence on children's achievement, and found

that typical parent involvement strategies including parent supervision of homework and other monitoring activities actually had a negative effect. This result supports the plan to provide education for parents regarding the new standards in order to assist them in supporting high expectations for their children. Jaynes (2005) also found that parent expectations are major contributors to school grades, significantly greater than actual parent involvement at school.

5. Describe how the LEA will monitor the implementation of parental involvement activities and provide follow-up to schools to ensure fidelity.

Response:
Title I district staff members work closely with school staff to implement compliance monitoring activities. Each school designates a lead Title I teacher who is responsible for maintaining records of all parent involvement activities, including agendas, content summaries and evaluations of the activities. These records are maintained electronically and are uploaded to the LEA's BlackBoard site.

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

Response:
The LEA and schools use local budgets, and school fundraisers to fund parent involvement activities rather than non-Title I federal sources.

7. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address this need.

Response:
The LEA will monitor the number of parents who attend all parent involvement activities, including LEA-wide and school based activities. Evaluations of parent involvement activities will be discussed and circulated among Title I schools to assist in determining the most effective activities. Opinion surveys will be summarized and provided to Title I schools in order to assist them in addressing identified needs.

Need 4

Need to be addressed:

To provide comparable services to serve homeless children in non-Title I schools.

1. Provide the baseline data, the source of data, and the basis for the identified need.

2010-2011 Homeless Counts Unsecured
Homeless Education Trend Data

Response:
2013-14 Homeless counts from Final Survey 5 – 1004 students, which number represents about 3% of the total school population

Project Reach (School District of Clay County project funded by McKinney-Vento Act dollars) provides services to all homeless students in the LEA regardless of Title I status. These services include, but are not limited to the following:

- a. Immediate enrollment*
- b. immediate certification for free meals*
- c. tutoring as appropriate*
- d. case management*
- e. specially designed parent involvement activities*
- f. study skills materials*
- g. transportation to school of origin as requested*

2. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2014-2015 school year, services will be provided to 100% of the homeless students based upon their specific needs.

Response:
During the 2014-2015 school year, 100% of homeless students will be identified and served based on the levels of need.

3. Select one of the following performance indicators that this Need will address.

Response:
1,2,1.3

4. Describe the Activity(ies) that will be implemented to address the identified need(s). Provide an answer to each field below.

A. Describe each specific activity that will be implemented based on data analysis.

Response:
The LEA will provide outreach services to students living in shelters, motels, temporary residence facilities and addresses belonging to other families. Project Reach staff members will provide training to school personnel, guidance counselors and school records secretaries in particular, on the identification and enrollment of homeless students. The LEA will conduct frequent visits to domestic violence shelters and will coordinate appropriate tutoring services as needed. The LEA will collaborate with the Food and Nutrition Department to ensure that homeless students are directly certified for free meals, waiving the application process, and will follow homeless students through the summer 2014 in order to ensure that appropriate services are in place by the start of school in August. Staff members will also advise families of homeless students as to the availability of community services.

B. Describe how the Title I staff collaborated with the homeless liaison to

determine the method of identifying and distributing funds to benefit homeless students.

Response:
Students are identified through collaboration between school personnel, especially guidance counselors and school records secretaries, families and the Project Reach Outreach Worker. This non-instructional position is fully funded by Title I set-aside funds. The paraprofessional works in Title I and non-Title I schools to provide comparable services to all identified homeless students, in order to remove barriers to a stable educational environment.

C. Describe how you and the homeless liaison calculated the amount of the set-aside for the LEA.

Response:
Title I has agreed to pay the salary and benefits for the Project Reach Outreach Worker. Title I and Project Reach staff members negotiated the total amount as similar to the remuneration received by other employees with similar responsibilities.

D. Describe ongoing collaboration activities between the Title I office staff and the homeless liaison.

Response:
Title I staff and Project Reach staff meet at scheduled quarterly meetings with other phone calls/meetings as needed to review project needs and ensure delivery of services. When appropriate, Project Reach staff will provide electronic updates and information for distribution to Title I schools.

E. Describe the duties of the homeless liaison.

Response:
The homeless liaison works with schools and the community to identify homeless students and provide services to support the students' educational experience. The homeless liaison also trains all school district social workers in the identification of homeless students in LEA schools, as well as appropriate methods for notifying families of homeless students about educational and related opportunities available in the community.

5. Describe how the LEA will monitor the implementation of these activities.

Response:
The Supervisor of Elementary Education, who oversees Title I, monitors the implementation of the activities by regular monthly contact with the homeless liaison or the Project Reach Social Worker to ensure that students are receiving necessary services.

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

Response:
McKinney-Vento Act dollars pay for Project Reach tutoring services, which can be provided in homes, shelters, school settings, libraries, etc. Funds also provide advocacy for students and families, school supplies and other educational materials, emergency medical needs and parent involvement activities.

7. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address this need.

Response:
Title I staff and Project Reach staff meet at scheduled quarterly meetings with other phone calls/meetings as needed to review project needs and ensure delivery of services. When appropriate, Project Reach staff will provide electronic updates and information for distribution to Title I schools.

Need 5
 Need to be addressed:

To provide services comparable to those provided to children in schools funded under Title I, Part A 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.

1. Provide the baseline data, the source of data, and the basis for the identified need.

Response:
The LEA does not have any local institutions for neglected and/or delinquent children, or any community day programs.

2. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2014-2015 school year, services will be provided to 100% of the students identified as neglected and delinquent based upon their specific needs.

Response:
The LEA does not have any local institutions for neglected and/or delinquent children, or any community day programs.

3. Select one of the following performance indicators that this Need will address.

Response:
 N/A

4. Describe the Activity(ies) that will be implemented to address the identified need(s). Include the following information for each activity listed:

A. Describe each specific activity that will be implemented based on data analysis of neglected/delinquent children in local institutions.

Response:
The LEA does not have any local institutions for neglected and/or delinquent children, or any community day programs.

B. Describe the method of identifying and distributing funds to benefit neglected/delinquent children.

Response:
The LEA does not have any local institutions for neglected and/or delinquent children, or any community day programs.

C. Describe how you calculated the amount of the set-aside for the LEA.

Response:
The LEA does not have any local institutions for neglected and/or delinquent children, or any community day programs.

D. Describe how the LEA will monitor the implementation of these activities.

Response:
The LEA does not have any local institutions for neglected and/or delinquent children, or any community day programs.

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

Response:
The LEA does not have any local institutions for neglected and/or delinquent children, or any community day programs.

6. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address this need.

Response:
The LEA does not have any local institutions for neglected and/or delinquent children, or any community day programs.

Need 6

Need to be addressed: Support for Priority and Focus Schools

1. Provide the baseline data, the source of data, and the basis for the identified need.

Response:
The LEA does not have any priority or focus schools for 2014-2015.

2. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2014-2015 school year, there will be a decrease in the number of schools identified as Priority and Focus.

Response:
The LEA does not have any priority or focus schools for 2014-2015.

3. Select one of the following performance indicators that this Need will address.

Response:
N/A

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

A. Describe the current capacity the LEA has in place to support Priority and Focus schools.

Response:
The LEA does not have any priority or focus schools for 2014-2015.

B. Describe the specific and differentiated support the LEA will provide for Priority and Focus schools.

Response:
The LEA does not have any priority or focus schools for 2014-2015.

C. If the LEA has Priority and Focus schools, describe the specific professional development activities to be provided that directly addresses the academic achievement problem(s).

Response:
The LEA does not have any priority or focus schools for 2014-2015.

D. Describe the specific professional development activities provided to teachers and principals supported with Title I, Part A funds in Priority and Focus schools.

Response:
The LEA does not have any priority or focus schools for 2014-2015.

E. Provide a summary of the evidence-based research (including the citation) that supports the implementation of each activity.

Response:
The LEA does not have any priority or focus schools for 2014-2015.

F. Provide the frequency and duration of each activity.

Response:
The LEA does not have any priority or focus schools for 2014-2015.

5. Describe how the LEA will monitor the implementation of these activities.

Response:
The LEA does not have any priority or focus schools for 2014-2015.

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

Response:
The LEA does not have any priority or focus schools for 2014-2015.

7. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address this need.

Response:
The LEA does not have any priority or focus schools for 2014-2015.

Need 7

Need to be addressed: Improve College and Career Readiness

Note: If the LEA only serves elementary and middle schools then the LEA should describe strategies that will be implemented to ensure students' preparation for transition to the next grade level (i.e. elementary to middle, middle to high, high to post-high school)

1. Provide the baseline data, the source of data, and the basis for the identified need.

Response:
School Percentage of students scoring 3.5 or better on FCAT Grade 4 Writing
State Average 53
District Average 41
Middleburg Elementary 86
McRae Elementary 88
Grove Park Elementary 36
W.E. Cherry Elementary 30
Wilkinson Elementary 22
S. Bryen Jennings Elementary 21
Charles E. Bennett Elementary 20
Clay Hill Elementary 16

2. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2014-2015 school year, there will be a 5% increase in the percent of students that graduate with their cohort.

Response:
By the end of the 2014-2015 school year, students will increase levels of proficiency in writing as measured by the Florida Standards Assessment by 5 percentage points.

3. Select one of the following performance indicators that this Need will address.

Response:
1.2.1.3

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

A. Describe the specific activities that will be implemented to address the identified need.

Response:
Activity 1 – The LEA will provide Title I schools with sufficient funds to employ supplemental instructional personnel, including but not limited to teachers, paraprofessionals, reading resource teachers, coaches, in order to provide small group and individual instructional support and interventions for underperforming students and subgroups. Pull-out and push-in models will be used, as well as extended day tutoring opportunities for targeted students. This activity will continue to meet the goal of increased instruction time for underperforming students.
Activity 2 – The LEA will support instructional strategies that require students to write in all curriculum areas. Although writing is a specific focus for all schools in the district, the data suggest that students in Title I schools need additional support in writing.

Activity 3 - The LEA has committed to increased learning time, as evidenced by the increase on length of the literacy block from 120 minutes to 150 minutes, in order to accommodate the LEA's goal of improving student performance in writing across the curriculum by providing consistent professional development in the adopted core writing instruction program. This is the primary goal on the DIAP.

B. Evidence based research that this strategy will be effective in addressing the identified need.

Response:
Activity 1 – Lou, Abrami and d'Apollonia (2001) found that small group learning had significantly more positive effects than individual learning; the effects were enhanced if the groups had group work experience and instruction. In addition, Wilkinson and Fung (2002) found that there are a myriad of ways in which peers can influence learning, especially in small group instructional settings. Blumenfeld, Marx, Soloway and Krajcik (1996) found that small group work fostered achievement and improved attitudes toward school, among other effects.

Activity 2 – Although writing programs can be effective in teaching students the mechanics of writing (Bangert-Drowns, Hurley, and Wilkinson, 2004), there is support for writing programs that are more informational, personal, imaginative, or attentive to meta-cognitive reflection. Atkinson (1993) found that workshop instructional treatments were successful, based on the use of teams, peer feedback and collaborative authorship, traits that are typical in writing across the curriculum.

C. Provide the frequency and duration of the activity.

Response:
Activity 1 – Small group/individual instruction will occur at least 30 minutes per day throughout the school year.

Activities 2 & 3 – Students will write in response to selected curriculum topics at least 30 minutes per day throughout the school year.

D. Identify the population each activity will target to address the identified need.

Response:
Kindergarten through sixth grade students will engage in daily writing activities to ensure college and career readiness.

5. Describe how the LEA will monitor the implementation of these activities.

Response:
Each school's leadership team (principal, assistant principal, curriculum coach, Title I lead teacher and grade level chairpersons) meets monthly, during which time implementation of the activities listed above are discussed. Small group data meetings are conducted at multiple levels at the school to monitor student performance and make changes to instruction, grouping, time on task, etc. Principals conduct frequent classroom walkthroughs to assess the quality of instruction as well as appropriateness of groupings. Title I district staff members visit schools quarterly to discuss implementation, barriers, successes and appropriate changes, along with results of district-mandated assessments. The Title I staff schedules at least two meetings each year with principals and lead teachers to provide technical assistance and monitor implementation of instructional activities. Teacher schedules are submitted to the Title I office twice per year (monthly for split-funded personnel) for review by district staff.

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

Response:
Funds from Title II, Part A may be utilized to assist in professional development for teachers and paraprofessionals.

7. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address this need.

Response:
The LEA will use assessments and rubrics included in the Being A Writer program, as well as teacher-created rubrics to evaluate student progress in writing. District Title I staff will review all assessment data as it becomes available. In past years, state assessment scores which included FCAT Writes were reviewed each summer to evaluate the status of goals in the Title I grant application. These scores typically served as the baseline data for the following year. In 2015, however, the new Florida Standards Assessment will be used to evaluate progress. As this assessment is expected to be significantly more rigorous than FCAT 2.0, the goals for reading and math have been written to reflect maintenance of current levels of performance as the Department of Education has not yet established cut scores.

Need 8

Need to be addressed:

To purchase, upgrade, and/or replace technology

1. Provide the baseline data, the source of data, and the basis for the identified need.

Response:
According to newly released information from the Florida Department of Education, future student assessments, beginning in grade 4, will be administered online. Prior to 2013-2014, the LEA had provided little or no instruction in keyboarding.

60% of students in Title I schools have access to a computer with online access at home, compared to 90% of students in non-Title I schools.

2. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2014-2015 school year, all teachers in the Title I schools will have access to presentation stations to enhance the instruction.

Response:
By the end of the 2014-2015 school year, students in grades 3-6 will demonstrate

knowledge of keyboarding skills as measured by performance on the Florida Standards Assessment.

By the end of the 2014-2015 school year, targeted students will use handheld devices to participate in instruction and produce electronic products.

3. Select one of the following performance indicators that this Need will address.

Response:
1.1,1.2,1.3,1.4,1.10

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

A. Describe the specific needs for technology upgrades/purchases.

Response:
The LEA purchased class sets (60 – 80 per Title I school) of iPads with charging stations and protective cases in 2013. Students in targeted grade levels use these for interactive instruction. Based on the increased levels of student engagement and performance, all Title I schools have asked for additional sets.

Because all new assessments, starting with grade 4, will be administered online, it is critical for students to learn keyboarding skills in order to maximize their performance on statewide assessments. In addition, the LEA needs to secure the services of an Apple consultant in order to support the configuration of the additional iPads that are being placed in classrooms.

B. Describe the specific hardware that is necessary to support the needs.

Response:
iPeds, iPods, laptop computers, Macbook Air computers, Thin Client servers, mobile carts for storage and charging stations, docking stations, printers, network copiers, scanners, webcams, keyboards for iPads and other handheld devices.

C. Describe the specific software that is necessary to support the needs.

Response:
Apple Cache Service, Apple Mobile Device Management software, Reading A to Z for teachers, MobiMax, iXL for math and reading, Think Thru Math, SuccessMaker upgrades, Follett Bookshelf, keyboarding tutorials, Write to Learn, iPad apps such as Notability, Microsoft Office, Windows 7 as the minimum Windows operating system, Easy-Teach and web browsers such as Internet Explorer, Chrome and Firefox.

D. Provide the rationale for the technology purchases and the current capacity of the LEA to provide needed support to schools and teachers in the use of the technology.

Response:
As Florida moves to the new Florida standards, based on the Common Core standards, it is imperative that students be familiar with updated technology in order to maximize their participation in an increasingly digital world. All assessments, beginning in grade 4, will be administered online, so keyboarding skills are essential, even for the most economically challenged students. Teachers integrate technology with instruction in order to better prepare students to participate in digital activities. The Title I Department employs a Title I Technology Specialists to provide support beyond the support offered by the Information Services Department.

E. Provide a plan for teacher professional development to use the new technology in alignment with the LEA's technology plan.

Response:
The Title I Department has worked closely with the Information Services Department and Apple, Inc. to develop and implement professional development in the appropriate use of interactive technology to increase student performance. All professional development activities are based on research and proven strategies to engage and inform students, as well as to provide instruction for teachers in integrating technology into all areas of the curriculum.

F. Describe the ongoing assistance the LEA will provide to ensure technology is incorporated into the learning process.

Response:
The LEA will continue to support digital learning by providing recommendations and funds to encourage students to utilize e-books and other digital tools (iPads, iPods, laptop computers, Thin Client servers, network access points, webcams, printers, mobile carts, docking stations, Macbook Air computers, Mobi-Max, Follett Bookshelf, Reading A to Z, iXL, SuccessMaker, etc.).

Teachers in Title I schools are coached in their classrooms as well as in Professional Learning Communities on the effective use of technology in the instructional process.

5. Describe how the LEA will monitor the implementation of these activities.

Response:
Title I and other district staff members will visit Title I schools routinely to observe classrooms and meet with teachers during planning time. Principals conduct regular classroom

<p>walkthroughs to observe implementation of technology and other strategies. Administrators keep accurate records using PD 360, software designed to maintain records of classroom walkthroughs and assist in identifying teacher strengths and areas for ongoing professional development.</p>
<p>6. If other federal sources, besides Title I, Part A are being used to fund these strategies, describe the resources and how they will be coordinated.</p> <p>Response: <i>Title II, Part A funds are incorporated into the training process in the form of supplies and consultants as well as funding the 8 district curriculum specialists who provide ongoing training in the effective use of technology in the classroom.</i></p>
<p>7. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address this need.</p> <p>Response: <i>The LEA uses Performance Matters, an online database that provides assessment tools and data tracking. Assessments are administered three times per year using this system beginning in Grade 3. Student progress in writing will be evaluated using rubrics contained in the Being A Writer program District Title I staff will review all assessment data as it becomes available. In past years, FCAT scores were reviewed each summer to evaluate the status of goals in the Title I grant application. These scores typically served as the baseline data for the following year. In 2015, however, the new Florida Standards Assessment will be used to evaluate progress. As this assessment is expected to be significantly more rigorous than FCAT 2.0, the goals for reading and math have been written to reflect maintenance of current levels of performance as the Department of Education has not yet established cut scores.</i></p>
<p>8. Describe the process the LEA used to ensure that all technological devices, where applicable, have Crossbar Technology (CBT) capacity. (Note: CBT capacity is a requirement for technology purchased with Title I, Part A funds. Technology devices such as iPods, iPads, Tablet PCs, etc., that do not have CBT capacity may not be purchased unless the LEA can demonstrate that all schools have sufficient technology to conduct required computer-based testing during the next school year.)</p> <p>Response: <i>All technology purchases must be approved by the district Technology Committee following consultation between Title I staff, the Purchasing Department and the Information Services Department to ensure that capacity for new technology can be upgraded or is already functional in the Title I schools.</i></p>

Consultation with Private School Officials

To ensure timely and meaningful consultation, the local education agency shall consult with appropriate private school officials for the design and development of equitable services (INCLB: section 9501) for 2015-2016. Include 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.

For details, refer to the US Department of Education's Non-Regulatory Guidance for Private Schools:

Title I, Part A: <http://www.ed.gov/programs/titleiparta/psguidance.doc>

Title IX – General Provisions: <http://www.ed.gov/policy/elsec/guid/equitableseguidance.doc>

Response:

Timeline – Non-Public Schools

School District of Clay County 2015-2016

• August

o Review service delivery plan and budget with private school administrators, including proper placement of computers in the buildings and methods for ensuring that only eligible students use the software, and hardware is used only by teachers for the purpose of tracking student progress.

o Screening forms for identifying students are distributed to private school principals/teachers along with information on completion of appropriate boxes

o Assist private schools in identifying parent representatives to the District Parent Advisory Committee

o Ensure that invitations to September PAC meeting are mailed to parents

• September

o Forms are collected and analyzed to determine potential list of students in need of services (this procedure has been changed to occur in late spring of the previous year)

o Certify addresses of students to confirm eligibility and provide format of parent letter to private school administrators

? Work with neighboring districts to certify addresses of students who reside outside Clay County

• Latoshia Norman in Duval County (normanl@duvalschools.org)

• Carol Clyatt in Bradford County (clyatt.carol@mybradford.us)

? Respond to any requests from neighboring districts to certify addresses

o Work with the Title I Secretary and Technical Specialist to review computer placement and ensure that hardware/software is working

o Arrange for any training of teachers of eligible students by Pearson Digital personnel

o Begin services to eligible students

• October

o Collect copies of parent letters

o Complete Private School Information forms in order to register students on the district database

o Meet weekly with private school administrator to discuss program, collect computer-generated reports and copies of student schedules

o Meet monthly with teachers of eligible students to discuss progress, schedules, professional development needs and opportunities, and possible modifications to program for following year, etc.

• November

o Continue monthly/weekly meetings to monitor student progress

o Consultation #1 - All private schools in the district (based on the Department of Education Private School Directory) are invited to a general meeting, usually in early November. Meeting invitations are mailed certified. The Intent to Participate form, ELL Survey, and Low Income Surveys are included with the invitation. At the meeting, all federal titles are explained along with poverty data collection methods and schedule for consultation. Intent to Participate form, if not already completed, is signed and turned in to constitute formal notice that the school intends to receive funding for the following school year. Agenda, sign-in sheets and minutes are kept. Private school principals collect poverty data using LEA-supplied surveys of family income (surveys include addresses and number of family members, but not names of families).

• December

o Confirm addresses of students receiving services

o Remove students who are not eligible (changed addresses, using computer in error, etc.)

• January

o Continue monthly/weekly meetings to monitor student progress

• February

o Continue monthly/weekly meetings to monitor student progress

o Consultation #2, held in February, between the private schools who have indicated the intent to participate, and the private school liaison. At this meeting, all available services are discussed, including the possibility of third party contracting to provide services. Funding sources and projected amounts are explained along with the numbers of students who reside in participating public school attendance zones. Methods of identifying students who are eligible for services are discussed, and methods for determining student progress, including criteria for determining annual progress. Develop plan for making program modifications if annual progress criteria are not met. Affirmation of Topics Discussed at Consultation Meeting #2 is completed and signed. Meetings are recorded on individual contact logs.

• March

o Continue monthly/weekly meetings to monitor student progress

• April

o Continue monthly/weekly meetings to monitor student progress

o Consultation #3 at which a draft service plan is developed and signed. Plan will include professional development needs for staff members and parent involvement activities for

parents of eligible students. Develop a tentative list of students who may meet criteria for services in the following school year. Meetings are recorded on individual contact logs.

• May/June

- o Continue monthly/weekly meetings to monitor student progress
- o Submit final service delivery plan for signature (Consultation #4)
- o Sign LEA Affirmation of Consultation
- o Wrap up services current school year
- o Meet with parents and teachers to discuss progress
- o Deliver any purchased materials for summer

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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 Needs Assessment/Activities Section of this application.

Response:

Title I Part A staff members collaborate monthly with the representative of Title I Part C through the Alachua Multi-County Migrant program, in order to provide reading and math materials and supplies to identified migrant students in grade K-12. Appropriate services will be provided to families of identified migrant students.

Title I Part A staff members collaborate monthly with representatives of Title II Part A to provide ongoing professional development in the event that teachers and paraprofessionals in grades K-6 require professional development in areas needed to achieve highly qualified status. In addition, representatives will work to develop and implement appropriate professional development to assist teachers in Title I schools in providing instruction in increasingly rigorous tasks described in the current Florida standards. Private schools are invited to all LEA-wide professional development opportunities, and specific professional development is provided to private schools based on identified needs. Parent training is also offered at the district and individual school levels, including at private schools.

Title I Part A staff members collaborate monthly with representatives of Title III, Part A to assist in the provision of instruction for English Language Learners in grade K-12. Students may be identified as eligible for services in one or both programs. School and district staff members will work closely to ensure that students can access all resources necessary to make academic gains. Parents of English Language Learners will receive training to enhance support for reading and math education at home.

Title I Part A staff members will collaborate monthly with the representative of Title X to provide services to homeless students in grade K-12. Services may include, but are not limited to, paraprofessionals, social worker, and academic tutoring, to ensure that all students have equal access to materials and support.

Title I staff members collaborate monthly with representatives of the ESE Department in order to coordinate services to students with disabilities who attend Title I schools.

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:

A needs assessment was conducted by meeting with stakeholders in a variety of venues, including:

1. Meetings at individual schools with administration, Title I teachers, Title I district staff members and senior Instructional Division staff
2. District Annual Community meeting, held in the evening in May, to which community stakeholders were invited
3. Title I Coach meetings with Title I staff during which input on student performance and needs was gathered
4. Parent surveys distributed to parents in all Title I schools
5. Parent Advisory Committee meetings, conducted in September, February and May
6. Semi-weekly meetings for senior Instructional Division staff members, during which data was presented and discussed in order to evaluate current evaluate current initiatives and plan future endeavors.

Title I staff members coordinate and collaborate routinely with representatives of other federal projects (as described above), as well as representatives from the community including members of the School Board.

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:

The LEA coordinates and integrates services with the following organizations:

Clay County Kids Council: This community-based organization meets monthly to promote early childhood services in Clay County. The LEA and the Kids Council work to provide a unified approach to services for pre-school children in order to better prepare children for the increasing rigor of school.

Clay County Education Foundation: This organization is the official direct support organization for the School District of Clay County. Its membership includes LEA staff members and community and business partners. The group meets monthly to enhance opportunities for teachers and students who work for and attend Clay County schools. The organization provides Bright Ideas Mini-grants, school supplies, access to medical services and scholarships to deserving students.

Lighthouse Learning Center: This partner is an educational and therapeutic program for children ages 0-5 with developmental needs. It includes programs for disabled and non-disabled students and provides for a smooth transition for special needs children and their families to services provided directly by the LEA. Parent training in advocacy strategies is also provided.

To the extent practicable, correspondence is made available in Spanish. Interpreters are provided as needed.

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:

Stakeholders, including parents, school staff, students, community members and FDOE can receive information about the project application, Parent Involvement Policy, Annual Report Card, FCAT scores, Florida Standards on the School District of Clay County website at www.oneclay.net. Other links are provided on the Title I page of the district website. Individual school websites contain links to the Project Application, School Improvement Plans and other school-specific topics. The LEA's Public Relations Office provides information to local publications, such as the Clay Today newspaper, distributed at many locations in the district. The LEA's website contains a News section which contains articles of interest to the general public, including program outcomes, test scores, curriculum efforts, "Good News" stories, and parent involvement opportunities. The LEA publishes a Parent Information Guide, which includes information about programs, student services, transportation, teacher quality, literacy activities, contact information and a link to the Title I page. School Handbooks are provided at each school as well as online in August; these include information about Parents Right to Know. The District Annual Community Meeting in May, school level Annual Meetings in August and the Parent Advisory Committee Meetings in September, February and May provide information about the Title I project as well as providing opportunities to gather input from stakeholders. School send monthly newsletters home (some provide news and bulletins more frequently) and include announcements on their websites. The Title I Department publishes What Every Parent Should Know About Title I, which is updated each year and circulated to all schools, public and private. Curriculum Connection is sent twice a month via email to all employees of the LEA and to private schools. This publication contains news about upcoming professional development and other topics of interest to stakeholders. Information about migrant students is provided to families via the Migrant/Title I Parent Advisory Council that meets three times per year. To the extent practicable, correspondence is made available in Spanish. Interpreters can be provided for other languages.

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; highly qualified teachers and paraprofessionals; and any program that coordinates and integrates services with Title I, Part A (homeless, migrant, and targeted assistance programs).

Response:

Prior to the due dates for surveys, preliminary student lists are run by the Information Services Department and provided to the appropriate staff for verification. Student attendance and class rosters are verified by classroom teachers. Special program rosters (ESE, Title I pull-out groups, ESOL classes) are verified by the appropriate teacher. Rosters are compared with student records to ensure that information was correctly entered into FOCUS, the student information system. Staff data reports are verified by administrators prior to submission into the DOE system. The Department of Human Resources maintains and verifies data relative to Highly Qualified status and state certification and/or licensure. Private/charter school student information is maintained and verified by the School Improvement Specialist, who serves as the liaison between the LEA and private/charter schools. The LEA does not have any facilities for neglected and/or delinquent students, but homeless student information is tracked and verified by the Project Reach staff in coordination with Title I. Free and reduced price lunch data is confidentially maintained and verified by the Food and Nutrition Services Department. School-based personnel and LEA instructional personnel do not have access to modify lunch data. Directly certified students are added to the NutriKids database each month as well as newly completed applications for free or reduced price lunches. Discrepancies are resolved with school and district staff prior to submission, and, again, after the first run from DOE.

2. Parents Notification Requirements

The "Parents Right-To-Know" provisions under Section 1111(h)(6)(A) of NCLB 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 paraprofessionals' 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:

Notification of "Parent's Right to Know" is sent home via backpack in September as two documents, the Student Handbook for each school, and the booklet entitled What Every Parent Needs to Know About Title I. Parents are asked to contact individual schools for information. In the event that additional information is requested, a letter provided by LEA district staff is provided with the requested information along with any relevant information regarding student performance. In the event that students are taught for four or more consecutive weeks by a teacher who is not highly qualified, individual letters are sent to the parents of every affected student. Principals attest to the correct number of highly qualified personnel three times each year, ensuring that qualified teachers are in each classroom.

Section 1111(h)(6) (B) of NCLB further requires that, when a child is taught for 4 or more consecutive weeks by a teacher who is not highly qualified, 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.

Uploaded Files:

"Parent's Right to Know" notifications:	Previously Uploaded Sample Copies
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Uploaded Sample Copy of 4-week Notification Letter:	Previously Uploaded Sample Copies
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PUBLIC SCHOOL ELIGIBILITY SURVEY

Ranking Type: Grade Span Grouping Date Certain: 02/14/2014

Community Eligibility Program: Option 3 - Not participation in CEP

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

Response:

The LEA serves K-6 schools with poverty levels of 60% or greater. After all set asides have been determined, remaining funds are distributed to schools in rank order. Parent involvement funds are distributed similarly to all eligible Title I schools.

District: Clay County District School Board

No.	School Name	School Number	Grade Code	School Type	Neglected and Delinquent	New School	Reported 2014-2015 Number of Children Attending Public Schools	Reported 2014-2015 Number of Children from Low Income Families	Reported 2014-2015 Percent of Children from Low Income Families	2014-2015 Number of Children Attending Public Schools	2014-2015 Number of Children from Low Income Families	2014-2015 Percent of Children from Low Income Families	Selection Code (codes)	Program Type	2014-2015 PPA Per Pupil Allocation	2014-2015 ISA Total School Allocation	2013-2014 ISA Total School Allocation	Provision 2 Or CEP	1% Allocation for Parental Involvement	School Grade 2012	Del.
1	J.L. WILKINSON ELEMENTARY SCHL	0491	PREK-6	Elem.	N	N	697	655	79.63%	681	538	79.00%	A	SW	991.6	533,480.80	---		6256.10	B	
2	CHARLES E. BENNETT ELEMENTARY SCHOOL	0071	PREK-6	Elem.	N	N	737	582	78.97%	794	622	78.34%	A	SW	991.6	616,775.20	---		7232.99	B	
3	W E CHERRY ELEMENTARY SCHOOL	0241	PREK-6	Elem.	N	N	599	454	75.79%	619	482	77.87%	A	SW	991.6	477,951.20	---		5604.99	A	
4	GROVE PARK ELEMENTARY SCHOOL	0232	PREK-6	Elem.	N	N	482	361	74.90%	451	346	76.72%	A	SW	991.6	343,093.60	---		4023.5	C	
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)																					
Combination Elementary & Secondary																					
5	R. C. BANNERMAN LEARNING CENTER	0111	PREK, 6-12 * Combo. Elem. & Second.		N	N	63	65	78.31%	151	106	70.20%	E	NA	991.6	105,109.60	---		1232.63		
Selection Code explain: *This school has been skipped. We certify that all conditions for skipping the school have been met. State/focal funds (\$105,109.60) meet or exceed the amount that would have been received under Title I.*																					
Elementary																					
6	S BRYAN JENNINGS ELEMENTARY SCHOOL	0331	PREK-6	Elem.	N	N	506	380	75.10%	465	348	74.84%	B	SW	991.6	345,076.80	---		4046.75	A	
7	CLAY HILL ELEMENTARY SCHOOL	0411	PREK-6	Elem.	N	N	453	288	63.58%	433	300	69.28%	B	SW	991.6	297,480.00	---		3488.58	B	
8	MIDDLEBURG ELEMENTARY SCHOOL	0271	PREK-6	Elem.	N	N	660	412	62.42%	577	384	66.55%	B	SW	991.6	380,774.40	---		4465.38	A	
9	MCRAE ELEMENTARY SCHOOL	0511	PREK-6	Elem.	N	N	481	297	61.75%	476	312	65.55%	B	SW	991.6	309,379.20	---		3628.12	B	
10	KEYSTONE HEIGHTS ELEMENTARY SCHOOL	0301	PREK-6	Elem.	N	N	710	421	59.30%	752	423	56.25%	I	NA	0	0.00	---		0	A	
11	RIDGEVIEW ELEMENTARY SCHOOL	0401	PREK-6	Elem.	N	N	573	313	54.62%	548	292	53.28%	I	NA	0	0.00	---		0	A	
12	SWIMMING PEN CREEK ELEMENTARY SCHOOL	0571	PREK-6	Elem.	N	N	491	239	48.68%	404	212	52.48%	I	NA	0	0.00	---		0	A	
13	COPPERGATE ELEMENTARY SCHOOL	0601	PREK-6	Elem.	N	N	667	349	52.32%	605	317	52.40%	I	NA	0	0.00	---		0	A	
14	MONTCLAIR ELEMENTARY SCHOOL	0381	PREK-6	Elem.	N	N	523	242	46.27%	525	274	52.19%	I	NA	0	0.00	---		0	B	
15	DOCTORS INLET ELEMENTARY SCHOOL	0261	PREK-6	Elem.	N	N	730	336	46.03%	737	379	51.42%	I	NA	0	0.00	---		0	A	
16	LAKESIDE ELEMENTARY SCHOOL	0352	PREK-6	Elem.	N	N	795	390	49.06%	785	383	48.79%	I	NA	0	0.00	---		0	A	
17	RIDEOUT ELEMENTARY SCHOOL	0541	PREK-6	Elem.	N	N	575	246	42.78%	524	242	46.18%	I	NA	0	0.00	---		0	A	
18	TYNES ELEMENTARY SCHOOL	0501	PREK-6	Elem.	N	N	771	322	41.76%	861	384	44.60%	I	NA	0	0.00	---		0	A	
19	ARGYLE ELEMENTARY SCHOOL	0591	PREK-5	Elem.	N	N	668	218	38.38%	593	247	41.65%	J	NA	0	0.00	---		0	A	
20	SHADOWLAWN ELEMENTARY SCHOOL	0631	PREK-6	Elem.	N	N	704	264	37.50%	675	269	39.85%	J	NA	0	0.00	---		0	A	
21	LAKE ASBURY ELEMENTARY SCHOOL	0451	PREK-6	Elem.	N	N	804	230	28.61%	786	276	35.11%	J	NA	0	0.00	---		0	A	
22	OAKLEAF VILLAGE ELEMENTARY SCHOOL	0621	PREK-5	Elem.	N	N	924	237	25.65%	923	279	30.23%	J	NA	0	0.00	---		0	A	
23	ROBERT M. PATERSON ELEMENTARY	0471	PREK-6	Elem.	N	N	892	212	23.77%	876	254	29.00%	J	NA	0	0.00	---		0	A	
24	ORANGE PARK PERFORMING ARTS ACADEMY	0662	K-5	Elem.	N	Y	150	40	26.67%	150	40	26.67%	K	NA	0	0.00	---		0		

Selection Code explain: *This charter school will open in August, 2014. Data is based on projected enrollment which will be revised following Survey 2.*																			
25	PLANTATION OAKS ELEMENTARY SCHOOL	0651	PREK-6	Elem.	N	N	830	217	26.14%	1009	258	25.57%	J	NA	0	0.00	---	0	A
26	LIGHTHOUSE LEARNING CENTER	4050	PREK	Elem.	N	N	7	0	0.00%	5	1	20.00%	J	NA	0	0.00	---	0	
27	ORANGE PARK ELEMENTARY SCHOOL	0201	K-6	Elem.	N	N	477	73	15.30%	516	102	19.77%	J	NA	0	0.00	---	0	A
28	THUNDERBOLT ELEMENTARY SCHOOL	0531	PREK-6	Elem.	N	N	1063	206	19.38%	1015	198	19.51%	J	NA	0	0.00	---	0	A
29	FLEMING ISLAND ELEMENTARY SCHOOL	0521	PREK-6	Elem.	N	N	839	78	9.30%	715	75	10.49%	J	NA	0	0.00	---	0	A
Middle/Junior																			
30	ORANGE PARK JUNIOR HIGH SCHOOL	0361	7-8	Middle/Junior	N	N	714	421	58.96%	719	422	58.69%	C	NA	0	0.00	---	0	A
31	WILKINSON JUNIOR HIGH SCHOOL	0371	7-8	Middle/Junior	N	N	733	415	56.62%	787	430	54.64%	C	NA	0	0.00	---	0	A
32	LAKE ASBURY JUNIOR HIGH SCHOOL	0481	7-8	Middle/Junior	N	N	1096	452	41.24%	1080	410	37.96%	J	NA	0	0.00	---	0	A
33	OAKLEAF JUNIOR HIGH	0611	6-8	Middle/Junior	N	N	1328	409	30.80%	1401	450	32.12%	J	NA	0	0.00	---	0	A
34	GREEN COVE SPRINGS JUNIOR HIGH SCHOOL	0021	7-8	Middle/Junior	N	N	893	305	34.15%	797	248	31.12%	J	NA	0	0.00	---	0	A
35	LAKESIDE JUNIOR HIGH SCHOOL	0351	7-8	Middle/Junior	N	N	879	261	29.69%	831	257	30.93%	J	NA	0	0.00	---	0	A
Senior High																			
36	ORANGE PARK HIGH SCHOOL	0252	*PREK-9-12 *	Senior High	N	N	1152	527	45.75%	1107	556	50.23%	C	NA	0	0.00	---	0	B
37	MIDDLEBURG HIGH SCHOOL	0391	*PREK-9-12 *	Senior High	N	N	1208	543	44.95%	1205	556	46.14%	C	NA	0	0.00	---	0	A
38	KEYSTONE HEIGHTS JR-SR HIGH	0311	7-12	Senior High	N	N	1001	456	45.55%	946	435	45.98%	C	NA	0	0.00	---	0	A
39	RIDGEVIEW HIGH SCHOOL	0431	9-12	Senior High	N	N	1105	400	36.20%	1036	401	38.71%	J	NA	0	0.00	---	0	A
40	CLAY HIGH SCHOOL	0341	*PREK-9-12 *	Senior High	N	N	942	318	33.76%	993	379	38.17%	J	NA	0	0.00	---	0	A
41	OAKLEAF HIGH SCHOOL	0661	*PREK-9-12 *	Senior High	N	N	1328	394	29.67%	1467	466	31.77%	J	NA	0	0.00	---	0	B
42	FLEMING ISLAND HIGH SCHOOL	0551	*PREK-9-12 *	Senior High	N	N	1475	196	13.29%	1552	251	16.17%	J	NA	0	0.00	---	0	A
43	FLORIDA YOUTH CHALLENGE ACADEMY	0020	9-12	Senior High	N	N	99	6	6.06%	10	0	0.00%	J	NA	0	0.00	---	0	
							31,744	13,130	41.36%	31,582	13,804	43.08%			8,924	3,304,011.20	0.00	39,979	
* Schools with a Selection Code of E are not totaled in the overall Total School Allocation																			

Support for Eligible Students in Private Schools -

District Level Data: Date Certain: 03/01/2014, not pooling Form A Free and Reduced Lunch							
	A	B	C	D	E	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	Number of Private School Students from Low Income Families	Dollars Generated
1	Annunciation Catholic School	1409	K-6	1	0232	1.00	991.60
2	Annunciation Catholic School	1409	K-6	1	0491	1.00	991.60
3	Annunciation Catholic School	1409	K-6	7	0331	1.00	991.60
4	Annunciation Catholic School	1409	K-6	7	0271	0.00	0.00
5	Annunciation Catholic School	1409	K-6	3	0241	0.00	0.00
6	Annunciation Catholic School	1409	K-6	1	0411	0.00	0.00
7	Annunciation Catholic School	1409	K-6	1	0511	0.00	0.00
8	The Broach School of Orange Park	3460	K-6	5	0232	5.00	4,958.00
9	Faith Christian Academy	4036	K-6	2	0232	1.00	991.60
10	Faith Christian Academy	4036	K-6	2	0241	1.00	991.60
11	Faith Christian Academy	4036	K-6	1	0491	0.00	0.00
12	Faith Christian Academy	4036	K-6	1	0071	0.00	0.00
Totals				32		10.00	9,016.00

A. Indicate if the LEA provides services to private school students, their parents, or their teachers through a third-party contractor.

Response:
The LEA does not use a third party contractor for services to private schools.

B. Provide method for identifying low-income students for services in private schools.

Response:
Surveys that include the addresses, number of family members and family income (monthly or annual) were obtained from all students who attend the school. Funds were allocated based on the number of students residing in participating public school attendance areas that fall within the family income guidelines for free or reduced price lunches. The district collaborates with neighboring counties to determine if students who do not reside in Clay County fall into participating public school attendance zones.

C. Provide a description of the multiple educationally related objective criteria used to identify private school students for Title I educational services as a result of consulting with private school officials. Section 200.02(b)(1)

Response:
Academic screening tools previously approved by the Department of Education containing multiple educational criteria, will be used to screen all students who reside in participating public school attendance zones whom classroom teachers judged were at risk of academic failure or performing below grade level. The screening tool for kindergarten students identifies students at risk, and the instruments for grades 1 through 6 identify students performing below grade level in reading, math or both. Students whose scores on these screening instruments fall below a pre-determined base score are eligible for services regardless of family income.

D. Provide a description of the services to be provided to private school students, their parents, and, if applicable, their teachers.

Response:
Research and actual practice supports the use of computer-based instruction, SuccessMaker in particular, to predict performance on standardized state assessments. This program is a logical continuation of instruction that is typically individual and flexible, with features that allow the tutorial to be customized based on the students' present level of performance. Based upon this assessment of the school's current curriculum and delivery process, the School District of Clay County will provide supplementary instruction in reading and math in grades K-6 in the form of computer assisted instruction during a time that will not require the removal of the students from regular reading and math instruction. This software has been routinely updated. The Title I Department and Instructional Division have agreed to pool funds in order to hire a teacher who will provide tutoring/consultation services to eligible students. Pending availability of these funds, all private schools and the LEA have determined in consultation that individual/small group tutoring for eligible students will be an appropriate instructional model. Each eligible student will have an individual learning plan that reflects specific student needs and objectives as well as the methods that will be used to evaluate student progress. Learning plans and ongoing tutoring will be monitored during weekly visits by the LEA.

E. Provide a description explaining how the LEA will evaluate the effectiveness of the services provided to the private school students, their parents, and their teachers, annually.

Response:
The district employs a School Improvement Specialist who supervises private school computer-based instruction and visits participating private schools on a regular basis. These visits always involve consultation with school administrators and often include consultation with classroom teachers. Weekly printed reports showing students' time-on-program as well as performance levels are provided and analyzed weekly by the district level administrator in consultation with the School Improvement Specialist. Student progress is used to determine if time-on-program should be changed, or if additional course customization is appropriate. Year-end data is compared with performance on the standardized assessment instrument used by the private schools to retroactively determine predictive capacity of the SuccessMaker program, as well as the increase in achievement that can be attributed to small group tutoring. The district-employed specialist also monitors computer usage to ensure that the computers are used only by eligible participating students, and that computer usage does not conflict with core instruction.

DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED SET-ASIDES

A. Maintain Highly Qualified Status of Teachers and Paraprofessionals:
 Purpose: To ensure all teachers in Title I schools are highly qualified.

Check here if all teachers of "core academic subjects" in non-Title I and Title I schools in the LEA district meet the highly-qualified requirements in accordance with NCLB and FDOE requirements. If checked, FDOE will verify numbers submitted via the FDOE Automated Teacher Database.

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

Minimum Amount for Equitable Services to Private School Teachers [The amount entered here should be equal to or greater than 0.29%] of the value of the Required Set-Aside. **\$0.00**

B. Parental Involvement Calculation:

REQUIRED set-aside* - 1% of the LEA's Title I Allocation:	\$ 42,817.99
<small>*Not required if allocation amount is less than \$500,000. However, LEAs are still required to carry out the parental involvement requirements of Section 1118 and must complete this section.</small>	
Additional set-aside over and above the required 1%	\$0.00
Total Amount LEA Will Set-aside for Parental Involvement Activities	\$42,817.99
Minimum Amount for Equitable Services to Private School Parents [The amount entered here should be equal to or greater than 0.29% of the value of the Set-Aside.]	\$124.17
Balance after reservation of funds for Private School Parents	\$42,693.82
Indicate the amount to be allocated (dollar amount) to public schools for parent involvement (minimum of 85% is required)	\$40,559.13
If applicable, Balance to be used for LEA-level Parental Involvement Activities	\$2,258.86

C. Homeless Set-Aside:
 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 NCLB]

Required Set-Aside: **\$ 30,000.00**

D. Neglected and Delinquent Set-Aside:
 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)(B)(C)

Required Set-Aside: **\$ 0.00**

E. Please provide the amount that your LEA will use for LEA-wide instructional and professional development activities. (Note: Do not include expenditures for preschool programs)

LEA-wide Professional Development Activities:	\$278,464.18
LEA-wide Instructional Activities [Examples: summer school programs, intersession, additional professional development, and coordinated services.]	\$40,000.00
Minimum Amount for Equitable Services to Private School Teachers [The amount entered here should be equal to or greater than 0.29%] of the value of the Required Set-Aside.	\$917.75

F. Optional Set-Aside for Professional Development for LEAs with Identified Priority and Focus Schools **\$0.00**

G. Optional Sequestration (7-9%) Set-Aside **\$0.00**

H. Amount of Fifteen percent (15%) Set-Aside for Tutoring of level 1 and 2 students: **\$495,601.68**

The LEA must indicate one of the following funding options that will be used to meet the requirements for tutoring:
 Only Title I Funds
 Only Non Title I Funds
 Combination of Title I and Non Title I Funds

Explanation:
 The LEA will not provide Supplemental Educational Services in 2014-2015.

EARLY CHILDHOOD COMPONENT

Not Applicable

Explain: The LEA funds early childhood programs for students with disabilities via the IDEA grant. Other early childhood programs are funded via the Episcopal Children's Services budget for Voluntary Prekindergarten.
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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>