
Clay County District School Board

General Assurances

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

- 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;
 - 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 the above assurance in State or Federal Programs. The complete text may be found at <http://www.fldoe.org/comptroller/gbook.asp>

School Districts, Community Colleges, Universities and State Agencies

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

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

By my signature on this application, I hereby certify that the **Clay County District School Board** will comply with the following requirements of the No Child Left Behind 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.

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 attending a school in the LEA, 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 NCLB Public School Choice)

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 implement such plans or undertake activities pursuant to Section 1115 so that each school can make adequate yearly progress toward meeting the state student academic achievement standards.

Fulfill its school improvement responsibilities under Section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).

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.

Comply with the requirements of Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.

Coordinate and collaborate, to the extent feasible and necessary as the LEA determines, with the State Educational Agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under Section 1116.

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.

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 LEA 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 State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.

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 an amount equal to at least twenty percent (20%) of the LEA's Title I, Part A, allocation, unless a lesser amount is needed, to implement Choice with Transportation and Supplemental Education Services (when applicable). Reserve no more than one percent (1%) of the twenty percent (20%) LEA's Title I, Part A, allocation for parent notification and outreach activities. Ensure that all students enrolled in Schools Identified In Need of Improvement (SINI), Corrective Action, or Restructuring are offered no less than two choice options (if available).

Allocate not less than five percent (5%) of the LEA's Title I, Part A, allocation to ensure that all teachers in Title I schools meet the NCLB and FDOE definition of Highly Qualified personnel, unless data warrant that less funding is needed.

The LEA must reserve funds to provide: equitable services for private school students, parents, and, if applicable, teachers. These reservations must be allocated from the LEA's set-aside amounts for professional development (only if the LEA reserves funds to have Title I teachers meet the "highly qualified" requirement, or to provide the "garden variety" professional development to its Title I teachers. Funds that an LEA is required to reserve because it has been identified for improvement are not subject to equitable services).

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 ninety-five 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.

Allocate, unless a waiver has been granted the Florida Department of Education, not less than 10 percent (10%) of the funds made available to the school under Section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal(s) high-quality professional development that —

- A. Directly addresses the academic achievement problem that caused the school to be identified for school improvement;
- B. Meets the requirements for professional development activities under Section 1119; and
- C. Is provided in a manner that affords increased opportunity for participating in that professional development [Section 1116 (b)(3)(A)(iii)&(I-III)].

Need Statements and 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 activity is a reading initiative, the strategic imperatives and performance goals to which each is tied, the data source, actual outcomes, and performance targets for 2010-2011.

Need 1

1. Identify the Need to be addressed

Strengthening Foundation Skills

2. Provide the data, the source of data, and the basis for the identified need (you may use subgroup performance to identify needs). 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 you have accessed this page, choose "Type of Report→AYP"; "Level of Report→District (School Grades and AYP only);" and select your district. Select continue. On the accessed page, select the "Detailed Report" to review the AYP data.

Response:

The following is the most recent data available to the district at this time:

Based upon the 2009 FCAT, actual outcomes for the seven Title I eligible schools with established subgroups are as follows:

77% of White Students; 63% of Black Students; 69% of Economically Disadvantaged Students; and 51% of Students with Disabilities scored in the proficient range in reading.

74% of White Students; 57% of Black Students; 65% of Economically Disadvantaged Students; and 50% of Students with Disabilities scored in the proficient range in math.

90% of White Students; and 90% of Economically Disadvantaged students scored in the proficient range in writing.

42% of 5th grade students scored in the proficient range in science

3. 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 and/or other benchmark assessments.

Response:

ACTIVITY 1: Increase student learning in reading and math by providing supplemental teachers and paraprofessionals for direct instruction in a small group setting for targeted underperforming subgroups (Black, ED, SWD), utilizing evidenced based instructional materials and equipment to supplement the curriculum.

ACTIVITY 2: Increase student learning in reading and math by providing extended day tutoring (before school, after school, Saturdays or summer camp) for targeted underperforming subgroups (Black, ED, SWD) and participation in Supplemental Educational Services under NCLB for qualifying students.

ACTIVITY 3: Implement the Continuous Improvement Model and Response to Intervention (RTI) to identify students at risk of failure in all content areas, plan for appropriate instructional strategies, and progress monitor student achievement.

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

Response:

The District Improvement and Assistance Plan refers to "Strategies/Actions with the Greatest Likelihood of Improving Student Achievement." Such Strategies/Actions include "small group differentiated instruction and immediate intensive instruction (iii) as determined by progress monitoring" (consistent with Activity 1), "before, after and summer school reading activities as determined by assessment data (FAIR, FCAT and other progress monitoring tools)" (consistent with Activity 2), and "schools will implement a schedule that allows for frequent data chats followed by coaching and mentoring support to assist teacher in the differentiation of instruction" (consistent with Activity 3).

C. Provide the frequency and duration of each activity.

Response:

The following activities will be completed within the 2010-2011 school year:

ACTIVITY 1: Daily instruction. Small group instruction will be a minimum of 15 minutes either during, or in addition to the designated reading and math

instructional block. Small group instruction will be a minimum of 15 minutes two-three

times per week for schools not meeting adequate goals in science.

ACTIVITY 2: A combination of one or all of the following: 4-6 weeks of before and after school tutoring for a minimum 1hour per day; 5-6 Saturdays during the months of January and February for 3 hours each Saturday; 90 hours during the summer (June and July).

ACTIVITY 3: Twice a month for data analysis and planning appropriate instruction (2 hours)

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

Response:

ACTIVITY 1: In the classroom, research findings clearly support the use of small groups as part of instruction. This approach can result in increased student learning as measured by traditional achievement measures, as well as in other important outcomes. Small-group instruction should be thought of as an instructional practice that is appropriate for certain

learning objectives, and as a practice that can work well with other organizational

arrangements, including whole-class instruction.

Carnine, D.W., Silbert, J., Kame`enui, E.J., Tarver, S.G., & Jungjohann, K. (2006).

Teaching struggling and at-risk readers: A direct instruction approach. Upper Saddle

River, NJ: Pearson Merrill Prentice Hall.

Cohen, E.G. 1994. Restructuring the classroom: conditions for productive small groups.

Review of educational research (Washington, DC), vol. 64, p. 35.

Torgesen, J.K., (1998). Catch them before they fall: Identification and assessment to

prevent reading failure in young children. American Educator, 22(Spring/Summer), 32-39

K-12 Comprehensive Research-Based Reading Plan established in Section 1011.62,

Florida Center for Reading Research; Florida Center for Mathematics and Science

Education Research (STEM); What Works Clearing House. Materials and equipment will

be purchased for the supplemental support of the 2006 Sunshine State Standards in

Reading and Language Arts; Materials will be purchased for the supplemental support of

the Next Generation Sunshine State Standards for Mathematics and Science

ACTIVITY 2: Additional intensive intervention is required to close the achievement gap.

A major study in 1994 by the National Education Commission

on Time and

Learning, Prisoners of Time, found that Time is the missing element in our great national debate about learning and the need for higher standards for all students. We have been asking the impossible of our students; that they learn as much as their foreign peers while spending only half as much time in core academic subjects. The reform movement of the last decade is

destined to flounder unless it is harnessed to more time for learning. The report urged

a major reform in the 6-hour day, 180-day school year not only to offer more time to students and teachers but also to use time in new and better ways. Coupled with high standards for students and improved curricula, additional time, if wisely used, was viewed as an important key to educational improvement and student learning.

Prisoners of Time, a Report of the National Education Commission on Time and

Learning. April 2004. Reprinted October 2005

Marzano, Robert J. What Works in Schools - Translating Research into Action,

Association for Supervision and Curriculum Development, 2003

Cotton, Kathleen. Educational Time Factors. NW Archives, Regional

Educational Library. November 1989

Smith, BetsAnn. Its' About Time: Opportunities to Learn in Chicago Elementary Schools. Consortium on Chicago Schools Research, December 1998

Key State Education Policies on PK-12 Education: 2004 Council

ACTIVITY 3: Torgesen, J.K., (1998). Catch them before they fall: Identification and

assessment to prevent reading failure in young children. American Educator,

22(Spring/Summer), 32-39.

K-12 Comprehensive Research-Based Reading Plan established in Section 1011.62,

Florida Statutes.

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

Response:

The principal, reading coach, and math coach will be responsible for monitoring the

implementation of the strategies on a daily basis through the analysis of student achievement data and classroom walk-throughs. The LEA support team will conduct random classroom visits on a monthly basis to ensure implementation of this strategy. The district has required each

elementary school to submit a daily schedule for all grade levels. This schedule must

reflect a 90 minute uninterrupted reading block for core reading instruction, as well as

additional small group time for immediate intensive interventions. Weekly data meetings (CIM and RTI) are held at the school level to revise and improve instructional strategies as necessary.

5. If other resources, besides Title I, Part A are being used to fund these strategies, describe the resources and where they will be coming from (including ARRA funding).

Response:

ARRA funding: Provide supplemental teachers for direct instruction

in a small group setting utilizing evidenced based instructional materials and equipment to

supplement the curriculum.

SAI funding: for initial extended day tutoring (before school, after school, Saturdays and summer camp)

Anticipated Title I School Improvement Funds: will extend the hours offered for extended day activities

6. Provide the anticipated outcomes based on the strategies used to address the identified needs. Each outcome should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2010-2011 school year, all students in each subgroup will increase proficiency by at least 5% on the 2010 FCAT.

Response:

By the end of the 2010-2011 school year, students in subgroups White, Black, Economically

Disadvantaged, and Students with Disabilities will maintain or increase reading

achievement to meet state proficiency targets. Seventy nine percent (79%) of the students in

each subgroup will score at or above a level 3 or will increase proficiency by at least 5% in reading on the Florida Comprehensive Assessment Test

By the end of the 2010-2011 school year, students in subgroups: White, Black, Economically Disadvantaged, and Students with Disabilities will maintain or increase math achievement to meet state proficiency targets. Eighty percent (80%) of the students in each subgroup will score

at or above a level 3 or will increase proficiency by at least 5% in math on the Florida Comprehensive Assessment Test

By the end of the 2010-2011 school year, subgroups: White and Economically Disadvantaged will increase writing achievement by 1% to continue meeting state proficiency targets in writing on the Florida Comprehensive Assessment Test.

By the end of the 2010-2011 school year, students in grades 5 will increase proficiency in science by 4%.

Need 2

1. Identify the Need to be addressed

Improving Quality of Teaching in the Educational System

2. Provide the Data Source(s) and the basis for the identified Need.

Response:

The following is the most recent data available to the district at this time to support the need for improved quality of teaching in the Educational System:

Based upon the 2009 FCAT, actual outcomes for the seven Title I eligible schools with established subgroups are as follows:

77% of White Students; 63% of Black Students; 69% of Economically Disadvantaged Students; and 51% of Students with Disabilities scored in the proficient range in reading.

74% of White Students; 57% of Black Students; 65% of Economically Disadvantaged Students; and 50% of Students with Disabilities scored in the proficient range in math.

90% of White Students; and 90% of Economically Disadvantaged students scored in the proficient range in writing.

42% of 5th grade students scored in the proficient range in science

Survey 3 data and the district professional development tracking tool show that 100% of Title I Teachers are Highly Qualified and participated in professional development.

3. 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 funded by Title I that the LEA will implement based on data analysis of Survey 3 data about highly qualified teachers to increase the number of highly qualified teachers in Title I schools.

Response:

ACTIVITY 1: Provide professional development in the areas the schools did not make AYP. Specific professional development will focus on training in the Next Generation Math Standards and the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension) and science. this activity will be funded with the Highly Qualified Set Aside (less than 5%) and is sufficient to meet the determined need.

ACTIVITY 2: Provide school based reading and math coaches and a district based curriculum specialist to model evidenced based instructional strategies, train in the disaggregation of student achievement data (the Florida Assessment for Instruction in Reading and (F.A.I.R.) and facilitate professional learning communities.

- B. Describe the activities that will ensure that teachers acquire the necessary knowledge and skills, consistent with the LEA Assistance and Improvement Plan, K12 Reading Plan and LEA Professional Development Plan.

Response:

The following activities are in direct alignment with the LEA Assistance and Improvement Plan, K12 Reading Plan, and the LEA Professional Development Plan as each plan and the activities below address specific knowledge and skills appropriate to content areas where students have consistently failed to make adequate yearly progress.

ACTIVITY 1: Provide professional development in the areas the schools did not make AYP. Specific professional development will focus on training in the Next Generation Math Standards and the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension) and science

ACTIVITY 2: Provide school based reading and math coaches and a district based curriculum specialist to model evidenced based instructional strategies, train in the disaggregation of student achievement data (the Florida Assessment for Instruction in Reading and (F.A.I.R.) and facilitate professional learning communities.

ACTIVITY 3: Provide professional development to administrators to increase instructional leadership skills that directly affect student achievement.

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

Response:

ACTIVITY 1: Bi-monthly at the school level for a minimum of 1 hour through Professional learning Communities and Lesson Studies

35 hours provided by Pearson Digital Learning throughout the school year

January 3 and 4, 12 hours (Next Generation Math Standards)

20 hours District Math Leadership Learning Community

ACTIVITY 2: Daily modeling and training (reading and math coaches, district curriculum specialist as supported by the School Improvement Plans).

ACTIVITY 3: Schoolwide Programs: August 27 (3 hours); FASFEPA: September 16-18 (15 hours); Principal Leadership Training: April 14 (4 hours); June (12 hours).

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

Response:

As analyzed in John Hattie's book Visible Learning: A Synthesis of Over 800 Meta-Analyses relating to Achievement, the research shows that the teacher is the most important influence in student achievement. Because student learning is highly personal in nature, teachers must learn about the progression of knowledge and the levels of knowledge to which students attend. In addition, it is critical to understand and use the teaching techniques that actually improve student achievement, rather than techniques with which teachers are familiar.

The Florida Assessments for Instruction in Reading contains tools for linking assessment results to classroom instruction.

http://www.fcrr.org/staffpresentations/Foorman/FLAIRBrochureVer3-11_08.pdf

Research on Coaching by Jake Cornett & Jim Knight (July 2008)

<http://www.centerforcsri.org/plc/literature.html> Professional Learning Communities, The Center for School Reform and Improvement.

All state approved university and district school leadership development programs are required to incorporate appropriate elements of the William Cecil Golden Program to ensure a statewide foundation for leadership development. State Board of Education Rule 6A-5.081 Approval of School Leadership Programs

- E. Describe the specific professional development to be provided to improve teacher and paraprofessional effectiveness.

Response:

School based Learning Communities and /or Lesson Study Groups will take place twice a month at the school level. The professional development will focus on content knowledge in areas where students are not making AYP, the book - Teach like a Champion by Doug Lemov and Strategies that Work by Stephanie Harvey and Anne Goudvis will be used. It will also include professional development to educate staff on the value of reaching out to, communicating with and working with parents as equal partners with such books as Working with Parents: Building Relationships for Student Success by Ruby K. Payne, Ph.D.

Pearson Digital Learning will provide small group, individual, and connected training on targeting instruction using technology for a total of 35 hours

Julie Dixon, math consultant, will provide 2 days of training on the Next Generation Math Standards

Title I District Curriculum Specialist will facilitate a 20 hour Math Leadership Learning Community to improve the effectiveness of math leaders at the schools.

Daily modeling and training to improve teacher and paraprofessional effectiveness (reading and math coaches, district curriculum specialist as supported by the School Improvement Plans).

- F. Describe how the professional development activities to be funded will assist teachers to attain and retain highly qualified status.

Response:

Professional development and growth is driven by individual educators' self-assessment in relation to student learning and compared to the criteria and competencies for attaining and retaining a highly qualified status. The professional development activities described in this grant are tailored to the LEA's vision, missions, and beliefs and provide a framework for identifying, designing and delivering professional learning.

- 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 conducts a review of the certification/highly qualified status of all teachers assigned to teach in a core academic subject area. A review is completed three times each school year to look for highly qualified status, certification and passing FTCE exam scores for all teachers. All Title I schools begin the school year with highly qualified teachers. If a non -highly qualified status is detected for any teacher in a Title I school during the school year, the teacher has until June 30th of the affected school year to attain a highly qualified status before being transferred to a non-Title I school. (Per the Corrective Action Plan and System Improvement Plan for High Qualified Teachers in Title I Schools- July 16, 2009)

- H. Describe how the LEA will utilize incentives to attract and retain high quality teachers to schools in need of improvement, corrective action, or restructuring, if applicable.

Response:

The LEA is committed to providing services that not only attract but retain high quality teachers who will contribute to a climate of continuous improvement for positive student outcomes for children. A reimbursement is extended to a non-highly qualified teacher for the exam fee and cost of adding a subject area to his/her certificate in order to become highly qualified. In addition, collaborative bargaining methods are used to develop and maintain favorable working conditions in alignment with the LEA vision, mission and beliefs.

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

Response:

School based Learning Communities and /or Lesson Study Groups will take place twice a month at the school level. The professional development will focus on content knowledge in areas where students are not making AYP, the book - Teach like a Champion by Doug Lemov and Strategies that Work by Stephanie Harvey and Anne Goudvis will be used.

Daily modeling and training to improve teacher and paraprofessional effectiveness (reading and math coaches, district curriculum specialist as supported by the School Improvement Plans).

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

Response:

District professional development activities are guided by the Florida Professional Development Evaluation System. This evaluation model assesses the local planning, delivery, follow-up and evaluation of professional development activities according to standards modeled after the National Staff Development Council standards as well as Florida Statutory requirements. The Florida Professional Development Evaluation System Protocol includes standards which serve to identify and recognize best practices as well as to identify local professional development systems in need of improvement

<http://www.fldoe.org/profdev/inserv.asp>

In addition the LEA is fortunate to have My Points.org, a PD management system developed in collaboration with counties supported by the North East Florida Educational consortium (NEFEC). My Points maintains all teacher portfolios that includes courses registered, courses completed, points awarded and certification information.

The professional development facilitator at the school/and district is responsible for implementing the evaluation system. The evaluations are reviewed and used to revise and improve future professional development opportunities.

5. If other resources, besides Title I, Part A are being used to fund these strategies, describe the resources and where they will be coming from (including ARRA funding).

Response:

Title IIA funds will be used for teacher and administrator training and retention. Tuition, certification fee and certification testing fee reimbursements are funded for out-of-field teachers pursuing highly qualified status. Professional development is provided to improve instructional and administrative data analysis and assessment abilities, to improve knowledge of teachers in core subjects they teach, effective instructional strategies and methods, effective implementation of curriculum/assessment, integration of technology, meeting the needs of ESE students, lower performing students and students with limited English proficiency, parent involvement, differentiated instruction, response to intervention, information literacy, and use of distance learning, web conferencing and 21st century digital resources. Mentoring and incentives are also funded to retain highly qualified teachers and principals and promote professional growth.

6. Provide the anticipated outcomes based on the strategies used to address the identified needs. Each outcome should be specific, measurable, achievable, realistic, and time limited (SMART). For example, By the end of 2010-2011 school year, at least four teachers will have earned National Board Certification.

Response:

The effectiveness of professional development will be measured by student performance.

By the end of the 2010-2011 school year, students in subgroups White, Black, Economically

Disadvantaged, and Students with Disabilities will maintain or increase reading

achievement to meet state proficiency targets. Seventy nine percent (79%) of the students in

each subgroup will score at or above a level 3 or will increase proficiency by at least 5% in reading on the Florida Comprehensive Assessment Test

By the end of the 2010-2011 school year, students in subgroups: White, Black, Economically Disadvantaged, and Students with Disabilities will maintain or increase math achievement to meet state proficiency targets. Eighty percent (80%) of the students in each subgroup will score

at or above a level 3 or will increase proficiency by at least 5% in math on the Florida Comprehensive Assessment Test

By the end of the 2010-2011 school year, subgroups: White and Economically Disadvantaged will increase writing achievement by 1% to continue meeting state proficiency targets in writing on the Florida Comprehensive Assessment Test.

By the end of the 2010-2011 school year, students in grades 5 will increase proficiency in science by 4%.

Need 3

1. Identify the Need to be addressed. The activities funded using Title I, Part A funds should (or must) correlate to the activities described in the LEA parental involvement policy.

Increase Parent Involvement

2. Provide the Data Source(s) and the basis for the identified Need.

Response:

The 09/10 "Annual Survey of the Content and Effectiveness of District and School Parent Involvement Plans and Policies", individual parent activity evaluations, and the peer review of School Improvement Plans identified needs, specific barriers to participation as well as actual parental participation.

Identified needs included increased two-way communication and information as well as increased opportunities for parental input into programs and policies. Barriers to participation were related to communication issues.

Participation in activities were well attended but an increase in participation is desired.

3. 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.

Response:

The LEA Parent Involvement set aside will be used to support the following activity:

ACTIVITY 1: Provide district parent training (4 workshops) to increase student achievement and increase parental input and communication by continuing the District Parent Advisory Council made of parent representatives from Title I eligible schools.

- 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:

The School Parent Involvement set aside will be used to support the following activity:

ACTIVITY 2: Provide two-way communication and information to increase parent and community participation in school related activities in the form of an annual meeting, parent trainings (5-8 workshops) quarterly progress reports, school accountability reports, letters (U.S. Mail) newsletters, telephone calls, newspaper articles, web information and Public Television Channel 29.

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

Response:

Family involvement predicts academic achievement and social development as children progress from early childhood programs through the K-12 schools and into higher education.

Research shows that parents get involved in their children's education for a variety of reasons but that they do so especially when schools reach out to them and invite their participation.

Harvard Family Research Project: Family Involvement Makes a Difference, No. 2 in a series, Winter 2006/2007

- D. Describe the activities that will be implemented using LEA-wide reservation, such as a parent involvement center, if applicable.

Response:

NA

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

Response:

Each school submits to the district a school parent involvement plan and an evaluation of each activity and/or strategy which includes participation rates, a summary of the activity and barriers the school experienced in implementing a successful event or strategy. A follow-up workshop is held once a year to evaluate barriers to participation and share successful strategies in order to revise the school parent involvement plan.

5. If other resources, besides Title I, Part A are being used to fund these strategies, describe the resources and where they will be coming from (including ARRA funding).

Response:

Resources include a combination of the 1% set aside of Title I Part A and ARRA funds, local school budgets and school fund raisers.

6. Provide the anticipated outcomes based on the strategies used to address the identified needs. Each outcome should be specific, measurable, achievable, realistic, and time limited (SMART). For example, By the end of 2010-2011 school year, there will be at least four parent activities held and there will be an increase of at least 5% of the number of parents involved in the education of their child.

Response:

By the end of the 2010-2011 school year, there will be at least 5 parent activities held at at each school site and 4 activities held at the district level. There will in an increase of at least 5% of the number of parents invovled in the aducation of their child.

The effectiveness of professional development will be measured by student performance.

By the end of the 2010-2011 school year, students in subgroups White, Black, Economically

Disadvantaged, and Students with Disabilities will maintain or increase reading

achievement to meet state proficiency targets. Seventy nine percent (79%) of the students in

each subgroup will score at or above a level 3 or will increase proficiency by at least 5% in reading on the Florida Comprehensive Assessment Test

By the end of the 2010-2011 school year, students in subgroups: White, Black, Economically Disadvantaged, and Students with Disabilities will maintain or increase math achievement to meet state proficiency targets. Eighty percent (80%) of the students in each subgroup will score

at or above a level 3 or will increase proficiency by at least 5% in math on the Florida Comprehensive Assessment Test

By the end of the 2010-2011 school year, subgroups: White and Economically Disadvantaged will increase writing achievement by 1% to continue meeting state proficiency targets in writing on the Florida Comprehensive Assessment Test.

By the end of the 2010-2011 school year, students in grades 5 will increase proficiency in science by 4%.

Need 4

1. Identify the Need to be addressed

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

2. Provide the Data Source(s) and the basis for the identified Need.

[2008-2009 Homeless Counts DG 09-21-09 Unsecured Homeless section of 08-09 CSPR Part I DG](#)

Response:

FLORIDA DEPARTMENT OF EDUCATION BUREAU OF STUDENT ASSISTANCE 20082009 FINAL SURVEY 5 HOMELESS COUNTS AS OF 09/21/09: 816 students

09/10 data from " Project Reach" (School District of Clay County Mckinney-Vetno Act funds): All identified students received some sort of homeless service for the 09/10 school year as indicated by their need. Forty one students received tutoring through "Project Reach" and forty four students received tutoring at the shelter through the Title 1 homeless set aside. Identified need is an increase in outreach services to continue meeting the needs of homeless students.

3. 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 of the Federal CSPR Report.

Response:

The following activity will be implemented as needed throughout the 10/11 school year with the Tile I Part a set aside:

ACTIVITY 1: Provide outreach services (1,255 contracted hours) to students living in shelters, motels and other temporary residences, to help identify homeless children and youth and advise them of available school programming and their rights.

Evidenced-based research:

McKinney-Vento 2001 Law into Practice: Title I Homelessness (Spring 2006). national Center for Homeless Education.

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

Response:

Students are identified through a homeless liaison, funded by the Homeless Education Program Grant. This grant, entitled "Project Reach", works with the schools and the community to identify homeless students and to provide services that will enhance the students' education.

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

Response:

The Homeless Set-Aside was calculated by coordinating with the homeless liaison to determine program needs for the 10/11 school year. Through the collaboration, a per pupil amount for each student on free or reduced lunch in a Title I eligible school was set. This per pupil amount generated the dollars for the homeless set-aside.

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

Response:

Coordination and collaboration between the Title I and Homeless Education office takes place during Instructional Division Staff Meetings held every Monday afternoon. During these meetings, issues are discussed to ensure smooth delivery of services to homeless students.

- E. Describe the duties of the homeless liaison.

Response:

The homeless liaison works with the schools and the community to identify homeless students and to provide services that will enhance the students' education. The homeless liaison is responsible for training all School Social Workers in the identification of homeless students in the Clay County School system and informing the parents or guardians of homeless students of the educational and related opportunities available to their children.

- 4. Describe how the LEA will monitor the implementation of these activities.

Response:

The Title I Administrator monitors the implementation of the activity through regular collaboration (once a week)with the homeless liaison to ensure students are receiving comparable services.

- 5. If other resources, besides Title I, Part A are being used to fund these strategies, describe the resources and where they will be coming from (including ARRA funding).

Response:

Mckinney-Vento Act funds (Project Reach in Clay County) will be used to provide tutoring for eligible students in the home, shelter or in a school setting. Funds are also used to provide advocacy for students and families within their local school, school supplies and transportation.

- 6. Provide the anticipated outcomes based on the strategies used to address the identified needs. Each outcome should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2010-2011 school year, at least 90% of the homeless students in the LEA will be identified and served as their needs dictate.

Response:

By the end of the 2010-2011 school year, 100% of the homeless students in the LEA will be identified and served as their needs dictate.

Need 5

- 1. Identify the 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.

- 2. Provide the Data Source(s) and the basis for the identified Need.

Response:

For the 09/10 school year, the LEA did not have any local institutions for neglected or delinquent children or any community day programs.

- 3. 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 of neglected/delinquent children in local institutions.

Response:

School Social Workers are trained and work closely with the schools and the community to identify students that would be eligible for this set-aside. If such students are identified, the funds will be used to provide drop out prevention instructional support including after school tutoring and guidance services to transition into the public school system.

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

Response:
School Social Workers are trained and work closely with the schools and the community to identify students that would be eligible for this set-aside. If such students are identified, the funds will be used to provide drop out prevention instructional support including after school tutoring and guidance services to transition into the public school system.

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

Response:
The Neglected and Delinquent Set-Aside was calculated by setting a per pupil amount for each student on free or reduced lunch in Title I eligible schools.

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

Response:
If services are needed, the Title I administrator will review services rendered on a weekly basis to ensure that the needs of students are being met in accordance with the project application.

5. If other resources, besides Title I, Part A are being used to fund these strategies, describe the resources and where they will be coming from (including ARRA funding).

Response:
 NA

6. Provide the anticipated outcomes based on the strategies used to address the identified needs. Each outcome should be specific, measurable, achievable, realistic, and time limited (SMART). For example, By the end of 2010-2011 school year, all identified neglected or delinquent children will be assessed and provided the necessary services.

Response:
By the end of the 2010-2011 school year, any identified neglected or delinquent children will be assessed and provided the necessary services.

Need 6

1. Identify the Need to be addressed

Provide LEA-wide Title I activities designed to improve academic performance.

2. Provide the Data Source(s) and the basis for the identified Need.

Response:
The following is the most recent data available to the district at this time to support LEA-wide Title I activities designed to improve academic performance.

Based upon the 2009 FCAT, actual outcomes for the seven Title I eligible schools with established subgroups are as follows:

77% of White Students; 63% of Black Students; 69% of Economically Disadvantaged Students; and 51% of Students with Disabilities scored in the proficient range in reading.

74% of White Students; 57% of Black Students; 65% of Economically Disadvantaged Students; and 50% of Students with Disabilities scored in the proficient range in math.

90% of White Students; and 90% of Economically Disadvantaged students scored in the proficient range in writing.

42% of 5th grade students scored in the proficient range in science

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

A. Describe the specific needs for each activity.

Response:
ACTIVITY 1: Increase professional development for schools in need of improvement through small group learning communities, lesson studies, and individual coaching provided by a district curriculum specialist to increase student achievement in subgroups where students are not achieving adequate yearly progress (Black, ED, SWD)

ACTIVITY 2: Provide technical support for computer assisted instruction that targets subgroups where students are not achieving adequate yearly progress (Black, ED, SWD)

B. Provide the frequency and duration of each activity.

Response:

ACTIVITY 1: Professional development will take place on at least once a week at all schools identified as in need of improvement for a minimum of 1 hour and a maximum of 6 hours.

ACTIVITY 2: Technical support for computer assisted instruction will take place at each school on an average of twice a week for 30-60 minutes.

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

Response:

As analyzed in John Hattie's book Visible Learning: A Synthesis of Over 800 Meta-Analyses relating to Achievement, the research shows that the teacher is the most important influence in student achievement. Because student learning is highly personal in nature, teachers must learn about the progression of knowledge and the levels of knowledge to which students attend. In addition, it is critical to understand and use the teaching techniques that actually improve student achievement, rather than techniques with which teachers are familiar.

*The Florida Assessments for Instruction in Reading contains tools for linking assessment results to classroom instruction.
http://www.fcrr.org/staffpresentations/Foorman/FLAIRBrochureVer3-11_08.pdf*

Research on Coaching by Jake Cornett & Jim Knight (July 2008)

<http://www.centerforcsri.org/plc/literature.html> Professional Learning Communities, The Center for School Reform and Improvement.

All state approved university and district school leadership development programs are required to incorporate appropriate elements of the William Cecil Golden Program to ensure a statewide foundation for leadership development. State Board of Education Rule 6A-5.081 Approval of School Leadership Programs

Data from the State Educational Technology Directors Association 2009 National Trends Report: Focus on Technology Integration in America's Schools show notable improvements in achievement among students who receive a technology-supported education.

The LEA has documented evidence demonstrating 92% of students in grades 3-6, meeting target math goals in the computer assisted Success Maker program, scored a level 3 or higher on the 2009 FCAT and 90% of students in grades 3-6 meeting reading goals in the Success Maker program, scored a level 3 or higher on the 2009 FCAT. The instructional design of the Success Maker Reading course was guided by the recommendations of the National Reading Panel. This ensures that instruction aligns with approaches captured in the report of the National Reading Panel: Teaching Children to Read. Success Maker mathematics is aligned to the standards of NCTM

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

Response:

District professional development activities are guided by the Florida Professional Development Evaluation System. This evaluation model assesses the local planning, delivery, follow-up and evaluation of professional development activities according to standards modeled after the National Staff Development Council standards as well as Florida Statutory requirements. The Florida Professional Development Evaluation System Protocol includes standards which serve to identify and recognize best practices as well as to identify local professional development systems in need of improvement.

The professional development facilitator at the school/and district is responsible for implementing the evaluation system. The evaluations are reviewed and used to revise and improve future professional development opportunities.

The Title I administrator tracks the progress of students using computer assisted instruction to ensure that expenditures on technology are justified in meeting the academic needs of students.

5. If other resources, besides Title I, Part A are being used to fund these strategies, describe the resources and where they will be coming from (including ARRA funding).

Response:

NA

6. Provide the anticipated outcomes based on the strategies used to address the identified needs. Each outcome should be specific, measurable, achievable, realistic, and time limited (SMART). For example, By the end of 2010-2011 school year, the LEA will hold at least two meetings with the business community to increase their awareness of the impact school improvement has on the career programs offered at Title I schools.

Response:

The effectiveness of LEA-wide Title I activities will be measured by student performance.

By the end of the 2010-2011 school year, students in subgroups White, Black, Economically

Disadvantaged, and Students with Disabilities will maintain or increase reading

achievement to meet state proficiency targets. Seventy nine percent (79%) of the students in

each subgroup will score at or above a level 3 or will increase proficiency by at least 5% in reading on the Florida Comprehensive Assessment Test

By the end of the 2010-2011 school year, students in subgroups: White, Black, Economically Disadvantaged, and Students with Disabilities will maintain or increase math achievement to meet state proficiency targets. Eighty percent (80%) of the students in each subgroup will score

at or above a level 3 or will increase proficiency by at least 5% in math on the Florida Comprehensive Assessment Test

By the end of the 2010-2011 school year, subgroups: White and Economically Disadvantaged will increase writing achievement by 1% to continue meeting state proficiency targets in writing on the Florida Comprehensive Assessment Test.

By the end of the 2010-2011 school year, students in grades 5 will increase proficiency in science by 4%.

Need 7

1. Identify the Need to be addressed

To purchase, upgrade, and/or replace technology

2. Provide the Data Source(s) and the basis for the identified Need.

Response:

The following is the most recent data available to the district at this time to support the need to replace, upgrade and/or replace technology in order to improve student achievement:

Based upon the 2009 FCAT, actual outcomes for the seven Title I eligible schools with established subgroups are as follows:

77% of White Students; 63% of Black Students; 69% of Economically Disadvantaged

Students; and 51% of Students with Disabilities scored in the proficient range in reading.

74% of White Students; 57% of Black Students; 65% of Economically Disadvantaged

Students; and 50% of Students with Disabilities scored in the proficient range in math.

90% of White Students; and 90% of Economically Disadvantaged students scored in the proficient range in writing.

42% of 5th grade students scored in the proficient range in science

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

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

Response:

ACTIVITY: Increase student achievement by creating and maintaining a digital learning environment that focuses on technology integration and the seamless use of technology, as a tool for communication, learning, research, collaboration, skill development, and production of student work.

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

Response:

Additional computers or the replacement of computers over five years old are necessary to support the digital learning environment.

Projectors, document cameras, response systems, pen pads, voice enhancers, printers are needed to provided to support the digital learning environment.

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

Response:

Upgrades to Success Maker: research based software to support the teaching of reading and math (grades 2-6)

Waterford: research based software to support the teaching of reading and math (grades K-2)

D. Provide the rationale for technology.

Response:

Data from the State Educational Technology Directors Association 2009 National Trends Report: Focus on Technology Integration in America's Schools show notable improvements in achievement among students who receive a technology-supported education.

The LEA has documented evidence demonstrating 92% of students in grades 3-6, meeting target math goals in the computer assisted Success Maker program, scored a level 3 or higher on the 2009 FCAT and 90% of students in grades 3-6 meeting reading goals in the Success Maker program, scored a level 3 or higher on the 2009 FCAT. The instructional design of the Success Maker Reading course was guided by the recommendations of the National Reading Panel. This ensures that instruction aligns with approaches captured in the report of the National Reading Panel: Teaching Children to Read. Success Maker mathematics is aligned to the standards of NCTM

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

Response:

In complete alignment with the LEA Technology Plan, the LEA provides a Technology Integration Specialist to design and implement appropriate professional development for integrating technology into the curriculum. A Distance Learning Specialist is available to help teachers with distance learning content and issues and LEA Curriculum Specialists are able to provide small group professional development for the purpose of focusing instruction, using technology, on targeted students.

In addition, the Title I program will contract with Pearson Educational Services to provide specific professional development in the specific use of the Success Maker and Waterford programs for computer assisted instruction.

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

Response:

The LEA provides each school site with an Instructional Technology Specialist or a Technology Coach to assist teachers with incorporating technology into the learning process on a daily basis.

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

Response:

The principal, reading coach, and math coach will be responsible for monitoring the implementation of the strategies on a daily basis through the analysis of student achievement data and classroom walk-throughs. The LEA support team will conduct random classroom visits on a monthly basis to ensure implementation of this strategy. In addition, the Title I administrator tracks the progress of students using computer assisted instruction to ensure that expenditures on technology are justified in meeting the academic needs of students.

5. If other resources, besides Title I, Part A are being used to fund these strategies, describe the resources and where they will be coming from (including ARRA funding).

Response:

Local funds will be used first to replace computers at least five years old. Title I funds will be used to supplant replacement after local funds are exhausted.

6. Provide the anticipated outcomes based on the strategies used to address the identified needs. Each outcome should be specific, measurable, achievable, realistic, and time limited (SMART). For example, By the end of 2010-2011 school year, at least 75% of the teachers in Title I schools will have a minimum level of technology to include classroom computers, LCD projector, and a document camera.

Response:

The effectiveness of Technology integration will be measured by student performance:

By the end of the 2010-2011 school year, students in subgroups White, Black, Economically

Disadvantaged, and Students with Disabilities will maintain or increase reading

achievement to meet state proficiency targets. Seventy nine percent (79%) of the students in

each subgroup will score at or above a level 3 or will increase proficiency by at least 5% in reading on the Florida Comprehensive Assessment Test

By the end of the 2010-2011 school year, students in subgroups: White, Black, Economically Disadvantaged, and Students with Disabilities will maintain or increase math achievement to meet state proficiency targets. Eighty percent (80%) of the students in each subgroup will score

at or above a level 3 or will increase proficiency by at least 5% in math on the Florida Comprehensive Assessment Test

By the end of the 2010-2011 school year, subgroups: White and Economically Disadvantaged will increase writing achievement by 1% to continue meeting state proficiency targets in writing on the Florida Comprehensive Assessment Test.

By the end of the 2010-2011 school year, students in grades 5 will increase proficiency in science by 4%.

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 [NCLB: section 9501] for 2011-2012. 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/equitableserguidance.doc>

Response:

The LEA is aware of the updated guidance concerning new deadlines for the purpose of consultation with Private School Officials. For the purpose of this Grant the following time line will be adhered to for the 10/11 school year for services to take place in the 11/12 school year:

October 20, 2010: Letter inviting all Non-Public Schools to an informational meeting about participation in Federal Programs

Consultation Meeting # 1: November 9, 2010: Informational Meeting to provide descriptions of federal programs available to private school on an equitable basis

Consultation Meeting # 2 (February): Individual meeting with the private school to discuss all topics describe in federal regulations for meaningful consultation

Consultation Meeting # 3 (April): Individual meeting with the private school to draft a Service Delivery Plan for the 2011/2012 school year. Poverty data will be surveyed at this time.

Consultation Meeting # 4: (May) Individual meeting with Private School to review student achievement data for the current year services (10/11) and to make any adjustments to the Service Delivery Plan for the 2011/2012 school year based upon the student data. Private School will affirm at this time that meaningful consultation has taken place.

August: Report on readiness of private school participants in order to begin services. Finalize Plans.

September: LEA begins services to students based upon plans developed during the consultation process.

October: LEA provides information about possible adjustments and program changes to private school officials. Start planning for the next school year's consultation cycle.

September-May: On-site visits by district personnel to monitor student achievement, communicate opportunities for parent involvement and professional development.

Methods for providing feedback to and receiving from private school officials include weekly visits by the district staff, U.S. mail, e-mail and phone conversations. During the weekly visits student achievement is reviewed, parent involvement needs are discussed and professional development needs for teacher of Title I eligible students.

During the February planning meeting, meaningful consultation with private school officials will take place. The LEA and private school officials will discuss each item on the consultation list and reach an agreement for services. The consultation will include:

Timeline of consultation with regards to the Title I program and the development of the Title I Part A application and other Title I funded activities;

Methods for feedback from private school officials;

The method or sources of data that the LEA will use to determine the number of private school children from low-income families residing in participating public school attendance areas;

How the children's' needs will be identified;

What services will be offered;

How, where, and by whom the services will be provided;

How the services will be assessed and how the results of the assessment will be used to improve those services;

The size and scope of the equitable services to be provided to the eligible private school children, their families, teachers and other educational personnel and the amount of funds available for those services;

How and when the district will make decisions about the delivery of services;

The districts provisions for disagreements regarding delivery of services;

The districts procedures for control of funds used to provide services, title to materials, equipment, and property purchased;

Consultation on district wide activities which will include professional development activities and the parent involvement (District Parent Advisory Council) in which private school participation will be encouraged;

Discussion of service delivery mechanisms the LEA will use to provide services and thorough consideration of the views of the private school officials on whether the LEA should contract with a third party provider;

Complaint procedures (LEA and State);

Additional funds received through the American Recovery and Reinvestment Act and equitable services provided through such funds if such funds are available for the 2011-2012 school year.

Uploaded File: [Click here to view the file](#)

Uploaded File: [Click here to view the file](#)

Uploaded File: [Click here to view the file](#)

Uploaded File: [Click here to view the file](#)

Uploaded File: [Click here to view the file](#)

Uploaded File: [Click here to view the file](#)

Coordination of Federal Programs & Participation

Programs:

If applicable address coordination and collaboration with partners and programs that are not identified in the Activities Section. Describe how the services provided under Title I, Part A are integrated and coordinated with other programs funded under NCLB; for example Title I, Part C, Title I, Part D; Title II, Part A, Title II, Part D; Title III, Part A; Title IV, Part A; and/or Title VI, Part B, Subpart 2.

Response:

Title I, Part A will collaborate with Title I Part C through the Alachua Multi-County Migrant program which includes the School District of Clay County. Collaboration will take place on a weekly basis with the Liaison for the Alachua Multi-County Migrant Program to provide educational materials and supplies to migrant students in grades K-12 in the areas of reading and math and provide services to migrant families

Title I, Part A will collaborate with Title II, Part A to provide ongoing in-service and professional development/training to assist teachers and paraprofessionals in grades K-12 in core academic subjects of reading, math, writing, and science or other areas requiring improvement in meeting the requirements needs to become highly qualified. The target group will include any teacher or paraprofessional who has failed to meet the highly qualified status. Private schools that have requested Title I, Part A and Title II funds will be offered professional development opportunities at the school and district level. Parent training opportunities will be offered at the school and district level.

Title I, Part A will collaborate with Title II, Part D to enhance education programs through technology in grade K-12 and participating private schools. Students attending low performing schools will be targeted. An academic improvement system using technology will be put in place to provide students with resources necessary to make academic gains in reading and math.

Title I, Part A will collaborate with Title III, Part A to supplement instructional support for English Language Learners in grades K-12. Students will be identified in need under one or both programs. A Progress Monitoring Plan will be created to provide the student with all resources necessary to make academic gains. Parents of English Language Learners will receive parent training to enhance reading and math education in the home.

Title I, Part A will collaborate with Title X to provide services to youth experiencing homelessness in grades K-12. Such services (liaisons, social worker, academic tutors) will assist students in enrolling, attending, and succeeding in core academic subjects to ensure that each child has equal access to appropriate public education.

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 network of communication was used to consult with all stakeholders in developing this application through district staff meetings, School Improvement meetings and data analysis. The LEA will continue the use of this network to maintain coordination of resources and funds to achieve program goals. The ongoing consultation with the application participants is as follows:

Representatives from Title I, Part A, Title II, Part A and D, Title III, Part A, and Title X will attend weekly Staff Meetings to coordinate and integrate services to ensure increased program effectiveness and decrease the duplication or fragmentation of the instructional program.

School and District stakeholders will meet on a bi-monthly basis as District Curriculum Council representatives to coordinate and integrate services to ensure increased program effectiveness and decrease the duplication or fragmentation of the instructional program.

The Title I Supervisor meets weekly with the Migrant Liaison for the Alachua Multi-County Migrant program to ensure services to migrant students and parents are being met in a timely matter and students' educational programs are consistent with Student Progress Monitoring Plans.

A Title I/Migrant District Parent Advisory Council will be used to coordinate services of participants on behalf of the parents at each Title I eligible school and seek parental input into all programs and services. The Parent Advisory Council meets four times a year.

State and Regional Technical Assistant Meetings will be used to provide training and coordination between all stakeholders. Meetings will be held 3-4 times a year.

Collaborative Partners:

If applicable, identify federal(non-NCLB)/state/local collaborative partners; describe in a

narrative, the type and benefit of the collaborative activities; include the type of program(s) and the primary target group(s); and how LEA ensures that all home-school communication is in the parents home language.

Response:

The LEA will coordinate and integrate services with the following state and local organizations:

Clay County Kids Council. This community organization meets monthly to promote early childhood services in Clay County. The benefits to the collaboration are a unified approach to services for pre school age children with an expected outcome of having children better prepared for entering school.

Clay County Education Foundation. The Clay County Education Foundation is the official direct support organization for the School District of Clay County. The benefits to the collaboration are enhanced curriculum in order to promote excellence in education in our public schools. Such enhancements include "Bright Ideas Mini Grants", "Black Stallion Literacy Project, school supplies, and medical assistance.

Schultz Center for Teachers and Leaders. The Schultz Center is a fulcrum for developing and delivering of best educational practices, maximizing effective use of resources, and coordinating of the collaboration of regional assets. The benefits to the collaboration are training for teachers and school leaders so that all students will graduate from high school prepared to productively enter the workforce or succeed at college-level work.

Lighthouse Learning Center. The Lighthouse Learning Center is an educational and therapeutic program for children ages birth to five years old with special developmental needs. The benefits to the collaboration are an educational and therapeutic environment for non-disabled and disabled pre-school children, stressing inclusion as part of the learning process, and to assist parents in becoming strong advocates of their children

As applicable, correspondence is made available in Spanish. The LEA has a cadre of interpreters for individual needs.

To the extent practicable, correspondence is made available in Spanish. The LEA has a cadre of interpreters for other individual needs.

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

Please 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: The School District of Clay County website (www.clay.k12.fl.us) (August-June) to disseminate information about the Project Application, Parent Involvement Policy, Annual Report Card, FCAT Report, Next Generation Standards and Choice Options. Target audience: parents, school staff, students and community. Public School Television Broadcasting (Channel 29) (August-June) to disseminate contact information about the Application and Choice Options. Target audience: parents, school staff, students and community. The "Extra Credit", a monthly publication created by the School District of Clay County's Public Relations Office to disseminate all information about the school system including student and program outcomes, curriculum, and parent involvement. Target audience: parents, school staff, students and community. Parent Information Guide (August) to disseminate information about state and district requirement, student and program outcomes, teacher qualifications, student services, family literacy activities, after school programs, and school choice provisions. Target audience: parents, school staff, students and community. Title I Handbook (August) to disseminate the Parent Involvement Policy, Right to Know notification, procedures for viewing the School Improvement Plan and student outcomes, strategies for reading in the home, child development, adult and community education, and Title I complaint procedures. Target audience: distributed to all Title I Parents public and private. School Handbooks (August) to disseminate Right to Know notification and procedures for viewing the School Improvement Plan and student outcomes. Target audience: parents, school staff, students and community. School newsletters (monthly) to disseminate Right to Know notification, information about School Improvement, identification of curriculum, parent involvement activities and school calendars. Target audience: parents, school staff and students. School websites (August-June) to disseminate links to Application information, the School Improvement Plan, Parenting Websites, next Generation Standards, Curriculum, etc. Target audience: parents, school staff, students and community. School Annual Meetings (August) to disseminate information about the Title programs and parent involvement opportunities. Target audience: parents and school staff. District Annual Meeting to disseminate information about the Title I Project and schoolwide programs (May) Target audience: community members, Title I parents (public and private), and school staff. Title I/Migrant District Parent Advisory Council (quarterly meeting) to disseminate information on the Title I Project, Choice Options, school programs and parent involvement training. District mailings and backpack information (5 times a year) to disseminate information about Choice Options. Target audience: eligible Title I students and parents. The Annual Report Card, Adequate Yearly Progress Reports and Performance Indicators as required by the No Child Left Behind Act of 2001, are all available at the district and school websites on a continuing and updated basis targeting the community, parents, and school staff. In addition, the local paper and district newsletters make public these reports as soon as they are released by the Florida Department of Education also targeting the community, parents, and school staff. Mid-year Report submission of a midyear report to the State on reading and math achievement of all subgroups and their progress towards making adequate yearly progress, professional development activities and the status of highly qualified personnel, and parent involvement strategies used to increase student achievement. This report is available as a posting on the internet and targets the community, parents, and school staff. Individual student progress reports (Quarterly). Target audience: parents. Progress Monitoring Plans (August-June) for students with reading, math and writing deficiencies. Target audience: parents and students. Individual parent conference (August – June) which will include initial screening, progress monitoring and evaluation assessments for each student. Target audience: parents and students. To the extent practicable, correspondence is made available in Spanish. The LEA has a cadre of interpreters for other individual needs.

2. Parents Notification Requirements

A. 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.

B. 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.

Provide description of the process and method used to ensure LEA/schools compliance with the "Parents Right-To-Know" requirements. Include date of

dissemination.

Response: The Right to Know notification is sent home to the parent in the student's back pack in two different documents: the Student Handbook distributed on the first day of school (August 16, 2010) and the Title I Handbook (August 16, 2010). The notification directs the parents to contact the school for information. If a parent requests information, a letter is sent to the home with the required information. If a student has been taught for four or more consecutive weeks by a teacher who is not highly qualified, an individual letter is sent to the parent of the student notifying the parent of the situation. Principals complete an attestation of highly qualified personnel at their school three times a year and submit it to the Title I Office. This attestation ensures that qualified personnel are in the classroom and parents are notified of any variations.

Uploaded Sample Copy of Parent's Right to Know Letter:	Previously Uploaded Sample Copies
---	---

Uploaded Sample Copy of 4-week Notification Letter:	Previously Uploaded Sample Copies
---	---

PUBLIC SCHOOL ELIGIBILITY SURVEY

Ranking Type: Grade Span Grouping Date Certain: 02/04/2010

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

Response:
x

District: Clay County District School Board

No.	School Name	School Number	Grade Code	School type	Neglected and Delinquent	New School	Reported 2010-2011 Number of Children Attending Public Schools	Reported 2010-2011 Number of Children from Low Income Families	Reported 2010-2011 Percent of Children from Low Income Families	2010-2011 Number of Children Attending Public Schools	2010-2011 Number of Children from Low Income Families	2010-2011 Percent of Children from Low Income Families	Selection Code (codes)	Program Type	ARRA PPA Per Pupil Allocation	2010-2011 PPA Per Pupil Allocation	Total PPA Per Pupil Allocation	2010-2011 TSA Total School Allocation
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																		
1	R. C. BANNERMAN LEARNING CENTER	0111	PREK-6-12	Combo.	N		99	68	68.69%	99	68	68.69%	C	NA	0	0	0	0.00
Elementary																		
2	CHARLES E. BENNETT ELEMENTARY SCHOOL	0071	PREK-6	Elem.	N		738	538	72.90%	738	538	72.90%	B	SW	751	735	1486	799,468.0
3	J.L. WILKINSON ELEMENTARY SCHL	0491	PREK-6	Elem.	N		771	547	70.95%	771	547	70.95%	B	SW	751	735	1486	812,842.0
4	S BRYAN JENNINGS ELEMENTARY SCHOOL	0331	PREK-6	Elem.	N		493	342	69.37%	493	342	69.37%	B	SW	751	715	1466	501,372.0
5	W E CHERRY ELEMENTARY SCHOOL	0241	PREK-6	Elem.	N		620	422	68.06%	620	422	68.06%	B	SW	751	715	1466	618,652.0
6	GROVE PARK ELEMENTARY SCHOOL	0232	PREK-6	Elem.	N		504	342	67.86%	504	342	67.86%	B	SW	751	735	1486	508,212.0
7	CLAY HILL ELEMENTARY SCHOOL	0411	PREK-6	Elem.	N		487	296	60.78%	487	296	60.78%	B	SW	751	695	1446	428,016.0
8	MCRAE ELEMENTARY SCHOOL	0511	PREK-6	Elem.	N		519	314	60.50%	519	314	60.50%	B	SW	751	695	1446	454,044.0
9	KEYSTONE HEIGHTS ELEMENTARY	0301	PREK-6	Elem.	N		727	385	52.96%	727	385	52.96%	I	NA	0	0	0	0.00
10	MIDDLEBURG ELEMENTARY SCHOOL	0271	PREK-6	Elem.	N		664	348	52.41%	664	348	52.41%	I	NA	0	0	0	0.00
11	COPPERGATE ELEMENTARY SCHOOL	0601	PREK-6	Elem.	N		694	336	48.41%	694	336	48.41%	I	NA	0	0	0	0.00
12	LAKE SIDE ELEMENTARY SCHOOL	0352	PREK-6	Elem.	N		775	356	45.94%	775	356	45.94%	I	NA	0	0	0	0.00
13	DOCTORS INLET ELEMENTARY SCHOOL	0261	PREK-6	Elem.	N		716	321	44.83%	716	321	44.83%	I	NA	0	0	0	0.00
14	RIDGEVIEW ELEMENTARY SCHOOL	0401	PREK-6	Elem.	N		664	294	44.28%	664	294	44.28%	I	NA	0	0	0	0.00
15	SWIMMING PEN CREEK ELEMENTARY SCHOOL	0571	PREK-6	Elem.	N		557	240	43.09%	557	240	43.09%	I	NA	0	0	0	0.00
16	MONTCLAIR ELEMENTARY SCHOOL	0381	PREK-6	Elem.	N		602	244	40.53%	602	244	40.53%	I	NA	0	0	0	0.00
17	TYNES ELEMENTARY	0501	PREK-6	Elem.	N		643	244	37.95%	643	244	37.95%	I	NA	0	0	0	0.00

18	RIDEOUT ELEMENTARY SCHOOL	0541	PREK-6	Elem.	N		589	201	34.13%	589	201	34.13%	J	NA	0	0	0	0.00
19	ARGYLE ELEMENTARY SCHOOL	0591	PREK-5	Elem.	N		626	211	33.71%	626	211	33.71%	J	NA	0	0	0	0.00
20	SHADOWLAWN ELEMENTARY SCHOOL	0631	PREK-6	Elem.	N		723	235	32.50%	723	235	32.50%	J	NA	0	0	0	0.00
21	PLANTATION OAKS ELEMENTARY SCHOOL	0651	PREK-6	Elem.	N		658	180	27.36%	658	180	27.36%	J	NA	0	0	0	0.00
22	OAKLEAF VILLAGE ELEMENTARY SCHOOL	0621	PREK-5	Elem.	N		954	218	22.85%	954	218	22.85%	J	NA	0	0	0	0.00
23	ROBERT M. PATERSON ELEMENTARY	0471	PREK-6	Elem.	N		896	195	21.76%	896	195	21.76%	J	NA	0	0	0	0.00
24	LAKE ASBURY ELEMENTARY SCHOOL	0451	PREK-6	Elem.	N		807	175	21.69%	807	175	21.69%	J	NA	0	0	0	0.00
25	THUNDERBOLT ELEMENTARY SCHOOL	0531	PREK-6	Elem.	N		1214	204	16.80%	1214	204	16.80%	J	NA	0	0	0	0.00
26	ORANGE PARK ELEMENTARY SCHOOL	0201	K-6	Elem.	N		510	54	10.59%	510	54	10.59%	J	NA	0	0	0	0.00
27	FLEMING ISLAND ELEMENTARY SCHOOL	0521	PREK-6	Elem.	N		954	74	7.76%	954	74	7.76%	J	NA	0	0	0	0.00
Middle/Jr. High																		
28	WILKINSON JUNIOR HIGH SCHOOL	0371	7-8	Middle/Jr. High	N		805	397	49.32%	805	397	49.32%	C	NA	0	0	0	0.00
29	ORANGE PARK JUNIOR HIGH SCHOOL	0361	7-8	Middle/Jr. High	N		793	374	47.16%	793	374	47.16%	C	NA	0	0	0	0.00
30	LAKE ASBURY JUNIOR HIGH SCHOOL	0481	7-8	Middle/Jr. High	N		1036	335	32.34%	1036	335	32.34%	J	NA	0	0	0	0.00
31	OAKLEAF JUNIOR HIGH	0611	6-8	Middle/Jr. High	N		1234	357	28.93%	1234	357	28.93%	J	NA	0	0	0	0.00
32	GREEN COVE SPRINGS JUNIOR HIGH SCHOOL	0021	7-8	Middle/Jr. High	N		839	235	28.01%	839	235	28.01%	J	NA	0	0	0	0.00
33	LAKE SIDE JUNIOR HIGH SCHOOL	0351	7-8	Middle/Jr. High	N		866	211	24.36%	866	211	24.36%	J	NA	0	0	0	0.00
Senior High																		
34	KEYSTONE HEIGHTS JR-SR HIGH	0311	7-12	Senior High	N		1058	418	39.51%	1058	418	39.51%	C	NA	0	0	0	0.00
35	MIDDLEBURG HIGH SCHOOL	0391	PREK-9-12	Senior High	N		1478	571	38.63%	1478	571	38.63%	C	NA	0	0	0	0.00
36	ORANGE PARK HIGH SCHOOL	0252	PREK-9-12	Senior High	N		1839	615	33.44%	1839	615	33.44%	J	NA	0	0	0	0.00
37	Oakleaf High School	0661	9-11	Senior High	N	Y	1243	352	28.32%	1243	352	28.32%	J	NA	0	0	0	0.00
38	RIDGEVIEW HIGH SCHOOL	0431	9-12	Senior High	N		1354	383	28.29%	1354	383	28.29%	J	NA	0	0	0	0.00
39	CLAY HIGH SCHOOL	0341	PREK-9-12	Senior High	N		956	260	27.20%	956	260	27.20%	J	NA	0	0	0	0.00
40	FLEMING ISLAND HIGH SCHOOL	0551	PREK-9-12	Senior High	N		1579	169	10.70%	1579	169	10.70%	J	NA	0	0	0	0.00
41	FLORIDA YOUTH CHALLENGE ACADEMY	0020	9-12	Senior High	N		64	2	3.13%	64	2	3.13%	J	NA	0	0	0	0.00
							33,348	12,063	36.17%	33,348	12,063	36.17%			5,257	5,025	10,282	4,122,606.0
* Schools with a Selection Code of E are not totaled in the overall Total School Allocation																		

Support for Eligible Students in Private Schools - TIERING

District Level Data: Date Certain: 02/24/2010, 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-8	385	0331	2.00	2,932.00
2	Annunciation Catholic School	1409	K-8	385	0241	3.00	4,398.00
3	Faith Christian School	4036	K-12	53	0331	1.00	1,466.00
4	Faith Christian School	4036	K-12	53	0241	3.00	4,398.00
Totals				876		9.00	13,194.00

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 personnel.
Response: Students with an academic need are identified through a referral checklist in reading and math. Students receiving a composite score below average will be eligible for Title I services: multiple educationally related objective criteria.

The Grades 3-6 referral contains educationally related objective criteria as well as a standardized test score in the subject area.

In addition, consultation with the teachers of the eligible students, the parents and a review of any academic assessments provided by the private school, will be used in making academic decisions.

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

Response: After extensive consultation with participating private schools, services will include computer assisted instruction using the researched based Successmaker and Waterford programs in reading and math.

Based upon the academic results from the computer assisted instruction, professional development will be planned to assist teachers of eligible students in differentiated instruction.

Teachers of eligible students will also be invited to participate in training to be held during the summer and school year that will be designed to improve academic achievement of the at-risk students.

Parents of eligible private school students are invited to participate in the District Parent Advisory Council which meets 4 times per year. During these meetings, extensive training is given to assist parents in providing a supportive learning environment at home. District personnel will also work closely with the parents of eligible students by providing specific parent involvement training opportunities to meet the needs of eligible students.

DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED SET-ASIDES

A. Highly Qualified Teachers:

Check here if **all** teachers of "core academic subjects" (Non-Title I and Title I) in the 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 Data Base.)

If you **did not** check the box above, answer the following questions.

Required set-aside: 5% of the LEA's Title I Allocation* **Response:** \$ 22,000.00

\$ 182,568.25

Purpose: To ensure all teachers in Title I schools are highly qualified.

*Unless lesser amount is needed.

Minimum Amount for Equitable Services to Private School Teachers: **Response:** \$ 71.00

The amount entered here should be equal to or greater than 0.32% of the value of the Total Set-Aside.

B. Parental Involvement Calculation with More than 1% Set-Aside:

Required set-aside* - 1% of the LEA's Title I Allocation:	\$ 36,513.65
Additional set-aside over and above the required 1%	\$7,731.35
Total Amount LEA Will Set-aside for Parent Involvement Activities	\$ 44,245.00
Minimum Amount for Equitable Services to Private School Parents The amount entered here should be equal to or greater than 0.32% of the value of the Total Set-Aside.	\$ 145.00
Balance after reservation of funds for Private School Parents	\$ 44,100.00
Indicate the amount to be allocated (dollar amount) to public schools for parent involvement (minimum of 95% is required)	\$ 42,015.00
If applicable, Balance to be used for LEA-level Parent Involvement Activities	\$ 1,940.00

C. Homeless Set-Aside:

Required Set-Aside: \$19,607

A local educational agency 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 — (A) 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. 1113(c)(3)(A)

D. Neglected and Delinquent Set-Aside:

Required Set-Aside: \$ 19,607.00

A local educational agency 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 — (B) children in local institutions for neglected children; and (C) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. 1113(c)(3)(B)(C)

E. LEA-Wide Activities:

Set-Aside Amount, if Applicable: \$ 173,000.00
(Note: Do not include expenditures for preschool programs)

Activities not subject to Equitable Services \$ 0.00

Minimum Amount for Equitable Services to Private Schools: \$ 554.00

The amount entered here should be equal to or greater than 0.32% of the value of the Total Set-Aside.

Please provide the amount that your LEA will use for LEA-wide instructional activities. Examples from the Federal guidance include: **summer school programs, intersession, additional professional development or professional development related to being in Corrective Action, school improvement, and coordinated services.** Please note that this amount, other than the 10% set-aside for professional development required for schools in need of improvement, is subject to the equitable services provision for private

school students. Please also note that because the reservation of funds by an LEA will reduce the funds available for distribution to participating schools, the LEA must consult with teachers, pupil services personnel (where appropriate), principals, and parents in determining what reservations are needed. This issue must also be part of the consultation with private school officials.

F. Ten percent (10%) Set-Aside for Professional Development

High-Quality Professional Development for LEAs Identified as "In Need of Improvement."

Ten percent (10%) set-aside for Professional Development: \$ 367,045.50

Amount LEA will set-aside for Professional Development: \$ 0.00

Note: Each school receiving Title I, Part A funds that has been designated as "in need of improvement" is required to spend an amount equal to ten percent (10%) to provide high-quality professional development activities in accordance with P.L. 107-110, Section 1116 and 9101(34).

EARLY CHILDHOOD COMPONENT

Not Applicable

<p>Explain: Voluntary Pre Kindergarten and early readiness programs will be provided in the community through private and parochial providers and at a few select sites in the LEA. Available IDEA funding is utilized to provide early childhood services to those populations who are eligible to receive such services under IDEA regulations. With these programs in place, the LEA chooses to concentrate Title funds in the Elementary grade grouping (K-6 grades).</p>
--

SECTION 2141

Pursuant to section 2141 of Public Law 107-110, LEAs that have failed to make AYP for three consecutive years and have failed for three years to make progress toward meeting annual measurable objectives (please refer to <http://www.fldoe.org/profdev/pdf/Sanctions2010-11.pdf> for those affected LEAs) of all teachers being highly qualified must not use funds received under Part A of Title I to hire any paraprofessional unless the new paraprofessional is highly qualified and at least one (1) of the following conditions exists:

- the LEA can demonstrate that the hiring is to fill a vacancy created by the departure of another paraprofessional funded under Title I;
- the LEA can demonstrate that a significant influx of population has substantially increased student enrollment;
- the LEA can demonstrate that there is an increased need for translators; or
- the LEA can demonstrate that there is an increased need for assistance with parental involvement activities.

Will the LEA be using Title I funds to hire new paraprofessionals for the 2010-2011 school year?

Response: No

Complete this section only if you answered YES to the above question.

If the LEA will be using Title I funds to hire new paraprofessionals for the 2010-2011 school year, please provide the justification(s), pursuant to section 2141, from the following:

- The LEA can demonstrate that the hiring is to fill a vacancy created by the departure of another paraprofessional funded under Title I;
- The LEA can demonstrate that a significant influx of population has substantially increased student enrollment;
- The LEA can demonstrate that there is an increased need for translators; or
- The LEA can demonstrate that there is an increased need for assistance with parental involvement activities.

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>