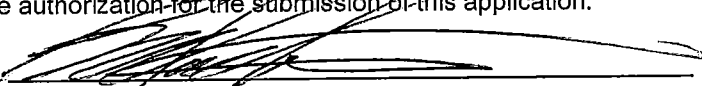


FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION			TAPS: 1. 12A001
Please return to: Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Name and Address of Eligible Applicant: Clay County District School Board 900 WALNUT ST GREEN COVE SPRINGS, FL 32043	DOE USE ONLY Date Received	
B) Applicant Contact Information			
Contact Name: Dewitt Lewis, Jr.		Telephone Number: 904-529-4927 Ext:	
Mailing Address: 23 South Green St. Green Cove Springs, FL		Fax Number: 904-529-4825	
E-mail Address: dlewis@mail.clay.k12.fl.us			
Programs			
C) Program Name:	Project Number: (DOE Assigned):	D) Total Funds Requested:	Total Approved Funds (DOE USE ONLY):
1. Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2011-2012	100-2122A-2CB01	\$3,401,590.00	
CERTIFICATION			
I, <u>Mr. Ben Wortham</u> do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.			
E)  _____ Signature of Agency Head			

DOE 100



Dr. Eric J. Smith, Commissioner

Title I Part A[◀◀ Grant Application Menu](#)You are logged in as **Clay County
District School Board.**[logout](#)

Please enter data for each of the following sections. When you have completed all sections, click on the "Application Complete" link at the bottom of this page to submit final data to DOE.
checkmark indicates that section has some data entered.

Budget Summary

- ✓ General Assurances
- ✓ Program Specific Assurances
- ✓ Needs Assessment and Activities
- ✓ Consultation with Private School Officials
- ✓ Coordination of Federal Programs & Participation/Collaborative Partners
- ✓ Reporting Requirements/ Information Dissemination
- ✓ Public School Eligibility Survey
- ✓ Instructional Services to Increase Student Achievement
Complete this section if program type of TA was selected for any school.
- ✓ Support for Eligible Students in Private Schools
- ✓ Set-Aside Calculations
- ✓ Early Childhood Component
- ✓ Section 2141

General Education Provisions Act (GEPA) (PDF)Edit BudgetEdit DOE 100 FormPrint BudgetPrint DOE 100 FormPrinter friendly format of your data**Final****Application Complete. Send notice to DOE.**

Please visit - http://www.fldoe.org/bsa/title1/title1reg_contacts.asp to locate your regional Program Specialist or contact the program office at (850) 245-0414.

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2011-2012**

A) NAME OF ELIGIBLE RECIPIENT: **Clay County District School Board**
B) Project Number (DOE USE ONLY): **100-2122A-2CB01**

E) TAPS Number 12A001

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	N/A Salaries for supplemental teachers (Title I) Need #1 Activity 5A- 3	5100	120	<u>Classroom Teachers</u> Supplemental Classroom Teachers	22.895	\$1,373,994.92
2	N/A Salaries for supplemental teachers to tutor before school,after school, Saturdays, and Summer Camp. Need # 1 Activity 3	5100	120	<u>Classroom Teachers</u> Classroom Teacher toturs	0.520	\$25,707.00
3	A-6 Salary for supplemental teachers to tutor Neglected and delinquent students Need #5 Activity: 5A	5100	125	Classroom Teacher/Tutors	0.470	\$23,026.08
4	N/A Substitutes Teachers: For 22.895 Supplemental teachers. Need 1 Activity 5A-3	5100	140	<u>Substitute Teachers</u> Substitute Teachers	0.000	\$15,000.00
5	N/A Supplemental Aides: Salaries for 13.6 supplemental aides (Title I) Need 1 Activity 5A-3	5100	150	<u>Aides</u> Aides	13.600	\$285,600.00
6	N/A Retirement: Retirement Benefits for 22.895 supplemental teachers and 13.6 aides Need 5A-3	5100	210	<u>Retirement</u> Retirement Benefits	0.000	\$154,377.93
7	N/A Social Security: Social Security benefits for 22.895 supplemental teachers and 13.6 aides. Need 1 Activity 5A-3	5100	220	<u>Social Security</u> Social Security Benefits	0.000	\$110,849.04
8	N/A Group Insurance Benefits for 22.895 supplemental teachers & 13.6 aides Need 1 Activity 5A-3	5100	230	<u>Group Insurance</u> Group Insurance	0.000	\$148,993.00
9	N/A Worker's Compensation for 22.895 supplemental teachers & 13.6 aides Need 1 Activity 5A-3	5100	240	<u>Workers Compensation</u> Worker's Compensation	0.000	\$14,334.07
10	A-7 Professional and technical Services: Contractual services with Pearson Digital Learning for tech support to computer labs (32,406.00) Need 6 Activity 5B	5100	310	<u>Professional and Technical Services</u> Professional and Tech services	0.000	\$32,406.00
11	N/A Repairs and Maintenance: for school	5100	350	<u>Repairs and</u>	0.000	\$9,100.00

		-based copiers & laminators. Need 1 Activity 5A-1			<u>Maintenance Repairs & Maintenance Repairs</u>		
12	N/A	Communication: Postage for school-based mailings. Need 1 Activity 5A-1, 5A-2, 5A-3 and 5A-4	5100	370	<u>Communications Communication</u>	0.000	\$3,878.81
13	N/A	Other purchased Services: Printing to support the curriculum: Need 1 Activity 5A-1,5A-2, 5A-3,& 5A-4	5100	390	<u>Other Purchased Services Other Purchased Services</u>	0.000	\$11,427.62
14	N/A	Supplies: Supplemental Consumable items such as paper back books, workbooks, chart paper, graphic organizers, manipulatives to support reading, math and science instruction. Need 1 Activity: 5A-1, 5A-2, 5A-3 and 5A-4	5100	510	<u>Supplies Supplies</u>	0.000	\$51,399.72
15	N/A	I-2 Supplies: Consumable items such as paper, ink, toners, pencils to support the services to private school students, Need1 Activity 5A-1	5100	510	<u>Supplies Supplies to Private schools</u>	0.000	\$433.59
16	N/A	Other Material and Supplies: Resource books, periodicals Need 1 Activity 5A-1,5A-2, 5A-3,& 5A-4	5100	590	<u>Other Materials and Supplies Other Material and Supplies</u>	0.000	\$5,100.00
17	N/A	Audio visual Materials: Capitalized (DVDs/video sets, audio cards, science kits. Need 1 Activity 5A-4 & Need 8Activity 5B	5100	621	<u>Audio Visual Materials Capitalized Capitalized AV matherials Audio Visual Materials</u>	0.000	\$1,000.00
18	N/A	Audio Visual Materials Non-Capitalized: videos, DvDs, charts maps, gloves, science demo kits) Need 1 Activity 5A-4	5100	622	<u>Audio Visual Materials Non-Capitalized Audio Visual Materials Non-Capitalized</u>	0.000	\$550.00
19	N/A	Furniture, Fixtures, and Equipment Capitalized: (Projector, document camera) Need 8 Activity 5B	5100	641	<u>Furniture, Fixtures and Equipment Capitalized Furniture, Fixtures and Equipment Non Capitalized.</u>	0.000	\$1,600.00
20	N/A	Furniture, Fixtures and Equipment Non Capitalized: Cameras, projector, Cd/dvd players, pen pads, voice enhacer, portable learning devices, cart, label maker chart/easel board, screen, elison rollers. Need 1 Activity 5A-1,5A-2, 5A-3,& 5A-4 Need 8 Activity 5B	5100	642	<u>Furniture, Fixtures and Equipment Non-Capitalized FFurniture, Fixtures and equipment Non Capitalized</u>	0.000	\$500.00
21	N/A	Computer hardware Capitalized: (Computer, server, printer, student response system. Need 8 Activity 5B	5100	643	<u>Computer Hardware Capitalized Computer Hardware Capitalized</u>	0.000	\$93,596.20
22	N/A	Computer Hardware Non-Capitalized headsets, mouse printer, keyboard, pen pad, document camera, student response system. Need 8 Activity 5B	5100	644	<u>Computer Hardware Non-Capitalized Computer Hardware Non Capitalized</u>	0.000	\$24,600.00

23	N/A	Computer Software Non-Capitalized: Instructional and assessment software. Need 6 Activity 5B	5100	691	<u>Computer Software Capitalized</u> Computer Software Non-Capitalized	0.000	\$32,567.82
24	N/A	Computer Software Non-Capitalized Instructional and assessment software. Need 6 Activity 5B	5100	692	<u>Computer Software Non-Capitalized</u> Non-Capitalized Software	0.000	\$2,150.00
25	N/A	Other Personal Services: Substitutes (Title I Aides) needs 1 Activity 5A-3	5100	750	<u>Other Personal Services</u> Other Personal Services	0.000	\$600.00
26	A-5	Other Purchased Services: Contract for Homeless Outreach	6100	390	<u>Other Purchased Services</u> Other Purchased Services	0.000	\$23,026.08
27	A-3	Salaries for Parent Traineer: Supplemental Teachers provide parent trainin as identified in Need 3 Activity 5A-5b	6150	120	<u>Classroom Teachers</u> Parent Trainer /Classroom Teacher	0.080	\$3,800.00
28	A-3	Other Support Personnel: salary for aide to provide child care during parent workshops(Child Care Aide) and food serevices supervision (food service personnel) during workshops wher food is provided- required by district) Need 3 Activity 5A & 5B	6150	160	<u>Other Support Personnel</u> Other support Personnel	0.010	\$3,600.00
29	A-3	Retirement benefits for teacher providing parent training, aide providing child care, and food services personnel when food is provided.Need 3 Activity 5A & 5B	6150	210	<u>Retirement</u> Retirement	0.000	\$796.98
30	A-3	Social Security benefits for teacher providing parent training, aide providing child care, and food services personnel when food is provided.Need 3 Activity 5A & 5B	6150	220	<u>Social Security</u> Social Security	0.000	\$566.10
31	A-3	Worker's compensation benefits for teacher providing parent training, aide providing child care, and food services personnel when food is provided.Need 3 Activity 5A & 5B	6150	240	<u>Workers Compensation</u> Worker's Compensation Benefit	0.000	\$74.00
32	A-3	Professional and Technical Services: Presenters and consultants for parent involvemnet training. Need 3 Activity 5A	6150	310	<u>Professional and Technical Services</u> Professional and Technical Services	0.000	\$950.00
33	A-3	Repairs and Maintenance: School Parent Resource Room equipment (copier, laminator, postermaker) Need 3 Activity 5A & 5B	6150	350	<u>Repairs and Maintenance</u> Repairs and maintenance Repairs	0.000	\$500.00
34	A-3	Communications: postage Need 3 Activity 5B	6150	370	<u>Communications</u> Communications	0.000	\$1,781.95

35	A-3	Other Purchased Services: Printing Need 3 Activity 5A & 5B	6150	390	<u>Other Purchased Services</u> Other Purchased Services	0.000	\$2,150.00
36	A-3	Supplies: Supplemental Consumable materials for parent workshops, parent resource rooms (paper, paperback books, pencils, construction paper, educational games, communication planners) Need 3 Activity 5A & 5B	6150	510	<u>Supplies</u> Supplies	0.000	\$25,990.52
37	A-3	LEA Supplies for parent workshops, parent communication and parent materials. Need 3 Activity 5A & 5B	6150	510	<u>Supplies</u> Supplies and Materials for LEA paernt involvement set aside	0.000	\$2,104.12
38	N/A	I-2 Parent Involvement Supplies and materials for Equitable Services to Private School parents: Consumable materials for workshops, communications, (paper, pencils, construction paper Need 1 5A-3	6150	510	<u>Supplies</u> Supplies and Materials to Private Schools	0.000	\$231.40
39	N/A	Other Materials and Supplies: parent resource books, periodicals, Need 3 Activity 5B	6150	590	<u>Other Materials and Supplies</u> Other materials and supplies	0.000	\$750.00
40	N/A	Non Capitalized computer hardware & accessories: computer cables, printers for parents resource room. Need 3 Activity 5B	6150	644	<u>Computer Hardware</u> <u>Non-Capitalized</u> Non-Capitalized computer Hardware & Accessories	0.000	\$500.00
41	N/A	Administrator: Salary for Director of Instructional Projects (.8) Needs 1 Activity 5A	6300	110	<u>Administrators</u> Administrators	0.800	\$95,480.00
42	N/A	Other Ceertified Instructional Personnel: Teachers Specialist (.8) to serve as SES Coordinator and Non-Public School Liaison Need 1 Activity 5A	6300	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel	0.800	\$52,123.50
43	N/A	Other Support Pesonnel: Secretary/Bookkeeping(1) Technical Specialist (1) Need 1 Activity 5A &5B Need 8 Activity 1	6300	160	<u>Other Support Personnel</u> Other Support Personnel	2.000	\$120,159.00
44	N/A	I-2 Other Support Personnel: Teacher Tutor for Eligible Private Schools (.2) Need 1 5A-3	6300	160	<u>Other Support Personnel</u> Other Support Personnel for Private Schools	0.200	\$9,800.00
45	N/A	Retirement benefits for Administrator, Teacher specialist, Secretary/BookKeeper, Technical Specialist, & Private School Teacher/Tutor. Need 1 Activity 5A &5B	6300	210	<u>Retirement</u> Retirement /Private School Retirement	0.000	\$30,664.92

46	N/A	Socail Security benefits for Administrator,Teacher specialist, Secretary/BookKeeper, Technical Specialist, & Private School Teacher/Tutor. Need 1 Activity 5A &5B	6300	220	<u>Social Security</u> Social Security Benefits & Private Schools	0.000	\$21,233.54
47	N/A	Group Insurance benefits for Administrator,Teacher specialist, Secretary/BookKeeper, Technical Specialist, & Private School Teacher/Tutor. Need 1 Activity 5A &5B	6300	230	<u>Group Insurance</u> Group insurance/Private Schools	0.000	\$17,144.40
48	N/A	Worker's Compensation benefits for Administrator,Teacher specialist, Secretary/BookKeeper, Technical Specialist, & Private School Teacher/Tutor. Need 1 Activity 5A &5B	6300	240	<u>Workers Compensation</u> Worker's Compensation / Private Schools	0.000	\$2,775.64
49	N/A	Travel:Technical assistance in district and out of district for Title I Part A, Choice/SES(district Staff) Need 1 Activity 5A,5B	6300	330	<u>Travel</u> Travel	0.000	\$1,500.00
50	N/A	Other Purchased Services: Printing. Need 1 Activity 5A & 5B	6300	390	<u>Other Purchased Services</u> Other Purchased Services	0.000	\$2,439.07
51	A-2	Classroom Teachers: Stipends for attending district professional development training to assist in becoming highly qualified, Need 2 Activity 5A & 5B	6400	120	<u>Classroom Teachers</u> Classroom Teachers stipends	0.000	\$20,000.00
52	A-4	Other Certified Instructional Personnel: District Curriculum Specialist (1) Need 2 Activity 5B-1	6400	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel	1.000	\$52,618.14
53	N/A	Other Certified Instructional Personnel: Curriculum Coacher (4.2) Need 2 Activity 5B-1	6400	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel	4.200	\$205,800.00
54	N/A	Substitute Teachers: for LEA teachers of Title I Students to attend professionaldevelopment. Need 2 Activity 5A	6400	140	<u>Substitute Teachers</u> Substitute Teacher	0.000	\$5,430.00
55	A-4	Retirement: Retirement Benefits for District Curriculum Specialist, Need 2 Activity 5B-1	6400	210	<u>Retirement</u> Retirement	0.000	\$5,666.97
56	N/A	Retirement: Retirement Benefits for (4.2)school based Curriculum Coaches Need 2 Activity 5B-1	6400	210	<u>Retirement</u> Retirement	0.000	\$22,164.66
57	N/A	Social Security Benefits for School based Curriculum Coaches Need 2	6400	220	<u>Social Security</u> Social Security Benefit	0.000	\$15,743.70

		Activity 5B-1					
58	A-4	Social Security Benefits for District Curriculum Specialist, Need 2 Activity 5B-1	6400	220	<u>Social Security</u> Social Security	0.000	\$4,025.29
59	N/A	Substitute Teachers: for LEA teachers of Title I Students to attend professional development. Need 2 Activity 5A	6400	220	<u>Social Security</u> Social Security for Substitute Teache	0.000	\$415.40
60	A-4	Group Insurance Benefits for District Curriculum Specialist, & School based Curriculum Coaches Need 2 Activity 5B-1	6400	230	<u>Group Insurance</u> Group Insurance	0.000	\$21,226.40
61	A-4	Worker's Compensation Benefits for District Curriculum Specialist, & School based Curriculum Coaches Need 2 Activity 5B-1	6400	240	<u>Workers Compensation</u> Worker's Compensation	0.000	\$2,584.18
62	A-4	Professional and Technical Services: Professional development to support core subject areas for at risk students provided by external source (Pearson Digital) Need 2 Activity E	6400	310	<u>Professional and Technical Services</u> Professional & Technical Services	0.000	\$32,406.00
63	A-7	I-2 Professional & Technical Services to Private schools. LEA-wide Professional Development to Private Schools Need 2 Activity E	6400	310	<u>Professional and Technical Services</u> Professional and Technical Services to Private schools	0.000	\$1,169.12
64	N/A	Professional and Technical Services: School level professional development to support core subject areas for at risk students provided by external sources. Need 2 Activity 5B-1	6400	310	<u>Professional and Technical Services</u> Professional and Technical Services	0.000	\$2,000.00
65	A-4	Travel: Professional conferences and technical assistance in district an out of district (Title I District Staff and Title I School Administrator) Need 5 Activity B	6400	330	<u>Travel</u> Travel	0.000	\$20,996.18
66	N/A	Other purchased Services: Printing (Schools) Need 1 Activity 5A,5B,	6400	390	<u>Other Purchased Services</u> Other purchased Services	0.000	\$3,308.40
67	N/A	Supplies: District consumable materials to support professional development (notebooks, paper, charts, marker, pens, pencils, instructional materials for demonstration strategies) Need 2 5A	6400	510	<u>Supplies</u> supplies	0.000	\$21,449.71
68	N/A	I-2 Supplies to Private schools: Supplies: District consumable materials to support professional development (notebooks, paper, charts, marker, pens, pencils,	6400	510	<u>Supplies</u> Private Schools Supplies	0.000	\$115.76

		instructional materials for demonstration strategies) Need 2 5A					
69	N/A	Other Material and Supplies: Resource books and material for teacher training, Need 2 Activity 5A & 5B	6400	590	<u>Other Materials and Supplies</u> Other Materials & Supplies	0.000	\$18,669.00
70	N/A	Miscellaneous Expenses: Indirect Costs (Rate 3.07%)	7200	790	<u>Miscellaneous Expenses</u> Miscellaneous Expense	0.000	\$95,668.32
71	N/A	Other Purchased services: Bus transportation for extended day tutoring for schools in need of improvement. (does not include SES funds). Need 5A-3	7800	390	<u>Other Purchased Services</u> Other Purchased Services	0.000	\$7,200.00
Totals:						46.575	\$3,401,590.25

Totals:

Code	Description	Total
A-2	5% Highly Qualified Teachers	\$20,000.00
A-3	1% Parental Involvement	\$42,313.67
A-4	10% Professional Development	\$139,523.16
A-5	Homeless Education	\$23,026.08
A-6	Neglected and Delinquent	\$23,026.08
A-7	LEA-Wide Activities	\$33,575.12
	Total	\$281,464.11

DOE 101



Dr. Eric J. Smith, Commissioner

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:

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

School Districts, Community Colleges, Universities and State Agencies

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

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

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

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

Persistently Dangerous Schools

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

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

Program Specific Assurances

Title I Part A, Educational Disadvantaged Students (including 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 in implementation of such plans or undertake activities pursuant to Section 1115 so that each school can make adequate yearly progress toward meeting the state student academic achievement standards.
- 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 where 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. [ESEA, Section 1112 (c) (1)(L)]
- Use the results of the student academic assessments required under Section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the LEA and receiving Title I, Part A funds to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state's proficient level of achievement on the state academic assessments described in Section 1111(b)(3) by the 2013-2014 school year.
- Ensure that the results from the academic assessments required under Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
- Ensure that the LEA and schools implement the requirements of the "Parents Right-to-Know" Provisions as defined in Section 1111(h)(6)(A). Ensure that timely notice and information regarding the "Parents Right-to-Know" requirements are provided to parents in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.
- Participate, if selected, in the National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
- Reserve such funds as are necessary under Public Law 107-110, Section 1113(c)(3)(A), to provide children and youth experiencing homelessness and who do not attend Title I schools services that are comparable to those provided to children in Title I schools.
- Reserve such funds as are necessary under Public Law 107-110, Section 1113(c)(3)(B) and (C) to provide services to children in local institutions for neglected and delinquent children and youth that are comparable to those provided to children in Title I schools.
- Allocate 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 teachers, if applicable. These reservations must be allocated from the LEA's set-aside amounts for professional development (only if the LEA reserves funds to assist Title I teachers in meeting the "highly qualified" requirement or to provide the professional development to Title I teachers). Note: 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 parental involvement; however, all activities outlined in ESEA Section 1118 must be implemented by the LEA and the schools receiving Title I, Part A funds; and

Allocate, unless a waiver has been granted by 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 identified as in need of improvement 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 identified need/required focus and target population, the strategic imperatives and performance goals to which each is tied, the data source, actual outcomes, and performance targets for 2011-2012.

Need 1

1. Need to be addressed: **Strengthening Foundation Skills**

2. Provide the baseline data, the source of data, and the basis for the identified need (i.e. subgroup performance may be used 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 accessed, choose "Type of Report→AYP"; "Level of Report→District (School Grades and AYP only);" and select the 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 on the 2010 FCAT, actual school outcomes for the seven Title I eligible schools with established subgroups are as follows:

•74% of white students, 60% of Black students, 68 % of Hispanic students, 65% of Economically Disadvantaged students and 49% of Students with Disabilities scored in the proficient range in reading.

•74% of white students, 58% of Black students, 65 % of Hispanic students, 66% of Economically Disadvantaged students and 53% of Students with Disabilities scored in the proficient range in math.

•71% of fourth grade students scored in the proficient range in writing.

•46% of fifth grade students scored in the proficient range in science.

3. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2011-2012 school year, all students in each subgroup will increase proficiency by at least 5% on the 2010 FCAT.

Response:

By the end of the 2011-2012 school year, the number of students in all subgroups, in the third (3rd) through sixth (6th) grade scoring below level three (3) will decrease in reading as measured by the Florida Comprehensive Assessment Test.

By the end of the 2011-2012 school year, the number of students in all subgroups in the third (3rd) through sixth (6th) grade scoring below level three (3) will decrease in math as measured by the Florida Comprehensive Assessment Test.

By the end of the 2011-2012 school year, the number of students in all subgroups in fifth (5th) grade scoring below level three (3) will decrease in science as measured by the Florida Comprehensive Assessment Test.

By the end of the 2011-2012 school year, the percentage of students in all subgroups in fourth

(4th) grade, who are proficient in writing will increase by 1% to continue meeting state proficiency targets.

4. Identify the Next Generation Areas of Focus and Race to the Top (RTTT) Goals that this Need will address. (Check all that apply.)

A. Next Generation Six Areas of Focus

- Strengthen foundation skills
- Improve quality of teaching in the education system
- Improve college and career readiness
- Expand opportunities for postsecondary degrees and certificates
- Improve K-12 educational choice options
- Align resources to strategic goals

B. Race-To-The-Top Goals

- Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year's worth of college credit.
- Increase the percentage of students scoring at or above proficient on National Assessment of Educational Progress (NAEP) by 2015, to or beyond the performance levels of the highest-performing states (Massachusetts/Connecticut).
- Cut the achievement gap in half by 2015 on NAEP.

5. 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: School-wide Title I programs will provide students, including low performing subgroups, (White, Black, Hispanic, EDS, & SWD) with supplemental daily instruction in reading during a 90 minute reading block. Various supplemental instructional reading materials emphasizing phonics will be implemented with fidelity during the reading block, and will include whole group, and small group differentiated instruction in order to deliver high quality reading interventions. Reading skills will be taught using decodable text, think-alouds, phonemic awareness activities, and phonics skill lessons, such as Red Brick Learning: Phonics Readers, McGraw-Hill Wright Group: Fast Track Reading Decodable Books and Plays for targeted underperforming subgroups. Small groups will be flexible and organized based on student performance data. Reading groups will be closely monitored and revisions made based on specific student needs, using frequent progress monitoring made available via the Florida Assessments for Instruction in Reading (FAIR K-2) and the district's Performance Matters data management and assessment system.

Activity 2: Increase student performance in math by developing and implementing supplemental instruction aimed at students scoring at levels 1 and 2 in math (White, Black, Hispanic, EDS, & SWD students). Supplemental instruction will consist of prescriptive intervention kits and multi-step problem solving strategies; (Polya's Problem Solving Techniques), based on

student data. Pacing guides, curriculum maps, and assessment tools will be utilized to maximize mastery of tested math skills prior to the Florida Comprehensive Assessment Test.

Activity 3: Provide all Title I schools with supplemental teachers and paraprofessionals to deliver instruction in small group settings for targeted underperforming subgroups (Black, ED, SWD and Hispanic), utilizing evidenced based instructional materials and equipment to supplement the curriculum. Push-in and/or pull-out instructional models will be utilized as well as extended day tutoring (before school, after school, Saturdays, summer camp, and participation in Supplemental Educational Services under NCLB for qualifying students). These educational opportunities will continue to fill a major need by increasing instructional time for targeted subgroups.

Activity 4: Increase student (White, Black, Hispanic, EDS, & SWD students) knowledge of science concepts by integrating and aligning science skills with the reading content area, via the use of nonfiction text. The use of science materials as the supplemental texts for immediate intensive reading interventions (iii) will be encouraged. Additional Hands On science materials will be made available at all Title I schools so that the scientific method is taught beginning in the primary grades. Professional development activities will also be provided to teachers to close any identified content knowledge gaps among the professional staff.

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

Response:

The District's Improvement and Assistance Plan addresses two (2) elements which have been aligned with the Title I Part A plan: 1. Strategies/actions with the greatest likelihood of improving student achievement, 2. professional development to support strategies/actions. Cited in the DIAP are activities such as small group differentiated instruction, immediate intensive intervention (iii) for reading, and progress monitoring (consistent with activity 1), the use of intervention strategies, pacing guides, curriculum maps (consistent with activity 2) before, and after school, summer school, and small group instruction which is consistent with activity 3. The purchase of supplemental science materials (AIMS materials), science fair activities, Great Water Odyssey and the development of science learning communities are all consistent with activity 4.

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

Response:

The following activities will be completed during the 2011-2012 school year:

Activity 1: Supplemental reading instruction using differentiated small groups, for 10-20 minutes daily, iii reading instruction emphasizing phonics, vocabulary and comprehension skills. Daily 30 minute lessons based on student data will be provided.

Activity 2: Supplemental math lessons that include specific interventions and multi-step problem solving strategies for students in FCAT Levels 1 and 2 will be delivered daily for 10-15 minutes. Lessons that follow appropriate pacing guides and curriculum maps will be developed based on student data.

Activity 3: Supplemental teachers and paraprofessionals will deliver small group push-in or pull-out evidenced-based instruction for underperforming subgroups on a daily basis for a minimum of 30 minutes.

Activity 4: Supplemental Immediate intensive interventions (iii) will include the integration of science concepts and nonfiction text for a minimum of 30 minutes per day.

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

Response:

Activity 1: One of the earliest studies of phonological awareness training for disabled readers found significant impact of phoneme analysis, blending, and phonological decoding of text for students ages 7 to 12 with serious reading difficulties (Williams, 1980).

The National Reading Panel also found that it was important that teachers provide explicit instruction in phonemic awareness and phonics integrated with many opportunities to read and write meaningful, connected text. Snow, Burns, & Griffin, 1998, p. 247).

Researchers have long studied the effects of training students in the early grades in phonology, that is, awareness of the sounds of letters and the various combinations of these sounds as used in a language. Development of phonological awareness has been found to be strongly linked to learning to read (Ball & Blachman, 1991).

Cohen, E.G. 1994, Restructuring the Classroom: Conditions for Productive Small Groups.

Activity 2: How to Solve It, by George Polya, 2nd ed., Princeton University Press, 1957

Marcucci's (1980) meta-analysis of research on methods of teaching mathematical problem solving also supported the power of teaching the heuristic methods of problem solving.

Curbelo (1984) found similar effects of problem solving in mathematics, but these effects were twice as high as they were in science. Problem solving methods can also have a positive influence on interpersonal outcomes.

Almeida and Denham (1984) reported positive effects of interpersonal cognitive problem solving skills on behavioral adjustment and social behaviors.

Support of metacognitive strategies encourages students to be more active and critical in their learning and thinking (Muin, Sumarmo, & Sabandar, 2006).

Activiy 3: A review of some of the literature on small-group instruction suggest that there is clear and compelling evidence that small-group instructional models can facilitate student achievement (most notably in basic skills) as well as more favorable attitudes toward peers and subject matter. Grouping for instruction in mathematics: A call for programmatic research on small-group processes TL Good, CM Mulryan... - 1992 - psycnet.apa.org

Researchers see small group work as a way to improve attitudes toward school, foster achievement, develop thinking skills and promote interpersonal and intergroup relations."Learning with Peers: From Small Group Cooperation to Collaborative Communities", Phyllis C. Blumenfeld, Ronald W. Marx, Elliot Soloway Joseph Krajcik : Educational researcher, Vol. 25, No, 8, pp. 37-40

Activity 4: In implementing a model that integrates and aligns science skills with the reading content area, teachers are able to select and use a wide variety of reading/language arts and hands-on activities that expand student in-depth science knowledge about what is being learned. This instructional framework enables teachers to adopt a cumulative inquiry style that (a) emphasizes for students how what is learned over the sequence of different activities results in additional knowledge and understanding and (b) guides students to relate what they have learned as elaborations of the core concepts taught.

Adaptation of a Knowledge-Based Instructional Intervention to Accelerate Student Learning in Science and Early Literacy in Grades 1-2 Michael R. Vitale, East Carolina University Nancy R. Romance, Florida Atlantic University, Romance & Vitale, 1992; 2001, 2006; Vitale & Romance, 2006

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

Response:

Each school's leadership team, (principal, curriculum coach, and grade level/chairpersons) will monitor twice per month the implementation of the strategies listed in this plan. The LEA Title I staff will monitor progress once per month, and recommend appropriate changes based on observations and data gathered via the district's Performance Matters data management and assessment system.

Teacher schedules will be submitted to the district office a minimum of twice per year for review. The schedules will reflect student contact time devoted to student-centered activities such as small group instruction or facilitation of computer-assisted instruction. Principals will also gather data from frequent walk-throughs conducted by the school's administration.

Title I school principals will attend a minimum of 4 meetings per year with the LEA staff to review needs and to make mid-course corrections based on data made available via the Pearson "SuccessMaker" computer based instruction and the LEA Performance Matters data management and assessment system.

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

Response:

ARRA funding is no longer available to support activities in this project.

The coordination of Title II funds with Title I Part A funds may be utilized as needed to support the teacher training activities in writing, math, district-wide PLCs and share fair.

SAI funding will be utilized to cover the initial cost of extended day tutoring (before school, after school, Saturday and summer camp). These educational opportunities will continue to fill a major need by increasing instructional time for targeted subgroups. It is also anticipated that Title I School Improvement funds will increase the hours offered for extended day activities

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

Response:

Activity 1: Supplemental Reading groups will be closely monitored and revisions made based on specific student needs, using frequent progress monitoring made available via the Florida Assessments for Instruction in Reading (FAIR K-2) and the district's Performance Matters data management and assessment system.

Activity 2: Pacing guides, curriculum maps, and assessment tools will be utilized to maximize mastery, and measure growth of tested math skills prior to the Florida Comprehensive Assessment Test.

Activity 3: Supplemental High Stakes Management Software that describes and compares student progress in computer based instruction in the Title I labs, will provide up to the minute data/feedback to teachers on student performance.

Activity 4: Supplemental Frequent science practice assessments for students will be utilized to drive instruction, as well as to provide feedback about teacher content knowledge. Professional development activities will also be provided to teachers to close any identified content knowledge gaps among the professional staff.

Need 2

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

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

Response:

2010-2011 Survey 3 Data Report for HQT

2011 District Staff Development needs assessment survey

3. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2011-2012 school year, there will be a 5% increase in the percentage of courses taught by highly qualified teachers in Title I schools.

Response:

•By the end of the 2011-2012 school year, students in White, Black, Economically Disadvantaged, and Students with Disabilities subgroups will maintain or increase reading

achievement to meet state proficiency targets. Eighty six percent (86%) of the students in each subgroup will score at or above a level three (3)

•By the end of the 2011-2012 school year, students in White, Black, Economically Disadvantaged, and Students with Disabilities subgroups will maintain or increase math achievement to meet state proficiency targets. Eighty six percent (86%) of the students in each subgroup will score at or above a level three (3)

•By the end of the 2011-2012 school year, the percentage of students in the White and Economically Disadvantaged subgroups meeting proficiency targets will increase by 1%

•By the end of the 2011- 2012 school year 100% of teachers will be highly qualified

4. Identify the Next Generation Areas of Focus and Race to the Top (RTTT) Goals that this Need will address. (Check all that apply.)

A. Next Generation Six Areas of Focus

- Strengthen foundation skills
- Improve quality of teaching in the education system
- Improve college and career readiness
- Expand opportunities for postsecondary degrees and certificates
- Improve K-12 educational choice options
- Align resources to strategic goals

B. Race-To-The-Top Goals

- Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year's worth of college credit.
- Increase the percentage of students scoring at or above proficient on National Assessment of Educational Progress (NAEP) by 2015, to or beyond the performance levels of the highest-performing states (Massachusetts/Connecticut).
- Cut the achievement gap in half by 2015 on NAEP.

5. 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 training opportunities and/or resources to take subject area tests to obtain and/or maintain certification endorsements, and broaden content knowledge of core subject areas via LEA offered inservice. We anticipate expending less than 5% of the Highly Qualified set-aside to meet this identified need.

Activity 2: Provide supplemental school based coaches and a district based curriculum specialist to model evidenced based instructional strategies in the areas in which schools did not make AYP.

Activity 3: Provide opportunities and support for teachers to gain release time for training in the use of the district's Performance Matters data management and assessment system, and the Florida Assessments for Instruction in Reading.

- 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 LEA Assistance and Improvement Plan, K-12 Reading Plan and LEA Professional Development Plan are aligned with training opportunities embedded in this plan. The following activities will assist teachers with obtaining and/or maintaining their highly qualified status, broaden their specific content area knowledge, and implementation of Common Core Standards, provide models for supplemental evidenced based teaching strategies and assist with utilizing and understanding data provided via the Performance Matters data management and assessment system, and the Florida Assessments for Instruction in Reading (FAIR)

Activity 1: Curriculum coaches will be provided as funds allow at all Prevent II, Correct I and Correct II schools to conduct school based weekly and/or monthly professional learning communities (PLC) for teachers to assist in organizing and planning supplemental developmentally appropriate math and reading focus lessons. These lessons will be designed to meet the needs of struggling math and reading students. PLCs, embedded lesson study groups, and math teams will be established at each school, as well as district-wide Learning Communities. These groups will be charged with training teachers in the design and use of math interventions, use of math software, advanced problem solving instruction, and math content knowledge.

Activity 2: Provide continued intensive supplemental teacher training in the Six Traits of Writing methods. The Title I curriculum specialist will facilitate large group training and lend support to teachers in order to continue progress in writing.

Activity 3: The LEA will provide a variety of book study options and district-wide PLCs for teachers to improve their content knowledge and skills in reading, math, writing, and science. Additionally, resources will be made available for teachers to take subject area exams to obtain and/or maintain highly qualified status.

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

Response:

Activity 1: Teachers at Prevent II, Correct I and Correct II schools will meet in PLCs at least one hour per month to organize and plan supplemental developmentally appropriate math and reading focus lessons.

Pearson Digital Learning will provide 25 hours of training throughout the school year on supplemental math interventions based on student data extracted from the SuccessMaker math program.

The LEA will provide at least three hours of training on the Performance Matters data management and assessment

system.

The LEA will provide three hours of training on the Florida Assessments for Instruction in Reading (FAIR)

Activity 2: LEA curriculum specialists will facilitate 3 PLCs per school one (1) hour in duration on the Six Traits of Writing methods during the school year, and one (1) district-wide PLC three (3) hours in duration on the Six Traits of Writing methods.

Activity 3: LEA curriculum specialists will provide a total of nine (9) hours of training (book studies & PLCs) during the school year, in the core content areas of supplemental reading, math, science, as well as implementation of Common Core Standards, math interventions, use of math software, and advanced problem solving instruction.

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

Response:

Activity 1: Research indicates that coaching can lead to effective use of proven instructional methods. Instructional coaches are onsite professional developers who work collaboratively with teachers, empowering them to incorporate research-based instructional methods into their classrooms (Knight, 2007).

Showers` (1984) "Peer Coaching: A Strategy for Facilitating Transfer of Training," and Knight`s (2004) University of Kansas study, "Coaching as a Valid Component of an Aligned, Standards-Based System"

Research has shown that the result of educators working together (PLCs) toward a shared purpose is improved student learning. Teaching quality is improved through continuous professional learning. (Hord & Hirsh, 2008)

Activity 2: Writing- Bissex (1980), Chomsky (1971) and Graves (1983) found that young children begin writing as or even before they learn to read, because they have a need to communicate ideas and concepts that have been discovered by experience rather than in books.

Bissex, G.L. (1980). Gnys at wrk• A child learns to write and read. Cambridge, MA. Harvard University Press.

Activity 3: Book study groups promote conversations among teachers and school staff that will lead to the application of new ideas in classrooms and improvement of existing skills. It is a great way to focus on issues related to school change and also helps to build community in schools. (Eye on Education)

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

Response:

School based learning communities, book studies and lesson studies will serve as catalysts for teacher and paraprofessional effectiveness. Improving Comprehension with Think-Aloud Strategies by Jeffrey D. Wilhelm, PH. D., Metaphors and Analogies by Rick Wormeli, Teach Like A Champion by Doug Lemov, Mathematics Curriculum Topic Study, by Paige Keeley and Cheryl M. Rose, Resources to Use in Math Lesson Study and Interactive Writing; How Language and Literacy Come Together, K-12 by Andrea McCarrier, Gay Su Pinnell and Irene C. Fountas will be provided for schools to use during these studies. Professional development will focus on content knowledge in reading, math, writing and science. Emphasis will be placed on increasing teacher and paraprofessional content knowledge and utilizing supplemental advanced problem solving strategies, math software, and math intervention strategies. District subject area curriculum specialists will facilitate training on a scheduled basis each month throughout the school year.

Reading professional development will focus on supplemental small group instruction, using decodable text, utilizing reading think alouds, using student data to inform instruction and phonemic awareness and phonic lessons. The Title I curriculum specialist will provide training on a monthly basis.

6+1 Traits of Writing and the integration of supplemental science concepts and nonfiction text will be studied and infused into the writing and science curriculum respectively. Training will be provided by curriculum specialists Patricia Dukes and Kathleen Schofield.

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

The district Title I School Improvement Specialist and the Supervisor of Professional Development, School Improvement, and Assessment will also provide for the development of various study groups and professional development activities.

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

Response:

The professional development activities described in this plan are based on classroom data and observations, individual needs as identified on the Professional Development Needs Assessment Survey and the district's mission statement. All training opportunities will include a component which will allow staff to accumulate points toward the renewal of their professional certificate, in order to obtain or maintain their highly qualified status.

- 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 reviews of the certification/highly qualified status of all teachers assigned to teach in core academic subject areas. Reviews are completed three times each school year to check 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 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. 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.

- 6. 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 convene throughout the year at the school level. Professional development will focus on content knowledge in reading, math, writing and science. Book study groups will convene on topics identified by subject area teachers and/or the school based leadership team. Daily modeling and training to improve teacher and paraprofessional effectiveness will be provided by curriculum coaches and district curriculum specialist.

- 7. 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 Navigator Plus, a PD management system developed in collaboration with counties supported by the North East Florida Educational consortium (NEFEC). Navigator Plus maintains teacher portfolios that include courses registered, courses

completed, and points awarded and certification information.

The professional development facilitators at the school/and district are responsible for implementing the evaluation system. The evaluations are reviewed and used to revise and improve future professional development opportunities. Inservice evaluation surveys are tabulated, summarized, and reviewed monthly to determine the strengths and weaknesses of the staff development activity. A report is generated to address activities needed to strengthen future inservice training.

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

Response:

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

The professional development facilitators at the school/and district are responsible for implementing the evaluation system. The evaluations are reviewed and used to revise and improve future professional development opportunities. Inservice evaluation surveys are tabulated, summarized, and reviewed monthly to determine the strengths and weaknesses of the staff development activity. A report is generated to address activities needed to strengthen future inservice training.

Need 3

1. Need to be addressed: **Increase Parental Involvement**

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

Response:

Data sources include the 2010/11 Parent Involvement Plans and Policies survey, individual parent activity evaluations, and peer review of School Improvement Plans identified needs and specific barriers to participation as well as actual parental participation.

Identified needs included:

- Helping parents prepare their children to take high stakes tests like FCAT*
- Providing parents with academic status prior to chapter test*
- Additional training for school staff on the utilization of volunteers*
- Increased opportunities for parental input into programs and policies.*

Barriers to participation continue to be centered on more successful outreach needed for parents' participation in decision making.

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

Response:

By the end of the 2011-2012 school year, at least 5 parent activities will be held at each school site in addition to 4 activities at the district level.

By the end of the 2011–2012 school year there will be an increase of at least 3% in the

number of parents involved in the education of their child, as measured by the number of parents participating in various school based and LEA level activities.

By the end of the 2011-2012 school year parents will be provided training in:

- Helping prepare their children to take high stakes tests*
- Interpreting and understanding student academic test data, correlated to chapter tests*

By the end of the 2011-2012 school year teachers will be provided training in:

- The utilization of school volunteers*
- Parents as equal partners in developing school policies*

4. Identify the Next Generation Areas of Focus and Race to the Top (RTTT) Goals that this Need will address. (Check all that apply.)

A. Next Generation Six Areas of Focus

- Strengthen foundation skills
- Improve quality of teaching in the education system
- Improve college and career readiness
- Expand opportunities for postsecondary degrees and certificates
- Improve K-12 educational choice options
- Align resources to strategic goals

B. Race-To-The-Top Goals

- Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year's worth of college credit.
- Increase the percentage of students scoring at or above proficient on National Assessment of Educational Progress (NAEP) by 2015, to or beyond the performance levels of the highest-performing states (Massachusetts/Connecticut).
- Cut the achievement gap in half by 2015 on NAEP.

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

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

Response:

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

Provide 4 workshops for parents of students at Title I schools. These workshops will include topics of interest to parents focusing on increasing student achievement and helping parents prepare their children to take high stakes and other academic tests. The LEA will also support parent involvement by continuing the District Parent Advisory Council made up 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:

Provide two-way communication and information to increase parent and community participation and/or input in school related activities, programs, school policies and procedures, in the form of an annual meeting, parent trainings (5-8 workshops), progress reports prior to chapter tests, school accountability reports, letters (U.S. Mail) newsletters, telephone calls, newspaper articles, backpack mailings, web information and Public Television Channel 29.

Additionally, the schools will provide materials and training to help teachers learn how to more effectively utilize parents, and to train parents on how to help their children to improve their academic achievement in each of the core tested areas.

Support will be made available to parents to assist them in understanding the new FCAT standards and helpful home work tips.

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

Response:

The Value of Parents: Parents Make A Difference, published by the Parent Institute.

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

Parents should be educated in the language of schooling, so that the home and school can share in the expectations and the child does not have to live in two worlds with little understanding between the home and school. Some parents know how to speak the language of schooling and thus provide an advantage for their children during the school years, while others do not know this language. It is not so much the structure of the family, but rather the beliefs and expectations of the adults in the home that contributes most to achievement. Visible Learning: A synthesis of over 800 meta-analyses Relating to Achievement; John Hattie 2009

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

Response:

Each school submits a parent involvement plan to the LEA and an evaluation of each activity/strategy. The evaluation includes a description of the activity, participation rate, and barriers the school experienced in implementing the activity. The LEA conducts an annual follow-up workshop to evaluate barriers to participation and share successful strategies in order to revise the school's parent involvement. The LEA staff and school leadership teams will conduct compliance monitoring and site visits and will provide technical assistance to guarantee fidelity of implementation.

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

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

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

Response:
The LEA will provide technical assistance and facilitative leadership to each eligible Title I school, which includes a review of parent opinion surveys immediately follow all parent related activities. In essence this practice allows parents to express their concerns as well as identify their needs. These surveys provide a wealth of information about the effectiveness of each parent activity implemented at the school and district level. Once a need is identified appropriate steps are taken to meet the indentified need.

Need 4

1. Need to be addressed:

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

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

Homeless Education Trend Data
Homeless section of 2009-2010 CSPR 1

Response:
2009-2010 Homeless Counts As Provided by FDOE Homeless Demographics

FLORIDA DEPARTMENT OF EDUCATION BUREAU OF STUDENT ASSISTANCE 2009/10 FINAL SURVEY 5 HOMELESS COUNTS AS OF SEPT. 2010: 824 students.

10/11 data from Project REACH (School District of Clay County McKinney-Vento Act funds): All students (824) identified as homeless in Title 1 and non-Title 1 schools were eligible for Project REACH services. These services include, but are not limited to: immediate enrollment, immediate certification of free meals, tutoring as deemed appropriate, case management, parental involvement opportunities to include study skills materials, reading readiness, and school improvement, and transportation to school of origin as requested/feasible.

3. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2011-2012 school year, services will be provided to 100% of the homeless students based upon their specific needs.

Response:

By the end of 2011-12 school year, 100% of the homeless students in the LEA will be identified and served as their needs dictate.

By the end of the 2011-12 school year the number of homeless students scoring at proficiency level 3 or higher will increase by 3% on the FCAT Math and Reading Assessment Test.

4. Identify the Next Generation Areas of Focus and Race to the Top (RTTT) Goals that this Need will address. (Check all that apply.)

A. Next Generation Six Areas of Focus

- Strengthen foundation skills
- Improve quality of teaching in the education system
- Improve college and career readiness
- Expand opportunities for postsecondary degrees and certificates
- Improve K-12 educational choice options
- Align resources to strategic goals

B. Race-To-The-Top Goals

- Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year's worth of college credit.
- Increase the percentage of students scoring at or above proficient on National Assessment of Educational Progress (NAEP) by 2015, to or beyond the performance levels of the highest-performing states (Massachusetts/Connecticut).
- Cut the achievement gap in half by 2015 on NAEP.

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

Response:

Provide outreach services (1,255 contracted hours) to students living in shelters, motels and other temporary residences

-meet with school personnel to train them on the identification and enrollment of homeless students

-weekly visits to the domestic violence shelter

-communicate with parents of homeless students four times per year

-coordinate tutorial services

-make certain through direct certification that students receive free meals without application

-advise families of available school programming and their rights

6. Describe each specific activity that will be implemented based on data analysis of the Federal CSPR Report.

Response:

Federal CSPR Report collects data related to specific indicators which focus on four main areas:

Student and facility counts, Demographics (race/ethnicity, age, and gender), Academic and

vocational outcomes, and Academic achievement (performance) in reading and mathematics. The LEA has identified the following activities to achieve the academic objectives defined in the Title X grant. Specific activities include:

1. Individual tutoring for homeless students to ensure they have an opportunity to meet the same challenging state student academic achievement standards to which all students are held

2. Students developing a pattern of non-attendance will be identified and evaluated to determine what obstacles are preventing daily attendance. Obstacles (e.g. transportation) will be addressed while sharing with parents the link between attendance and academic achievement. Interventions will be implemented accordingly.

3. Schools with the highest percentage of students qualifying for free and reduced lunch will receive priority in the provision of staff training to assist in the proper identification, expedited enrollment and referral process for homeless students and their families. This is to ensure that each homeless student has equal access to the same free, appropriate public education, including preschool education, as provided to other students.

4. Parent education and support will be provided at domestic violence shelters and transitional

Additionally, funds will be used to contract with a homeless outreach worker in order to meet the needs of students in Title I, non-Title I and private schools. The outreach liaison will conduct weekly meetings with other community agencies and schools to meet the daily needs of homeless students and families identified in the homeless education trend data.

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

Response:

Students are identified through collaboration between schools, families and Project REACH outreach worker. The outreach worker, fully funded by Title 1 Set-Aside funds, works with Title 1 and non Title 1 schools providing equal

services to all identified homeless students. These services enhance students' education and assist in removing the barriers to a stable educational environment.

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

Response:

In collaboration with the homeless outreach worker the per pupil amount for each student on free or reduced priced lunch in Title I eligible schools was set. The per pupil amount generated the dollars for activities by the homeless outreach worker described in this plan.

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

Response:

Title I and Project REACH staff meet at least quarterly to review program status/needs to ensure collaborative delivery of services. When relevant, Project REACH will forward program information/services to the Title I office for distribution to Title I schools as part of the Title I weekly correspondence.

10. Describe the duties of the homeless liaison.

Response:

The homeless outreach liaison works with the schools and the community to identify homeless students and to provide services that will enhance the student's education. The homeless

liaison is responsible for training all school social workers in the identification of homeless students in Clay County Schools and informing the parents or guardians of homeless students of the educational and related opportunities available to their children.

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

Response:

The Director of Instructional Projects monitors the implementation of the activity through weekly contact with the homeless outreach liaison to ensure students are receiving comparable services.

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

Response:

McKinney-Vento Act 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 school supplies, emergent medical needs and parent involvement and advocacy for students and families within their local school.

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

Response:

The LEA will develop a checklist of activities identified in this plan and generate a comparison of interventions completed for indentified cases of homeless children and families. The quantity and quality of services to homeless families will also be reviewed and weighed against the objectives of the homeless plan.

Need 5

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

Response:

For the 2010/2011 school year, the LEA did not have any local institutions for neglected or delinquent children or any community day programs.

3. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2011-2012 school year, services will be provided to 100% of the students identified as neglected and delinquent based upon their specific needs.

Response:

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

4. Identify the Next Generation Areas of Focus and Race to the Top (RTTT) Goals that this Need will address. (Check all that apply.)

A. Next Generation Six Areas of Focus

- Strengthen foundation skills
- Improve quality of teaching in the education system
- Improve college and career readiness
- Expand opportunities for postsecondary degrees and certificates
- Improve K-12 educational choice options
- Align resources to strategic goals

B. Race-To-The-Top Goals

- Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year's worth of college credit.
- Increase the percentage of students scoring at or above proficient on National Assessment of Educational Progress (NAEP) by 2015, to or beyond the performance levels of the highest-performing states (Massachusetts/Connecticut).
- Cut the achievement gap in half by 2015 on NAEP.

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

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

Response:

School social workers are trained to work closely with the schools and the community to identify students that are eligible for this set-aside. If students are identified, the funds will be used to provide dropout 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:

Meetings with each school's social workers who are trained to identify students that are eligible for this set-aside, is conducted to determine what specific programs are needed and the required funding levels to fulfill these needs. If students are identified, the funds are used to provide dropout 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.

D. 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

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

Response:
NA

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

Response:
The LEA will review activities indentified in this plan and generate a comparison of interventions completed for indentified cases of neglected and delinquent children. The quantity of services to N&D students will also be reviewed and weighed against the intent of the established set-side.

Need 6

1. Need to be addressed: **Support for Schools in Need of Improvement**

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

Response:
Based on the 2010 FCAT, actual school outcomes for the seven Title I eligible schools with established subgroups are as follows:

74% of white students, 60% of Black students, 68 % of Hispanic students, 65% of Economically Disadvantaged students and 49% of Students with Disabilities scored in the proficient range in reading.

74% of white students, 58% of Black students, 65 % of Hispanic students, 66% of Economically Disadvantaged students and 53% of Students with Disabilities scored in the proficient range in math.

71% of fourth grade students scored in the proficient range in writing.

46% of fifth grade students scored in the proficient range in science.

3. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2011-2012 school year, there will be a decrease in the number of schools identified as in need of improvement.

Response:
By the end of the 2011-2012 school year, the number of students in all subgroups, in the third (3rd) through sixth (6th) grade scoring below level three (3) will decrease in reading as measured by the Florida Comprehensive Assessment Test.

By the end of the 2011-2012 school year, the number of students in all subgroups in the third (3rd) through sixth (6th) grade scoring below level three (3) will decrease in math as measured by the Florida Comprehensive Assessment Test.

By the end of the 2011-2012 school year, the number of students in all subgroups in fifth (5th) grade scoring below level three (3) will decrease in science as measured by the Florida Comprehensive Assessment Test.

By the end of the 2011-2012 school year, the percentage of students in all subgroups in fourth (4th) grade, who are proficient in writing will increase by 1% to continue meeting state proficiency targets.

4. Identify the Next Generation Areas of Focus and Race to the Top (RTTT) Goals that this Need will address. (Check all that apply.)

A. Next Generation Six Areas of Focus

- Strengthen foundation skills
- Improve quality of teaching in the education system
- Improve college and career readiness
- Expand opportunities for postsecondary degrees and certificates
- Improve K-12 educational choice options
- Align resources to strategic goals

B. Race-To-The-Top Goals

- Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year's worth of college credit.
- Increase the percentage of students scoring at or above proficient on National Assessment of Educational Progress (NAEP) by 2015, to or beyond the performance levels of the highest-performing states (Massachusetts/Connecticut).
- Cut the achievement gap in half by 2015 on NAEP.

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

A. Describe the current capacity the LEA has in place to support schools in need of improvement, corrective action, or restructuring.

Response:

The LEA employs several curriculum specialists who are responsible for delivering large group professional development as well as targeted in-service based on specific identified teacher needs. The LEA has invested in PD-360 software that will allow school administrators to identify and record teacher behaviors that are associated with effective and/or ineffective teaching. The software aligns directly with student outcomes, making it possible to align professional development directly with improved student outcomes. Administrators will be trained to use the software during summer workshops so that professional development can be targeted to individual schools, grade levels or teachers.

The LEA has also purchased Performance Matters, a system which allows for tracking of student performance individually, by AYP subgroups, grade levels, teacher, etc. This software, which is aligned with PD-360, will allow for consistency of assessments and data analysis across the district while identifying individual schools and teachers with professional development needs.

B. Describe the specific and differentiated support the LEA will provide for schools in need of improvement, corrective action, or restructuring using Title

I, Part A funds.

Response:

The LEA provides professional and Technical services to computer labs via Pearson Digital Learning Company, and a district level computer technician, for computer assisted instructions that targets sugroups where students are not achieving adequate yearly progress.(Black, Ed, SWD)

The LEA provides funding for reading, math and/or curriculum coaches at each identified school (four in need of improvement, three in restructuring).

The Title I Curriculum Specialist and the Title I School Improvement Specialist support Title I schools in the following ways: Designing and delivering targeted professional development to schools in need

Assisting with data analysis and identifying needs by school, teacher, grade level and students

Supporting and continuing professional development via travel to conferences and workshops that has led to improved student outcomes

Managing the Supplemental Educational Services/Choice programs at all Title I schools

Assisting with parent involvement activities and parent training

Providing training for school staffs on parent interactions

Facilitating Parent Advisory Council meetings

Identifying and training parent leaders at schools

Reviewing and adjusting district curriculum maps to reflect individual school/student needs

Designing and delivering professional development for reading, math and curriculum coaches

- C. If the LEA is in need of improvement or corrective action, describe the specific professional development activities to be provided that directly addresses the academic achievement problem(s) that caused the LEA to be identified.

Response:

Hands On Science for K-2 teachers based on the Performance Matters pretest in August 2011

Reading Interventions Training (K-2 and 3-6) in August 2011

Six + One Traits of Writing (follow-up to summer training)

Professional Learning Communities – Improving Comprehension with Think-Aloud Strategies

Problem-Solving Strategies for Math

Drive in sessions on district-designated half days (topics to be determined based on 2011 pretests)

Training on Common Core Standards for all subjects in Kindergarten and for all grade levels in Science

- D. Describe the specific professional development activities provided to teachers and principals supported with Title I, Part A in schools identified as in need of improvement, corrective action, or restructuring that directly address the academic achievement problem(s) that caused the school(s) to be identified.

Response:

As part of the district's new instructional improvement system, teachers, coaches and all instructional leaders will have access to over 1,400 indexed and searchable video segments with model lessons and specific skill/strategy instruction from respected education experts such as Marzano, Danielson, DuFour, Fullan and Reeves. In addition, PD360 can be used to create a structured learning experience for an individual teacher with an identified need or a group of teachers who are participating in a PLC or Lesson Study. The video segments, along with related discussion boards, provide ongoing support for instructional improvement with job-embedded follow-up, tracking by administrators and district personnel and opportunities for teacher reflection. The system also provides teachers with access to a comprehensive web-based library of professional development resources to support goals established based upon data and identified in their Individual Professional Development Plans (IPDP). The District Leadership Team will review student and teacher data to identify data trends and areas in which additional resources are needed to facilitate improvement.

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

Response:

As new initiatives are launched across the nation, there has been a surge in the attention given to the relationship between teacher preparedness and student achievement (National Commission on Teaching and America's Future, 1996; National Education Goals Panel, 1998). Several recent studies have demonstrated the important role of high-quality teaching in achieving the more complex learning goals of standards-based reform (Bransford, Brown, & Cocking, 1999; Darling-Hammond, 2000; Darling-Hammond & Ball, 1998; Rowan, Chiang, & Miller, 1996). Furthermore, according to a study conducted by Sanders & Rivers (1996), as teacher effectiveness increases, lower achieving students are the first to benefit. A research report by the National Central Regional Educational Laboratory indicates that professional development keeps teachers abreast of current issues in education, helps them implement innovations, and refines their practice. Recent evidence suggests that professional development can lead to improvements in instructional practices and, in turn, to student learning. To that

end, School Improvement Network's PD 360 will deliver embedded professional learning to the academic community that will improve teacher preparedness, skills and effectiveness, resulting in significant increases in student achievement in classrooms with participating educators.

F. Provide the frequency and duration of each activity.

Response:

Principals will select teachers from various grade levels and other educational professionals (i.e. mentor reading teachers, coaches, media specialists, guidance counselors, etc.) who demonstrate expertise in their areas of concentration and who are capable of supporting the school's student achievement goals. Those selected will be able to contribute expertise and interest in the area of academic interventions. The team will meet at least once per month to discuss progress monitoring data and the progress of the school in relation to the District's goals for student achievement for the 2011-2012 school year.

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

Response:

As part of the district's Local Instructional Improvement System (LIIS), required by Race to the Top, the district has purchased a classroom monitoring and reporting system, Observation 360. This handheld tool contains district-created and other research-based models/templates for classroom walk-throughs and observations, allowing school administrators to collect data on the degree to which strategies and practices identified in the school improvement plan are evident and effectively implemented in the classroom(s).

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

Response:

Race To the Top funding along with funds allocated to schools from Title I Part A will be utilized to pay for curriculum coaches, various PLC material etc.

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

Response:

With the implementation of the district's new data management system, diagnostic and progress monitoring tools along with historical data will be readily available to teachers. Grade level/department data meetings followed by Professional Learning Communities and/or Lesson Study will ensure that teachers understand how to use student data to drive instruction. Teachers will also come to understand how to deliver systematic and explicit instruction by observing model lessons by peers, coaches and related video segments through PD360. Systematic and explicit instruction is one indicator that evaluators will track during classroom walk-throughs and observations. Data collected for this indicator will be reviewed to ensure that teachers needing professional growth are identified.

Need 7

1. Need to be addressed: **Increase Graduation Rates**

Note: If the LEA only serves elementary and middle schools then the LEA should describe

strategies that will be implemented to ensure students' preparation for transition to the next grade level (i.e. elementary to middle, middle to high, high to post-high school)

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

Response:

The Florida Department of Education Information & Accountability Services reported that Clay County Public Schools graduation rate was 75.3 % for the 2009-10 school year. The student drop-out rate was 1.2% during the 2009-10 school year.

Provide the anticipated goal and objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2011-2012 school year, there will be a 5% increase in the percent of students that graduate with their cohort.

Response:

The LEA will increase the number of proficient 6th grade students who are transitioning from elementary to junior high school, as measured by the FCAT, during the 2011-2012 school year.

The LEA will decrease the number of students retained in K-6 by 5% during the 2011-2012 school year.

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

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

Response:

Activity 1: School-wide Title I programs will provide students, including low performing subgroups, with supplemental daily instruction in reading during or in addition to the 90 minute reading block. Various supplemental instructional reading materials emphasizing phonics will be implemented with fidelity during the reading block, and will include both whole group and small group differentiated instruction to deliver high quality reading instruction.

Activity 2: Supplemental instruction in math will consist of prescriptive use of intervention kits and multi-step problem solving strategies; (Polya's Problem Solving Techniques), based on student data calculated to increase student mastery of math skills.

Activity 3: Provide all Title I schools with supplemental teachers and paraprofessionals to deliver instruction in small group settings for targeted underperforming subgroups (Black, ED, SWD and Hispanic), utilizing evidenced based instructional materials and equipment to supplement the curriculum.

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

Response:

The National Reading Panel found that it was important that teachers provide explicit instruction in phonemic awareness and phonics integrated with many opportunities to read and write meaningful, connected text. Snow, Burns, & Griffin, 1998, p.

247).

"How to Solve it" by George Polya, 2nd ed., Princeton University Press, 1957

Marcucci's (1980) meta-analysis of research on methods of teaching mathematical problem solving also supported the power of teaching the heuristic methods of problem solving.

A review of some of the literature on small-group instruction suggests that there is clear and compelling evidence that small-group instructional models can facilitate student achievement (most notably in basic skills) as well as more favorable attitudes toward peers and subject matter. Grouping for instruction in mathematics: A call for programmatic research on small-group processes TL Good, CM Mulryan... - 1992 - psycnet.apa.org

C. Provide the frequency and duration of the activity.

Response:

Activity 1: Supplemental reading instruction using differentiated small groups, for 10-20 minutes daily, and iii reading instruction emphasizing phonics, vocabulary and comprehension skills will be provided based on student assessment data.

Activity 2: Supplemental math lessons that include specific interventions and multi-step problem solving strategies for students in FCAT Levels 1 and 2 will be delivered daily for 10-15 minutes. Lessons that follow appropriate pacing guides and curriculum maps will be developed based on student data.

Activity 3: Supplemental teachers and paraprofessionals will deliver small group push -in or pull-out evidenced based instruction for underperforming subgroups on a daily basis for a minimum of 30 minutes.

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

Response:

The strategies identified for this need will target all subgroups (white, black, Hispanic, SWD, males, females, and all retained students in grades K-6).

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

Response:

All groups will be closely monitored and revisions made based on specific student needs, using frequent progress monitoring made available via the Florida Assessments for Instruction in Reading (FAIR K-2) and the district's Performance Matters data management and assessment system.

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

Response:

NA

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

Response:

With the implementation of the district's new data management system, diagnostic and progress monitoring tools and related data will be readily available to teachers. These data will be utilized to evaluate student mastery of skills taught. Additionally, the retention rate of all students will be compared to the previous year retention rate to determine if improvement has occurred. The Florida Assessment for Instruction in Reading (FAIR K-2) and the district's Performance Matters data management and assessment system will also serve as evaluation tools to determine student mastery levels as they transition between grade levels and from elementary school to junior high school.

Need 8

1. Need to be addressed:

To purchase, upgrade, and/or replace technology

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

Response:

There are seven Title I schools in the School District of Clay County with a total of 2590 computers. Over 1373, or 53% of the total computers are over five years old, per the district's information services annual report. At this time these older computers cannot be used for computer based testing.

3. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2011-2012 school year, all teachers in the Title I schools will have access to presentation stations to enhance the instruction.

Response:

1. By June 2012, all Title I schools will have updated computer labs capable of running the new version of Successmaker.

2. By June 2012, 50% of Title I teachers will integrate Web 2.0 applications to improve student engagement and academic achievement through inquiry and project based learning (as evidenced by direct observation and unit test scores)

3. By June 2012, 70% of Title I students will have the opportunity to create, communicate and collaborate on authentic projects using multimedia and technology.

4. By June 2012, 70% of Title I teachers will improve process skills and utilization of research based instructional strategies to support literacy and STEM instruction.

4. Identify the Next Generation Areas of Focus and Race to the Top (RTTT) Goals that this Need will address. (Check all that apply.)

A. Next Generation Six Areas of Focus

- Strengthen foundation skills
- Improve quality of teaching in the education system
- Improve college and career readiness
- Expand opportunities for postsecondary degrees and certificates

- Improve K-12 educational choice options
- Align resources to strategic goals

B. Race-To-The-Top Goals

- Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year's worth of college credit.
- Increase the percentage of students scoring at or above proficient on National Assessment of Educational Progress (NAEP) by 2015, to or beyond the performance levels of the highest-performing states (Massachusetts/Connecticut).
- Cut the achievement gap in half by 2015 on NAEP.

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

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

Response:

60% of Title I schools require updated computers for Successmaker;

60% of Title I schools do not have any mobile computers or laptops/netbooks for student use

72% of Title I students have access to a computer at home vs. 80% of students in non-Title I schools.

64% of Title I students have Internet access at home vs. 73% of students in non-Title I schools

No Title I teachers reported use of Web 2.0 applications in an annual survey of technology use and needs.

53% of computers in Title I schools are over five years old, and at this time they cannot be used for computer based testing.

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

Response:

Laptop computers, desktops computers, video projectors, headphones, wiring, High Volume printers, speakers, microphones, scanners, copiers, student response systems, iPad/iPod classroom sets and web camaras, Audio Cards, and speaker system.

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

Response:

Waterford Licenses, SuccessMaker 3.4 or 4.0, Easiteach, Web 2.0 software to encourage interactivity Microsoft Office 2010 with Windows 7 as the operating system, MoreStarfall extended Licenses, Internet Explorer 8.0, for Windows XP OS or 9.0 for Windows 7 OS., Accelerated Math Programs, IXL Math Program, Science software, keyboards, Computer mouse and pads,

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

the technology.

Response:

Beginning with kindergarten students in the 2011-2012 school year, Common Core standards are being phased into use with a goal of complete implementation by 2014-2015. The new, more rigorous standards include several benchmarks that require students to use advanced technology skills. These requirements are in addition to skills needed to take online assessments. The LEA is working to provide updated technology for students, including hand-held devices, tablets, and laptops with state of the art software. Additionally, teachers will integrate technology resources to address multiple learning modalities and improve student achievement, as evidenced by classroom observations and evaluation instruments such as FCAT, Performance Matters, and other assessments. The Title I Technology Specialist will provide support beyond the district support to ensure that teachers can effectively utilize technology.

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

Response:

Teachers, administrators and related support staff will participate in staff development opportunities that support the use of technology tools and integration into the curriculum aligned to state standards. PD activities will be based on scientifically based research and will consist of ongoing activities with effective follow-up, and evaluations that are tied to student achievement.

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

Response:

The Title I Curriculum Specialist will model lessons and a Title II Technology Integration Specialist will be available to provide assistance.

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

Response:

Title I staff members visit schools and classrooms on a routine basis to assist teachers and monitor the implementation of current initiatives. Principals visit classrooms frequently and will use the new PD-360 software to track teacher behaviors. This software contains indicators for the use of technology as well as recommendations for professional development for teachers identified as in need of assistance.

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

Response:

Title II, Part A funds provide for additional training opportunities for teachers and a federal EDU 2011 grant will provide infrastructure and connections at one of our Title I schools.

- 8. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to

address this need.

Response:

Evaluation instruments will include the Florida Innovates Survey, professional development follow-up and evaluation data, Individual Professional Development Plan data, student performance assessments (FCAT and online district assessment instruments and surveys), and the new PD-360 software to track teacher behaviors.

9. Describe the process the LEA used to ensure that all technological devices, where applicable, have Crossbar Technology (CBT) capacity. (Note: CBT capacity is a requirement for technology purchased with Title I, Part A funds. Technology devices such as iPods, iPads, and Tablet PCs, etc., that do not have CBT capacity may not be purchased unless the LEA can demonstrate that all schools have sufficient technology to conduct required computer-based testing during the next school year.)

Response:

Specific equipment is identified in advance that schools are permitted to purchase. All computer/technology devices and software purchases are reviewed by the Information Services and Purchasing Departments before they are approved. When Title I purchases are identified all computers devices will exceed the CBT capacity specifications.

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 2012-2013. 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

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Coordination of Federal Programs & Participation/Collaborative Partners

Programs:

If applicable, address coordination, integration, and collaboration with programs that are not identified in the Needs Assessment and Activities Section of this application.

Response:

Response:

Title I, Part A will collaborate monthly 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/monthly 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 monthly with Title II, Part A to provide ongoing in-service and professional development/training to assist teachers and paraprofessionals in grades K-12 in areas needed to meet the requirements to become highly qualified. The target group will include any teacher or paraprofessional who has failed to meet the highly qualified status. Private schools that have requested Title I, Part A and Title II funds 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 monthly 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 monthly 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 monthly with Title X to provide services to homeless students in grades K-12. Such services (liaisons, social worker, and academic tutors) will assist with enrollment, attendance and achievement to ensure that all children have 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 occurs as follows:

Representatives from Title I Part A, Title II Parts A and D, Title III Part A, and Title X will attend monthly 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 Director will meet monthly with the Migrant Liaison for the Alachua Multi-County Migrant program to ensure that services to migrant students and parents are provided in a timely manner and students' educational programs are consistent with Student Progress Monitoring Plans.

The 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 to seek parental input into all programs and services. The Parent Advisory Council meets four times a year.

State and Regional Technical Assistance 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 and/or community organizations; describe the benefit of the collaborative activities, the type of program(s), and the primary target group(s).

Response:

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 benefit of the collaboration is a unified approach to services for preschool 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 monthly direct support organization for the School District of Clay County. The benefit of the collaboration is enhancement to the 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 best educational practices, maximizing effective use of resources, and coordinating regional assets. The benefit of the monthly collaboration is training for teachers and school leaders so that all students will graduate from high school prepared to enter the workforce or succeed at college-level work.

Lighthouse Learning Center: The Lighthouse Learning Center is an educational and therapeutic program for children aged birth to five years with developmental needs. The benefit of the monthly collaboration is the provision

of an educational and therapeutic environment for disabled and non-disabled pre-school children, which stresses inclusion as part of the learning process, and assists parents in becoming strong advocates for their children

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

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

Response:

Information about this application will be disseminated as follows:
To parents, school staff, students and community: The School District of Clay County website at www.clayschools.net (August – June) for the Project Application, Parent Involvement Policy, Annual Report Card, FCAT Report, Next Generation Standards, Common Core Standards and Public School Choice Options Individual school websites (August-June) for links to the Project Application, School Improvement Plan, parenting websites, Next Generation Standards, Common Core Standards, Curriculum and other school-specific topics. Public School Television Channel 29 (August – June) for the Project Application and Public School Choice Options “Mark of Excellence”, a monthly publication created by the LEA’s Public Relations Office to provide information about the school system including student and program outcomes, curriculum and parent involvement Parent Information Guide (August) for state and district requirements, student and program outcomes, teacher qualifications, students services, family literacy activities after school programs and school choice provisions School Handbooks (August) for Right to Know notification, information about School Improvement, identification of curriculum, parent involvement activities and school calendars To parents, school staff and community: District Annual Meeting (May) for information about the Title I Project and school-wide programs District and school websites for the Annual Report Card, Adequate Yearly Progress (AYP) Reports and Performance Indicators as required by the No Child Left Behind Act of 2001. In addition, the local paper and district newsletters publicize these reports as soon as they are released by the Florida Department of Education. The Mid-year Report is also available for information about reading and math achievement of all subgroups including progress toward AYP, professional development activities, status of highly qualified personnel, and parent involvement strategies used to increase student achievement. To parents, school staff and students: School newsletters (monthly) for Right to Know notification, information about school improvement, identification of curriculum, parent involvement activities and school calendars To parents and school staff: School Annual Meetings (August) for information about the Title programs and parent involvement opportunities To parents and students: Title I/Migrant District Parent Advisory Council (quarterly) for information about the Title I Project, Public School Choice Options, school programs and parent involvement training. District mailings and backpack information (5 times a year) for information about Public School Choice Options. Progress

Monitoring Plans (August-June) for students with reading, math and writing deficiencies Individual parent conferences (August – June) which will include initial screening, progress monitoring and evaluation assessments for each student To parents: Title I Handbook (August) for 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 Individual student progress reports (Quarterly) To the extent practicable, correspondence is made available in Spanish. The LEA has a cadre of interpreters for other individual needs.

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

Response:

For each survey a checklist is provided to schools detailing the various requirements and reports that need to be printed and verified. Included in these are attendance and class lists which must be verified and signed by the student's classroom teacher. Special program rosters like Title I, ESE and ESOL are also printed. These rosters are then used to verify that each student's information has been entered into the student database accurately. Prior to submitting data for student and/or staff data reporting, the district will run various edit reports against the data. Any discrepancies are resolved with school or district staff prior to State reporting. We currently do not have any N&D facilities but we do have students attending private schools on McKay scholarships. In order to verify the accuracy of their data, the preliminary student lists prepared by the DOE are sent to our district ESE department. The ESE staff then verifies these lists with the information in our student information database. It may then be necessary to contact the private school if additional help is needed to resolve discrepancies. Our Human Resources Department maintains the highly qualified paraprofessional data. They also maintain all certification/licensure including highly qualified data for instructional personnel. Human Resources will then send a list to each school Principal of those personnel that are not highly qualified or in field for proper coding into the student information database. Once the data has been entered into the student information database, reports will be run and provided back to Human Resources so that they can verify that the information has been entered correctly. If they find discrepancies, Human Resources will contact the school. Homeless data is entered directly into our student information database by Project Reach staff. Free and Reduced Lunch data is provided by our Food and Nutrition Services Department. Each month the Direct Certification file is pulled down electronically and added to their NutriKids database as well as data from any completed applications. A file with all of these additions and/or changes is produced and then electronically loaded into the student information database. School personnel cannot modify free and reduced lunch data.

2. Parents Notification Requirements

The "Parents Right-To-Know" provisions under Section 1111(h)(6)(A) of NCLB state that at the start of each school year (in a timely manner), an LEA that receives Title I, Part A funds must inform/notify parents of each student attending a Title I school that they have the right to request info about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals' qualifications. The LEA should include the method for which this information will be provided. A. Describe the process and method used to ensure LEA and schools compliance with the "Parents Right-To-Know" requirements. Include date of dissemination.

Response:

The Right to Know notification will be sent home on August 16, 2011 to parents in the student's back pack in two different documents: the Student Handbook distributed on the first day of school) and the Title I Handbook). 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 requested information, and/or information regarding the student's academic performance. 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 and/or when change occurs.

Section 1111(h)(6) (B) of NCLB further requires that, when a child is taught for 4 or more consecutive weeks by a teacher who is not highly qualified, LEAs must provide written notification to each parent in a timely manner. This notification should be timely and in letter form on LEA or school letterhead. Newsletters are not always timely and bring about providing information about a teacher's qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

Uploaded Files:

"Parent's Right to Know" notifications:	Previously Uploaded Sample Copies
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Uploaded Sample Copy of 4-week Notification Letter:	Previously Uploaded Sample Copies
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Support for Eligible Students in Private Schools - TIERING

District Level Data: Date Certain: 02/11/2011, 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	Victory Christian Academy	1420	K-12	6	0071	6.00	4,452.30
2	Faith Christian Academy	4036	K-12	3	0241	1.00	742.05
3	Faith Christian Academy	4036	K-12	1	0491	1.00	911.20
4	Faith Christian Academy	4036	K-12	2	0331	2.00	1,484.10
5	Faith Christian Academy	4036	K-12	1	0232	0.00	0.00
6	Annunciation Catholic School	1409	Pre-K - 8	3	0411	1.00	742.05
7	Annunciation Catholic School	1409	Pre-K - 8	4	0241	3.00	2,226.15
8	Annunciation Catholic School	1409	Pre-K - 8	2	0511	1.00	911.20
9	Annunciation Catholic School	1409	Pre-K - 8	5	0232	0.00	0.00
10	Annunciation Catholic School	1409	Pre-K - 8	8	0331	0.00	0.00
11	Annunciation Catholic School	1409	Pre-K - 8	2	0491	0.00	0.00
12	Broach Of Orange Park	3460	K-12	2	0411	1.00	742.05
13	Broach Of Orange Park	3460	K-12	1	0241	1.00	742.05
Totals				40		17.00	12,953.15

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

Response:

NA

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

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

C. Provide a description of the multiple educationally related objective criteria used to identify private school students for Title I educational services as a result of consulting with private school officials. Section 200.62(b)(1)**Response:**

Academic screening tools previously approved by the US Department of Education (Teacher Student Referral Form for Title I Kindergarten, Title I Referral Form grades 1-8 Reading and Math) containing multiple educational criteria, will be used to screen all students who reside in participating public school attendance zones whom classroom teachers judged were at risk of academic failure or performing below grade level. The screening tool for kindergarten students identifies students at risk, and the instruments for grades 1 through 6 identify students performing below grade level in reading, math or both. Students whose scores on these screening instruments fall below a pre-determined base score are eligible for services regardless of family income.

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

Research and actual practice supports the use of computer-based instruction, SuccessMaker and Waterford Reading in particular, to predict performance on standardized state assessments. This program is a logical continuation of instruction that is typically individual and flexible, with features that allow the tutorial to be customized based on the students' present level of performance. Based upon this assessment of the school's current curriculum and delivery process, the School District of Clay County will provide supplementary instruction in reading and math in grades K-6 in the form of computer assisted instruction during a time that will not require the removal of the students from regular reading and math instruction. This software was updated in May, 2011; there will be no additional maintenance charge for the 2011-2012 school year. The Title I Department and the ESE Department of the LEA have agreed to pool funds in order to hire a teacher who will provide tutoring/consultation services to eligible students. Pending availability of these funds and acquisition of a qualified teacher, private schools and the LEA have determined that individual/small group tutoring for eligible students will be an appropriate instructional model. Each eligible student will have an individual learning plan that reflects specific student needs and objectives as well as the methods that will be used to evaluate student progress. Learning plans and ongoing tutoring will be monitored during weekly visits by the LEA.

Parents of participating students are given a letter that describes the services that their children receive. Parents are invited and encouraged to attend quarterly Parent Advisory Council meetings, where specific parent training will be offered to help assist their child in his/her specific learning goals. The Title I School Improvement Specialist will meet individually with

parents of eligible students to further assess any specific training the parent may need for continuing student learning and schedule additional training for the parent.

Teachers of participating students are provided with individual in-service training on the interpretation of student performance data from SuccessMaker and Waterford Reading, as well as the use of this data to inform other instructional areas. Professional development activities will be designed to provide instructional strategies for improving the academic achievement of the specific Title I eligible students. Progress monitoring information from the small group tutoring, if that option is available, will be provided to teachers in order to assist in assessing professional development needs.

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

Response:

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

DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED SET-ASIDES

A. Highly Qualified Teachers:

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

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

Required Set-Aside: Five percent (5%) of the LEA's Title I Allocation unless lesser amount is needed. **\$ 20,000.00**

Minimum Amount for Equitable Services to Private School Teachers **\$ 115.76**

B. Parental Involvement Calculation:

Purpose: To ensure that parental involvement activities are implemented as required in Section 1118 of ESES.

REQUIRED set-side* - 1% of the LEA's Title I Allocation:	\$ 40,332.37
Additional set-aside over and above the required 1%	\$1,981.30
Total Amount LEA Will Set-aside for Parental Involvement Activities	\$ 42,313.67
Minimum Amount for Equitable Services to Private School Parents	\$ 231.40
Balance after reservation of funds for Private School Parents	\$ 42,082.27
Indicate the amount to be allocated (dollar amount) to public schools for parent involvement (minimum of 95% is required)	\$ 39,978.15
If applicable, Balance to be used for LEA-level Parental Involvement Activities	\$ 2,104.12

C. Homeless Set-Aside:

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

Required Set-Aside: **\$ 23,026.08**

D. Neglected and Delinquent Set-Aside:

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for neglected children; and if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day

school programs. Section 1113(c)(3)(B)(C)

Required Set-Aside: **\$ 23,026.08**

E. LEA-Wide Activities:

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

Set-Aside Amount, If Applicable:	\$ 32,406.00
Minimum Amount for Equitable Services to Private Schools:	\$ 1,169.12
Set-Aside Total	\$ 33,575.12

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

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

Ten percent (10%) set-aside for Professional Development:	\$ 408,323.70
Amount LEA will set-aside for Professional Development:	\$ 139,523.16

EARLY CHILDHOOD COMPONENT

Not Applicable

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)

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 2011-2012 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 2011-2012 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>