

**Osceola**

Dates of Plan Duration: July 1, 2011 through reauthorization of the Elementary and Secondary Education Act or for the duration of the Agency's participation under Title I, part A of NCLB

Name of Local Educational Agency (LEA):	<b>Osceola County School District</b>
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**CERTIFICATION**

The filing of this plan has been authorized by the governing body of the applicant and the undersigned representative has been duly authorized to file this plan and act as the authorized representative of the applicant in connection with this plan. **Terry Andrews** do hereby certify that all facts, figures, and representations made in this Local Educational Agency Plan are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this plan. Furthermore, all applicable statutes, regulations and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability of funds distributed for this plan. The plan will be reviewed periodically and revisions may be made as necessary. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff.

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 plan.

E)   
Signature of Agency Head

Superintendent                      7-14-11  
Title    Date

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## ASSURANCES

### TITLE I, PART A

The LEA, hereby, assures that it will:

- A. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
- B. Provide technical assistance and support to schoolwide programs.
- C. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
- D. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
- E. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
- F. Take into account the experience of model programs for the educationally disadvantaged and the findings of relevant scientifically-based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
- G. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
- H. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119.
  - I. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
- J. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
- K. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
- L. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- M. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
- N. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
- O. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).
- P. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
- Q. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
- R. Submit an amendment, as appropriate, to the Local Educational Agency Plan as required under section 1112 of Title I, Part A of NCLB Act of 2001;
- S. Abide by the General Education Provisions Act (GEPA); and
- T. Ensure that all activities and services described in this application address required activities and clearly document that the proposed activities are supplementary and do not supplant existing State and locally funded activities and required services.
- U. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide

- professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
- V. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
  - W. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

### **TITLE I, PART D – SUBPART 2**

1. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
2. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
3. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

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## Local Measures of Student Performance (Other Than State-Level Assessment)

(A) Describe the **high-quality student academic assessments**, if any, that are **in addition to** the academic assessments described in the State plan under section 1111(b)(3), that the local educational agency and schools served under this part will use to:

- **determine the success** of children served under this **part in meeting the State student academic achievement standards**, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards described in section 1111(b)(1)(D)(ii);
- **assist in diagnosis, teaching, and learning in the classroom in ways that best enable low achieving children** served under this part **to meet** State student achievement academic standards and do well in the local curriculum;
- **determine what revisions are needed to projects** under this part **so that such children meet** the State student academic achievement standards; and
- **identify effectively students who may be at risk for reading failure** or who are having difficulty reading through **the use of screening, diagnostic, and classroom-based instructional reading assessments**, as defined under section 1208;

**Response:** In addition to the Florida Comprehensive Assessment Test (FCAT) the district uses several assessments to help evaluate student progress and achievement. The District has created formative assessments, using the Riverside test items that are administered three to four times a year. These assessments in writing, reading, math, and science are used to provide information to teachers. Teachers analyze the data and adjust the lessons to ensure that students understand the content. In addition, teachers, guidance counselors, and coaches use these assessments during their Response to Intervention/Instruction team meetings to help identify students who may be at a higher risk for failure and choose specific interventions and supplemental resources to meet student needs.

Following are the assessments used:

Elementary Math Diagnostic Assessment: This Prerequisite Skills test for grades 1-5 is given at the beginning of the year. It is an open response test that assesses the students understanding of the skills they learned in the previous grades

Elementary Math Formative Assessments:

Formative 1: The Beginning of Year Test: Testing all the benchmarks that will be taught during the school year.

Formative 2: The Middle-of-Year Test: This test is given when students k-5 have been taught about half of the skills required for the state test.

Formative 3: The End-of Year Test: This test is given a few weeks prior to the state test for students in 3-5 to determine the skills in which students need additional help, and K-2 to show mastery of the benchmarks at the end of the school year.

Benchmark Mini-Assessments: These are short 5-10 minute tests created to assess mastery of k-5 students learning up to the point the assessment is given. There is a Mini-Assessment for each Benchmark.

Elementary Science Progress Monitoring 1: This test is given when students in 1st-5th have completed the first quarter of the instructional calendar. This test shows which skills introduced during the first 10 weeks of instruction have been mastered, and which skills will need to be reinforced, as new material is introduced.

Elementary Science Progress Monitoring 2: This test is given when students in 1st-5th have completed the Second quarter of the instructional calendar. This test shows which skills introduced during the second 10 weeks of instruction have been mastered, and which skills will need to be reinforced, as new material is introduced.

Elementary Science Progress Monitoring 3: This test is given when students 1st-5th, have completed the Third quarter of the instructional calendar. This test shows which skills introduced during the Third 10 weeks of instruction have been mastered, and which skills will need to be reinforced, as new material is introduced.

Elementary Science Progress Monitoring 4: This test is given when students 1st-5th have completed the Fourth quarter of the instructional calendar. This test shows which skills introduced during the Fourth 10 weeks of instruction have been

mastered, and which skills will need to be reinforced, to prepare for the next grade level and fair game questions on state tests

Elementary Science Formative 1 for Grade 5: This test covers all the benchmarks that will be taught during the school year. This test in FCAT format further shows which skills k-5 students may already understand. This information assists in planning teaching for the remainder of the year.

Elementary Science Formative 2 for Grade 5: This test is given a few weeks prior to the state test for students in grade 5 to determine progress in the fifth grade science standards and readiness for the State test.

Middle School Math End of Quarter Exams 1-4: For all Middle school math courses including advanced and honors these tests track progress in the skills introduced during the previous quarter.

Algebra 1 End of Quarter Exams 1-4: For all students enrolled in Algebra and Honors Algebra these online exams track student progress in the skills and assist in preparing students for the state End-of Course Algebra Exam.

Geometry End of Quarter Exams 1-4: For all students enrolled in Geometry and Honors Geometry these online exams track student progress in the skills and assist in preparing students for the state End-of-Course Geometry Exam.

Algebra 2 First and Second Semester Exams: For all students enrolled in Algebra 2 and Algebra 2 Honors these exams assess content taught during the semester.

Biology End-of-Quarter Exams 1-4: For all students enrolled in Biology and Honors Biology these exams track student progress and help prepare students for the state Biology-End -of Course exam.

Chemistry First and Second Semester Exams: For all students enrolled in Chemistry and Honors Chemistry these exams assess the content taught during the semester.

Physical Science First and Second Semester Exams: For all students enrolled in Physical Science and Honors Physical Science these exams assess the content taught during the semester.

US History/World History End of Quarter Exams 1-4: For all students in US History assesses content taught during the quarters.

US History/World History End-of-Course Exam: Summative assessment on content throughout the year.

Writing Progress Monitoring Assessments: These assessments are administered to students in grades K-10. The writing prompts , administered 4 times per year, indicate student progress using rubric criteria.

Oral Reading Fluency Benchmark Assessments: (ORF) is designed to quickly identify children who may require diagnostic testing and additional instructional support to meet grade level expectations. ORF Benchmark assessments are administered three times a year to all students, monthly to RtI Tier 2 students and weekly or biweekly to Tier 3 students.

English 1 and 2 End of Course Exams: For all students enrolled in English 1, English 1 Honors, English 2 and English 2 Honors assesses content taught throughout the year.

Florida Treasures Weekly Assessment: These assess the mastery of skills taught each week in Grades K-5. Included are multiple choice questions, constructed response, cold read passages, phonics/ word study, vocabulary, comprehension skill application, spelling and grammar.

(B) at the local educational agency's discretion, a description of any **other indicators that will be used** in addition to the academic indicators described in section 1111 for the uses described in such section;

**Response:** In addition to academic indicators, other indicators that may be used to help recognize and identify at risk students include but are not limited to, attendance, discipline issues and suspensions. These areas are monitored by school staff and teachers. If these areas of concern become excessive, parents are notified and invited to meet with appropriate school staff. These Response to Intervention (RtI) teams allow parents and school staff opportunities to discuss and plan intervention that will initiate changes in the behaviors of students. Frequent monitoring supports students and sets expectation for student success.

(C) a description of **how** the local educational agency will provide **additional educational assistance** to individual students assessed as needing help in meeting the State's challenging student academic achievement standards;

**Response:** Schools have academic teams that review individual data to determine the needs of students. These “Response to Intervention/Instruction” teams work diligently to find resources to improve instruction. Counselors, coaches, teachers and administrators work together to solve problems and determine the best strategies to use with students. Coaches provide professional development that has shown potential to improve the knowledge, skill, and practice of teachers, thus, enhancing student achievement. Some of the professional development includes but is not limited to modeling, co-teaching and coaching.

Another method for increasing student achievement is the process of creating lessons through Professional Learning Communities and Lesson Studies. Teachers work together to create lessons and assessments. In turn, teachers review their strategies, discuss the results of their lessons and share best practices. From these conversations, teachers are able to recreate lessons that meet the needs of their students.

Additionally, Advancement Via Individual Determination (AVID), a college preparatory program for students in “the middle” who are often economically disadvantaged and underachieving is another program to assist individual students. This program enables secondary students to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges. AVID helps to ensure that English Learner and ESE students have full access to college preparatory coursework.

Finally, additional teachers and paraprofessionals are added to Title I schools in order to increase student achievement. These individuals may push-in to classes or pull-out students. Their goal is to ensure that students are successful and achieve grade level expectations.

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## Planned Improvement for Professional Development

(D) a description of the strategy the local educational agency will use to **coordinate programs under this part with programs under Title II to provide professional development** for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including local educational agency level staff in accordance with sections 1118 and 1119;

*Guidance: Description of LEA strategies for coordinating all of its professional development activities including those funded by Title II. Description should include the strengths and needs for professional development and should clearly explain how activities are:*

- *aligned with State standards and assessments*
- *based on scientific research*
- *designed to eliminate achievement gaps*
- *based on needs of teachers and principals*
- *based on collaborative planning*
- *designed to enable teachers to address the needs of diverse students, improve student behavior, understand and use assessment data and involve parents*

**Response:** The District will coordinate professional development activities through Title II with professional development activities provided through the following programs:

All professional development offered by the School District of Osceola County is coordinated through the Professional Development department and as such, all training is approved or denied through the Department Executive Director. The Executive Director uses the standards, rules, policies and regulations established by the Florida Department of Education Evaluation Protocol for Professional Development, State rules and policies, and the National Staff Development Standards as the guideline for approvals. Because there is a coordinated system of approval, the District can be assured of high quality, research-based, and on-going professional development programs.

Title I, Part A, - 10% of each Title I schools` budget will be set aside for high quality professional development that will address increasing the achievement of subgroups not making AYP at Title I schools. Title II funds will be coordinated with this program to provide the same high quality professional development opportunities at Title I and non-Title I schools.

Title II funds will also be coordinated with Title I, Part A, and IDEA funds to provide professional development on response to intervention and related interventions for students at Tier I, Tier II, and Tier III.

Title II funds will be used for professional development that will address the needs of schools in the state`s Differentiated Accountability Model. This training will specifically focus on Correct I and Correct II schools, and will include job embedded professional development in the areas of lesson study, board configuration, collaborative structures, and data analysis. Title II funds will be combined with funds from the School Improvement Grant (1003g) that one of the District`s Correct II schools is eligible for.

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## Coordination of Educational Services for Early Childhood Programs

(E) if appropriate, a description of how the local educational agency will **use funds under this part to support preschool programs for children, particularly children participating in Early Reading First or in a Head Start or Even Start program**, and which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under section 641 of the Head Start Act or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program;

**Response:** The LEA has a contract with the Early Learning Coalition of Osceola County to offer training and other quality early childhood initiatives to private child care centers, private schools, and family child care providers. These include, but are not limited to, an annual early childhood conference, inclusion support, training workshops and series, onsite technical assistance, and parent education. Title funds will be used to supplement five Voluntary Prekindergarten classrooms at low achieving Title I schools. To help ready these students for Kindergarten, the funds will serve to increase the school day from a half-day to full-day in five classrooms.

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## Poverty Criteria

(F) a **description of the poverty criteria** that will be used to select school attendance areas under section 1113;

**Response:** Using the Public School Eligibility Survey data, the district has determined that it will serve schools having a poverty level above 75% as determined by the population of students eligible for free and reduced-price lunches. After deducting set asides, allowable expenditures and administrative costs from the total Title I allocation, the amount left is then divided by the total number of students eligible for free and reduced-price lunches in qualifying schools to determine a per pupil allocation. To determine each schools allotment, the per pupil allocation is then multiplied by the number of students eligible for free and reduced-price lunches at the school.

### STUDENT SELECTION PROCESS, TARGETED ASSISTANCE SCHOOLS

(G) a **description of** how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools under section 1115, will **identify the eligible children** most in need of services under this part;

**Response:** Currently The School District of Osceola County only serves Title I school wide schools.

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## Educational Services – Neglected & Delinquent Children and Youth

(H) a **general description of the nature of the programs to be conducted** by such agency's schools under sections 1114 and 1115 and, where appropriate, educational services outside such **schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs**;

**Response:** Funds will be utilized to provide services for those students needing academic remediation. FCAT data indicated that 95% of the neglected and delinquent students tested scored level I or II. Activities will include but are not limited to, small group instruction, individualized lessons; computer assisted instruction, as well as supplemental reading/math materials. Students returning from local institutions or facilities will be placed at the district alternative school for one semester, to assist in adjustment to the public school setting. A regular curriculum is used to provide learning activities and special needs will be addressed as needed. Students entering an N & D facility operated by the Department of Juvenile Justice will be assessed upon entry to determine the appropriate grade placement as well as reading and math levels. To determine growth, student assessments will also be conducted upon exit. Funds may be used for parent involvement activities, supplies, and/or resources as needed to continue to provide a curriculum conducive to student needs and skill levels.

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## Student Selection Process, Migratory Children and Youth

(I) a description of how the local educational agency will ensure that **migratory children and formerly migratory children who are eligible to receive services under this part are selected** to receive such services on the same basis as other children who are selected to receive services under this part;

**Response:** The Local Educational Agency (LEA) will ensure that migratory children and formerly migratory children who are eligible to receive services will receive services in a timely manner. Title I will provide Identification, Recruitment and Advocacy for eligible Migrant students. Eligible migrant students attending Title I schools will receive Title I services based on the same program criteria and instructional model as other students receiving services at Title I schools. Tutoring and Summer Programs are also available for eligible Migrant students.

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## Use of Title I Funds to Support Educational Programs

(J) a **description of** how the local educational agency **will coordinate and integrate services provided** under this part **with other educational services** at the local educational agency or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, such as —

- (i) Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and
- (ii) services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of title VII, homeless children, and immigrant children.

**Response:** The Title I staff collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes but is not limited to: Osceola District Pre-K and Early Intervention, Exceptional Student Education, 21st Century, Adult Education, Vocational Career Awareness, Professional Development Department, Osceola County Health Department, Community Colleges, Universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, At-risk Programs, and Homeless Agencies. Representatives from these agencies will meet as necessary to coordinate various services for families and children.

These collaborative efforts will eliminate gaps in service for the LEP students, children with disabilities, migratory children, N & D children, Indian children served under part A of title VII, homeless children, and immigrant children; it will also provide an avenue for sharing information about available services, and help eliminate duplication and fragmentation within the programs. Title I personnel will continually work with appropriate staff to increase program effectiveness of the instructional program.

Limited English proficient students, migrant students, economically disadvantaged students, homeless, neglected, delinquent and students with disabilities attending Title I schools will have equal access to the same categorical programs as all other students at that school.

The LEA has a contract with the Early Learning Coalition of Osceola County to offer training and other quality initiatives to private child care centers, private schools, and family child care providers. These include, but are not limited to, an annual early childhood conference, inclusion support, training workshops and series, onsite technical assistance, and parent education.

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## School Improvement Process – SINI/Corrective Action/Restructuring

(K) a **description of the actions** the local educational agency will take to **assist its low-achieving schools identified** under section 1116 as in need of improvement; corrective action, or restructuring.

Schools identified as in need of improvement (SINIs)

**Response:** No later than the first day of school, the Local Educational Agency (LEA) will provide all students enrolled in a SINI identified school with the option to transfer to another public school. Priority for transfers shall be given to the lowest achieving children from low-income families.

The LEA will assist any school identified for school improvement with developing or revising a school plan, in consultation with; parents, school staff, the LEA, Title I staff and outside experts no later than three months after being identified.

The plan will include the following:

Scientifically based research to help strengthen the core academic subjects;

Identification of specific academic issues that caused the school to be identified for school improvement and measures to improve those areas;

Policies and practices to help ensure that all groups of students will meet the State's proficiency level concerning the school's core academic subjects;

An assurance that the school will spend not less than 10 percent of their Title I funds to provide high quality professional development to teachers, the school principal and other appropriate staff. This will occur each fiscal year that the school is in school improvement status. The professional development will at minimum address the following: Methods to assist the schools with interpreting data, goals, targets, and assisting low achieving students; Techniques to address the academic achievement problem that caused the school to be identified for school improvement;

A description of how the school will provide written notice, about the SINI identification to parents of each student enrolled in the school. This notice will be in a format and, to the extent practicable, in a language that the parents can understand;

Appropriate before school, after school summer school and/or Saturday school activities;

Outline specific responsibilities of the school, the LEA, and the State educational agency;

Strategies to assist in promoting effective parental involvement in the school.

Schools identified for corrective action

**Response:** The LEA will continue to implement required interventions as well as institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff. By using scientifically research based professional development this will offer substantial promise of improving educational achievement for low-achieving students and will assist the school in making adequate yearly progress.

The LEA contracts with Learning-Focused Solutions (LFS) to provide on-going research based professional development to schools identified for corrective action. The training is based on each school's data and will be designed to help each school make AYP. In addition, there are Program Specialists that work solely with the LFS provider and the Title I schools to assist in implementation.

Schools identified for restructuring

**Response:** At this time the LEA has no schools identified for restructuring.

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## Public School Choice Options

**(L) Describe the actions the local educational agency will take to implement NCLB Public School Choice Options, consistent with the requirements of section 1116:**

### ***PUBLIC SCHOOL CHOICE AND SUPPLEMENTAL EDUCATIONAL SERVICES (SES)***

#### **NOTIFICATION TO PARENTS:**

*PL 107-110, Sections 1116(b)(1)(E) and (b)(6)*

For Title I schools identified as in need of improvement, corrective action, and restructuring, the LEA must, no later than the first day of the school year, provide the parents of each student enrolled in the school with the following information:

- the school's status and what the identification means
- how the school compares in terms of academic achievement to other public schools in the LEA
- the reason(s) for the identification
- what the school and LEA are doing to address the academic problem(s) and how parents can help
- options for public school choice, including transferring to another public school and supplemental educational services, as applicable.

**Response:** Parents will be notified of the eligibility and the availability of SES by U.S. mail during the month of July and on a notice sent via backpack on the first day of school. The letters will be posted on the Charter Schools and Educational Choices Department and Special Programs Title I websites. The SES Parent Notification Letters will include: a list of state approved providers serving the LEA, a brief description of provider's services, evidence of effectiveness, tutor qualifications, contact information, identification if provider is able to serve students with disabilities and English Language Learners, timelines that parents must follow in selecting a provider and commencement of services. The notification will also include an offer from the LEA to assist parents in choosing a provider and an explanation of services. The District staff will translate the letters into Spanish and the LEA will contract services to translate letters into any other language necessary.

If funds remain after the first enrollment period further notifications will be sent to parents. The notification will include: the SES Notification Letter, SES Enrollment Form, the SES Provider Directory and an FAQ.

SES enrollment forms will be available to parents at the district office, the child's school, the district website, school sponsored events, as well as a tutoring fair. Upon request the district will also fax or email the form to the parents. As specified on the enrollment form, parents are asked to complete, sign and return the form via U.S. mail, in a provided pre-stamped envelope, by email, by fax. They may also return the form to the child's school or to the district office. Parents will be allotted more than two weeks to consider their options before they are required to return the enrollment form. Enrollment forms are available and accepted during the entire school year so qualifying students can promptly be placed into the program.

#### **Funds for Transportation and Supplemental Educational Services:**

*PL 107-110, Sections 1116(b)(10)(A) (C) and 1116(e)(2)(C)*

The LEA must reserve an amount equal to 20 percent of its total allocation to implement the LEA's public school choice plan. Of this amount, a minimum amount equal to five percent of the Title I allocation must be allocated to support the costs of choice with transportation, and a minimum amount equal to five percent of the Title I allocation must be set aside for the costs associated with the provision of state-approved supplemental educational services. If the amount of funds is insufficient to provide supplemental educational services to all eligible students whose parents request the services, the LEA must develop a process to prioritize the provision of supplemental educational services to the lowest-achieving students.

**Response:** The LEA will reserve an amount equal to 20% of its total allocation to implement the LEA's public school choice plan. Of this amount, a minimum amount equal to 5% of the Title I allocation must be allocated to support the costs of choice with transportation (CWT), and a minimum amount equal to 5% of the Title I allocation must be set aside for the costs associated with the provision of state-approved supplemental educational services (SES).

If demand for the choice with transportation (CWT) or supplemental educational services (SES) exceeds available funds,

the district will prioritize and serve the students with the greatest needs: All Free and Reduced Price Lunch (FRPL) applicants that score Level 2 or below in FCAT Reading or Math; All applicants that have been retained within the past two years of schooling; All FRPL applicants that score below 85 percent in the Florida Assessments for Instruction in Reading (FAIR) Assessment; All FRPL applicants that score below 70 percent in the Go Math Assessment; All FRPL applicants that score in the second stanine or below in the Stanford 10 Assessment.

### ***SUPPLEMENTAL EDUCATIONAL SERVICES***

#### **Notification to Parents:**

*PL 107-110, Sections 1116(e)(2)(A) and (B)*

For each school identified as in need of improvement for one or more consecutive years, the LEA must provide annual notice to parents of all eligible students enrolled in the school of the availability of supplemental educational services, including:

- a list of state-approved providers serving the LEA
- a brief description of services, qualifications, and demonstrated effectiveness of each provider
- an offer to assist parents in choosing a provider.

**Response:** The Information Services Department collaborates with The Charter Schools and Educational Choices Department by providing a database to include all eligible Free and Reduced Price Lunch (FRPL) students contact information and family's primary language. Parents will be notified in an understandable language of the eligibility and the availability of Supplemental Educational Services (SES) by U.S. mail during the month of July and via a backpack notice on the first day of school. The letters and enrollment form will also be posted on the Charter Schools and Educational Choices Department and Special Programs Title I websites.

The enrollment forms will be available to parents at the district office, the child's school, the district website, any school sponsored event, and free tutoring fair. Upon request the district will fax or email the form to the parent. The enrollment forms will be made available to providers at the SES Provider Informational Meeting and/or via email.

The LEA begins marketing SES during Early Notification on the Public School Choice (PSC) Parent Notification Letters during the month of April for the following school year. Marketing continues immediately after the release of AYP with parent notification letters, tutoring fair information, radio announcements, newspaper articles, Title I school meetings, and telephone out-dials to parents.

Parents will be notified of their child's SES eligibility via U.S. mail in July, and via a backpack notice on the first day of school.

Parents will be allotted more than two weeks to consider their options and communicate their provider choice to the Charter Schools and Educational Choices Department. Parents are able to receive assistance via the following methods: vendor directory, vendor fair, phone calls, parent visits to the school district office, on-site facilitators at all sites. Parent notification letters include contact information for the Educational Choices Educational Specialist.

#### **LEA/Provider Contract:**

*PL 107-110, Sections 1116(e)(3)(B)(C)(D) and (E)*

The LEA must enter into agreements (contracts) with each state-approved provider that parents selected within the LEA. The agreement must:

- address the development and implementation of the Student Learning Plan (SLP)
- describe how the student's parents and student's teacher(s) will be regularly informed of the student's progress
- provide for termination of agreement if the provider is unable to meet goals and timetables
- contain provisions for payments to provider by the LEA
- prohibit provider from disclosing any student identifiable information.

**Response:** The District shall use the Supplemental Educational Services (SES) Contract provided by FDOE after making adjustments to allow for district policies. The contract is sent to the School Board for final approval. Contracts from potential providers will be due no later than the September deadline. The Department's Director and Educational Specialist will be responsible for monitoring implementation of the contract through monitoring visits to schools and constant communication via phone calls and email with the providers, parents and onsite facilitators.

The contract contains all of the necessary requirements addressing the development of the Student Learning Plan (SLP) and the provisions outlined for the providers to comply with the implementation guidelines. A Student Learning Plan (SLP) shall be developed by the provider in consultation with parent/guardian and the LEA for each eligible student who choosing to receive Supplemental Educational Services (SES). This SLP must be based on academic performance data and/or a thorough assessment conducted by the state-approved SES provider.

Parents and teachers will receive monthly notification of the student's progress. Progress will be reported to the District Program Specialist via the district Supplemental Student Tracking (SST) system. All Progress Reports shall contain the student's name, school, homeroom teacher, the goal(s) the student is working towards, and the percentage of each tutoring goal accomplished as evidenced by tutoring work completed. The student's level of attendance and participation must also be included.

The contract also provides for the termination of the provider, if they are unable to meet the goals and timelines required. The provider would be given notice and 14 days to correct any deficiencies. If the issues are not corrected the provider is given notice of 20 calendar days prior to termination the 14 days would be counted as part of the twenty.

Payment to the provider will only occur for sessions that students attend. The provider must submit accurate, legible monthly invoices itemized by student. They must include the Invoice Summary Sheet, original Record of Attendance and updated lists of tutors, including a signed Tutor Training Log and a Conflict of Interest Attestation for new tutors. Tutoring extending beyond six hours per week or two hours per day will not be compensated.

The provider must not disclose the identity of any student eligible for or receiving Supplemental Educational Services without the written permission of the parent/guardian as stated in the contract.

**Student Learning Plan (SLP):**

*PL 107-110, Section 1116(e)(3)(A)*

The LEA must enter into agreements (SLP) with each state-approved provider that parents selected in the LEA. The SLP must be signed and dated by the parent, the LEA, and provider prior to the provision of services, and must include:

- specific student achievement goals for the student
- how each student's progress will be measured
- timetable for improving achievement
- for students with disabilities, consistency with individualized education program.

**Response:** The LEA will conduct a Provider Informational Meeting during the month of July/August to provide documentation to all vendors including: development, implementation, and monitoring of the Student Learning Plan (SLP). Providers must make initial contact with parents, pre test students and submit the SLP, via the Cayen Systems, for approval with 10 days of the student assignment. The provider will allow the District 3 business days to review and approve the SLP. Upon receiving District approval of the submitted SLP, the Provider has 10 days to commence services. The on-site facilitator will be responsible to monitor each provider at their school site on a daily basis to ensure implementation of the SLP. Monitoring visits to each Provider will be scheduled during the year by the district Educational Specialist.

All Providers must perform pre and post-assessments. Each SLP must include the pre test total score and score per skill to ensure students needs and skill gaps are identified. Achievement goals must meet the State Education Agency SMART Goals requirements prior to District approval.

A Student Learning Plan (SLP) shall be developed by the provider in consultation with parent/guardian and the LEA for each eligible student choosing to receive Supplemental Educational Services (SES). This SLP must be based on academic performance data and/or a thorough assessment conducted by the state-approved SES provider.

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## Highly Qualified Requirements

((M) a **description of how** the local educational **agency will meet the requirements of section 1119;**

**Response:** As referenced in Section 1119, Title I, Part A, Qualifications for Teachers and Paraprofessionals, the LEA must make progress toward meeting the goal of 100% of courses taught by Highly Qualified Teachers. No paraprofessional is hired into a position without first meeting the requirements under Section 1119; the district requires all paraprofessional to be Highly Qualified prior to being employed at a Title I school. After the implementation of Section 1119, the District worked with existing paraprofessionals to assure that each met the qualifications for highly qualified status. The District assisted with the costs for college coursework, testing, and preparation to ensure 100% compliance. During the initial phase, employees in those positions who were not highly qualified when the legislation was written were required to sign a legal agreement that they would meet the standards by the deadline date. As a result, all paraprofessionals at Title I schools are in compliance. As of Survey 3, 2010, the District has reported and verified that 96% of paraprofessionals are highly qualified. District Human Resource personnel will screen all recommendations for paraprofessional hires by the principals to make sure that all recommended hires are highly qualified.

The District has employed two specialists to work directly with schools to determine “highly qualified” status for teachers. Teachers who were out of compliance were contacted and have been required by agreement to make adequate annual progress toward meeting the objective or be subject to termination. In the spring, teachers who had not met the standards or made the defined progress were terminated. Every effort is made by the Human Resources department to only employ highly qualified teachers. To support and encourage currently employed district and charter school teachers not highly qualified to become highly qualified, teachers who completed professional development requirements, took and passed a Subject Area test and added a new core academic subject to their State Educators Certificate were reimbursed for certification fees. The District provides training (at no cost to teachers) to allow them to complete the Reading Endorsement program and obtain Highly Qualified status in Reading.

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## Educational Services for Homeless Children and Youth

(N) a **description of the services the local educational agency will provide homeless children, including services provided with funds reserved under section 1113(c)(3)(A);**

**Response:** The District will maintain the employment of the Homeless Education program liaison to ensure the educational rights of homeless children and youth are preserved as outlined in the McKinney-Vento Act. The Homeless Liaison will coordinate academic services for identified students in any school and collaborate with local social service agencies to provide for the emotional and mental health of homeless students. Furthermore, the Homeless Liaison will continue collaboration with local shelters and other agencies whose mission aligns with the ideals of the Families in Transition (FIT) program.

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## Parent Involvement

(O) a **description of the strategy** the local educational agency will use to **implement effective parental involvement under** section 1118; and

[Link to Uploaded copy of the LEA PIP](#)

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## Extended Learning Opportunities

(P) where appropriate, a **description of how** the local educational agency will **use funds under this part to support after-school** (including before school and summer school) and school-year extension **programs**.

**Response:** The Local Educational Agency (LEA) uses Supplemental Academic Intervention (SAI) funding, Reading Categorical, 21st Century and School Improvement Grant funding to ensure that Extended Learning Opportunities (ELO) are provided for students in grades K – 12. Title I funds are used to supplement ELO at eligible Title I schools. Schools that wish to supplement their academic program with before school, after school, or summer school programs are encouraged and assisted by the LEA. The Saturday Academies at secondary schools focus on ACT, SAT and FCAT skills. Students that attend 2 or more Saturday Academies have a greater chance of receiving a passing score on FCAT or a concurrent score on ACT/SAT. Funding is typically used to hire teachers to tutor these at-risk students so they may meet the state's challenging academic standards.

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## Evidence of Input from Parents

[Link to Uploaded copy of Evidence of Input from Parents Plan](#)