



**FLORIDA DEPARTMENT OF EDUCATION  
NO CHILD LEFT BEHIND ACT OF 2001, P.L. 107-110**

**TITLE I, PART A LOCAL EDUCATIONAL (LEA) PLAN**

|  |  |
|--|--|
| Dates of Plan Duration: <b>July 1, 2006 – June 30, 2011 or for the duration of the Agency’s participation under Title I, part A of NCLB</b>  |  |
| 1. Name of Local Educational Agency (LEA): Putnam County District Schools  |  |
| 2. Contact Person (Name and Title): Robert Pugh, Director of Federal Programs  |  |
| 3. Contact Phone ( 386-329-0543 )<br>Number(s):  | 4. Suncom ( 832-0543 )<br>Number:              |
| 5. Fax (386-329-0643)<br>Number:   | 6. Contact E-mail Pugh_b1@firn.edu<br>Address: |
| 7. Mailing 200 – South 7 <sup>th</sup> Street Palatka Florida 32177<br>Address:  |  |
| <b>8. CERTIFICATION</b>  |  |
| <p>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.</p> <p>I, <u>David Buckles</u> (Please Type Name) 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.</p> <p>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.</p> |  |
| 9. _____<br>Signature of Agency Head   | _____ Superintendent<br>Title                  |
|  | _____ Date                                     |

**FLORIDA DEPARTMENT OF EDUCATION  
NO CHILD LEFT BEHIND ACT OF 2001 P.L. 107-110**

**TITLE I, PART A LOCAL EDUCATIONAL AGENCY (LEA) PLAN**

**INSTRUCTIONS FOR PLAN COVER FORM**

1. Enter the district's or local educational agency's (LEA) official name.
2. Enter the contact person's name. (This is the person the Department will contact for questions relative to the LEA Plan.)
3. Enter the contact person's telephone number and extension if applicable.
4. Enter the contact person's SunCom Number.
5. Enter the contact person's fax number.
6. Enter contact person's e-mail address.
7. Enter contact person's mailing address.
8. This certification must be signed by the authorizing agency head.
9. Sign and date, preferably using a blue-ink pen. The original signature of the appropriate agency head is required. The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the board for other eligible applicants.

Plans signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter of documentation to the DOE 100A when the application is submitted.

**FLORIDA DEPARTMENT OF EDUCATION  
NO CHILD LEFT BEHIND ACT OF 2001 P.L. 107-110  
TITLE I, PART A LOCAL EDUCATIONAL AGENCY (LEA) PLAN**

**GENERAL INSTRUCTIONS**

“A local educational agency may receive a subgrant under this part [Title I, Part A of the No Child Left Behind Act of 2001] only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.” Section 1112(a)

The Title I, Part A LEA Plan must be written in the following format. Assurances, as required by Section 1112(c), are incorporated into this plan. When an item refers to a specific Act, other than the NCLB Act, familiarity with such Act is useful when addressing that item. Please review each item carefully because some items may include several requirements that need to be addressed distinctly.

Please note that a plan will be approved only when it is determined that such plan enables schools served under Title I, Part A meet the academic standards expected of all children, as described in section 1111(b)(1), and meets the requirements of section 1112.

An LEA plan must reflect the shared responsibility of schools, teachers, and the district in making decisions regarding schoolwide and targeted assistance programs under sections 1114 and 1115. The plan must also demonstrate that the district’s activities are in accordance with the parental involvement and the qualifications for teachers and paraprofessionals requirements under sections 1118 and 1119.

Please pay special attention to the introductory word “description” in each item of the outline. A restatement of a provision of the law may be used to support an activity but may not be a substitute for the description of a required activity or service.

**FLORIDA DEPARTMENT OF EDUCATION  
NO CHILD LEFT BEHIND ACT OF 2001 P.L. 107-110  
TITLE I, PART A LOCAL EDUCATIONAL AGENCY (LEA) PLAN**

**PLAN OUTLINE**

In general, in order to help low-achieving children meet challenging achievement academic standards, each local educational agency plan must provide the following descriptions in its plan:

**LOCAL MEASURES OF STUDENT PERFORMANCE (OTHER THAN STATE-LEVEL ASSESSMENT)**

(A) a description of **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;

*Guidance: If, in addition to the statewide assessments (FCAT), the LEA uses additional local high quality assessments, provide a clear and concise description of such assessments and measures relevant to identifying the instructional needs of low achieving students and the grades to which they apply. How will the results be used to determine teaching strategies and monitor student progress? What time intervals will assessments be administered and who will be involved in selecting assessments.*

In order to help to help low-achieving children meet challenging academic achievement standards, this LEA incorporates the following high-quality academic assessments: (Other than FCAT)

DIBELS® grades K - 5  
EdVision® (Grades 6 – 12)  
Skills Connection® (Grades 3 -12)  
SRI® (Scholastic Reading Inventory) (Grades 2 – 5)  
SFA® (Success For All Roots Assessment) (Grade 1)  
DAR® (Diagnostic Reading Assessment) (Grades 1 – 2)  
ERDA® (Early Reading Diagnostic Assessment) (Kindergarten and Grade 1)  
Fox-in-the-Box® (Kindergarten and Grade 1)  
Rosner® (Kindergarten)  
Scantron/Achievement Series® grades 3 - 12  
EdPerformance® grades 3 - 12  
Test Prep Series® grades 3 - 10  
All of these assessments serve to determine the levels of success

students have achieved toward State academic achievement standards. The concentrated effort is for the development of the reading mathematics program. Each of these assessments provides meaningful diagnostic information for teachers and parents about the performance levels of the students being served. From an analysis of the results of these assessments that are designed to indicate performance levels on benchmarks and skills, instructional strategies can be defined and implemented that will best move low-achieving students toward meeting required performance standards. Each test has a purpose and offers a specific and categorical profile of the student for the classroom teacher's use. This allows for the teacher to effectively know who may be at risk for reading failure, who may be having difficulty reading, and those who may need supplemental or more challenging material to achieve proficient status.

Schools in this LEA provide regular, systematic screening and assessment for all students to determine what revisions are needed to current instructional strategies so the children will meet the State student academic achievement standards. The results will be reviewed annually, as well as throughout the course of the year, by the LEA to determine what revisions and recommendations may be needed to the various School Improvement Plans for each school site.

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;

*Guidance: To ensure students success in meeting the State academic achievement standards, describe other indicators that may be used in an effort to identify students who are in need of intervention (i.e., daily attendance, discipline referrals, promotion/retention rates, graduation rates, suspensions (in-school and out-of-school), etc.)*

Other diagnostic and prescriptive assessments are used at schools within the district. The Reading Rescue and Scotopic Sensitivity Test are used for specific reading programs that are not district-wide. With the advent of the Florida Reading Initiative, the Gates-Macginitie Test®, QRI-3®, are used to provide teachers with reading readiness and phonemic development information about the students being served. Additionally, emphasis is placed on student attendance over the course of the year

(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;

*Guidance: Description should include the use of strategies such as: development of an AIP, extended learning opportunities, computerized instruction, extra reading and/or math sessions, tutorial programs, smaller class size, small group instruction, mentoring, extra counseling assistance, advocacy groups, grade level team*

*meetings with parents, parent training in providing at-home support, assistance in providing transportation to students unable to utilize after school services, etc.*

Schools within the LEA district provide tutorial programs for identified students before and after the regular school day. In keeping with the responsibilities for paraprofessionals as outlined in NCLB, tutorial services will be limited to those times when children are otherwise not receiving instruction from a teacher. The LEA will continue to support the extended day concept throughout the school district. The LEA will assist in the design and performance of these programs. The design of the programs will include an assessment component to determine a child's need for tutorial assistance, an instructional component delivered primarily by teachers assisted by qualified paraprofessionals, and a monitoring component that will provide the school administrators and the LEA with data regarding the success of the students being served. When surveying the Principals of participating schools, the overwhelming majority identified the after school concept to be the program of choice.

To assist the schools in this process, the LEA will provide assistance to the schools by reviewing the possible transportation solutions for these students and the means to obtain such services. Many students who may become eligible for such services may not be able to participate because of the inability for their parents or guardians to provide adequate transportation beyond the course of the normal school day. The LEA will assist in helping to overcome this as a barrier to the success of such a program

The LEA will provide leadership and direction for the funding of such programs at the school sites. Several funding sources may need to be combined to meet the needs of these children. Title I, SAI (Supplemental Academic Instruction) dollars, and other funding sources can be brought to bear upon this opportunity. The LEA will provide assistance to the schools as the programs are being developed and implemented to ensure the appropriate use of funds.

The LEA will continue to explore the use of technology throughout the district as part of the solution to assist individual students who are identified as needing help in meeting the State's challenging student academic achievement standards. Use of such programs as SuccessMaker® by the schools will serve to enhance the overall instructional level and the delivery of these services to eligible students after the normal school day. Programs such as this will also provide prescriptive instructional objectives to the teachers to implement for the students. The LEA will continue to provide the technical support for these and similar types of programs at school sites throughout the district.

The LEA will continue to monitor the programs being implemented at the various school sites. The process will include the review of data provided by the school on a regularly scheduled basis.

The results of such a review will be used to inform the school of any warranted recommendations for revision to the program. The review will focus on the continued monitoring of student progress toward challenging State standards by those who are working directly with the students.



## PLANNED IMPROVEMENT FOR PROFESSIONAL DEVELOPMENT (TITLE II)

(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*

Putnam County District Schools currently has in place a Master In-service Plan for the professional development of its employees. Although this provides training opportunities for all employees of Putnam County, the concept addressed by NCLB focuses on the providing of highly qualified teachers and paraprofessionals at schools. Programs under this part and Title II will address the professional development requirements found within Sections 1118 and 1119 of the NCLB Act of 2001. These sections require the support of ongoing training and professional development to assist in satisfying the requirements for highly qualified teachers and paraprofessionals. The LEA plan includes both professional development for its teachers and paraprofessionals as well as addressing the implementation of programs, activities and procedures for the involvement of its parents.

This LEA will work cooperatively between the Title 1 and Title II programs to bring about the intended results. Periodic meetings, in addition to Instructional Staff Team meetings, will be held where

both divisions review available survey information and assessments conducted throughout the district to determine the variety of training needs. A review and analysis of the most recent FCAT scores for this district will provide additional information to determine the instructional training needs for support personnel as well. A training calendar will be developed and maintained through the Curriculum and Instruction Division identifying appropriate information such as: date, time, location, consultant, activities, follow-up activities, and monitoring responsibilities for the various training opportunities. Attendance and participation information will comply with Board policy and Florida Statutes to meet the training requirements. Documentation will be maintained to clearly present the events and results of the sessions. The school's audit box will maintain documentation annually that is specific to the training activities occurring at its site.

Parents will be afforded opportunities for workshops and conferences over the course of each school year. These efforts will be coordinated through both the Title 1 and Title II offices working to complement each other's program offerings. Information will be provided through various channels such as: flyers being sent home with students, posters located at school sites, and Information forwarded through each school's School Improvement Team. In addition to these methods, the Putnam County Schools Title 1 District-Wide Parent Advisory Committee will assist by providing suggested topics, locations, and other recommendations for training needs for parents. In addition to these two programs, several other programs (PreK, Even Start, Head Start, etc.) will provide training opportunities through the school settings as well.

## COORDINATION OF EDUCATIONAL SERVICES FOR EARLY CHILDHOOD PROGRAMS

(E) 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.

**Guidance:** *Describe LEA's strategies for ensuring coordination and integration of services to increase program effectiveness between Title I and other educational programs at both the district and school levels to address targeted students.*

Putnam County District Schools house several supportive programs that provide for the transition of its participants to local elementary

school programs. Programs such as Head Start and RCMA (Redlands Christian Migrant Association) are managed privately and are not considered part of the public school system. Even Start, a program for parents seeking completion of a GED and who have children under the age of seven, is operated through the Elementary/PreK Education Division for Putnam County Schools and is located on the campus of Interlachen Elementary School. This program provides for daycare, home visits, and parenting class services to its participants. In addition, a more traditional PreK program is offered at all elementary schools within the district. Although not funded through the traditional state funding programs, the program is funded by reimbursement from the Putnam County School Readiness Coalition. This LEA is an active participant in the Coalition and believes participation in the Coalition is not just a requirement, but an opportunity to provide extended services in our community that will engage and assist our children in the preparation and readiness for school.

Regardless of what preschool location children attend, schools will continue to provide transition activities for all prekindergarten children. Meetings are held where parents and children can come to learn more about the school the program offerings of the school, and the preparations needed prior to school beginning each year. PreK children in programs located on school sites are included in the school's activities over the course of each school year. The LEA will continue to support this as part of the requirement to provide for a more workable transition for both students and parents. The LEA will monitor this program through observations, review of attendance sheets, and information circulated to parents over the course of each school year. The school's audit box will maintain documentation of this information annually.

The implementation of the Reading First and Early Reading First programs will be a focus of this LEA. Although both of these programs are funded through grants to the district and have not yet been fully allocated, Putnam County District Schools currently has three of its ten elementary schools engaged in the Florida Reading Initiative. This is an extension of the Reading First program where best practices are used and the entire faculty, staff, and administration are trained thoroughly in the teaching of reading. The Early Reading First program was applied for by this district. As of this writing, we are awaiting results of the application process. Putnam County District Schools will continue to focus on the need to fully train its teachers and staff on the knowledge and use of best practices in the teaching of reading.

Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, and

Indian children served under Part A of Title VII, homeless children, and immigrant children are provided throughout the district with the support of the LEA. Program effectiveness, elimination of duplication, and the reduction of fragmentation of the instructional program within the district is monitored by the Title I division.

Migrant students are provided direct support services by Part A funds through set aside funds. These funds are used to assist with transportation, translation services, and home visits enabling parents and students to overcome barriers to enrollment issues, access to and participation in programs available to eligible individuals, and assistance in providing interpretation of guidelines and district policy issues.

The LEA will continue to assist through the Title 1 Part A program in this capacity. Part C Funds, Migrant Education Program funds, are received for the purposes of ensuring the support of high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves. The LEA will provide assistance in the development, implementation, and support of the programs offered through the Migrant Education Program. This assistance will be predicated upon the comprehensive needs assessment conducted annually by the Migrant Education Program department. Emphasis will be placed on migratory children who are failing, or are the most at risk of failing, to meet the State's challenging State academic content standards. This will be accomplished throughout the school year by convening quarterly meetings with all parties (Title Part A funds, Title 1 Part C funds, Adult Farmworker programs, State Migrant programs, etc.) who will make recommendations for revisions to services provided, discuss grant applications that may be pursued, and other fiscal recommendations that will impact the availability, allocation, or expenditure of such funds. These recommendations will be reflected in all revisions to the annual plan and forwarded to the Florida Department of Education, Migrant Program office.

Coordination and integration of services provided to neglected or delinquent youth will be handled through the Title 1 office using Part D funds provided to this district. Annually, a plan will be submitted to address the needs of eligible students. Working in conjunction with the Department of Student Services within the district and the Department of Juvenile Justice, the LEA as a whole will monitor the performance of students eligible to receive services through the project. Set aside funding for this purpose from Title 1 Part A funds will be made available to assist in this process. Students served as part of the delinquent program are provided services through the Alachua County correctional facility. Students returning to Putnam County from these facilities will be monitored

through the Department of Student Services and assistance provided through Title 1 programs throughout the district. Documentation for these efforts will be maintained through the audit material maintained at the district level.

Children identified as eligible for services through the McKinney-Vento Act as homeless children are served through set aside funding as part of the Title 1 Part A funds as well as the McKinney grant funding source. The LEA will continue to pursue participation in this grant and will continue to provide set aside funding to assist in meeting the needs of these children. The district will continue to provide support and training to the school sites, assisting teachers and paraprofessionals, by addressing the needs of these children and reducing barriers to their academic success at school. The district's contact, working through Project PRAISE in conjunction with the Title 1 office, will continue to provide direct assistance to the schools by helping students and parents with immunizations, records, and other related issues.

## POVERTY CRITERIA

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

*Guidance: Criteria should match the same measure of poverty used in completing Title I, Part A Public School Eligibility Survey.*

The poverty criteria used to select school attendance areas under section 1113 provides for the allocation of funds to schools and school attendance areas according to their total population of low income children. The population of students who qualify for the Free and Reduced Lunch program will determine the level of eligibility for participating schools. The schools are ranked in order from the highest to the lowest percentage of students participating in the Free and Reduced Lunch program at each school site. All schools at or above the 75 percent mark will be served. The remaining schools are ranked from highest to lowest by grade level starting first with elementary programs, then middle schools, and finally high school programs. This eligibility survey is completed with a Date Certain established in the month of February preceding the application for the project which coincides with the State's FEFP funding process. Currently, all elementary and middle schools are served as Title I Schoolwide projects.

No schools currently served by this project fall below the 40<sup>th</sup> percent level for the free and reduced lunch program.

## 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;

The identification process for eligible children most in need of services in Targeted Assistance Schools is a thorough process where parents, teachers and administrators review available assessment data for each child to determine deficient areas in benchmarks and skills both for Reading and Math. After the initial opportunity for the school to evaluate the data, parents will be contacted and invited to participate in the process. A meeting will be scheduled to discuss the student's strengths and weakness to determine an action plan for the school year. Once the plan has been designed, a time frame for periodic assessments to determine progress over the course of the year will be established and a contact person will be appointed who will be responsible to review the results of the periodic assessments. The classroom teacher will be kept informed of the periodic assessments to provide for revisions in instructional strategies. The LEA has only one (1) Targeted Assistance School, grades K – 5.

*Guidance: Describe method(s) to be used for identifying the academically lowest performing eligible students. Description should include methods used for the various grade levels if different.*

## 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**;

*Guidance: Describe services to be provided to neglected and/or delinquent students being served in: Schoolwide Programs, targeted assistance programs, neglected programs, delinquent programs, homeless programs and non-public school programs; as well as, services to be provided to students returning to the district, as appropriate. Include LEA's use of required set-aside for providing comparable services to identified students who do not attend Title I schools.*

All schools in the district that are served through the Title 1 project are identified as Schoolwide projects. Among the educational services provided to students in these programs are: reducing student/teacher ratios, funding for materials and supplies, development of classroom libraries to be used as take home books, funded programs for staff development and professional growth, parent workshops, improved parent communication through parent resource personnel, tutorial programs, extended day programs, childcare opportunities for parent conferencing and workshops, and supplemental summer programs for at-risk children. Priority within each school is for those students who have been identified as the greatest at-risk needs students. Various assessment tools as described earlier are used to determine individual needs where programs can be designed for participating students to help to bring about success toward the State's challenging academic standards and help to closing the achievement gap among the subgroups.

Putnam County School District provides assistance to the Rodeheaver's Boys Ranch which is a non-profit facility for school aged boys experiencing varying degrees of difficult circumstances from abandonment or abuse to behavioral or learning difficulties. Title 1 provides assistance through a program for neglect or delinquent children (Part D) and by setting aside a portion of Part A funds to supplement these efforts. Through this funding, a resource teacher is provided to work with the boys after school assisting with homework, instructional assistance in reading and math, and providing general academic assistance in other subject areas. This teacher also serves to monitor homework, class work, grades, and the student's overall performance. In the absence of the student's parent, the resource teacher serves as a surrogate parent, mentor, and counselor.

Students adjudicated through the juvenile justice system are housed in the St. John's County facility in Hastings, Florida. An agreement exists with the St. John's County Department of Corrections where all educational services are provided by St. John's County while these students are in that facility. When

students return to Putnam County, Title 1 and the Department of Students Services will monitor the students' progress and when possible provide intervening services to assist these students. These services may include counseling or one-on-one tutoring. These needs will be assessed when the district is notified of the student's return. By working collaboratively with the Department of Juvenile Justice and the Department of Student Services for Putnam County District Schools, these at-risk students will be provided a greater opportunity for success in school

## STUDENT SELECTION PROCESS, MIGRATORY CHILDREN AND YOUTH

(l) 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;

*Guidance: Include policy for timely identification of migratory children and, upon identification, ensure that schools set and document criteria for services for eligible children and youth.*

Migratory children and former migratory children who are eligible to receive services are selected to receive such services on the same basis as other children who are selected to receive services under this part because all students are eligible to receive services equitably as students attending a Schoolwide project. Further, migratory children are held to the same high standards and expectations of performance toward those standards as are all other students. Program services are determined on performance levels of the FCAT and other assessment tools used within the district. The student's results on these assessments will determine the level of services needed regardless of status or mobility rate. Supplemental programs and services may be provided by the Migrant Education Program after the basic needs have been met through the district's programs.

To ensure that this remains the case, set aside funds from Part A funds are used to assist in the cost of parent contact and transportation assistance. Eligibility issues are determined through the completion and review of the Certificate of Eligibility completed on the students and their families. The Program Specialist for the Migrant Education Program ensures this process is accurate and complete for each child. Information is maintained through the Migrant Education Center that is located on the campus of Middleton-Burney Elementary School.

Further, migratory services are reviewed for all schools. Through the district's Advocate/Recruiter personnel, contacts are made with all schools to provide assistance when needed. Contacts are then made with the parents to review potential

eligibility and participation in supplemental services. An Advocate/Recruiter serves to ensure that barriers toward enrollment, eligibility for services, and other needs are identified and assists the families and the schools toward removing or overcoming these barriers.

## USE OF TITLE I FUNDS TO SUPPORT PRESCHOOL PROGRAMS

(J) 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;

This LEA does not provide direct funding for preschool programs for the elementary schools in this district. The preschool program is funded by a reimbursement process from the School Readiness Coalition of Putnam County.

## 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.

**Guidance:** *Describe district's plans as outlined in Section 1116.*

Schools identified as in need of improvement (SINIs)

### SINI Schools

The Putnam County School System will take a number of measures to assist its SINI schools. First, the district requires the Principals to meet with a leadership team at the school and review the school's assessment data for the past three years. The Principal then discusses the assessment data, noting strong and weak areas of the school's performance, and plans for improvement with district staff. This forms the basis of the School Improvement Plan for the following year. The School Improvement plan is reviewed by district staff before being approved by the School board. The district also provides the option for parents of children enrolled in SINI schools to choose to have their child transferred to another school or, if eligible, receive supplemental educational services.

The district will provide all schools with a system to monitor the progress of their students on Sunshine State Standards throughout the school year. Technical assistance will be available throughout the year on the effective use of the system.

Schools identified for corrective action

Public school choice options provided to SINI schools are also provided to Title I schools in corrective action. In addition, the Principal in all corrective action schools will meet with a

leadership team at the school to review FCAT assessment data over the past three years and will discuss the data and plans for improvement during a meeting with district staff. In addition, the district is required to implement at least one option outlined in NCLB with each school in corrective action. The district has chosen option number II, Institute and fully implement a new curriculum and option VI Restructure the internal organizational structure of the school. The district is implementing the Continual Improvement Model in every school which is in corrective action. The district will provide all required professional development and technical assistance necessary for a successful implementation at each school. A district liaison will be assigned to each school to monitor the school's progress and a monthly meeting will be held with district and school personnel to discuss progress and school needs.

Schools identified for restructuring

There are no schools in restructuring for the 2006-2007 school year.

## **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.

**Guidance:** Describe the process and procedures the LEA will use to notify the parents of each student enrolled in the schools identified as in need of improvement, corrective action, and restructuring regarding NCLB public school choice options, ensuring that the notification includes the required components identified above. Communication with parents must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. Describe the timelines for notifying the parents and how much time will

be provided for parents to consider their options. Describe the process and procedures to be established for enabling parents to communicate their choice of school or supplemental services to the school or LEA. Include the LEA plans for any additional communication to parents related to NCLB school choice such as meetings, public announcements, newsletters, etc.

The Putnam County School System will inform eligible parents of the availability of public schools choice options in several ways. The process will start with an informational letter sent in May to all parents of students enrolled in schools with a potential to offer school choice options. The letter, available in the parent's home language, will alert parents to the possibility of services being available and to expect a letter in early July after the AYP status of schools has been determined. Once the AYP status has been determined, the school system will send a letter to all eligible parents, in their home language, informing parents of, 1) the school's status regarding AYP and what the identification means, 2) how the school compares to other public schools in achievement, 3) the reason for identification, 4) what the school is doing to address the academic problems and 5) the options for school choice that are available to the parent. The letter will be required to be returned by August 1, 2006, with the parent choice of option (s) indicated. A flyer will be posted at each school offering choice options for parents who move into the area. A notice will also be placed in the local newspaper and school newsletters.

Attach Copy of Letter(s)

**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.

**Guidance:** Describe the process and methodology to ensure the LEA will allocate and use an amount equal to 20 percent of the Title I funds for NCLB public school choice options. LEAs must use an amount equal to five percent of the Title I allocation to provide or pay for choice with transportation and an amount equal to five percent of the Title I allocation to provide supplemental educational services. The remaining amount equal to ten percent of the allocation must be used for transportation, supplemental educational services, or both as determined by the school LEA. Describe the process for prioritizing the provision of supplemental educational services to the lowest-achieving students if it is determined that there are insufficient funds to provide supplemental educational services to all students whose parents request the services.

The district will establish a separate account for the purpose of providing school choice options. The amount budgeted will be equal to 20% of our total Title I allocation. All cost for transportation to service students who have chosen choice transfers will be charged to this account as well as payment to state approved SES providers working under contract with our district. In the event that funds budgeted in this account are insufficient to cover the cost of SES services for all students who have requested the service, the district will limit the number of students participating. To accomplish this, the NCLB sub groups' performances at each school will be analyzed and those sub groups not making AYP will be targeted. Free and reduced lunch students in these sub groups will be served according to their performance on the 2006 FCAT with the most needy students (level 1) being served first.

### **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 two 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.

**Guidance:** Describe how the LEA will notify parents of all eligible students enrolled in a school identified as in need of improvement for two or more consecutive years of the availability of supplemental educational services. Communication with parents must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. Describe how the LEA plans to widely distribute supplemental educational services enrollment forms to parents and make the enrollment process easily available for parents to access. Describe the timelines for notifying the parents and how much time will be provided for parents to consider and choose a supplemental educational services provider. Include plans and timelines for any additional communication and outreach to parents related to supplemental services, such as provider fairs, school meetings, etc.

Notification will begin with an informational letter sent in May to all parents with children enrolled in schools which have a potential to offer school choice options. The letter will alert parents to the possibility of school choice options being available for the 2006-07 school year and to be aware that another letter would be sent during the summer after AYP results have been received. In early July, a letter will be sent to eligible parents in their home language informing them of the availability of school choice services; including choice transfer or supplemental educational services. A list of state approved ses providers will be

included as well as a brief description of their services, qualifications, and effectiveness. We will also indicate our willingness to assist them in their choice of providers. Parents will be required to respond to this letter by August 1, 2006. Parents will have approximately three weeks to choose SES services, choice transfer or to reject available services. Parents will be informed in the letter that once they review the information regarding providers they may complete enrollment forms which are available at the school or district office. Parents will also be informed of a provider fair at which they may speak directly with providers. Enrollment forms will be available at the fair to sign up immediately if they so choose. It is anticipated that parents will be enrolled and assigned to providers by September 15, 2006.

Attach Copy of Letter(s)

**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 Parent/District/Provider Agreement (PDPA)
- 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

**Guidance:** Describe the process the LEA will use to develop and implement the agreement (contract) between the LEA and each state-approved SES provider selected by parents in the LEA to include all of the required components listed above. Include the timelines that will ensure students begin receiving supplemental educational services as soon as possible in the school year, but no later than October 1 of each school year. It is expected that school districts initiate the contractual process with each provider and that each district and state-approved provider complete a signed contract within 45 days of receiving notification from the provider of its intent to provide SES to students within the district. Describe the method by which the LEA will ensure that the provider regularly informs each student's parent(s) and teacher(s) of student's progress. Include process to ensure that parents are notified by the provider if their child is not attending regularly. Describe the policies relative to use of school facilities by providers; policies and procedures to ensure confidentiality of student identifiable information; and the process to ensure background checks and fingerprints for all provider employees who will have direct contact with students.

The Putnam County District School Board will review and approve a template for contracts with SES providers by the end of June. At this time, a list of providers interested in working with Putnam County students will have been established. A contract,

with language already approved by the School Board, will be sent to each Putnam provider. This contract will address the development of the Parent District Provider Agreement (PDPA), describe how the student's parents and student's teachers will be regularly informed of the student's progress, provide for the termination of the agreement if the provider is unable to meet the goals and timelines, contain provisions for payment to the provider and prohibit disclosing any student identifiable information. These contracts will be scheduled for approval with the School Board in July.

The district will maintain regular contact with the parent of students receiving SES services. Monthly telephone or written communication will be made in order to ensure the parent is receiving regular progress reports from the provider and that the student is attending regularly.

The Putnam County District School Board policy permits providers to utilize school facilities specifically addresses the confidentiality of student information and requires background checks and fingerprints for all employees. The contract with providers requires anyone in contact with students to successfully complete a background check.

### Parent/District/Provider Agreements (PDPAs):

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

The LEA must enter into agreements (PDPAs) with each state-approved provider that parents selected in the LEA. The PDPA 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

**Guidance:** Describe the processes, procedures, and timelines the LEA will use to develop, implement, and monitor the PDPAs in consultation with students' parents and providers that will address the required components listed above, including the procedures to ensure individual student needs are assessed and diagnosed, skill gaps are identified, and an individualized instructional program and intervention is designed to meet students' individual needs. Describe the plan to address circumstances when all three parties are unable to physically be present to sign and date PDPAs.

The parent will enroll their child in ses services by signing a Letter of Intent indicating the name of the provider they choose to work with their child. The provider will be informed of the parent's choice and will schedule a meeting with the parent and child to complete the PDPA. The PDPA includes: achievement goals, description of how the child's progress will be measured and reported to the parent and the timetable for improving achievement. The plan will be consistent with any existing IEP of an exceptional education student. The PDPA will address identification of weak areas and the instructional plan to address student improvement. When all three parties cannot be physically present, written information from the absent party will be provided to those holding the meeting or those in attendance will telephone the absent party during the meeting to inform and receive information. If appropriate, a telephone conference with all participating may also be used.

### HIGHLY QUALIFICATION REQUIREMENTS

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

**Guidance:** Describe district's plans for supporting ongoing training and high-quality professional development to assist teachers and (instructional) paraprofessionals in satisfying HQ requirements. Briefly describe methodology for ensuring the use of (not less than 5%) set-asides for supporting professional development. Description should include current status of district's HQ teachers and paraprofessionals; indicate timelines involved; and indicate goals and strategies for annual increases or for 100% compliance, etc.

Section 1119 of the NCLB Act focuses on the qualifications for teachers and paraprofessionals. The LEA will develop a plan to ensure that all teachers teaching within the school district

served by the LEA are highly qualified and that all paraprofessionals meet the new standards for employment. The Department of Human Resources, working with the Division of Curriculum and Instruction, will develop and monitor the progress on this plan. The plan will provide for the development of a timetable to meet the 2005-2006 school year deadlines. An annual list indicating the percentage of highly qualified teachers within the LEA teaching in core academic subjects at each public elementary and secondary school will be reviewed. The annual objective is to show an increase in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers. The district will generate a report of annual progress as a whole and identify similar information for each of the schools served by the LEA in meeting the measurable objectives.

#### **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)**;

***Guidance:** Describe services to be provided to assist children experiencing homelessness and who do not attend Title I schools. Include in description the provision of educationally related support services to be provided to children in shelters and other locations where children may live.*

Homeless children are provided services through the McKinney-Vento grant and through set aside funds from Title 1, Part A funds. These funds are combined to provide resource teachers who provide tutorial services, serve as liaisons for the schools to parents or guardians, purchase materials and supplies needed for children to be successful in the classroom, remove barriers for enrollment, obtain records from previous schools and provide training for parents or guardians about educational, social, health and other concerns.

After school programs will be made available to assist with academic/classroom concerns. Equipment will be made available to shelters providing computer assisted instructional services in reading as well as providing a word processing capacity for students. The shelters are provided with supplies to assist the students in meeting the classroom supply needs often affiliated with schools.

Emergency medical service is provided through a referral system to Public Health or Family Medical and Dental locations. With the advent of Kid Care insurance, each child's status is reviewed to determine eligibility for this program. This is a free

or low cost health insurance program for families who meet the income eligibility requirements.

Project PRAISE (Providing Requisite Academic Instructional Services Equitably) is implemented through the Title 1 office and is monitored by a program specialist. This project provides funding through the McKinney-Vento Act. The monitoring process incorporates the use of an oversight committee comprised of community members, parents, guidance counselors, administrators, law enforcement personnel, health and medical professionals, and educators. This committee functions to ensure that services are reviewed and, if necessary, revised.

## PARENTAL INVOLVEMENT

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

*Guidance: Description should include procedures for the development and dissemination of district parent involvement policy; (1%) reservation (use and distribution of 95% to schools) of Title I allocation for parent involvement activities; annual review of the effectiveness of the parent involvement policy; annual self monitoring to ensure schools: (1) development of parent involvement policies, (2) annual meeting to inform parents of school's participation in Title I; (3) offer flexible meeting times, (4) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, (5) provide parents of participating children, timely information about the school's program, (6) develop and use school-parent compacts, (7) provide training for parents in working with their children to improve academic achievement, (8) provide opportunities for parent-teacher conferences, and (9) assist schools in developing and providing information to parents in other languages, as needed.*

Putnam County School District encourages parent participation and involvement at both the school and district level. The Putnam County District Schools Title 1 Parent Advisory Committee is formed each year to review the Title 1 program and compliance issues. The committee's membership is made up of a parent representative from each Title 1 school. Meetings are generally conducted monthly to discuss issues in which the parents would like to become more knowledgeable. The committee reviews, and revises as needed, the annual survey used throughout the district, brings issues to the committee that may be barriers at the school or within the district, and provides meaningful discourse about compliance issues, funding issues, and instructional matters.

Each school will establish and document a parent involvement policy that reflects a concerted effort with the district's policy. This policy is developed and implemented through the school's School Advisory Committee. Parent meetings, over the course of the school year, should be held at the school site and be conducted by these guidelines. These meetings address timely information about the various program offerings at both the school and district level, provide an opportunity to explain the curriculum in use at the school, the assessment tools used at the school as

well as the proficiency levels students are expected to meet, and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The LEA will offer district-level assistance to the school as it designs, developments, and implements the school's parent involvement policy. The LEA will encourage parent-teacher conferences during which the compact can be discussed, frequent reports can be provided to parents on their children's progress, and promote opportunities for parents to observe classroom activities where possible. Parent training opportunities will be promoted throughout the course of the school year through public notice at the schools.

## 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**.

***Guidance:** Describe how LEA will incorporated extended learning opportunities for remediation beyond the regular school day (before school, after school, during the summer, and during an extension of the school year) that will enhance student achievement. Include strategies most likely to assist in bringing groups to proficiency in reading and mathematics such as additional tutoring, parental involvement, or other. Indicate the selection process for determining students to be served (i.e., identified by analysis of student performance data in reading, math, etc.) Provide methodology for the selection of effective, research-based learning strategies to be used.*

After school programs have become a way of life for Putnam County School District. Title 1 funds are used to supplement an extended day concept that includes before school and summer school programs, too. Funds are used to provide supplemental tutorial opportunities after the traditional school day throughout the school year. Supplemental funding through Title 1 can be used to provide transportation for these activities. The LEA will encourage this process district-wide in each Title 1 schoolwide project.

Funds will be used by instructional personnel to provide tutoring for students most at-risk. Typically, a student's assessment results will be reviewed and lists formed of the names of those students who are considered at-risk or below grade level in reading. Provisions, with parental consent, will be made for tutoring opportunities before or after school.

Summer programs will be designed to offer instructional opportunities for those students whose assessment results identify them as at-risk students. Supplemental funding through Title 1 can assist with transportation and instructional needs to help improve the students' mastery levels in reading skills. The length of the program will be determined by the amount of funds available, the number of students identified as eligible to attend, and the availability of highly qualified

teachers to conduct the classes.

## APPENDICES

### ASSURANCES

#### STATE OF FLORIDA PERFORMANCE GOALS AS LISTED IN THE STATE CONSOLIDATED PLAN

##### STATE GUIDANCE:

##### **Highly Qualified Teachers**

The Department of Education has issued the following memorandum regarding the Criteria for a One-Year Extension for Highly Qualified Teachers in No Child Left Behind. The memorandum may be viewed at:

[http://info.fldoe.org/docushare/dsweb/Get/Document-3395/k12\\_05\\_162memo.pdf](http://info.fldoe.org/docushare/dsweb/Get/Document-3395/k12_05_162memo.pdf)  
[http://info.fldoe.org/docushare/dsweb/Get/Document-3396/k12\\_05\\_162att1.pdf](http://info.fldoe.org/docushare/dsweb/Get/Document-3396/k12_05_162att1.pdf)  
[http://info.fldoe.org/docushare/dsweb/Get/Document-3397/k12\\_05\\_162att2.pdf](http://info.fldoe.org/docushare/dsweb/Get/Document-3397/k12_05_162att2.pdf)  
[http://info.fldoe.org/docushare/dsweb/Get/Document-3398/k12\\_05\\_162att3.pdf](http://info.fldoe.org/docushare/dsweb/Get/Document-3398/k12_05_162att3.pdf)

The Department of Education has issued the following memorandum regarding the Update on Highly Qualified Teacher Requirements for Exceptional Student Education (ESE) Teachers. The memorandum may be viewed at:

[http://info.fldoe.org/docushare/dsweb/Get/Document-3409/ese\\_memo.pdf](http://info.fldoe.org/docushare/dsweb/Get/Document-3409/ese_memo.pdf) (Memo)  
[http://info.fldoe.org/docushare/dsweb/Get/Document-3410/ese\\_att1.pdf](http://info.fldoe.org/docushare/dsweb/Get/Document-3410/ese_att1.pdf) (Attachment 1)  
[http://info.fldoe.org/docushare/dsweb/Get/Document-3411/ese\\_att2.pdf](http://info.fldoe.org/docushare/dsweb/Get/Document-3411/ese_att2.pdf) (Attachment 2)

##### **School Choice/SES**

The Department of Education has issued the following memoranda regarding the Florida's Implementation of No Child Left Behind (NCLB) **Choice Options**. These memoranda may be viewed at:

[http://info.fldoe.org/docushare/dsweb/Get/Document-3323/nclb\\_choic\\_memo.pdf](http://info.fldoe.org/docushare/dsweb/Get/Document-3323/nclb_choic_memo.pdf)  
[http://info.fldoe.org/docushare/dsweb/Get/Document-3519/k12\\_06\\_07memo.pdf](http://info.fldoe.org/docushare/dsweb/Get/Document-3519/k12_06_07memo.pdf)

### USDE GUIDANCE

##### **Paraprofessional**

Extension on deadline for Paraprofessional to meet HQ – extended to the end of 05-06 SY

<http://www.nea.org/esphome/para-deadline.html>

### SECTION 1112

# 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 4<sup>th</sup> and 8<sup>th</sup> 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.

## CONSOLIDATED STATE APPLICATION CONTENTS

### *PART I: ESEA Goals, ESEA Indicators,*

#### *State Performance Targets*

The following ESEA performance goals and indicators cut across the ESEA programs included in the application and reflect the key *No Child Left Behind Act of 2001* goal of improved achievement for all students.

#### ESEA Goals and Indicators

- 1. Performance goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
  - 1.1. Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
  - 1.2. Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
  - 1.3. Performance indicator: The percentage of Title I schools that make adequate yearly progress.
  
- 2. Performance goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
  - 2.1. Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
  - 2.2. Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
  - 2.3. Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.
  
- 3. Performance goal 3: By 2005-2006, all students will be taught by highly qualified teachers.**
  - 3.1. Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
  - 3.2. Performance indicator: The percentage of teachers receiving high-quality professional development. (as the term, "professional development," is defined in section 9101 (34).)
  - 3.3. Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)
  
- 4. Performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.**
  - 4.1. Performance indicator: The number of persistently dangerous schools, as defined by the State.
  
- 5. Performance Goal 5: All students will graduate from high school.**
  - 5.1. Performance indicator: The percentage of students who graduate from high school each year with a regular diploma,
    - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
    - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
  - 5.2. Performance indicator: The percentage of students who drop out of school,
    - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
    - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

## **SEC. 1112. LOCAL EDUCATIONAL AGENCY PLANS.**

### **(a) PLANS REQUIRED-**

(1) **SUBGRANTS-** A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.

(2) **CONSOLIDATED APPLICATION-** The plan may be submitted as part of a consolidated application under section 9305.

### **(b) PLAN PROVISIONS-**

(1) **IN GENERAL-** In order to help low-achieving children meet challenging achievement academic standards, each **local educational agency plan** shall include —

(A) a description of 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 —

(i) 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);

(ii) to 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;

(iii) to determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and

(iv) to 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;

(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;

(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;

(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;

(E) 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, 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 in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;

(F) an assurance that the local educational agency will 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;

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

(H) 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;

(I) 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;

(J) 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;

- (K) 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, 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;
- (L) 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;
- (M) a description of the actions the local educational agency will take to implement public school choice and supplemental services, consistent with the requirements of section 1116;
- (N) a description of how the local educational agency will meet the requirements of section 1119;
- (O) 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);
- (P) a description of the strategy the local educational agency will use to implement effective parental involvement under section 1118; and
- (Q) 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.

(2) EXCEPTION- The academic assessments and indicators described in subparagraphs (A) and (B) of paragraph (1) shall not be used —

- (A) in lieu of the academic assessments required under section 1111(b)(3) and other State academic indicators under section 1111(b)(2); or
- (B) to reduce the number of, or change which, schools would otherwise be subject to school improvement, corrective action, or restructuring under section 1116, if such additional assessments or indicators described in such subparagraphs were not used, but such assessments and indicators may be used to identify additional schools for school improvement or in need of corrective action or restructuring.

**(c) ASSURANCES-**

(1) IN GENERAL- Each local educational agency plan shall provide assurances that the local educational agency 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 a local educational agency 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 the requirements of section 1119 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 and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;
- (K) coordinate and collaborate, to the extent feasible and necessary as 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 end of the 2001-2002 school year;
- (N) ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
- (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).
- (2) **SPECIAL RULE-** In carrying out subparagraph (G) of paragraph (1), the Secretary —
- (A) shall consult with the Secretary of Health and Human Services and shall establish procedures (taking into consideration existing State and local laws, and local teacher contracts) to assist local educational agencies to comply with such subparagraph; and
- (B) shall disseminate to local educational agencies the Head Start performance standards as in effect under section 641A(a) of the Head Start Act, and such agencies affected by such subparagraph shall plan for the implementation of such subparagraph (taking into consideration existing State and local laws, and local teacher contracts), including pursuing the availability of other Federal, State, and local funding sources to assist in compliance with such subparagraph.
- (3) **INAPPLICABILITY-** Paragraph (1)(G) of this subsection shall not apply to preschool programs using the Even Start model or to Even Start programs that are expanded through the use of funds under this part.
- (d) **PLAN DEVELOPMENT AND DURATION-**
- (1) **CONSULTATION-** Each local educational agency plan shall be developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part.
- (2) **DURATION-** Each such plan shall be submitted for the first year for which this part is in effect following the date of enactment of the No Child Left Behind Act of 2001 and shall remain in effect for the duration of the agency's participation under this part.
- (3) **REVIEW-** Each local educational agency shall periodically review and, as necessary, revise its plan.
- (e) **STATE APPROVAL-**
- (1) **IN GENERAL-** Each local educational agency plan shall be filed according to a schedule established by the State educational agency.
- (2) **APPROVAL-** The State educational agency shall approve a local educational agency's plan only if the State educational agency determines that the local educational agency's plan —
- (A) enables schools served under this part to substantially help children served under this part meet the academic standards expected of all children described in section 1111(b)(1); and
- (B) meets the requirements of this section.
- (3) **REVIEW-** The State educational agency shall review the local educational agency's plan to determine if such agencies activities are in accordance with sections 1118 and 1119.
- (f) **PROGRAM RESPONSIBILITY-** The local educational agency plan shall reflect the shared responsibility of schools, teachers, and the local educational agency in making decisions regarding activities under sections 1114 and 1115.
- (g) **PARENTAL NOTIFICATION-**
- (1) **IN GENERAL-**
- (A) **NOTICE-** Each local educational agency using funds under this part to provide a language instruction educational program as determined in part C of title III shall, not later than 30 days after the beginning of the school year, inform a parent or parents of a limited English proficient child identified for participation or participating in, such a program of —
- (i) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
- (ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- (iii) the methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- (iv) how the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;
- (v) how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;

(vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this part are used for children in secondary schools;

(vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;

(viii) information pertaining to parental rights that includes written guidance —

(I) detailing —

(aa) the right that parents have to have their child immediately removed from such program upon their request; and

(bb) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

(II) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

(B) SEPARATE NOTIFICATION- In addition to providing the information required to be provided under paragraph (1), each eligible entity that is using funds provided under this part to provide a language instruction educational program, and that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform a parent or the parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.

(2) NOTICE- The notice and information provided in paragraph (1) to a parent or parents of a child identified for participation in a language instruction educational program for limited English proficient children shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

(3) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR- For those children who have not been identified as limited English proficient prior to the beginning of the school year the local educational agency shall notify parents within the first 2 weeks of the child being placed in a language instruction educational program consistent with paragraphs (1) and (2).

(4) PARENTAL PARTICIPATION- Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how the parents can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students, including holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part.

(5) BASIS FOR ADMISSION OR EXCLUSION- A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status