



**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: July 1, 2006 – June 30, 2011 or for the duration of the Agency's participation under Title I, Part A of NCLB		
1. Name of Local Educational Agency (LEA): Osceola District Schools 817 Bill Beck Blvd., Kissimmee, FL 34744		
2. Contact Person (Name and Title): Donald L. Miller Director of Special Programs		
3. Contact Phone: 407-870-4934	4. SunCom Number: 340-4934	
5. Fax Number: 407-870-4935	6. Contact E-mail Address: millerdl@osceola.k12.fl.us	
7. Mailing Address: 1022 Virginia Avenue St. Cloud, FL 34769		
8. CERTIFICATION:		
<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>Blaine A. Muse</u>, (<i>Please Type Name</i>) 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. _____ Signature of Agency Head	<u>Superintendent</u> Title	_____ Date

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INSTRUCTIONS FOR PLAN COVER FORM

1. this section is for DOE use only.
2. Each plan shall be submitted for the first year for which Title I, Part A 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. Section 1112(d)(2).
3. Enter the district's or the agency's official name.
4. Give the contact person's name. This is the person the Department will contact for questions relative to the LEA Plan.
5. Give the telephone. Give extension if applicable.
6. Give the SunCom Number.
7. Give the fax number.
8. Give contact person's e-mail address.
9. Give mailing address.
10. If the plan will be on the Internet, give Internet address.
11. This certification must be signed by the authorizing agency head.
12. Sign and date, preferably using a blue-ink pen.

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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.” Sec. 1112(a)

You must use the outline below to write your Title I, Part A LEA Plan. The attached assurance page must be incorporated into the 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.

Also, 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.

The reviewer will use the attached review checklist that contains the items in the same order that they are listed in the outline. Should you decide to use a different format, we suggest that you follow the outline in the order that it is presented to facilitate the review process.

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ASSURANCES- Sec. 1112 (c)

(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;

(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); and

(P) participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994. Section 1112(b)(1)(F)

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PLAN OUTLINE

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 —

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);

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;

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

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;

Osceola District Schools will use the assessments described in the State Plan. All students assessed, and in the district for a full school year, will be used to determine the success of each school in meeting the State’s student performance standards.

The teachers, administrators, other support staff, and parents will examine the test results in conjunction with the school’s needs assessment. Based on the findings each school will develop teaching methods which will provide opportunities for all children to meet the challenging State student performance standards.

The analysis of the above results and data incorporated with each school’s needs assessment will determine what revisions need to be made in the project. Periodic examinations of the data will be made to determine if further revisions are necessary.

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(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;

The following assessment indicators will be used in addition to the academic indicators described in the State Plan:

Florida Kindergarten Readiness Screener (FLKRS) - The name for the screening process that contains two tests that are given in Florida during the first 30 days of Kindergarten. These test scores are used to evaluate a student's readiness for Kindergarten.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) - Letter Naming Fluency and Initial Sound Fluency is tested for readiness.

Early Childhood Observation System (ECHOS) - an observational instrument that is used to monitor the skills, knowledge, and behaviors a student demonstrates or needs to develop.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) - Given to all students grades K-5. Given the first time as a screening instrument and two more times as a monitoring test:

Letter Naming Fluency, Initial Sound Fluency, Phoneme Segmentation Fluency Grades K-1
Nonsense Word Fluency K-2
Oral Reading Fluency Grades 1-5.

Diagnostic Assessments of Reading (DAR) - Provides diagnostic information in key areas of reading and language development: word recognition, word analysis, oral reading, silent reading comprehension, spelling and word meaning. Given on an individual basis to diagnose specific reading problems with students K-3.

Early Reading Diagnostic Assessments (ERDA) - A diagnostic test given to students in Grades K-3 who have been found to have reading difficulties. The test measures reading readiness and early reading skills: phonological awareness, alphabetic principles, word recognition, oral reading accuracy and comprehension.

Cool Tools - Informal Reading Assessments - Given to Grade 3 at-risk students to assess: Phonological Awareness and Phonics.

Teacher's informal Reading Running Record(s) - Given to any student K-5 to assess reading accuracy.

District-adopted mathematics program assessments - Series used K-5. Inventory Tests, FCAT Practice Tests 1, 2 and 3, End-of-the Year Test along with chapter tests and End-of-the-Unit tests.

District-adopted science program assessments - Grades K-5

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District-adopted Basal reading program assessments - Scott Foresman Placement Test given to place the student in the basal series.

Scott Foresman Individual Reading Inventory suggested for at-risk Grade 3 students. It tests Fluency and Comprehension.

Stanford Achievement Test, Ninth Edition (SAT-9) - Given at the end of Grade 3 Summer Camp for possible promotion of Level 1 students.

STAR Reading test

STAR Math test

Diagnostic Reading Assessment (DRA)- An individual reading diagnostic test given to at-risk students in grades K-3. It gives an independent reading level. It tests phonics and comprehension.

Group Reading Assessment and Diagnostic Evaluation (GRADE) - A group test given to all students in grades 1-5 in a pre-test/post-test situation to measure growth. It tests all of the 5 Reading areas except fluency.

Various informal, teacher-made tests given to test such areas as letter recognition and letter sound recognition, Dolch word list, basal vocabulary list, etc.

<p>(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;</p>
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Title I services to individual students assessed as needing help in meeting the State's challenging student academic achievement standards will be a part of a coordinated effort to integrate into and correlate with the School Improvement Plan. The plan is designed by the administration, teachers, staff, Title I staff, and parents. These services may include but not be limited to:

- * **Extra help in Reading, Writing and Math**
- * **Computer Technology**
- * **Computer Assisted Instruction**
- * **Small Group Work**
- * **Reduced Class size**
- * **Extended day learning time**
- * **Extended school year**
- * **Parent Literacy and Training**

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(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;

The District and the Title I Program distributes a Staff Development needs assessment to all personnel and parents each year. Based on the results a district-wide professional development plan is revised and implemented at each school site. Teacher participation in a yearly professional development day is required by the School Board. Each school provides professional development and parent training to support school improvement initiatives. The district encourages and supports on-going individual professional development. District funds and Title II funds are used to provide professional development opportunities 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. Title I supplements this professional development whenever applicable and feasible.

(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;**

The Title I staff collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Head Start, Reading First, Early Reading First, Osceola District Pre-K and Early Intervention, Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Osceola County Health Department, Community Colleges, Universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, At-risk Programs, and Homeless Agencies. Representatives from these agencies will meet as necessary to coordinate various services for families and children.

These collaborative efforts will eliminate gaps in service for the LEP students, children with disabilities, migratory children, N & D children, Indian children served under part A of title VII, homeless children, and immigrant children. An avenue will be provided for sharing

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information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program.

Limited English proficient students, migrant students, economically disadvantaged students, homeless, neglected, delinquent and students with disabilities attending Title I schools will have equal access to the same categorical programs as all other students at that school. A teacher, LEP committee, and/or an ESE committee will recommend any eligible student for Title I services. Title I staff will complete a multi-criteria checklist on all eligible students recommended at a Targeted Assistance School. All students will then be ranked and served in order of most need.

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

The poverty criteria for selecting school attendance areas is eligibility for free or reduced lunch.

(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;

Teachers in consultation with parents, administrators and pupil services personnel, in Targeted Assistance Schools will identify and recommend students failing or at-risk of failing for Title I services. The Teacher Recommendation form will identify the following areas: students failing or at-risk of failing math or reading. A multi-criteria checklist will then be completed for each student recommended. Based on the multi-criteria all eligible students will be ranked and served in order of most need.

(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;

The School District of Osceola County provides a comprehensive **Dropout Prevention/Academic Assistance** Program to meet the needs of at-risk students in grades four through twelve. Supplemental Academic Instructional funding, which is received by the district allows for reduced class size and teacher assistants. The District provides guidance services for academic and career counseling, transcript review, and future curriculum choices. The District also provides student services, ESOL, and exceptional student education personnel to help meet any special needs of our students.

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The youth to be served are wards of the state and all relevant services are provided by the school district, facility providers or state programs accessed by educational and facility staff. The School District of Osceola County and the Title I, Part D, instructor assist in the coordination of these services by attending weekly clinical staffings held at the sites. These staffings evaluate each student's academic, social, personal and career growth areas. Additionally, the District's Alternative Programs Guidance Counselor and the Director of Alternative Programs interface with the DJJ staff and students to assist in the coordination of services.

The LEA will coordinate with the DJJ facility director to ensure that every student has the opportunity to earn required high school credits on a semester basis by the Florida Department of Education. The academic program is individualized and recorded on student educational plan forms and affords students the opportunity of earning academic credit towards a regular high school diploma. In addition, instruction appropriate to prepare students for the FCAT and Florida Writes is provided. Curriculum is integrated with the Sunshine State Standards. Preparation for the GED or GED Exit Option is offered where appropriate. The emphasis on work related skill areas is enhanced through the Technology curricula. This program enables students to learn skills that will assist them in obtaining employment upon return to their local communities. Current vocational programmatic offerings for the 2006-2007 school year include a technology program and a career program using CHOICES from the state department. A thematic approach in social studies, language arts, science and mathematics not only allows integration of skills, but also incorporates units supporting a school-to-work approach.

PPBH: Partners with the Osceola County DOE Homeless Outreach Coordinator and the Title I Director and staff as well as the Osceola County Department of Education to provide services for children who are at risk. This includes following the guidelines set forth in the Title I, Part A of Public Law 107-110 and Title VII – B McKinney – Vento Homeless Assistance Act . **The Sunny Side Village is a Park Place Behavioral Health Care program designed to provide residential placement for children who are in State custody due to neglect, abuse, or abandonment, including foster care, therapeutic foster care, temporary placement and a runaway shelter. All children involved at the Sunny Side Village are considered at risk and are in need of special interventions, including but not limited too, mental health treatment, emotional assessment, and at risk interventions including educational placement.**

All students meet with the facility and educational team to determine their transition back into their home school. The home school will be contacted by the guidance counselor and be made aware of the student's return and any educational plans that need to be implemented, i.e. Special education, English as second language, 504. The home school will also receive a copy of the students' current schedule and credits earned while in the facility.

Students who choose not to return to school are given guidance and procedures for completing the GED and finding employment. Employability skills are incorporated into the vocational program and in some cases students are able to attend job fairs to find out what types of employment are available to them.

Students in Osceola County coming from a residential or commitment facility will transition back to public school by attending an alternative school for one full semester to get re-acclimated to a public school setting.

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Follow up communication with the home school will be done within 30 days.

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| <p>(I) a description of how the local educational agency will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;</p> |
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Eligible migrant students attending Title I schools will receive Title I services based upon the same program criteria and instructional model as all other students receiving services at that school. The Title I project will provide Identification and Recruitment, Advocacy, Tutoring, and a Summer Program for eligible Migrant students.

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| <p>(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, 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;</p> |
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The District operates a 540-hour school year Pre-K Program that is funded by state Voluntary Pre-kindergarten (VPK) funds; Title II and Title I are supplementing the District Pre-K Program. The supplemental funds are being used for two Pre-K classrooms serving 72 Pre-K students with two teachers and two assistants. Each teacher has a group of 18 morning students and a group of 18 afternoon students. District Title I staff will work cooperatively with Pre-K programs to facilitate a smooth transition from Pre-K to Kindergarten for both parents and students. Furthermore, Title I staff will collaborate with appropriate Pre-K programs in order to coordinate and integrate parent activities to better meet the needs of Pre-K parents and students. Ongoing meetings with District Title I staff and appropriate preschool programs will jointly coordinate parental involvement activities.

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(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;

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The Osceola District office staff and Title I staff will assist any school identified for school improvement with the following:

The District shall, not later than the first day of the school year following such identification, provide all students enrolled in the school with the option to transfer to another public school. The Title I staff and District office staff shall give priority to the lowest achieving children from low-income families.

Each school identified for school improvement shall, not later than 3 months after being so identified, develop or revise a school plan, in consultation with parents, school staff, the District office, Title I staff and outside experts. Each plan will include:

***scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement;**

***adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the State's proficient level;**

Provide an assurance that the school will spend not less than 10 percent of their Title I funds to provide high quality professional development to teachers and the school principal and other appropriate staff, each fiscal year that the school is in school improvement status that addresses the following:

***Assist the schools with: interpreting the data, goals, targets, and assisting low achieving students**

***directly addresses the academic achievement problem that caused the school to be identified for school improvement;**

***describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand.**

***specify the responsibilities of the school, the District and Title I office staff, and the State educational agency including strategies to promote effective parental involvement in the school.**

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Corrective Action

SDOC will continue to implement required interventions and institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress.

SDOC is contracting with Learning Concepts to provide on-going professional development that is research based. The training will be based on each school's data and will be designed to help each school make AYP.

Restructuring

N/A

<p>(L) 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;</p>
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NOTIFICATION TO PARENTS:

Parents will be notified of the school status by direct mail during the month of July. To ensure receipt of Choice Letters, which includes AYP information, how the school compares to other schools in the county, reason for identification and what the district offers to address the academic needs of the students, and parent's choice options, they will be sent home on the first day of school in the Student Packet. In addition, letters will be incorporated into the district website. All written communication will be delivered in English, Spanish, Haitian Creole, Arabic, Urdu, and Portuguese. Media such as local newspapers, radio and television announcements will be used to advertise SES and the AYP Provider Fair. School Meetings will be scheduled during the month of August for parents to receive additional information and have the opportunity to ask questions. The parents will be notified in writing the schedule of SES and the transportation arrangements. Deadline for submitting Choice Letters will be the last week of August. Rolling enrollment will be established if necessary. This allows parents 8 weeks to consider their options.

Initial Parent Letter-Sent home during the month of May

Choice Letter- Sent home first week of July

Choice Letter- 1st day of school on Student Folders

Public Announcements- Published in July and August

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Funds for Transportation and Supplemental Educational Services: (Priority of Services)

Low socioeconomic students that perform at level 1 on the FCAT.

Non-socioeconomic students that perform at level 1 on the FCAT.

1. Free lunch status and level 1
2. Reduced lunch status and level 1
3. Non-free/reduced lunch status and level 1

Low socioeconomic students that perform at level 2 on the FCAT.

Non-socioeconomic students that perform at and level 2 on the FCAT.

4. Free lunch status and level 2
5. Reduced lunch status and level 2
6. Non-free/reduced lunch status and level

SUPPLEMENTAL EDUCATIONAL SERVICES

Parents will be notified of the school status by direct mail during the month of July. To ensure receipt of Choice Letters, which includes AYP information, how the school compares to other schools in the county, reason for identification and what the district offers to address the academic needs of the students, and parent's choice options, they will be sent home on the first day of school in the Student Packet. In addition, letters will be incorporated into the district website. All written communication will be delivered in English, Spanish, Haitian Creole, Arabic, Urdu, and Portuguese. Media such as local newspapers, radio and television announcements will be used to advertise SES and the AYP Provider Fair. School Meetings will be scheduled during the month of August for parents to receive additional information and have the opportunity to ask questions. The parents will be notified in writing the schedule of SES and the transportation arrangements. Deadline for submitting Choice Letters will be the last week of August. Rolling enrollment will be established if necessary. This allows parents 8 weeks to consider their options. During the month of July all eligible students/parents will receive a list of State Approved Provider (Vendor at a Glance) with a description of services, qualifications and demonstrated effectiveness of each provider.

Initial Parent Letter-Sent home during the month of May

Choice Letter- Sent home first week of July

Choice Letter- 1st day of school on Student Folders

Backpack notices-sent home 3 times during the month of August

Public Announcements-Published during July and August

Vendor at a Glance-end of July

Parents will be notified of the school status by direct mail during the month of July. To ensure receipt of Choice Letters, which includes AYP information, how the school compares to other schools in the county, reason for identification and what the district offers to address the academic needs of the students, and parent's choice options, they will be sent home on the first day of school in the Student Packet. In addition, letters will be incorporated into the district website. All written communication will be delivered in English, Spanish, Haitian Creole, Arabic, Urdu, and Portuguese. Media such as local newspapers, radio and television announcements will be used to advertise SES and the AYP Provider Fair. School Meetings will be scheduled during the month of August for parents to receive additional information and have the opportunity to ask questions. The parents will be notified in writing the schedule of SES and the transportation arrangements. Deadline for submitting Choice Letters will be the last week of August. Rolling enrollment will be established if necessary. This allows parents 8 weeks to consider their options. During the month of

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Public Announcements-Published during July and August

Vendor at a Glance-end of July

LEA/Provider Contract:

Contracts will be sent (return/receipt) to Providers via postal mail after the receipt of the Letter of Intent. District will require each provider to return contract within 10 days of its receipt. Services must be provided to students within 10 days upon approval of the Parent-District-Provider Agreement but no later than October 15th. As mentioned on Section III-A of the District/Provider Contract.

As stipulated in the contract on Section III-C, Providers are required to provide parents and the LEA with written information on a monthly basis on the student's progress in an understandable and uniform format in a language that parents can understand.

Providers are asked to notify parents if their child is not attending tutoring regularly. At least three attempts must be made for such notification, in which one must be in writing. Section III-K.

The LEA grants Providers the temporary use of the facilities as long as the correct paperwork is completed. Provider must submit the following documents prior to any use of school facilities: Facility Use Request, Facility Use Agreement, Waiver of Facility Use Fees and Proof of Insurance. LEA will notify Provider when the facilities are available.

As stipulated in the Contract on Section III-E Providers must maintain the confidentiality of all students receiving SES. In additions, parents are asked to complete a Parent Release Form which only includes the information they wish to be divulge. Also, the Parent-District-Provider Agreement includes a Record Release Statement which must be signed by the parent.

LEA/Providers will go online to verify that providers/employees are not listed on the Sexual Predator/Offender list. Providers must fill out a Vendor Certification Form, make fingerprint payment and contact Human Resources Department to schedule fingerprint appointment. Only after LEA contacts the Provider to ensure fingerprint and background check clearance the Provider may start services. This issue is addressed on Section III-L of the Contract.

Student Learning Plan (SLP):

LEA will conduct a Provider Informational Meeting during the summer, in which it will provide the necessary documentation to all Providers, including the [SLP](#). As stated in the contract in Section III-A, Providers must start providing services within 10 days upon approval of [SLP](#). Monitoring visits to each Provider will be scheduled during the year to reassure the implementation of the [SLP](#). The [SLP](#) includes student general information, purpose of SES, responsibilities of parents and providers, transportation, payment to provider, location of services, student's special services,

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achievement goals (including evaluation/measurement/assessment tools and timeline), progress reports, services provided and signatures of parent, provider and SES District Representative. Only the Provider and parents are required to be present at the signing of the **SLP**. District Representative will sign **SLP** when it has been turned in and goals have been approved.

Providers will be asked to pre-test all students before signing **SLP**'s and assigning goals to students. The procedure mention in the previous paragraph will ensure that providers will use product data to develop individualized goals for each student.

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

The district has a program of on-going high quality professional development in place which will help teachers prepare and complete the necessary requirements for highly qualified certification. A variety of professional development opportunities will be provided to teachers, professional support staff and administrators throughout the year including staff development in the areas of reading, reading readiness, mathematics, mathematics readiness, writing and writing readiness as well as in the areas of behavior and conduct management, and teacher pedagogy. Inservice is based upon research and includes component for follow-up to ensure implementation. ; in addition, the District provides that all instructional personnel must have a Professional Development Plan which includes training as a component and must be based upon the desire to increase student achievement (student learning gains). Hundreds of thousands of hours of professional development are taken by employees of the District and its charter and private schools annually. Title I will supplement this effort if needed.

All paraprofessionals have the choice of college credits or passing a rigorous test to become compliant with the NCLB legislation. Our not new paraprofessionals are offered courses to prepare them for the ParaPro Test in order to meet the requirements of NCLB. We also offer a program where they may choose college course work to complete their 60 hours or receive an A.A. degree.

(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);

Those Osceola District School students meeting the criteria as homeless students are served through the regular school setting and the homeless shelter. The students receive Title I services at the school they attend. Title I offers an out reach service to students at homeless shelters, which includes: extra help in Math and Reading, tutoring, computer assisted instruction, computer technology, and materials to assist in meeting the needs of the students.

“The Families in Transition (FIT) Program” (the next phase of the program previously called “Project Help Kids”) has three goals: create academic stability for homeless children and youth, meet the personal and health needs of homeless children and youth, and achieve community awareness. This project has seven components that include: (1) implement identification process of

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homeless children and youth; (2) implement enrollment procedures that expedite access to educational opportunities and removes traditional barriers; (3) provide reading instruction and educational materials; (4) facilitate staff development on issues affecting the homeless; (5) provide transportation services to ensure academic, social, and emotional stability; (6) implement networking between schools, outside agencies, and support services; and (7) promote community awareness of the homeless situation in Osceola County and “The Families in Transition (FIT) Program”. To address some of the more pressing concerns of these children and youth, “The Families in Transition (FIT) Program” will initiate a variety of academic activities (such as tutoring and small-group instruction) and will continue collaborating with community resources to provide for the physical and mental health of the students. With the establishment of a continuum of care, expected outcomes will include no enrollment delays, increased academic achievement, and improved number of students remaining in school. Additionally, this program will address the ‘whole child’ and will expand to assist families in transition through strong community collaboration. Stronger linkages among the macro/micro community systems augment a student’s sense of belonging and connection to school. Developed relationships will encourage parental involvement and linkages to services. A coordinated awareness campaign will focus on development and dissemination of materials, both in English and Spanish, regarding the issues faced by homeless children and youth. During the 2005-2006 school year, “Project Help Kids” developed and implemented several exciting activities. This year’s FIT Program will involve expanding the backpack collection and distribution efforts and developing other initiatives that will encourage students in the areas of community service and provide for needy students within the District.

- Address dispute resolution policy/process
- Method for monitoring academic improvement
- Collaboration with other programs

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

The Title I parents will continue to be involved in the joint development of the Parent Involvement **Policy**, and the process of school review and improvement. A variety of methods to include parents in carrying out the School Improvement Plan and the development of the Parent Involvement **Policy and (for both LEA and schools parent involvement plan)** may include:

- * Surveys and questionnaires
- * Parent meetings
- * Newsletters and/or written communication
- * Workshops and inservice activities
- * **Written input from parents**

District Title I staff will continue **to provide** technical assistance to the Title I schools for coordination, implementation, and on-going monitoring of the parent involvement programs at each participating school.

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District Title I staff will work closely with each Title I school to build the school's capacity for strong parental involvement. This will be accomplished by a variety of strategies which may include but not be limited to:

- * **Hosting annual meetings at the beginning of the school year to inform parents of the Title I programs**
- * **Flexible meeting times**
- * **Home visits**
- * **Relevant parent training**
- * **Transportation and child care as needed**
- * **Parent literacy opportunities**
- * **Encourage business and community involvement**
- * **Student, Parent, and Teacher/Staff Compact**

District Title I staff will work cooperatively with pre-K programs to facilitate a smooth transition from pre-K to Kindergarten for both parents and students. Furthermore, Title I staff will collaborate with appropriate pre-K programs in order to coordinate and integrate parent activities to better meet the needs of pre-K parents and students.

A written parent survey, input from parent meetings, and other pertinent information will be used to evaluate the effectiveness of strategies to increase parent participation of Title I parents.

The results of the evaluations will be compiled and utilized in designing strategies for school or program improvement and revising if necessary the parental involvement plan.

The LEA will ensure the reservation of 1% of its Title I, Part A Allocation; of which 95% will be distributed to schools, for parent involvement activities.

<p>(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.</p>
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Title I funds are used at eligible schools to best meet the needs of at-risk children so they may meet the state's challenging academic standards. Schools that wish to supplement their academic program with before, after, or summer schools programs are encouraged and assisted by District Title I staff.

Our Title I schools offer before school tutoring, after school tutoring, Saturday school, and summer school as funds permit.

Title I works cooperatively with our 21st Century after school programs to supplement services to our eligible students in order to increase student achievement.

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Two main factors that determine extended learning opportunities are available funds and academic need. The students with the highest at-risk needs are served first. Each year thousands of students are served in SDOC's ELO programs. The funding for these programs are from State and Local funds and Title I supplements these efforts.