

## Activities

### For: Title I Part A

Describe the major activities to be carried out by the LEA and how these activities will be aligned with state academic content standards, student academic achievement standards, and state assessments. Please describe how these activities will contribute to closing the achievement gap.

### Response:

Title I services to individual students assessed as needing help in meeting the State's challenging student academic achievement standards will be 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 based on each school's needs assessment. The services will address all subgroups that did not make AYP (White, Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities) in 06-07. These services are Scientifically Based in Research (SBR) and may include but not be limited to:

- \* Extra help in Reading, Writing and/or Math through SBR methods
  - \* Computer Technology  
Appropriate material to increase student achievement in the areas of Reading and/or Math – Daily as appropriate (30 – 45 minutes)
  - \* Computer Assisted Instruction  
Appropriate material to increase student achievement in the areas of Reading and/or Math – Daily as appropriate (15 – 30 minutes)
  - \* Small Group Work  
Appropriate material to increase student achievement in the areas of Reading and/or Math – Daily as appropriate (30 – 45 minutes)
  - \* Extended day learning time  
Appropriate material to increase student achievement in the areas of Reading and/or Math – Daily as appropriate (30 minutes to 1 hour)
  - \* Extended school year  
Appropriate material to increase student achievement in the areas of Reading and/or Math – Daily as appropriate (4 hours)
  - \* Parent Literacy and Training  
Appropriate material to increase student achievement in the areas of Reading and/or Math – as appropriate (1 – 7.5 hours)  
Learning focused strategies training for Title schools

These services are aligned with the state academic content standards, student academic achievement standards, and state assessments to increase student achievement and close the achievement gap. The above mentioned services will accelerate the learning of level 1 and level 2 students enabling them to close the achievement gap and are SBR.

The School District of Osceola County (SDOC) progress monitoring and outcomes of the served Title students may include but not be limited to: fidelity checks from the district curriculum team, FLKRS (which is kindergarten DIBELS and ECHO); DIBELS Tests 1,

2, 3; GRADE pre-test and post-test; (ESOL does IPT-Oral Proficiency, Cella and IDEL); Science pre-test, post-test and K inventory test (with textbook series); Harcourt Math Inventory; Harcourt Mathematics FCAT Practice Tests 1, 2, and 3; Osceola Writes Grades 3 and 4; Osceola Solves, Grade 5; Harcourt Mathematics End of Year Test; and SAT10 at the end of Grade 3 Summer Camp. Other tests that are optional are DRA, DAR, ERDA, running records, STAR Reading, STAR Math, G-MADE, testing that goes along with computer programs as Compass, Riverdeep, Fast Forward; Scott Foresman mini-tests, Chapter tests, End of Unit Tests, and End of Year test; and teacher created tests as from FCAT Test Maker.

## Consultation with Private School Officials

**To ensure timely and meaningful consultation, the district shall consult with appropriate private school officials during the design and development of equitable services.** Provide a detailed plan of action for providing timely and meaningful consultation, and equitable services, to eligible children, teachers and parents in private schools within the local education agency(ies) service area.

**For details, refer to the US Department of Education's Non-Regulatory Guidance for Private Schools:**

Title IX – General Provisions:

<http://www.ed.gov/policy/elsec/guid/equitableseguidance.doc>

Title I, Part A: <http://www.ed.gov/programs/titleiparta/psguidance.doc>

### Response:

Below is the survey letter sent to all private schools on the SDOC list.

February 26, 2007

Jean Denis  
Agape Christian Academy  
1320 West Bryan Street  
Kissimmee, FL 34741

Dear Mr. Denis:

The District needs your assistance in program planning for the upcoming school year. Please:

- Read the forms over carefully.
- Complete the attached forms by doing the following:
  - *Federal Education Programs Intent to Participate* form (determines your interest in participating in Federal programs) – Fill out the appropriate information on each line, check the correct box, and sign. **Important:** Private school administrators must complete this form every year even if they indicated that they were not interested in previous years.
  - *List of Programs* form (includes information regarding the programs offered and allows you to specify your interest) – Indicate the particular program(s) in which you wish to participate by placing a check mark (✓) on the appropriate line(s). If you checked the “not interested” box on the *Intent* form, please discard this *List*.
- Keep the pink copy and return the white and yellow copy of the forms in the self-addressed envelope by **March 30, 2007**.

The appropriate District administrator(s) will receive copies of forms interested private schools submit. These administrators will later contact interested private schools for input.

If you need further assistance, please call 407-870-4058. The District appreciates your time and cooperation.

Sincerely,

Zina T. Schubert  
Grant Management

ZTS/mn

Attachments: *Private School Intent to Participate in Federal Programs* form and *List of Programs* form (see below)

**THE SCHOOL DISTRICT OF OSCEOLA COUNTY, FL**

**List of Programs**

**Private School Name:** \_\_\_\_\_

**Please place a check (✓) next to all programs in which you would like your students and teachers to participate. Keep the pink copy of the form and return the white and yellow copies in the self-addressed envelope.** (*Private school students and teachers may receive benefits, services, and materials from these programs. Private schools do not receive direct funding from these programs. The LEA always maintains control of the funds.*)

\_\_\_\_\_ **Title I, Part A – Improving Basic Programs Operated by LEAs**

Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at risk of failing to meet high academic standards and who live in participating public school attendance areas.

\_\_\_\_\_ **Title I, Part B – Reading First**

Reading First provides funding to implement comprehensive reading instruction based on scientifically based reading research for children in kindergarten through third grade.

\_\_\_\_\_ **Title I, Part B, Subpart 3 – Even Start Family Literacy**

Even Start Family Literacy provides funding to partnerships of LEAs and other public and private entities to support family literacy programs that integrate early

childhood education, adult education, parenting education, and literacy activities for low-income families and their children from birth through age seven.

\_\_\_\_\_ **Title I, Part C – Migrant Education**

Migrant Education provides financial assistance to improve education for migrant children.

\_\_\_\_\_ **Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals**

The Teacher and Principal Training and Recruiting Fund provides assistance for preparing, training, recruiting and retaining high quality teachers. Private school teachers, principals, and other educational personnel are eligible to participate in professional development activities to the extent that the LEA uses funds to provide for professional development.

\_\_\_\_\_ **Title II, Part B – Mathematics and Science Partnerships**

The Mathematics and Science Partnerships program provides funds to improve mathematics and science teaching through a variety of activities.

\_\_\_\_\_ **Title II, Part D – Enhancing Education Through Technology (EETT)**

The Enhancing Education through Technology program provides funds for innovative initiatives to support the integration of education technology into classrooms to improve teaching and learning.

\_\_\_\_\_ **Title III, Part A – Language Instruction for Limited English Proficient (LEP) and Immigrant Students**

The Language Instruction for Limited English Proficient (LEP) and Immigrant Students program provides funds for helping LEP students attain English proficiency and meet the same challenging State academic standards required of all students.

\_\_\_\_\_ **Title IV, Part A – Safe and Drug-Free Schools and Communities**

The Safe and Drug-Free Schools and Communities Act supports programs that foster a safe and drug-free learning environment that supports academic achievement.

\_\_\_\_\_ **Title IV, Part B – 21<sup>st</sup> Century Community Learning Centers**

The 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program provides before- and after-school services to children and their families that include academic enrichment activities, particularly for students who attend low-performing schools, to help them meet State and local student performance standards in core academic subjects.

\_\_\_\_\_ **Title V, Part A – Innovative Programs**

Innovative Programs support education reform and innovative school improvement programs to improve school, student and teacher performance. Private school students, teachers, and other education personnel may receive professional development, library materials, and educational resources and equipment.

\_\_\_\_\_ **Title V, Part D, Subpart 6 – Gifted and Talented Students**

The Gifted and Talented Students program provides funding for demonstration projects in activities designed to enhance the ability of schools to meet the special education needs of gifted and talented students (including economically

disadvantaged individuals, individuals with Limited English Proficiency (LEP), and individuals with disabilities).

**Individuals with Disabilities Education Act (IDEA)**

The Individuals with Disabilities Education Act (IDEA) program ensures that all children with disabilities ages 3 through 21 have the right to a free appropriate public education designed to meet their individual needs and prepare them for employment and independent living.

**Emergency Response and Crisis Management**

The Emergency Response and Crisis Management grant competition supports efforts by LEAs to improve and strengthen their school emergency response and crisis management plans, including training school personnel, students and parents in emergency response procedures and coordinating with local law enforcement, public safety, health, and mental health agencies.

Note: Some of the programs listed above are discretionary programs and the LEA may not necessarily participate in them.

The Title I Director meets with each private school official in the Spring (see below):

CONSULTATION — 06-07 for 07-08 (Title I, Title II, and Title V, if applicable)

(1) IN GENERAL.—to ensure timely and meaningful consultation, a local educational agency shall consult with appropriate private school officials during the design and development of such agency’s programs under this part, on issues such as—

(A) How the children’s needs will be identified;

Students who are failing or at-risk of failing the schools challenging content standards will be identified for services. Services will be provided to students who are identified by the classroom teacher as needing supplementary help in reading or math.

(B) what services will be offered;

Computer assisted instruction utilizing Pearson Digital software in reading and math.

(C) how, where, and by whom the services will be provided;

Daily services will be provided at the served private school. Computers with Pearson Digital software will be provided to serve the identified students.

(D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;

1. Each school has identified their challenging content standards.

2. The standardized test that each school uses is aligned with the schools challenging content standards.

3. Proficiency of the challenging content standards is defined for each student based on their standardized test.

4. Performance levels for the Pearson Digital software has been correlated to each private school’s standardized test.

After consultation with private school officials, the School District of Osceola County (SDOC), Title I Staff, and Pearson Learning will work together to conduct the evaluation of Title I services to private schools. SDOC has worked closely with Pearson in designing the evaluation.

Evaluation Plan:

- *Implementation* – monitor that Pearson services are being conducted; quality assurance reviews will be conducted by SDOC Title I staff.
- *Achievement* – Each student will show at least one year's growth from one standardized test result to the next. Each student will show at least one year's growth on the Pearson Digital software.
- *Survey Results* – parent, teacher, and principal surveys will be conducted and analyzed
- *Recommendations/Action Plan* –SDOC through consultation with private school officials will develop a plan to improve upon any noted program deficiencies. The schedule of services will be adjusted in order to increase the growth of the identified students and improve services to parents and teachers. The plan will be approved and implemented in consultation with private school officials.

(E) the size and scope of the equitable services to be provided to the eligible private school children, and the proportion of funds that is allocated under subsection (a)(4) for such services;

1. The families attending the private school are surveyed for eligibility based on the same poverty indicators as the district Title I schools (free and reduced lunch criteria).
2. The number of students eligible will be multiplied times the same per pupil allocation as the district Title I schools.
3. The number of computers with Pearson Digital software will be determined to adequately serve the identified students at each private school.

(F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools;

The free and reduced lunch eligibility criteria used by the district will be used for the private school survey. Food stamp eligibility and Temporary Assistance to Needy Families (TANF) participation will also be used. No names will be placed on the form. We will only request address, public school zone assignment, and grade level of the student.

(G) how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; and

Due to the small number of students eligible for poverty, technology services are the only services available that will assist the identified students sufficiently to show growth. If a third party provided is used the services will be so brief that sufficient growth will not transpire.

(H) how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor.

If the private school chooses a service model other than the computer assisted instruction, this serves as written notice that due to limited reserved funding that the alternate services will not show sufficient growth.

(I) the equitable services the LEA will provide to teachers and families of participating private school children.

Our district sets aside the required 5% & 10% for professional development to ensure that all staff are highly qualified by the end of 05-06. This set aside is divided by the total number of eligible Title I students in the district to determine a per pupil expenditure. This per pupil expenditure is used to calculate the reserve for private school professional development. The private schools are also invited to participate in our district professional development trainings. Our district sets aside the required 2% for parent involvement. This set aside is divided by the total number of eligible Title I students in the district to determine a per pupil expenditure. This per pupil expenditure is used to calculate the reserve for private school parent involvement. The private schools are also invited to participate in our district parent involvement activities and our district parent resource center. The private schools are also invited to participate in our district parent involvement activities and our district parent resource centers.

(2) TIMING.—Such consultation shall include meetings of agency and private school officials and shall occur before the local educational agency makes any decision that affects the opportunities of eligible private school children to participate in programs under this part. Such meetings shall continue throughout implementation and assessment of services provided under this section.

We will meet initially to determine the above required consultation. We will have on-going meetings throughout the year to monitor and adjust the services as necessary. We will meet to determine evaluation data for assessment of the Title I services. We will meet to determine the academic assessment and possible improvements of services.

(3) DISCUSSION.—such consultation shall include a discussion of service delivery mechanisms a local educational agency can use to provide equitable services to eligible private school children.

Computer assisted instruction utilizing Pearson Digital software in reading and math.

(4) DOCUMENTATION.—each local educational agency shall maintain in the agency's records and provide to the State educational agency involved a written affirmation signed by officials of each participating private school that the consultation required by this section has occurred. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has taken place to the State educational agency.

This document will serve as the written affirmation of the private school and Title I consultation.

(5) COMPLIANCE.—

(A) IN GENERAL.—A private school official shall have the right to complain to the State educational agency that the local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official.

(B) PROCEDURE.—if the private school official wishes to complain, the official shall provide the basis of the noncompliance with this section by the local educational agency to the State educational agency, and the local educational agency shall forward the appropriate documentation to the State educational agency.

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Title I Director Signature

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Private School Administrator Signature

## Consultation Timeline

Month	LEA Activity	Date Completed
Feb – Mar Prior to next school year	<ul style="list-style-type: none"> <li>• Obtain list of participating schools</li> <li>• Meet with private school officials                             <ul style="list-style-type: none"> <li>○ Review timelines</li> <li>○ Discuss consultation process</li> </ul> </li> <li>• Establish a consultation calendar</li> <li>• Develop poverty data collection procedures</li> </ul>	<hr/> <hr/> <hr/> <hr/>
Feb – Mar	<ul style="list-style-type: none"> <li>• Complete poverty data surveys                             <ul style="list-style-type: none"> <li>○ Request addresses and grade levels only</li> </ul> </li> </ul>	<hr/> <hr/>
Feb – Mar Prior to next school year	<ul style="list-style-type: none"> <li>• Match addresses with eligible attendance areas</li> <li>• Estimate allocations                             <ul style="list-style-type: none"> <li>○ Title I</li> <li>○ Professional development</li> <li>○ Parent Involvement</li> </ul> </li> <li>• Discuss services based on allocations</li> </ul>	<hr/> <hr/> <hr/> <hr/>
Apr - May Prior to next school year  Get list now & update in Fall or wait till Fall?	<ul style="list-style-type: none"> <li>• Discuss criteria for student services</li> <li>• Obtain list of students                             <ul style="list-style-type: none"> <li>○ Name, address, and grade</li> </ul> </li> <li>• Multi-criteria check sheet                             <ul style="list-style-type: none"> <li>○ Identify most in need</li> </ul> </li> <li>• Discuss services                             <ul style="list-style-type: none"> <li>○ Type of services</li> <li>○ Site of services</li> </ul> </li> <li>• Design services</li> <li>• Determine –                             <ul style="list-style-type: none"> <li>○ Private school standards</li> <li>○ Annual assessment instrument</li> <li>○ Proficient level</li> </ul> </li> <li>• Define Annual Progress (AP)                             <ul style="list-style-type: none"> <li>○ Determine criteria for modifications if AP is not met</li> </ul> </li> <li>• Assess <b>current year</b> <ul style="list-style-type: none"> <li>○ Make modifications if AP is not met</li> </ul> </li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
May - Jun Prior to next school year	<ul style="list-style-type: none"> <li>• Determine professional development and parent involvement needs                             <ul style="list-style-type: none"> <li>○ Design activities</li> </ul> </li> <li>• Review                             <ul style="list-style-type: none"> <li>○ Services</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Type</li> <li>▪ Lists of students</li> <li>○ Allocations <ul style="list-style-type: none"> <li>▪ Title I</li> <li>▪ Professional Development</li> <li>▪ Parent Involvement</li> </ul> </li> <li>• Sign consultation document</li> </ul>	<hr/> <hr/>
Aug Beginning of school year	<ul style="list-style-type: none"> <li>• Update for fall program</li> </ul>	<hr/> <hr/>
Sept of school year	<ul style="list-style-type: none"> <li>• Begin Title services</li> <li>• Enroll newly identified students</li> <li>• Implement professional and parent involvement activities</li> </ul>	<hr/> <hr/> <hr/> <hr/>
Oct of school year	<ul style="list-style-type: none"> <li>• Go over evaluation and possible changes for next year</li> </ul>	<hr/> <hr/>

## Collaborative Partners

Identify federal/state/local collaborative partners; briefly describe in a simple narrative, the type and benefit of the collaborative activities; include the type of program(s) and the primary target group(s).

### Response:

- Title I collaboration with Early Childhood and other agencies
- o Annual Early Childhood Conference in Osceola County
  - \* Co-sponsored by Early Learning Coalition of Osceola County, School District of Osceola County, Community Coordinated Care for Children, and Head Start
  - \* Business partners have included Kaplan, Wright Group, Childcraft, Panera Bread, Rotary Club, among others that provide sponsorships for meeting and trainings by providing materials and supplies as needed.
  - \* Participants include public school, private school, child care center, and faith-based staff
- o Early Learning Coalition of Osceola County
  - \* A school district representative serves on the Coalition Board
  - \* Program Committee Meetings
    - School District representatives serve on the Program Committee of the Early Learning Coalition to make recommendations and draft policies related to programmatic areas
- o Osceola Training Contract
  - \* School District holds a training contract from the Early Learning Coalition to provide training for child care providers, faith-based providers, private preschools, and family child care homes
  - \* The SDOC Pre-K department offers registrations to child care providers to attend the annual Early Childhood Association of Florida Conference in Orlando.
- o Multicultural Education Department
  - \* Spanish interpretation by the Multicultural Education Department is available in training classes as needed (using the Talk System – electronic translation equipment)

### Parent Events

- o Wee Read Family Literacy Nights
  - \* Offered as part of the training contract between School District of Osceola County and the Early Learning Coalition of Osceola County (20 events planned)
  - \* Meals and children's books for family literacy nights will be provided by Walt Disney World
  - \* Partners will include Walt Disney World, Early Learning Coalition of Osceola County and Title I
- o Every Child Ready to Read parent workshops
  - \* Offered as a partnership between the School District of Osceola County, Osceola Library System, and the Early Learning Coalition of Osceola County
  - \* Will be available to public schools, private schools, child care centers and family child care centers who serve children from birth to five years old
- o Family Literacy & Math Nights for families of Prekindergarten students

- \* 19 Prekindergarten teachers will host at least one literacy workshop per year, supplemented by Title funds
- o Education in the Park
  - \* Public prekindergarten and private preschools participate in this family event, often inviting preschool classes to do performances for their families
- o Conscious Discipline Training
  - \* Three workshops will be offered in three geographic locations of Osceola County; funded by Title I.
- o Family Math
  - \* Title I Program Specialist will work with the Prekindergarten Department to create a Family Math event targeting parents of preschool children in public and private prekindergarten programs. Three Family Math events will be offered (St. Cloud, Kissimmee, Poinciana).

#### Transition Activities

- o Kindergarten Fair
  - \* School District hosts an annual Kindergarten Fair in conjunction with Education in the Park to assist families with kindergarten registration at any of the district's elementary schools
  - \* Family event filled with information and family activities
- o Public School
  - \* The school district's Prekindergarten Department has created a Prekindergarten Advisory Group that includes Kindergarten teachers; smooth and seamless transition to kindergarten is one of the goals
  - \* School district Prekindergarten teachers schedule visits to kindergarten classrooms, block classes, cafeteria, etc. to introduce them to kindergarten life in the "big school"
  - \* Some public schools offer part-time preschool classes to introduce children to their home zone public school
- o Private child care centers
  - \* A group of public school Kindergarten teachers will meet with private preschool directors at Private Provider Advisory Committee meetings to discuss Kindergarten expectations

The Prekindergarten Department welcomes the opportunity to continue to partner with the Title I Parent Center on parent involvement initiatives for the School District's Voluntary Prekindergarten (VPK) Program as well as private child care programs. The following descriptions highlight the family involvement initiatives proposed for the 2007-08 school year.

#### Wee Read Family Literacy Events

- o As part of a training contract with the Early Learning Coalition of Osceola County, the school district's Prekindergarten Department will work with five selected private child care centers in a year-long literacy program called Wee Read. Three Family Literacy Events are provided for each participating center during the course of the year for a total of 15 family events. The workshops described below are part of the READY! for Kindergarten program developed and made available by the National Children's Reading

Foundation. Each 60-minute workshop will be presented five times. We estimate that this program will serve approximately 90 prekindergarten students. The cost will be \$135 per family for materials for a total cost of \$12,150. Meals and/or refreshments for these events will be provided by Walt Disney World Company.

#### Workshop Topics Presenters

Fall Series o Why and how to read aloud

o Literacy and print Kathy Unger, Prekindergarten Specialist

Brenda Santos, Title I Program Specialist

Winter Series o Brain development

o Logic & numbers Kathy Unger, Prekindergarten Specialist

Brenda Santos, Title I Program Specialist

Spring Series o Vocabulary and conversation

o Positive relationships Kathy Unger, Prekindergarten Specialist

Brenda Santos, Title I Program Specialist

Title I will collaborate with the 21st Century Grant. The 21st Century Grant is being implemented at several Title I schools. Title I will partner with the 21st Century Program to supplement after school tutorial programs to increase student achievement. Title I will supplement student achievement through technology and other support that will increase student achievement and help close the achievement gap.

## **Coordination of Programs & Participation**

### **Programs:**

Describe how the services provided under the programs in this application are integrated with each other and coordinated with other programs funded under NCLB (i.e.: Title I, Part A; Title I, Part C; Title I, Part D; Title I, Part F; Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part A; Title V, Part A; and/or Title VI, Part B, Subpart 2).

### **Response:**

The Title I staff collaborates with other applicable NCLB Titles, district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: ; Title I, Part C; Title I, Part D; Title I, Part F; Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part A; Title V, Part A; and/or Title VI, Part B, Subpart 2, 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. 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 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. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Through this collaboration efforts will coordinate the trainings of core academic teachers and other related staff in order to facilitate high quality instruction.

### **Participation:**

Describe how the LEA will provide on-going consultation with the application participants throughout the project period.

### **Response:**

Daily and weekly consultation to increase student achievement and meet the needs of Title children and their families is coordinated through the various Title and agency coordinators. The coordinators are in contact through phone, fax, email, and as needed scheduled meetings.

### **Dissemination:**

Describe how information about this application will be disseminated and advocated to appropriate populations

### **Response:**

All Title I parents are invited to a Title I orientation meeting at the beginning of each school year. The parents of all students served are sent information packets regarding the

Title I program in SDOC. All communication is sent in English and Spanish. We send a Title I news letter each quarter to all Title I parents (public and private) informing the parents of the latest Title I news, parenting tips and tips to help improve their child's achievement. We send academic updates to the parents(public and private) each nine weeks stating how their child is progressing academically. The project will be posted on our Web site (<http://www.osceola.k12.fl.us/>) and each Title I school's website so all appropriate populations (parents, community, and private schools) may have access to the project.

**Reporting Outcomes:**

Describe the methods and processes that will be used to report student and program outcomes to parents and other district and school stakeholders.

**Response:**

The district will comply with all State requirements for electronic data transmission and other reporting formats and timelines. Assessments are conducted at targeted intervals appropriate to the instructional programs being used, providing aggregatable data for monitoring student progress throughout the school year. The School District of Osceola County (SDOC) progress monitoring and outcomes of the served Title students may include but not be limited to: fidelity checks from the district curriculum team, FLKRS (which is kindergarten DIBELS and ECHO); DIBELS Tests 1, 2, 3; GRADE pre-test and post-test; (ESOL does IPT-Oral Proficiency, Cella and IDEL); Science pre-test, post-test and K inventory test (with textbook series); Harcourt Math Inventory; Harcourt Mathematics FCAT Practice Tests 1, 2, and 3; Osceola Writes Grades 3 and 4; Osceola Solves, Grade 5; Harcourt Mathematics End of Year Test; and SAT10 at the end of Grade 3 Summer Camp. Other tests that are optional are DRA, DAR, ERDA, running records, STAR Reading, STAR Math, G-MADE, testing that goes along with computer programs as Compass, Riverdeep, Fast Forward; Scott Foresman mini-tests, Chapter tests, End of Unit Tests, and End of Year test; and teacher created tests as from FCAT Test Maker. The district will analyze all available assessment data to measure and report progress for increasing student achievement. Schools will be assisted by the Title I and the Research, Evaluation, and Accountability Department in using disaggregated data to adjust programs, schedules, and teaching strategies as needed. Title I will send a student progress report each nine weeks to the parents of all students served. Each school is required to send the school grade and AYP status annually. Progress reports are sent each nine weeks, report card are sent each nine weeks and other reports are sent on an as needed basis. Schools also send newsletters, post information in their website, and electronic messaging. All communications are available in English and Spanish. Other languages are available upon request (Arabic, Haitian Creole, and Urdu).

## **Instructional Services to Increase Student Achievement**

This section must address required activities and must clearly document that the proposed activities are **supplementary and do not supplant** existing State and locally funded activities and required services.

### **Instructional Services to Increase Student Achievement:**

Identify the overall district goals, objectives, and strategies for student achievement in reading and mathematics for the 2007-08 school year. For assistance in developing goals, objectives, and strategies, please visit the Florida Department of Education Bureau of School Improvement website at <http://www.bsi.fsu.edu>. **At a minimum, goals (overall, at the subgroup level, and for specified targeted groups) should address (1) student proficiency in both reading and mathematics, and (2) the provision of highly qualified staff.**

**Identify goals/objectives/strategies for increasing the academic achievement of youth served through Title I schoolwide programs:**

### **Reading Goals:**

**Response:** To meet performance goals 1, 2, and 3 of the approved Florida Consolidated State Application for NCLB. All students not at 58% proficient in Reading will improve their percentage, will reach the target, or surpass the target through assistance of HQ teachers/para-professionals.

### **Reading Objectives:**

**Response:** To meet the objectives of the approved AYP plan for NCLB and Florida's A+ Plan (58% proficient in Reading) and to close the gap between the poverty and non-poverty subgroups as determined by the FACT.

### **Reading Strategies:**

**Response:** The services will address all subgroups that did not make AYP in 06-07. These services are Scientifically Based in Research (SBR) and may include but not be limited to:

- \* Extra help in Reading and/or Writing through SBR methods
  - \* Computer Technology  
Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (30 – 45 minutes)
  - \* Computer Assisted Instruction  
Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (15 – 30 minutes)
  - \* Small Group Work  
Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (30 – 45 minutes)
  - \* Extended day learning time  
Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (30 minutes to 1 hour)

- \* Extended school year

Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (4 hours) Provide supplemental services to help eligible students meet Adequate Yearly Progress under NCLB.

**Math Goals:**

**Response:** To meet performance goals 1, 2, and 3 of the approved Florida Consolidated State Application for NCLB. All students not at 62% proficient in Math will improve their percentage, will reach the target, or surpass the target through assistance of HQ teachers/para-professionals.

**Math Objectives:**

**Response:** To meet the objectives of the approved AYP plan for NCLB and Florida's A+ Plan (62% proficient in Math) and to close the gap between the poverty and non-poverty subgroups as determined by the FACT.

**Math Strategies:**

**Response:** The services will address all subgroups that did not make AYP in 06-07. These services are Scientifically Based in Research (SBR) and may include but not be limited to:

- \* Extra help in Math through SBR methods
  - \* Computer Technology  
Appropriate material to increase student achievement in the area of Math – Daily as appropriate (30 – 45 minutes)
  - \* Computer Assisted Instruction  
Appropriate material to increase student achievement in the area of Math – Daily as appropriate (15 – 30 minutes)
  - \* Small Group Work  
Appropriate material to increase student achievement in the area of Math – Daily as appropriate (30 – 45 minutes)
  - \* Extended day learning time  
Appropriate material to increase student achievement in the area of Math – Daily as appropriate (30 minutes to 1 hour)
  - \* Extended school year

Appropriate material to increase student achievement in the area of Reading and/or Math – Daily as appropriate (4 hours) Provide supplemental services to help eligible students meet Adequate Yearly Progress under NCLB.

**B. Identify goals/objectives/strategies for increasing the academic achievement of educationally disadvantaged children and youth:**

**Reading Goals:**

**Response:** To meet performance goals 1, 2, and 3 of the approved Florida Consolidated State Application for NCLB. All students not at 58% proficient in Reading will improve their percentage, will reach the target, or surpass the target through assistance of HQ teachers/para-professionals.

**Reading Objectives:**

**Response:** To meet the objectives of the approved AYP plan for NCLB and Florida's A+ Plan (58% proficient in Reading) and to close the gap between the poverty and non-poverty subgroups as determined by the FACT.

**Reading Strategies:**

**Response:** The services will address all subgroups that did not make AYP in 06-07. These services are Scientifically Based in Research (SBR) and may include but not be limited to:

- \* Extra help in Reading and/or Writing through SBR methods
  - \* Computer Technology  
Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (30 – 45 minutes)
  - \* Computer Assisted Instruction  
Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (15 – 30 minutes)
  - \* Small Group Work  
Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (30 – 45 minutes)
  - \* Extended day learning time  
Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (30 minutes to 1 hour)
  - \* Extended school year

Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (4 hours) Provide supplemental services to help eligible students meet Adequate Yearly Progress under NCLB

**Math Goals:**

**Response:** To meet performance goals 1, 2, and 3 of the approved Florida Consolidated State Application for NCLB. All students not at 62% proficient in Math will improve their percentage, will reach the target, or surpass the target through assistance of HQ teachers/para-professionals.

**Math Objectives:**

**Response:** To meet the objectives of the approved AYP plan for NCLB and Florida's A+ Plan (62% proficient in Math) and to close the gap between the poverty and non-poverty subgroups as determined by the FACT.

**Math Strategies:**

**Response:** The services will address all subgroups that did not make AYP in 06-07. These services are Scientifically Based in Research (SBR) and may include but not be limited to:

- \* Extra help in Math through SBR methods
  - \* Computer Technology

- Appropriate material to increase student achievement in the area of Math –  
Daily as appropriate (30 – 45 minutes)
- \* Computer Assisted Instruction  
Appropriate material to increase student achievement in the area of Math –  
Daily as appropriate (15 – 30 minutes)
- \* Small Group Work  
Appropriate material to increase student achievement in the area of Math  
– Daily as appropriate (30 – 45 minutes)
- \* Extended day learning time  
Appropriate material to increase student achievement in the area of Math –  
Daily as appropriate (30 minutes to 1 hour)
- \* Extended school year

Appropriate material to increase student achievement in the area of Reading and/or Math – Daily as appropriate (4 hours) Provide supplemental services to help eligible students meet Adequate Yearly Progress under NCLB.

### **C. Identify goals/objectives/strategies for increasing the academic achievement of homeless children and youth:**

#### **Reading Goals:**

**Response:** To meet performance goals 1, 2, and 3 of the approved Florida Consolidated State Application for NCLB. All students not at 58% proficient in Reading will improve their percentage, will reach the target, or surpass the target through assistance of HQ teachers/para-professionals.

#### **Reading Objectives:**

**Response:** To meet the objectives of the approved AYP plan for NCLB and Florida's A+ Plan (58% proficient in Reading) and to close the gap between the poverty and non-poverty subgroups as determined by the FACT.

#### **Reading Strategies:**

**Response:** The services will address all subgroups that did not make AYP in 06-07. These services are Scientifically Based in Research (SBR) and may include but not be limited to:

- \* Extra help in Reading and/or Writing through SBR methods
  - \* Computer Technology  
Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (30 – 45 minutes)
  - \* Computer Assisted Instruction  
Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (15 – 30 minutes)
  - \* Small Group Work  
Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (30 – 45 minutes)
  - \* Extended day learning time

Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (30 minutes to 1 hour)

- \* Extended school year

Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (4 hours) Provide supplemental services to help eligible students meet Adequate Yearly Progress under NCLB

**Math Goals:**

**Response:** To meet performance goals 1, 2, and 3 of the approved Florida Consolidated State Application for NCLB. All students not at 62% proficient in Math will improve their percentage, will reach the target, or surpass the target through assistance of HQ teachers/para-professionals.

**Math Objectives:**

**Response:** To meet the objectives of the approved AYP plan for NCLB and Florida's A+ Plan (62% proficient in Math) and to close the gap between the poverty and non-poverty subgroups as determined by the FACT.

**Math Strategies:**

**Response:** The services will address all subgroups that did not make AYP in 06-07. These services are Scientifically Based in Research (SBR) and may include but not be limited to:

- \* Extra help in Math through SBR methods
  - \* Computer Technology  
Appropriate material to increase student achievement in the area of Math – Daily as appropriate (30 – 45 minutes)
  - \* Computer Assisted Instruction  
Appropriate material to increase student achievement in the area of Math – Daily as appropriate (15 – 30 minutes)
  - \* Small Group Work  
Appropriate material to increase student achievement in the area of Math – Daily as appropriate (30 – 45 minutes)
  - \* Extended day learning time  
Appropriate material to increase student achievement in the area of Math – Daily as appropriate (30 minutes to 1 hour)
  - \* Extended school year

Appropriate material to increase student achievement in the area of Reading and/or Math – Daily as appropriate (4 hours) Provide supplemental services to help eligible students meet Adequate Yearly Progress under NCLB.

**D. Identify goals/objectives/strategies for increasing the academic achievement of neglected and delinquent children and youth:**

**Reading Goals:**

**Response:** To meet performance goals 1, 2, and 3 of the approved Florida Consolidated

State Application for NCLB. All students not at 58% proficient in Reading will improve their percentage, will reach the target, or surpass the target through assistance of HQ teachers/para-professionals.

**Reading Objectives:**

**Response:** To meet the objectives of the approved AYP plan for NCLB and Florida's A+ Plan (58% proficient in Reading) and to close the gap between the poverty and non-poverty subgroups as determined by the FACT.

**Reading Strategies:**

**Response:** The services will address all subgroups that did not make AYP in 06-07. These services are Scientifically Based in Research (SBR) and may include but not be limited to:

- \* Extra help in Reading and/or Writing through SBR methods
  - \* Computer Technology  
Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (30 – 45 minutes)
  - \* Computer Assisted Instruction  
Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (15 – 30 minutes)
  - \* Small Group Work  
Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (30 – 45 minutes)
  - \* Extended day learning time  
Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (30 minutes to 1 hour)
  - \* Extended school year

Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (4 hours) Provide supplemental services to help eligible students meet Adequate Yearly Progress under NCLB

**Math Goals:**

**Response:** To meet performance goals 1, 2, and 3 of the approved Florida Consolidated State Application for NCLB. All students not at 62% proficient in Math will improve their percentage, will reach the target, or surpass the target through assistance of HQ teachers/para-professionals.

**Math Objectives:**

**Response:** To meet the objectives of the approved AYP plan for NCLB and Florida's A+ Plan (62% proficient in Math) and to close the gap between the poverty and non-poverty subgroups as determined by the FACT.

**Math Strategies:**

**Response:** The services will address all subgroups that did not make AYP in 06-07. These services are Scientifically Based in Research (SBR) and may include but not be limited to:

- \* Extra help in Math through SBR methods
  - \* Computer Technology
    - Appropriate material to increase student achievement in the area of Math – Daily as appropriate (30 – 45 minutes)
  - \* Computer Assisted Instruction
    - Appropriate material to increase student achievement in the area of Math – Daily as appropriate (15 – 30 minutes)
  - \* Small Group Work
    - Appropriate material to increase student achievement in the area of Math – Daily as appropriate (30 – 45 minutes)
  - \* Extended day learning time
    - Appropriate material to increase student achievement in the area of Math – Daily as appropriate (30 minutes to 1 hour)
  - \* Extended school year

Appropriate material to increase student achievement in the area of Reading and/or Math – Daily as appropriate (4 hours) Provide supplemental services to help eligible students meet Adequate Yearly Progress under NCLB.

**E. Identify goals/objectives/strategies for increasing the academic achievement of migrant children and youth:**

**Reading Goals:**

**Response:** To meet performance goals 1, 2, and 3 of the approved Florida Consolidated State Application for NCLB. All students not at 58% proficient in Reading will improve their percentage, will reach the target, or surpass the target through assistance of HQ teachers/para-professionals.

**Reading Objectives:**

**Response:** To meet the objectives of the approved AYP plan for NCLB and Florida's A+ Plan (58% proficient in Reading) and to close the gap between the poverty and non-poverty subgroups as determined by the FACT.

**Reading Strategies:**

**Response:** The services will address all subgroups that did not make AYP in 06-07. These services are Scientifically Based in Research (SBR) and may include but not be limited to:

- \* Extra help in Reading and/or Writing through SBR methods
  - \* Computer Technology
    - Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (30 – 45 minutes)
  - \* Computer Assisted Instruction
    - Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (15 – 30 minutes)
  - \* Small Group Work

Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (30 – 45 minutes)

- \* Extended day learning time

Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (30 minutes to 1 hour)

- \* Extended school year

Appropriate material to increase student achievement in the areas of Reading and/or Writing – Daily as appropriate (4 hours) Provide supplemental services to help eligible students meet Adequate Yearly Progress under NCLB

### **Math Goals:**

**Response:** To meet performance goals 1, 2, and 3 of the approved Florida Consolidated State Application for NCLB. All students not at 62% proficient in Math will improve their percentage, will reach the target, or surpass the target through assistance of HQ teachers/para-professionals.

### **Math Objectives:**

**Response:** To meet the objectives of the approved AYP plan for NCLB and Florida's A+ Plan (62% proficient in Math) and to close the gap between the poverty and non-poverty subgroups as determined by the FACT.

### **Math Strategies:**

**Response:** The services will address all subgroups that did not make AYP in 06-07. These services are Scientifically Based in Research (SBR) and may include but not be limited to:

- \* Extra help in Math through SBR methods

- \* Computer Technology

Appropriate material to increase student achievement in the area of Math – Daily as appropriate (30 – 45 minutes)

- \* Computer Assisted Instruction

Appropriate material to increase student achievement in the area of Math – Daily as appropriate (15 – 30 minutes)

- \* Small Group Work

Appropriate material to increase student achievement in the area of Math – Daily as appropriate (30 – 45 minutes)

- \* Extended day learning time

Appropriate material to increase student achievement in the area of Math – Daily as appropriate (30 minutes to 1 hour)

- \* Extended school year

Appropriate material to increase student achievement in the area of Reading and/or Math – Daily as appropriate (4 hours) Provide supplemental services to help eligible students meet Adequate Yearly Progress under NCLB.

## **F. Targeted Assistance Programs**

Check to indicate if the LEA has **no** Targeted Assistance Programs (If there are no targeted assistance programs implemented in applicant's district, skip the text boxes below.)

## **REPORTING REQUIREMENTS/ INFORMATION DISSEMINATION**

### **"Parent's Right To Know"\* Requirement**

The "Parent's Right To Know" provisions under Section 1111(h)(6)(A) and (B) of NCLB state that at the start of each school year, an LEA that receives Title I, Part A funds must notify parents of each student attending a Title I school that they may request and the LEA will provide, in a timely manner, information regarding the professional qualifications of their children's classroom teachers and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals' qualifications. NCLB further requires that, when a child is taught for 4 consecutive weeks by a teacher who is not highly qualified, LEAs must notify parents each time this occurs (i.e., every 4 weeks if necessary).

### **Please provide/upload sample copies of**

- (1) LEA's parent notification letters regarding the "Parent's Right to Know" provisions and**
- (2) LEA's notice to parents when child is taught by non-highly qualified teacher.**

### **Response:**

1) The Title I Parent Involvement Plan gives the parents notice that they may request, in writing, the professional qualifications of their child(s) teacher(s) and Paraprofessional(s). The parents of all served Title I students receive this notice at the beginning of the year or when their child is recommended for Title services.

Upon request the agency will provide the parents in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

- (i) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- (ii) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- (iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- (iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

All parents receive information on the level of achievement of their child(ren) in each of the State academic assessments. The State send the reports to each district and the district sends them to each school. The parents are notified that the reports have arrived. The reports are then either mailed to the parents or they are requested to come to the school and pick up the report.

2) The parent(s) of every student that is taught by a non-highly qualified instructor for 4 consecutive weeks is sent a written notice. This is repeated for every 4 consecutive week interval. A sample letter is provided below.

Notice to Parents

To: Parent Name

From: School Name

Date: Current Date

Federal Law requires that schools must notify the parents of any student being taught by a teacher or substitute for four consecutive weeks who does not have certain credentials necessary to meet the federal requirements.

(Teacher name) has taught your child (subject) from (dates). He has a (degree) in (subject) and a valid teaching certificate, however, (he/she) has not passed his subject level examination.

We are dedicated to meeting the educational needs of our students and are working to ensure that your child receives the best possible education. Please feel free to call (insert name of contact) at (insert phone number) if you have any questions or would like additional information.

**Parent's written notification of school designated as School in Need of Improvement\***

NCLB Section 1116(b)(6) requires that LEAs promptly provide to a parent or parents of each student enrolled in an elementary school or a secondary school identified for school improvement, corrective action, or restructuring: (1) an explanation of what the identification means; (2) how the school compares in terms of academic achievement to other elementary or secondary schools served by the LEA; (3) the reasons for the identification; (4) an explanation of what the school identified for school improvement is doing to address the problem of low achievement; (5) an explanation of what the LEA is doing to help the school address the achievement problem; (6) an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and (7) an explanation of the parents' option to transfer their child to another public school with transportation provided by the agency when required or to obtain supplemental educational services for the child.

**Provide a sample copy of the official LEA letter to parents or the website where letter can be reviewed.**



**Osceola District Schools**

Charter Schools and Educational Choices  
817 Bill Beck Boulevard, Kissimmee, FL 34744  
Phone: (407) 870-4600    [www.osceola.k12.fl.us](http://www.osceola.k12.fl.us)

## NCLB Choice Option: School in Need of Improvement for 3 or More Years

July 27, 2007

Dear Parent,

Under the *No Child Left Behind Act of 2001* (NCLB), schools that receive Title I funds must show that all students are making *Adequate Yearly Progress* (AYP). Schools must make AYP in reading, writing and math. AYP is a “yes” or “no” system; either you make AYP or you don’t. Each school has to reach the State goals in 37 areas in order to make AYP. If a school misses 1 goal out of 37 goals, then the school did not meet AYP.

When a Title I school does not make AYP for three consecutive years then it is identified as “in need of improvement” and becomes a NCLB Choice School the next school year. **Boggy Creek did not meet AYP for the 2006-2007 school year because the reading and math proficiency was not met. The school grade is D.** Compared to other elementary schools in the district, **Boggy Creek** may have less students doing well in reading and math. For more information you may visit the Florida Department of Education website at <http://schoolgrades.fldoe.org/>.

**Boggy Creek** has been identified as a school in need of improvement which means the parents have the right to request from the options listed below:

- **Transfer to another school** - Parents will be provided with a list of schools from which they may choose to send their child(ren) for the following school year. Transportation will be provided if you live beyond 2 miles of the NCLB Receiving School. If demand exceeds available funding for this program, transportation to your selected school may be prioritized. This option is based upon available funds. You must complete the enclosed enrollment form and return by AUGUST 10, 2007.
- **Free tutoring** (Supplemental Educational Services). Tutoring sessions will be provided after school hours either at the school site, home, library or via internet. This option is **ONLY** for students that are eligible for **FREE or REDUCED LUNCH**. If there is not sufficient funding to serve all requests, the district will prioritize services. We will send you additional information regarding the free tutoring. You need not do anything at this time.
- Stay at **Boggy Creek**, without taking advantage of the NCLB Choice Options.

Please fill out the NCLB Choice Enrollment Form enclosed and send it to our office by **August 10, 2007.**

The school district is committed to providing exciting new programs at your child's school that will make the 2007-2008 school year more successful. Some of these programs include the following: Project CHILD, Dual Language, Soar to Success, Elements of Reading, English in a Flash Quick Reads, Working with Words, Reading Mastery, Jr. Great Books, Read Well, Accelerated Literacy Learning, Voyager Passport, Earobics Literacy Launch, FCAT Explorer, Fast Forward, Read 180, and Achieve 3000. Please contact your zoned school to find out which programs they offer to assist with your child's academic achievement.

You also have an impact on your child's education. We invite you to become more involved in your child's school such as participating in extracurricular activities, request parent/teacher meetings, helping with homework, and reading together every evening.

If you have any questions, please contact me at 407-343-8646.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Adriana Morant', written in black ink.

Adriana Morant  
Educational Specialist

Samples of the parent letters for SINI notification can be found on the School District of Osceola County's web site (<http://www.osceola.k12.fl.us/>), the Title I website, and each individual school website.

## PUBLIC SCHOOL ELIGIBILITY SURVEY

[See xl document](#)

### SELECTION CODES

- A** School poverty rate exceeds 75.49% poverty rate (Section 1113(a)(3)(A) and (B)).
- B** School poverty rate falls between the district-wide poverty average and 75.49% (Section 1113(a)(4)(A) and (B)).
- C** School grade span is not served through Title I, Part A.
- D** School has been selected based on the 35% rule.
- E** School has been skipped; applicant hereby certifies that ALL the following conditions are met:<sup>(1)</sup>
  - 1. The school meets comparability;
  - 2. The school is receiving supplemental state/local funds used in Title I-like programs; and
  - 3. The supplemental state/local funds meet or exceed amount that would have been received under Title I.
- F** School has been selected based on **feeder** patterns. <sup>(2)</sup>
- G** Schoolwide Program school with poverty rate below 40% selected for continuation of schoolwide project for 1 additional fiscal year (Section 1113(b)(1)(C)).<sup>(3)</sup>
- H** School closed.
- I** School not served due to the district allocation process.
- J** School is not eligible for funding.
- K** Other (description limited to 80 characters).

### ADDITIONAL DOCUMENTATION REQUIRED

<sup>(1)</sup> Section 1113(b)(1)(D)(ii) allows an LEA to skip eligible attendance areas/schools with a higher percentage of poverty **if** the area or school is receiving supplemental funds from other State or Local sources that are used according to the requirements of section 1114 or 1115. LEA must include description that identifies program type, amount of funding, and source of funding. Total funding must be equal to or greater than the amount of Title I funds the school would have received if served.

<sup>(2)</sup> LEA must include name(s) and poverty rate(s) of feeder pattern schools. This concept allows the LEA to project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into that school. Because high school and middle school students are less likely to participate in free and reduced-price lunch programs than are elementary school students, an LEA is given the flexibility when counting children from low-income families in middle and high schools.

<sup>(3)</sup> Section 1113(b)(1)(C) allows an LEA to designate and serve an attendance area or school that is not eligible under this section, but was eligible and was served in the preceding fiscal year, for 1 additional fiscal year.

## DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED SET-ASIDES

### A. Highly Qualified Teachers:

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

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

**Required set-aside: 5% of the LEA's Title I Allocation\***

**Response: \$ 422,966.55**

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

**\*Unless lesser amount is needed.**

The most recent data available show that School District has % courses taught by teacher(s) that **do not** meet the definition of highly qualified.

The most recent data available show that School District has % courses taught by Title I teacher(s) that **do not** meet the definition of highly qualified.

Note: If an LEA provides their own highly-qualified data, an explanation must be provided in the text box below that includes the data source and when the data were retrieved.

Describe the activities that will be implemented to ensure that all teachers in Title I schools meet the NCLB and FDOE definitions of Highly Qualified personnel.  
Include:

- A description of how professional development activities to be funded under this application will assist teachers in satisfying these requirements;
- Activities that ensure that newly hired teachers acquire the necessary knowledge and skills, consistent with the Sunshine State Standards and the district's curriculum, to increase student academic achievement.

**Response:**

We collaborate with Title II, Part A. 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 high quality 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 of 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. The district has a program through Title II, Part A of on-going high quality professional development in place which will help para-professionals prepare and complete the necessary requirements for section 1119 of NCLB. We have a college program for the para-professionals who wish to meet the 60 hour, two year degree path. We also have a program that prepares the para-professionals for the ParaPro test which fulfills the rigid test requirement. Title II, Part A is the primary fund source and Title I will supplement this effort if needed.

The Certification Department for Osceola District Schools is in contact with each teacher that is not Highly Qualified. They are notified of the requirements they must procure and are monitored frequently as to their progress. Our Professional Development Department is using Title II, Part A funds to offer courses to prepare our non-highly qualified teachers courses to prepare them to meet the requirements. All professional development activities are based on scientific research-based best practices in reading, writing, and math. All training content and materials are fully aligned with the Sunshine State Standards and are designed to provide effective support to the district-adopted curriculum materials, which are also aligned with State standards. Staff development programs focus on demonstration of effective teaching practices, and administrators receive training to assist them in recognizing and evaluating these practices when they conduct classroom observations. Follow-up activities provide support to ensure consistent implementation in the classroom, and courses are consistently refined and modified to meet the identified needs of individual schools or groups of teachers. Priority for staff development opportunities is given to low-achieving schools and teachers in need of support. Input from teachers and administrators, as well as assessment data, are considered in making decisions about staff development programs. Literacy trainers monitor staff development programs from year to year and make changes as needed, both in individual courses and in the total course offerings, to ensure that the needs of schools are being met and that the quality of instruction continues to improve. Title I, Part A funds are used to supplement the Title II, Part A funds, if necessary.

## **B. Parental Involvement:**

### **Required set-side: 1% of the LEA's Title I Allocation:**

**Response: \$ 84,593.31**

Purpose: To support parent involvement, including parents of private school students receiving Title I services.

**Note:** Ninety-five percent (95%) or more must be distributed to schools. If the LEA has a parent involvement center funded in part or full using this required set-aside, then

documentation supporting how the LEA assists all schools, including private schools, must be maintained. This use is subject to private school consultation.

Describe the following:

Activities that will be implemented to enhance and expand current parent involvement activities:

**Response:**

The following list of programs and activities, based on our annual survey of parent needs, will promote and enhance family literacy and the provision of parenting skills for the parents/guardians of our students:

- \*checkout materials to promote increased student achievement in Reading, Math, Science, and Social Studies
- \*make and take activities to reinforce increased student achievement in Reading and Math
- \*educational cd's that reinforce increased student achievement of the Sunshine State Standards
- \*monthly newsletters with parenting tips (Home/School Connection, Reading Connection, Building Readers, Helping Children Learn)
- \*quarterly newsletter, Title Talk, giving parents information on district news, Title I updates, and parenting tips
- \*parent orientation meetings for all Title I schools discussing all the requirements of NCLB
- \*annual Osceola Parent Conference presenting topics to extend learning into the home, increase student achievement, and increase parenting skills
- \*co-sponsor the Region III Family Involvement Conference with keynote speakers, breakout sessions, and networking
- \*monthly parent team meetings to enhance parent involvement, build capacity for parent activities, and provide best practices
- \*support Title I schools with activities, workshops, and trainings to increase parent involvement and promote increased student achievement (including but not limited to: Partners in Print, PASSport, Parent/Teacher Conferencing, PETALS learning style training, Building Better Readers, etc.)

Strategies that will be implemented by the LEA to ensure that the programs and activities funded under Title I are planned and implemented with meaningful consultation with the parents and/or guardians of participating children and youth:

**Response:**

Each parent is given a copy of the parent involvement policy, parent involvement plan, and the School Parent Compact. Each parent has an opportunity to suggest, in writing, additions, deletions, and comments. These written documents are sent to the Director of Title I and, if appropriate, they are infused into the updated policy and plan. The School Improvement/Schoolwide Plan, LEA Plan, and the Title I Project Application are available on the district Title I website as well as each school website.

We have a district Title I Parent Advisory Council that also reviews our policy and plan. The Council along with the Title I staff update these documents annually.

All parents/guardians are given the opportunity:

- \* to provided input to all policies, plans, procedures, and activities.
- \* to provide us with their needs so we can order materials, supplies, and programs to meet those needs.
- \* to communicate what services we can provide that will better meet their needs.

The Title I Parent Resource Teacher consults with the private school officials, on a monthly, weekly, and sometimes daily basis to facilitate parent involvement services.

The Director of Title I meets with the private school officials in the Spring to describe parent involvement services and funds available to each eligible school.

During the course of the year if any barriers exist we handle them on an individual basis and guarantee that an acceptable solution will be reached. There are no barriers only solutions.

Activities provided by the district-wide parent involvement center (if applicable):

**Response:**

The following list of programs and activities, based on our annual survey of parent needs, will promote and enhance family literacy and the provision of parenting skills for the parents/guardians of our students:

- \*checkout materials to promote increased student achievement in Reading, Math, Science, and Social Studies
- \*make and take activities to reinforce increased student achievement in Reading and Math
- \*educational cd's that reinforce increased student achievement of the Sunshine State Standards
- \*monthly newsletters with parenting tips (Home/School Connection, Reading Connection, Building Readers, Helping Children Learn)
- \*quarterly newsletter, Title Talk, giving parents information on district news, Title I updates, and parenting tips
- \*parent orientation meetings for all Title I schools discussing all the requirements of NCLB
- \*annual Osceola Parent Conference presenting topics to extend learning into the home, increase student achievement, and increase parenting skills
- \*co-sponsor the Region III Family Involvement Conference with keynote speakers, breakout sessions, and networking
- \*monthly parent team meetings to enhance parent involvement, build capacity for parent activities, and provide best practices
- \*support Title I schools with activities, workshops, and trainings to increase parent involvement and promote increased student achievement (Partners in Print, PASSport, Parent/Teacher Conferencing, PETALS learning style training, Building Better Readers, etc.)

Describe how the LEA's written parent involvement policy was developed. Please upload a copy of the LEA's board-approved Parent Involvement Policy.

**Response:**

The Parent Involvement Policy and Title I Parent Involvement Plan was developed by Title I staff, school staff, and the Title I PAC. We looked at the latest research data for effective parent involvement strategies and incorporated them into the plan. We update this policy and plan annually with staff and parent input. We have the parents/guardians complete an annual survey of the parenting program, materials, trainings, and services. They comment on the available services and the quality of the services. They have an opportunity to propose changes to existing policy, plan, procedures, or services. All of the information is then reviewed and infused into the existing policy and plan. The regional technical assistance center has designed an evaluation instrument that will be used to evaluate the effectiveness of our parent involvement.

**Title I  
Parent Involvement Policy  
07-08**

The School District and each Title I school shall develop a parent involvement plan and submit same to the Office of the District Superintendent for the School District of Osceola County for review and approval on or before September 1 of each year. Each plan shall comply with the requirements of P. L. 107-110, Section 1118(a)(2)(A) through (F), also known as No Child Left Behind Act of 2001, that are adopted by reference as a part of this policy, as same may be amended from time to time.

**PARENT INVOLVEMENT PLAN  
2007-2008**

**Parent Involvement Expectations**

High expectations and parental involvement are two necessary ingredients for educational success. Osceola District Schools have high expectations for their students. We expect our students to be actively involved in their education, along with their parents. Research shows that students benefit when parents are involved in their education. Those students have higher grades and test scores; better attendance and more consistently completed homework. They have more positive attitudes, better behavior, higher graduation rates and greater enrollment in postsecondary education. **When students, parents, and educators work together as a team, students will succeed.**

**Parent's Right to Know**

**Parents have the right to request information regarding the professional qualifications of classroom teachers and paraprofessionals who work with your child.**

**Suggestions for helping your child show improvement:**

- ❖ emphasize the value of learning through modeling good study habits
  - ✓ set a consistent time and place to study
  - ✓ have necessary materials readily available

- ✓ motivate with positive encouragement
- ✓ show your child how to use available resources such as a dictionary or the internet
- ❖ promote and explain the high expectations you have for your child
- ❖ be a good role model
- ❖ build positive self-esteem
- ❖ read to your child and let them read to you on a daily basis
- ❖ ensure regular and punctual attendance at school
- ❖ monitor child's activities at home and in the community:
  - ◆ use TV and video game time wisely
  - ◆ encourage extra-curricular activities
- ❖ ensure plenty of rest, proper diet, and exercise daily
- ❖ monitor child's activities at school through:
  - ◆ teacher correspondence
  - ◆ progress reports
  - ◆ conferences with the teacher on a regular basis
  - ◆ reviewing class work and homework daily with you child
- ❖ visit Title I parent resource centers
- ❖ attend parent meetings and workshops

**Ways you can join the team and participate in educational decisions relating to your child:**

- ❖ become familiar with and support school goals
- ❖ be involved and/or volunteer in your child's school
- ❖ be knowledgeable of school resources
- ❖ schedule and attend parent/teacher conferences
- ❖ support and attend school functions:
  - ◆ educational activities
  - ◆ social events
  - ◆ fundraisers
  - ◆ parent meetings and workshops
  - ◆ school visitations
  - ◆ participate in PTO/PTA
  - ◆ attend School Advisory Council meetings

**Suggestions for monitoring student progress:**

- ❖ monitor child's activities at school through:
  - ◆ teacher correspondence
  - ◆ progress reports
  - ◆ conferences with the teacher on a regular basis
  - ◆ reviewing class work and homework daily with your child

**Parent Information:**

**State content standards and State student performance standards**

The Sunshine State Standards cover all content standards and student performance standards for the following subject areas in grades PreK-2, grades 3-5, grades 6-8,

and grades 9-12: Language Arts, Mathematics, Science, Social Studies, the Arts, Foreign Languages, Health Education and Physical Education.

**Each subject in the Sunshine State Standards is broken down into three categories:**

-**Strand**: a label, word or short phrase for a category of knowledge within each subject.

-**Standard**: a general statement of achievement expected of each learner.

-**Benchmark**: what the learner should know or be able to do.

**The Sunshine State Standards are available at your child's school.**

### **School review and improvements**

Parents have the opportunity for school review and improvements through the School Advisory Council. Each school has a SAC and the administration, staff, and parents are active in the school review and improvement process.

### **Effective Parent Involvement Activities**

Each school develops individual Title I Parent Involvement plans. Through the online school improvement template the district will assist the schools in planning and implementing effective Parent Involvement activities to improve student achievement and school performance.

### **Coordination of Title I Parent Involvement**

Title I teams up with the Early Childhood Department to coordinate and integrate parent involvement activities with parents in other programs such as Even Start, Head Start, and Parents as Teachers, etc.

### **Title I Local Education Agency (District) Plan**

The Title I Local Education Agency plan is a five year plan and is reviewed annually. The LEA Plan is a collaborative process between Title I and appropriate constituents. Selected departments, personnel and parents are provided the opportunity for input to the LEA Plan.

### **Parent Advisory Council**

The District Parent Center and the Parent Advisory Council will use the East Coast Technical Assistance Center Parent Involvement Evaluation Toolkit to evaluate the effectiveness of the Title I Parent Involvement Plan

### **Informative Websites/Websites Informativas:**

The School District of Osceola County, Florida –

<http://www.osceola.k12.fl.us>

**Links:** Administration – Departments – Special Programs – View Website- Helpful links (left side)

Florida Department of Education – <http://www.fldoe.org>

**Links:** Parents, More Parent Links, Family Involvement link contains various helpful links

**The Florida Partnership for Family Involvement in Education -**  
<http://www.floridapartnership.usf.edu/>

**Florida PIRC at Family Network on Disabilities of Florida-** <http://www.fndfl.org>

**Just Read, Families!** – <http://www.justreadfamilies.org>

**The Florida PTA -** <http://www.floridapta.org>

PTO Today- <http://www.ptotoday.com/>

The Math Forum- Ask Dr. Math - <http://mathforum.org/dr.math/>

The Fact Hound- <http://www.facthound.com/default.aspx>

Note: Section 1118(1) of the ESEA requires each LEA that receives Title I, Part A funds to develop a written parental involvement policy that establishes the LEA's expectations for parent involvement. The policy must be developed jointly, and agreed upon, with the parents of children participating in Title I, Part A programs and distributed to the parents of all children participating in Title I, Part A programs.

Describe the process that will be used to conduct an annual evaluation of the effectiveness of the LEA's parent involvement activities, and how the results of this evaluation will be used.

**Response:**

We have the parents/guardians complete an annual survey, in April, of the parenting program, materials, trainings, and services. They comment on the available services and the quality of the services. All of the information is then reviewed and used to revise, if necessary, the parental involvement plan and policy. The regional technical assistance center has designed an evaluation tool kit that will be used to evaluate the effectiveness of our parent involvement. The results will be used to improve the academic quality of the schools served to meet the needs of our families and enhance student achievement.

During the course of the year if any barriers to greater participation by parents in activities authorized by this section (w/ particular attention to parents who are economically disadvantaged, are disabled, are English Language Learners, have limited literacy, or are of any racial or ethnic minority background); exist we handle them on an individual basis and guarantee that an acceptable solution will be reached. There are no barriers only solutions.

### **C. Homeless Set-Aside:**

**Required Set-Aside: \$ 50,000.00**

Purpose:

Describe how you calculated this amount, and the method of identifying, and distributing funds to benefit, homeless students.

**Response:**

Title I has set-aside \$50,000.00 to provide supplemental services to help eligible students meet Adequate Yearly Progress under NCLB. This amount was based on the previous year's cost of supplemental services to the homeless population. We have the funds in 5100/100, 5100/510, 5100/310, and 6300/510. The Homeless Liaison will have access to these funds to supplement the academic needs of the identified homeless youth. If more funds are needed we will provide the additional funds from the Title I administrative budget. These services will include but not be limited to: computer assisted instruction, small group or one-on-one instruction, before/after school tutorial, summer programs, on-line academic assistance, parent involvement activities, high quality on-going professional development, etc. The Homeless Liaison uses the following techniques to identify eligible homeless youth:

\*All schools in SDOC have been given the Student/Family Domicile Questionnaire

\*The homeless liaison will follow up each questionnaire with a home visit to verify eligibility

\*A tri-county Task Force has been created with Osceola County, Orange County, Seminole County, and Polk County

\*The Task Force is developing a tracking system to help identify homeless students that move within the tri-county area.

### **D. Neglected and Delinquent Set-Aside:**

**Required Set-Aside: \$ 50,000.00**

Purpose: To meet the needs of children in local institutions for neglected children and to serve children in local institutions for delinquent children and in community day programs.

Describe how you calculated this amount, and the method of identifying, and distributing funds to benefit, neglected and delinquent students.

**Response:**

Title I has set-aside \$50,000.00 to provide supplemental services to help eligible students meet Adequate Yearly Progress under NCLB. This amount was based on the previous year's cost of supplemental services to the delinquent and neglected population. We have the funds in 5100/100, 5100/510, 5100/310, and 6300/510. These funds will be used to supplement the academic needs of the identified neglected and delinquent youth either in an identified facility or returning to SDOC from an identified facility. These funds will also supplement services to Dropout Prevention programs for neglected and delinquent

youth. If more funds are needed we will provide the additional funds from the Title I administrative budget. These services will include but not be limited to: computer assisted instruction, small group or one-on-one instruction, before/after school tutorial, summer programs, on-line academic assistance, parent involvement activities, high quality on-going professional development, etc. The Neglected and Delinquent youth are identified by adjudication.

**E. District-Wide Activities:**

**Required Set-Aside: \$ 0.00**

Please provide the amount that your district will use for district-wide instructional activities. Examples from the Federal guidance include: preschool programs, summer school programs, intersession, additional professional development, school improvement, and coordinated services. Please note that this amount is subject to the equitable services provision for private school students. Please also note that because the reservation of funds by a District will reduce the funds available for distribution to participating schools, the District must consult with teachers, pupil services personnel (where appropriate), principals, and parents in determining what reservations are needed. This issue must also be part of the consultation with private school officials.

**Response:**

N/A

## SCHOOL IMPROVEMENT

Check Box if LEA has no schools identified for improvement.  
If checked, do not complete this section.

- A. Describe the overall district plan for assisting Title I schools that are identified as “in need of improvement” due to not making adequate yearly progress (AYP) for two or more consecutive years.

**Response:**

SDOC will provide technical assistance to schools regarding state/district requirements, fiscal responsibilities, evaluation process, etc.

Describe how Title I funds will be used to implement school improvement activities, i.e. Provide supplemental reading and math services to help eligible students meet Adequate Yearly Progress under NCLB.

Title I services to individual students assessed as needing help in meeting the State's challenging student academic achievement standards will be 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 based on each school's needs assessment. The services will address all subgroups that did not make AYP (White, Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities) in 06-07. These services are Scientifically Based in Research (SBR) and may include but not be limited to:

- \* Extra help in Reading, Writing and/or Math through SBR methods
  - \* Computer Technology  
Appropriate material to increase student achievement in the areas of Reading and/or Math – Daily as appropriate (30 – 45 minutes)
  - \* Computer Assisted Instruction  
Appropriate material to increase student achievement in the areas of Reading and/or Math – Daily as appropriate (15 – 30 minutes)
  - \* Small Group Work  
Appropriate material to increase student achievement in the areas of Reading and/or Math – Daily as appropriate (30 – 45 minutes)
  - \* Extended day learning time  
Appropriate material to increase student achievement in the areas of Reading and/or Math – Daily as appropriate (30 minutes to 1 hour)
  - \* Extended school year  
Appropriate material to increase student achievement in the areas of Reading and/or Math – Daily as appropriate (4 hours)
  - \* Parent Literacy and Training  
Appropriate material to increase student achievement in the areas of Reading and/or Math – as appropriate (1 – 7.5 hours)  
Learning focused strategies training for Title schools

These services are aligned with the state academic content standards, student academic achievement standards, and state assessments to increase student achievement and close the achievement gap. The above mentioned services will accelerate the learning of level 1 and level 2 students enabling them to close the achievement gap and are SBR.

Specify annual, measurable goals and targets for student in each of the disaggregated subgroups;

SDOC will serve the following sub-groups that did not make AYP in 06-07: White, Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities in Reading and Math. **Reading Goals:** To meet performance goals 1, 2, and 3 of the approved Florida Consolidated State Application for NCLB. All students not at 58% proficient in Reading will improve their percentage, will reach the target, or surpass the target through assistance of HQ teachers/para-professionals. **Math Goals:** To meet performance goals 1, 2, and 3 of the approved Florida Consolidated State Application for NCLB. All students not at 62% proficient in Math will improve their percentage, will reach the target, or surpass the target through assistance of HQ teachers/para-professionals.

Identify extended learning opportunities such as activities before school, after school, during the summer, or through the extension of the school year. Before/after school, Saturday school, and summer school.

Title I extended learning services to individual students assessed as needing help in meeting the State's challenging student academic achievement standards will be 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 based on each school's needs assessment. The services will address all subgroups (White, Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities) that did not make AYP in 06-07. These services are Scientifically Based in Research (SBR) and may include but not be limited to:

- \* Extended day learning time  
Appropriate material to increase student achievement in the areas of Reading and/or Math – Daily as appropriate (30 minutes to 1 hour)
- \* Extended school year  
Appropriate material to increase student achievement in the areas of Reading and/or Math – Daily as appropriate (4 hours)
- \* Parent Literacy and Training  
Appropriate material to increase student achievement in the areas of Reading and/or Math – as appropriate (1 – 7.5 hours)  
Learning focused strategies training for Title schools

- B. Describe how the LEA will ensure that the school-level activities funded under this application are linked to the school improvement process and school improvement plans for each school identified as a Title I school (include both schoolwide programs and targeted assistance programs).

**Response:**

SDOC will provide technical assistance to schools regarding state/district requirements, fiscal responsibilities, evaluation process, etc.

The Research, Evaluation & Accountability Department and Title I review the on-line School Improvement Plans to ensure compliance with State and Federal requirements of the peer review process. The schools are monitored through fidelity visits, enlisting Classroom Walk Through techniques. These monitoring techniques ensure that activities conducted at the school are linked to the school improvement process and school improvement plans. The School District of Osceola County (SDOC) progress monitoring and outcomes of the served Title students may include but not be limited to: fidelity checks from the district curriculum team, FLKRS (which is kindergarten DIBELS and ECHO); DIBELS Tests 1, 2, 3; GRADE pre-test and post-test; (ESOL does IPT-Oral Proficiency, Cella and IDEL); Science pre-test, post-test and K inventory test (with textbook series); Harcourt Math Inventory; Harcourt Mathematics FCAT Practice Tests 1, 2, and 3; Osceola Writes Grades 3 and 4; Osceola Solves, Grade 5; Harcourt Mathematics End of Year Test; and SAT10 at the end of Grade 3 Summer Camp. Other tests that are optional are DRA, DAR, ERDA, running records, STAR Reading, STAR Math, G-MADE, testing that goes along with computer programs as Compass, Riverdeep, Fast Forward; Scott Foresman mini-tests, Chapter tests, End of Unit Tests, and End of Year test; and teacher created tests as from FCAT Test Maker. The district will analyze all available assessment data to measure and report progress for increasing student achievement.

- C. Describe how the LEA will regularly measure schools' progress toward meeting the objectives of the approved AYP plan and Florida's A+ plan.

**Response:**

Each school will monitor their school's progress toward meeting the objectives of the approved AYP Plan and Florida's A+ Plan through a variety of data including but not limited to:

FLKRS (which is kindergarten DIBELS and ECHO); DIBELS Tests 1, 2, 3; GRADE pre-test and post-test; (ESOL does IPT-Oral Proficiency, Cella and IDEL); Science pre-test, post-test and K inventory test (with textbook series); Harcourt Math Inventory; Harcourt Mathematics FCAT Practice Tests 1, 2, and 3; Osceola Writes Grades 3 and 4; Osceola Solves, Grade 5; Harcourt Mathematics End of Year Test; and SAT10 at the end of Grade 3 Summer Camp. Other tests that are optional are DRA, DAR, ERDA, running records, STAR Reading, STAR Math, G-MADE, testing that goes along with computer programs as Compass, Riverdeep, Fast Forward; Scott Foresman mini-tests, Chapter tests, End of Unit Tests, and End of Year test; and teacher created tests as from FCAT Test Maker. Monitoring will be done through daily observation, weekly assessments, quarterly assessments, and annually.

Classroom Walk Throughs, Learning Focused Solutions, and the Continuous Improvement Model use observation techniques to further monitor daily progress toward meeting the objectives of the approved AYP Plan and Florida's A+ Plan.

- D. Describe the strategies and/or activities that will be implemented by the LEA to strengthen the core academic program in schools; address the fundamental teaching and learning needs in all schools in the LEA that failed to make adequate yearly progress; and address the specific academic needs of low-achieving students.

**Response:**

Reading Coaches at all school to reinforce SBR Reading strategies to increase student achievement in the core area of reading. Continue the Math professional development of the State approved Math series to improve student achievement the core area of Math. We are implementing CIM to further increase student achievement in the core academic areas. Learning Focused Solutions professional development will incorporate SBR teaching strategies to enhance the abilities of students improve their achievement and help close the learning gap. The above methods will be applied to our Curriculum Achievement Plan (CAP). CAP is Osceola's comprehensive strategic initiative to improve student achievement through data-driven strategies and high quality professional development in the core subject areas.

- E. Describe how the LEA will ensure that Title I, Part A funds will be used by the school to provide high-quality professional development to teachers and principals that directly address the academic achievement problem(s) that caused schools to be identified as “in need of improvement.”

**Response:**

All expenditures must be approved by the Title I LEA to ensure that the training is relevant, high quality. Only professional development activities that are scientifically research based addressing the factors causing identification of "in need of improvement" will be approved for expenditure. The professional development activities will be aligned with the SIP which addresses all areas that need to be improved. The Principal, School Advisory Committee, and Staff will see that the approved professional development activities are carried out. The timeline is August to May.

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

High-Quality Professional Development for Title I Schools Identified as “In Need of Improvement”.

Ten percent (10%) set-aside for Professional Development:

**Amount Entered:** \$ 845,933.10

Check box if LEA is not in its first two years of “needs improvement.”

Note: Whether or not the LEA is required to set aside funds for professional development, each school receiving Title I, Part A funds that has been designated

as “in need of improvement” is required to spend an amount equal to ten percent (10%) to provide high-quality professional development to the teachers and the school principal, and any other instructional staff, that directly address the academic achievement problem(s) that caused the schools to be identified as “in need of improvement.”

Include:

- How the LEA will oversee these funds;
- How school needs for professional development will be determined;
- What strategies and activities will be used; and
- How the LEA will measure the impact of these professional development activities.

All expenditures must be approved by the Title I LEA. Each school base their Professional Development Plan on the most recent data and needs assessment information available. Only professional development activities that are scientifically based in research addressing the factors causing identification of "in need of improvement" will be approved for expenditure. The professional development activities will be aligned with the SIP which addresses all areas that need to be improved. The Principal, School Advisory Committee, and Staff will see that the approved professional development activities are carried out. Learning Focused Solutions (LFS) will provide training sessions scientifically based in research. The trainings provide teaching strategies that have been proven to increase student achievement. We will use assessment instruments to monitor and evaluate the growth of our students including but not limited to FLKRS (which is kindergarten DIBELS and ECHO); DIBELS Tests 1, 2, 3; GRADE pre-test and post-test; (ESOL does IPT-Oral Proficiency, Cella and IDEL); Science pre-test, post-test and K inventory test (with textbook series); Harcourt Math Inventory; Harcourt Mathematics FCAT Practice Tests 1, 2, and 3; Osceola Writes Grades 3 and 4; Osceola Solves, Grade 5; Harcourt Mathematics End of Year Test; and SAT10 at the end of Grade 3 Summer Camp. Other tests that are optional are DRA, DAR, ERDA, running records, STAR Reading, STAR Math, G-MADE, testing that goes along with computer programs as Compass, Riverdeep, Fast Forward; Scott Foresman mini-tests, Chapter tests, End of Unit Tests, and End of Year test; and teacher created tests as from FCAT Test Maker.

**Funding for this set-aside from other funding sources.** If not using the total 10% from Title I Part A set-asides, please indicate funding and source(s) below.

**Amount:** \$0.00

**Funding Source:** N/A

**Public School Choice**

**Twenty percent (20%) Set-Aside for NCLB Public School Choice Options: \$**  
 (Total combined funds allocated via Item B and Item D must be equal to the 20% or an explanation is required.)

**G. NCLB Public School Choice Options Funded by Title I Funds:**

Please fill in the amounts that the LEA will use to provide public school choice.

<b>(a) Required Amount for Choice with Transportation</b>	<b>(b) District Input for Choice with Transportation</b>	<b>(c) Required Amount for State-Approved SES</b>	<b>(d) District Input for State-Approved SES</b>	<b>Total LEA Title I allocation</b>
\$845,933.00	\$0.00	\$845,933.00	\$0.00	8,459,331.00

Note: Total combined funds allocated via Item B and Item D must be equal to the 20%. Following January 1, if a district determines that it has unexpended funds remaining in the 20% set aside, the district may request authorization to reallocate the remaining funds. Upon receiving the request, Department staff will review required documentation of the district’s parent outreach efforts and any extenuating circumstances that may have impacted student participation. Approval will be based on the preponderance of evidence supporting the district’s efforts to fully comply with the requirements and intent of NCLB.

**Half in 7800/330 (Choice) and half in 5100/310 (SES)**

If (b) is less or greater than (a) provide an explanation:

**Response:**

Title I is paying for the Choice Option for transportation.

If (d) is less or greater than (c) provide an explanation:

**Response:**

Title I is paying for the SES Option.

If total for (b) + (d) above, is less than 20% Set-Aside, then provide an explanation:

**Response:**

Title I is paying for the required Set-Aside Options.

**H. NCLB Public School Choice Options Funded by Non-Title I Funds **Completed****

	<b>(e) Choice with Transportation</b>	<b>(f) SES - State Approved</b>	<b>Total Amounts</b>
<b>Amount</b>	\$0.00	\$0.00	0.00
<b>Funding Source(s)</b>	N/A	N/A	N/A

If (e) is less or greater than (a), provide an explanation:

**Response:**

Title I is paying for the Choice Option for transportation.

If (f) is less or greater than (c), provide an explanation:

**Response:**

Title I is paying for the SES Option.

If total amount for (e) and (f) is less than 20% set-aside, provide an explanation:

**Response:**

Title I is paying for the required Set-Aside Options.

**NOTE:** LEAs must provide **all** students enrolled in Title I schools identified as "in need of improvement" (not making AYP for two consecutive years) with public school choice options.

**I. Notification to Parents regarding NCLB Public School Choice Options**

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.

**Response:**

Please refer to enrollment form. See attachment

Plan indicated that the LEA prioritized services prior to determining if demand for services exceeded available funding. Letters should only indicate that if demand exceeds available funding for transportation, transportation will be prioritized.

\*Stated in bullet 1 of the Choice Letter.

The parents will be notified of the school status by direct mail during the month of July. The Choice Letters include: AYP information, how the school compares to other schools in the district, reason for identification, what the district offers to address the academic needs of the students, and parent's choice options. The Choice Letters will be posted on the district website, the Title I website, and each school's website. All written communication will be delivered in English, Spanish, Haitian Creole, Arabic, and Urdu. The parents choosing Choice with transportation will be notified of the transportation arrangements including: eligibility status, bus stop location, and transportation schedule. The deadline for submitting Choice Letters will be August 10, 2007. This allows parents 2 weeks to consider their options. Rolling enrollment will be established if necessary. Parents may send their enrollment form via postal mail, email, by fax, to the child's school or in person to the district office.

Initial Parent Letter - Sent home during the month of May

Choice Letter - Sent home July 26,2007

The Title I department will schedule orientation meetings for the parents of served children during the month of October. The parents will receive AYP and SES information and they will have the opportunity to ask questions concerning their SES options.

Emailed to Don L. Miller 8/6/2007. He will upload. Choice letter? Attached

### **J. Notification to Parents regarding SES**

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.

#### **Response:**

Please refer to enrollment form. See attachment

Please refer to Vendor at a Glance. Attach to Section J

Parent will receive via postal mail their first SES notification. Parents are to have their SES Enrollment form/Selection Form by September 8, 2007 See attachment

Please refer to the last sentence of the SES Letter. See attachment

Please refer to Vendor at a Glance See attachment

The parents will be notified of the school status by direct mail during the month of July. The Choice Letters include: AYP information, how the school compares to other schools in the district, reason for identification, what the district offers to address the academic needs of the students, and parent's choice options. The SES Letter will be sent home on the first day of school in the Student Information Packet. The Choice Letters will be posted on the district website, the Title I website, and each school's website. All written communication will be delivered in English, Spanish, Haitian Creole, Arabic, and Urdu. Local Media such as newspapers, radio, television announcements, and the automated phone dialing system will be used to advertise SES and the AYP Provider Fair. SES Enrollment Forms will be sent via postal mail the first week in August and on the first day of school in student back packs. Parents may get a form at the Vendor Fair, the child's school, or the district office. Parents may be sent a form via postal mail, fax or email. The deadline for submitting SES choice Letters will be the first week of September. Rolling enrollment will be established if necessary. This allows parents 2 weeks to consider their options. Parents may send their enrollment form via postal mail, email, by fax, to the child's school or in person to the district office.

Initial Parent Letter-Sent home August 8, 2007

SES Letter- Sent home first week of August

SES Letter- 1st day of school in the Student Information Folders

## Public Announcements- Published in July and August

The Title I department will schedule orientation meetings for the parents of served children during the month of October. The parents will receive AYP and **SES** information and they will have the opportunity to ask questions concerning their **SES** options.

### **K. LEA/Provider Contract**

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.

#### **Response:**

Please see attached contract.

The District-Provider contract will be developed by the District SES Coordinator using the DOE Technical Assistance Paper and past experience with providers. The Contract will be submitted for Board Approval and will contain the required components listed below:

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

Contracts will be sent to the Providers after Board Approval and receipt of the Letter of Intent. The District will require each provider to return the contract at least 20 days prior to October 15 or the first day of tutoring, whichever comes first. Any special circumstances will be settled between the Provider and the SES Coordinator based upon the approved District-Provider Contract.

### **L. Individual Student Plan (ISP – formerly PDPA)**

Describe the processes, procedures, and timelines the LEA will use to develop, implement, and monitor the ISPs in consultation with students' parents and providers that will address the required components 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.

#### **Response:**

Please see attached SLP.

# Supplemental Educational Services Parent District Provider Agreement

(NAME OF SES PROVIDER)

**Parent District Provider Agreement for:**

**Grade Level:**

**School:**

**Enrolled In:**

**Number of classes:**

**Hours per Class:**

**Provider:**

**Achievement Goal(s)**

X

X

X

**Service(s) Planned**

**Start Date:**

**End Date:**

**Evaluation / Measurement / Assessment Tools**

**Describe expected change in student performance on assessment tool listed above (i.e. increase reading score by 25%)**

**Describe how the student's parents and teachers will be regularly informed of this progress**

**Is this PDPA consistent with the student's Individualized Education Program (IEP) under Section 614(d) of the Individuals With Disabilities Education Act (IDEA), if applicable?**

**Is this PDPA consistent with the provision of an appropriate education under Section 504?**

School Year	Test	Sub Test	Score	Date
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Assessment Name	Pre-Test Score	Pre-Test Date	Post-Test Score	Post-Test Date
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If the tutoring company is computer based, I understand that it is my responsibility to monitor the safety of my child to make sure he/she does not access inappropriate sites. I agree not to hold the District liable if my child accesses inappropriate sites. If the tutoring company will provide services in my home, I understand that I must be present while the tutor is at my home.

I understand my child's attendance at this tutoring program is important to his/her academic improvement and that if transportation is necessary, it is my responsibility. If my child has two unexcused absences, the provider has the option of dropping the student from the tutoring program. I agree to call the provider if my child is unable to attend a scheduled session. I also agree to inform the provider when contact or emergency information changes.

\_\_\_\_\_  
Parent Name (Please Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

The undersigned provider agrees a) to provide the services listed above in a timely and professional manner, b) not to disclose to the public the identity of a student eligible for or receiving supplemental educational services without the written permission of the student's parents, and c) that it understands that its agreement with the school district can be terminated if the provider fails to meet the student's progress goals.

Provider:

\_\_\_\_\_  
Provider Staff Member (Please Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Staff Member (Please Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*"An Equal Opportunity School District"*

The LEA will conduct a Provider Informational Meeting during the summer to provide documentation to all vendors including: development, implementation, and monitoring of the Student Learning Plan (SLP). LEA indicated all providers must perform pre-assessments. Providers may use district diagnostic data. Providers must make initial contact with the parents within 10 days of their student assignment. The SLP will be developed in consultation with the parents and will include but not be limited to the following:

- The following will be done within 10 days of the initial contact:

- Pre-test students
- Identify student needs
- Write goals based on student data
- District approval of goals
- Provider meets with parents to sign approved SLP
- Signed SLP sent to district

- Service will begin 10 days after the SLP is signed by the district

Provider/tutor will be responsible to meet with the parent to inform him/her of the student's goals listed on the SLP after the district approves the SLP for content. The SLP then needs to be sent to the district for content approval. The district will notify the provider of SLP's approval. Services must begin within 10 days after district approval of the SLP. Monitoring visits to each Provider will be scheduled monthly during the year by the district SES Coordinator to ensure the implementation of the SLP. The on-site facilitator will be responsible to monitor each provider at their school site on a daily basis. The SLP includes general student information, purpose of SES, responsibilities of parents and providers, transportation responsibilities, payments to providers, location of services, individual student services, achievement goals (including evaluation/measurement/assessment tools and timeline), progress reports, services provided with the required signatures of the parent, provider and SES District Representative. Only the Provider and parents are required to be present at the signing of the SLP. The District SES Coordinator will sign the approved SLP.

Providers will be asked to pre-test all students before signing the SLP and assigning student goals. All pre-test results are to be submitted along with the SLP. The procedure mentioned in the previous paragraph will ensure that the providers will use product data to develop individualized goals for each student.

**Support for Eligible Students in Private Schools – TIERING**

N/A

**Support for Eligible Students in Private Schools – NON-TIERING**

See xl document

Poverty Survey based on level of income equal to free and reduced levels that the district uses.

## EARLY CHILDHOOD COMPONENT

Describe the early childhood education services to be provided under this application.

Add new records:

**Program Type and/or Name (1)**

School District of Osceola County (SDOC) Prekindergarten Department  
SDOC Prekindergarten Department  
SDOC Prekindergarten Department

**Site/s(2)**

Highlands Elementary  
Poinciana Elementary  
District Office

**Amount of Title I funds(3)**

\$75,489.00  
\$78,191.00  
\$152,339.00

<b>Number of students to be served at each site by age(4)</b>	<b>Age 3</b>	<b>Age 4</b>
		22
		22
	2 District Resource Teachers	

Item 3 is the salaries for the two pre-k teachers and 2 pre-k assistants.

22 pre-k students age 4  
22 pre-k students age 4

The district pre-k resource teachers supplement services to pre-k students to help close the gap between poverty at-risk students and non-poverty students.