

## FAMU Lab School

Dates of Plan Duration: July 1, 2006 – June 30, 2011 or for the duration of the Agency's participation under Title I, part A of NCLB	
Name of Local Educational Agency (LEA):	<b>Florida A&amp;M University</b>
First Name:	<b>Horacine</b>
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<b>CERTIFICATION</b>	
<p>The filing of this plan has been authorized by the governing body of the applicant and the undersigned representative has been duly authorized to file this plan and act as the authorized representative of the applicant in connection with this plan.</p> <p>I * (first name) <b>Keith Jackson</b> do hereby certify that all facts, figures, and representations made in this Local Educational Agency Plan are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this plan. Furthermore, all applicable statutes, regulations and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability of funds distributed for this plan. The plan will be reviewed periodically and revisions may be made as necessary. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain</p>	

from its governing body the authorization for the submission of this plan.

E) \_\_\_\_\_  
Signature of Agency Head

\_\_\_\_\_ Date

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## ASSURANCES

### TITLE I, PART A

The LEA, hereby, assures that it will:

- A. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
- B. Provide technical assistance and support to schoolwide programs.
- C. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
- D. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
- E. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
- F. Take into account the experience of model programs for the educationally disadvantaged and the findings of relevant scientifically-based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
- G. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
- H. Work in consultation with schools as the schools develop and implement

- their plans or activities under sections 1118 and 1119.
- I. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
  - J. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
  - K. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
  - L. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
  - M. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
  - N. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
  - O. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).
  - P. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
  - Q. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
  - R. Submit an amendment, as appropriate, to the Local Educational Agency Plan as required under section 1112 of Title I, Part A of NCLB Act of 2001;
  - S. Abide by the General Education Provisions Act (GEPA); and
  - T. Ensure that all activities and services described in this application address

required activities and clearly document that the proposed activities are supplementary and do not supplant existing State and locally funded activities and required services.

- U. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
- V. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
- W. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

## **TITLE I, PART D – SUBPART 2**

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

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

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

- **determine the success** of children served under this **part in meeting the**

**State student academic achievement standards**, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards described in section 1111(b)(1)(D)(ii);

- **assist in diagnosis, teaching, and learning in the classroom in ways that best enable low achieving children** served under this part **to meet** State student achievement academic standards and do well in the local curriculum;
- **determine what revisions are needed to projects** under this part **so that such children meet** the State student academic achievement standards; and
- **identify effectively students who may be at risk for reading failure** or who are having difficulty reading through **the use of screening, diagnostic, and classroom-based instructional reading assessments**, as defined under section 1208;

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

**Response:** In addition to the state-level assessment (FCAT), FAMU District School will use several high quality assessments for screening, diagnostic, progress monitoring and outcome assessments. The following list includes: Name of instrument (Grade level at which it is used) and approximate time when the assessment is used.

STAR Reading/ Math (3-6): mid year

DIBELS - Dynamic Indicators of Basic Early Literacy (k-6): Beginning, Mid and End of Year

SAT - 10 Stanford Achievement Test, 10th ed. (k-2): End of Year

DAR DIAGNOSTIC ASSESSMENT OF READING (4-12): Beginning of Year and as Needed

ERDA EARLY READING DIAGNOSTIC ASSESSMENT (K-3): Beginning of Year and as Needed

ECHOS - Early Childhood Observations System

Progress Monitoring, DIBELS and the prescriptive computer programs are used to track student progress and to make instructional adjustments or modifications when students do not seem to be making adequate progress.

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

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

**Response:** The district will use daily attendance, discipline referrals, promotion/retention rates and suspensions (in-school and out-of-school) to identify students who need extra counseling assistance, mentoring programs, assistance with an advocacy group, or tutoring (peer, cross-age or adult) both during the school day and extended programs.

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

***Guidance:** Description should include the use of strategies such as: development of an AIP, extended learning opportunities, computerized instruction, extra reading and/or math sessions, tutorial programs, smaller class size, small group instruction, mentoring, extra counseling assistance, advocacy groups, grade level team meetings with parents, parent training in providing at-home support, assistance in providing transportation to students unable to utilize after school services, etc.*

**Response:** Additional educational assistance will be available to all students needing help in meeting the State's challenging student academic achievement standards through smaller class sizes; 1x1 and small group tutoring in reading, writing, math, and science by highly qualified teachers and paraprofessionals; mentoring through trained and qualified mentors; performance based computer programs (FCAT Explorer and Compass Learning).

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## **Planned Improvement for Professional Development**

(D) a description of the strategy the local educational agency will use to

**coordinate programs under this part with programs under Title II to provide professional development** for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including local educational agency level staff in accordance with sections 1118 and 1119;

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

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

**Response:** FAMU DRS Title I and Title II Program Offices will collaborate with the district staff, Professional Development, Florida Literacy and Reading Enhancement, Teaching in a New Era (TNE), Panhandle Area Educational Consortium (PACE), and other NCLB, state, and local offices to coordinate professional development topics and programs that are identified through the needs assessment and school improvement planning process. Training opportunities will be available for teachers, parents, administrators, paraprofessionals, and other staff as data indicate.

The opportunities shall be based on scientific research and shall be:

1. Tied to challenging state content and student performance standards.
2. Inclusive of methods and strategies to address gender-equity and the needs of diverse student populations and their parents and designed to eliminate the achievement gap.
3. Reflective of research on teaching and learning and contributing to improvement in the classroom and throughout the school.
4. Designed to have a positive impact on teacher performance in the classroom.
5. Developed with the extensive participation of teachers, as appropriate.
6. Developed and designed to include all shareholders (teachers, parents, administrators, non-instructional staff, paraprofessionals, and other staff) as

appropriate.

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## Coordination of Educational Services for Early Childhood Programs

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

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

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

**Response:** Not applicable, FAMU DRS does not provide services for Early Childhood.

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## Poverty Criteria

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

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

**Response:** (F) All parents will have an opportunity to apply for free or reduced lunch for children. The school will be ranked in order of poverty based on the percentage of children from low-income families that are in attendance. FAMU-DR is a single school district. As such, it is the only site of Title I services.

## STUDENT SELECTION PROCESS, TARGETED ASSISTANCE SCHOOLS

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

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

**Response:** No Targeted Assistance Programs have been identified.

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## **Educational Services – Neglected & Delinquent Children and Youth**

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

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

**Response:** Not Applicable FAMU does not serve a population of neglected & delinquent children or youth.

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## **Student Selection Process, Migratory Children and Youth**

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

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

**Response:** Not Applicable FAMU does not have migrant students in its population.

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## **Use of Title I Funds To Support Preschool Programs**

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

**Response:** Not Applicable FAMU does not have preschool programs.

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

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

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

Schools identified as in need of improvement (SINIs)

**Response:** The LEA Plan to assist Title I School in need of improvement, will consist of developing a district assistance for the identified subject area(s) and grades, providing needed resources for the identified area using data to determine needed revisions to each school's improvement plan, and monitoring progress of the identified areas continuously throughout the year. The oversight by the district and school administrators, the Title I staff and professional development coordinator will ensure that the schools expend ten percent of their allocation on high quality professional development and student progress directly related to the academic achievement that caused the school to be identified as in need of improvement.

Strategies for ensuring that students are provided with high quality options include: (1) principals will receive curriculum and leadership mentoring (2) teachers will receive on site coaching based upon documented needs (3)

teachers in need of assistance will be identified by administration through the use of data (4) curriculum support staff will be aligned to the needs of teachers (5) daily classroom visitations (classroom walk-throughs) will be conducted by school administration with explicit feedback to teachers (6) monthly leadership meetings will be conducted to review the implementation process.

Schools identified for corrective action

**Response:** FAMU DRS is identified as a school in corrective action.

Schools identified for restructuring

**Response:** FAMU DRS is not identified as school for restructuring.

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## Public School Choice Options

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

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

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

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

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

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

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

*will be provided for parents to consider their options. Describe the process and procedures to be established for enabling parents to communicate their choice of school or supplemental services to the school or LEA.*

*Include the LEA plans for any additional communication to parents related to NCLB school choice such as meetings, public announcements, newsletters, etc.*

**Response:** Florida A&M University Developmental Research School (FAMU-DRS) is a single school in its own district and by definition is a school of choice. Parents or guardians must submit an application to have their children considered for admission to FAMU-DRS. Applications are reviewed by an admission's committee who makes recommendations to the appropriate principal using specified admission criteria that include demographic representation—gender, race, economic status and ability level. The school has not made Average Yearly Progress (AYP) as identified by the Florida State Department of Education (DOE); and is, therefore, required to notify parents of this status. Since FAMU-DRS is already a choice option for parents, students are given the opportunity to transfer back to their assigned zoned school. Students who choose to remain at FAMU-DRS are offered supplemental educational services if they qualify for these services.

Parents will be notified by mail no later than the first day of school of the school's AYP status and their rights under NCLB. Parents will be requested to notify the school of their chosen options within 30 days of receipt of the school's notification. The notification letter will include descriptive information about the school's status/designation and reasons why the school is so designated as well as telephone numbers and individuals to be contacted for additional information. Also, information will be provided to parents at PTO and School Advisory Board meetings.

The letter mailed to parents for the 2006-07 school year did not contain all required components. The school staff will work closely with FDOE staff to ensure that the letter mailed to parents for the 2007-08 school year will contain all required components.

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

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

The LEA must reserve an amount equal to 20 percent of its total allocation to implement the LEA's public school choice plan. Of this amount, a minimum amount equal to five percent of the Title I allocation must be allocated to support

the costs of choice with transportation, and a minimum amount equal to five percent of the Title I allocation must be set aside for the costs associated with the provision of state-approved supplemental educational services. If the amount of funds is insufficient to provide supplemental educational services to all eligible students whose parents request the services, the LEA must develop a process to prioritize the provision of supplemental educational services to the lowest-achieving students.

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

**Response:** The Title I, Part A Project allows 20% of Title I allocations to be set aside for “No Child Left Behind” public school choice options. All free and reduced lunch students at FAMU-DRS are considered eligible students for Supplementary Educational Services under “No Child Left Behind.” When funding does not allow service for all students, those students with the greatest need in the area of reading proficiency are given priority consideration for services.

## **SUPPLEMENTAL EDUCATIONAL SERVICES**

### **Notification to Parents:**

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

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

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

**Guidance:** *Describe how the LEA will notify parents of all eligible students enrolled in a school identified as in need of improvement for two or more*

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

**Response:** At the beginning of the school year, parents of students receiving free or reduced lunch will be notified of their rights to receive free tutoring for their children from State-Approved Supplemental Education Services (SES) Providers. An application along with the list of State-Approved SES Providers will be mailed with this notification. Parents who are interested in receiving the service, are instructed to complete and return to the school the application indicating their first, second and third choices from the list of approved providers. Parents who are not interested in the services are requested to indicate on the application that they are not interested and return the application to the school. Applications will also be available at the Open House, the first PTO meeting and the first School Advisory Council meeting. Applications may be completed on site at these meetings.

Once the applications for SES tutoring are received at the school, they are reviewed and providers are selected from the choices listed on the application and a provider's contract is offered.

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**LEA/Provider Contract:**

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

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

- address the development and implementation of the Parent/District/Provider Agreement (PDPA)
- describe how the student's parents and student's teacher(s) will be regularly informed of the student's progress
- provide for termination of agreement if the provider is unable to meet goals and timetables

- contain provisions for payments to provider by the LEA
- prohibit provider from disclosing any student identifiable information.

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

**Response:** FAMU-DRS Provider's Contract has been developed in collaboration with the Florida A&M University General Council's office. The contract follows the guidelines set by FLDOE and outlines the roles and responsibilities of the provider, the parent and FAMU-DRS. Also included in the contract are specific guidelines for measuring and reporting student's progress to parents and the school. In addition, the contract addresses confidentiality of student records and requirements for background clearance for the provider and all employees of the provider who will have contact with students. All involved parties will be required to provide FAMU-DRS with proof of background clearance prior to beginning services with students. This information will be kept on file at the school.

Providers are required to keep accurate attendance records and submit progress reports to the parents and school on a regular basis, at least monthly. Providers will submit monthly records of student attendance, including the name and address, of student; the hourly rate for the service given to student; the name of tutor who rendered the service; the amount of time of such service for each day (measured to the nearest five minutes and initialed by the student's parent/guardian or another adult present or the student if parent/guardian is absent); the total number of hours of such service for the month; and the amount due.

Parents are required to sign a statement that gives the school permission to release student records at the time the SES Provider is selected. SES Providers are required to keep all student records in a secure location preventing access by unauthorized individuals as well as maintain an access log delineating date,

time, agency and identity of any individual accessing student records.

Providers will be permitted to use FAMU-DRS facilities on the same basis as other community organizations, agencies and institutions and in accordance with fees established by FAMU-DRS and/or Florida A&M University.

School officials (teacher, counselor or Title I Coordinator) will visit the tutoring site monthly to ensure compliance with the SES Contract.

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

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

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

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

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

**Response:** FAMU-DRS PSPA was developed in consultation with the Superintendent, the Elementary Principal, the Title I Coordinator, and the Guidance Counselor. For all students participating in SES, the SES Providers FAMU DRS staff/teachers, and the student's parent shall develop a Statement of Goals in a Parent-School-Provider-Agreement.

For each student to whom an SES Provider serves, a copy of the written progress reports describing the student's progress, including benchmark data is required by the 10th of each month. To ensure that parents and teachers are regularly informed of student's progress, this report must be submitted prior to payment of invoices.

Once the Provider's Contract has been signed by all parties, the provider will be given demographic, academic and contact information for students they are to

serve. The Providers are then required to complete an academic assessment for each student. Upon completion of the assessment, the provider shall arrange a conference with the parent and a representative from the school (teacher, counselor) to complete the Parent/School/Provider Agreement (PSPA). Once the PSPA has been completed and signed by the provider, the parent and school representative, tutoring may begin.

School officials (teacher, counselor or Title I Coordinator) will visit the tutoring site monthly to ensure that PDPAs are being implementing as stated in the SES Contract.

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## Highly Qualification Requirements

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

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

**Response:** 1. Ten percent of the Title I budget will be set aside for professional development to ensure that all teachers employed in Title I schools are highly qualified. 2. Teachers in Title I schools teaching out-of-field or are not highly qualified may receive reimbursement for college courses to become highly qualified. 3. Teachers seeking endorsement in reading will have district support for classwork toward the endorsement. 4. Teachers and school staff will receive high quality staff development using programs and strategies that are based on scientific research in all core subject areas. 5. Paraprofessionals will continue being offered high quality professional development programs and strategies based on scientific research.

2006 - 2007 - Continue to work toward 100% compliance of highly qualified teachers at FAMU DRS

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## Educational Services for Homeless Children and Youth

(N) a **description of the services** the local educational **agency will provide**

**homeless children, including services provided with funds reserved under section 1113(c)(3)(A);**

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

**Response:** Not Applicable. FAMU DRS does not serve any children and youth.

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## Parent Involvement

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

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

**Response:** The LEA Plan is developed with parents, and reviewed and evaluated on an annual basis. The LEA assists schools in analysis, review and revision of SIP's and strategies to improve parent involvement and make adequate progress toward goals and objectives of student achievement. The LEA provides leadership in planning implementing effective parent involvement programs by: 1) Reserving no less than 1% of the total Title I budget for parent involvement and 95% is allocated to schools. 2) Ensuring all parents in Title I budget for parent involvement and 95% is allocated to schools. 3) Ensuring that parents receive timely information about schools in need of improvement (SINI). 4) Assisting the school in planning programs for annual parent orientation to explain the program and facilitate joint development of the school-parent compact and orientation to explain the program and facilitate joint development of the school-parent compact and SIP/ Title I Plans. 5) Assisting the school on how reach out, communicate with, and work parents as partners-dissmenating

FAMU DRS policy information to parents in Title I schools and assisting schools with communication in language that clear and parents understand. 6) Providing leadership information on materials, speakers, workshops and resources to help parents with their child`s achievement. 7) Collaborating within the district and other agencies to coordinate and integrate parent involvement activities. 8) Assisting schools in evaluating the effectiveness of the parent involvement policy with review of data and how to provide feedback to parents. 9) Identify barriers to effective parent involvement through climate surveys, parent surveys, community center work, conferences and collaboration with agencies.

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## Extended Learning Opportunities

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

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

**Response:** Extended learning opportunities including remediation, enrichment, health and fitness and parent literacy will be provided to all Title I eligible students at FAMU DRS to assist in mastering challenging state standards. High quality programs will be offered before school, after school, during the summer and selected weekends according to students and school needs. FAMU DRS will offer effective researched based programs such as: tutoring, mentoring, small group instruction, computer based assisted programs, homework help and family literacy to assist students with academic achievement and in meeting the state standards with life skills.