

## St. Johns

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>St. Johns County School District</b>
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### CERTIFICATION

The filing of this plan has been authorized by the governing body of the applicant and the undersigned representative has been duly authorized to file this plan and act as the authorized representative of the applicant in connection with this plan.

I \* (first name) **Joseph Joyner** do hereby certify that all facts, figures, and representations made in this Local Educational Agency Plan are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this plan. Furthermore, all applicable statutes, regulations and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability of funds distributed for this plan. The plan will be reviewed periodically and revisions may be made as necessary. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff.

Further, I understand that it is the responsibility of the agency head to obtain

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

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

\_\_\_\_\_  
Title Date

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## ASSURANCES

### TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

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

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

## **TITLE I, PART D – SUBPART 2**

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

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

(A) 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:** St Johns County LEA and schools served under this part will use the following high-quality student academic assessments in addition to the academic assessments described in the State plan under section III(b)(3): County selected basal reader series screeners and leveled reading assessments, Diagnostic Assessments of Reading, Emerging Literacy Survey, Success Maker, Reading Recovery, Modality Screening of academically "most needy" student at selected schools, STAR reading and math tests, FCAT practice tests, Math series pre/post tests and unit retests, Marie Carbo Learning Styles Inventory [selected schools], Rubric-scored writing assessments, Portfolio assessments, Developmental Reading Assessment [DRA] [selected schools], K-5 District Diagnostic Math assessment, DIBELS. These instruments are used to assist in diagnosis, teaching, and learning in the classroom in ways that assist all low-achieving students served under this part to meet the State student achievement standards while becoming proficient in standards set by the county. The results will be examined to determine what project revisions are needed under this part with special consideration being given to at risk students.

The assessments used will be used on a scheduled basis. The DIBELS will be used at least three times annually for primary students. Progress monitoring will occur for the bottom quartile at least three times a year in reading. Fluency probes will also be administered for the bottom quartile of students as well as the

implementation of reading comprehension using SRI.

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:** In addition to the state designed indicators the LEA will use the following to indicators to impact student success:

- \* daily attendance,
- \*discipline referrals and sanctions,
- \*promotion/retention rates,
- \*graduation rates [high school],
- \*suspensions [in school and out-of-school]
- \*Examine actual parent involvement in school functions,
- \* AIPs, teacher conferences and school activities.

(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:** St Johns County, in addition to Title I Services, will provide additional educational assistance to individual students assessed as needing help in meeting the State`s challenging student academic achievement standards as determined by each Title I school in accordance with its comprehensive needs

assessment. The assistance offered to the students, identified as most at risk of failure, will be based on effective, scientifically research based strategies. These strategies may include but not limited to:

- \*before and after school tutorial [selected schools],
- \*extended school year[selected schools],
- \*computerized instruction,
- \*mentoring,
- \*parental involvement activities,
- \*in-school supplemental instruction,
- \*smaller class size,
- \*parent training in assisting student`s study habits/skills,
- \*mentoring,
- \*supplementary reading classes during the school day,
- \*coordinating with community-based groups offering academic assistance.
- \*assistance in providing after school transportation,
- \*developing/implementing AIPs with parental input.

Summer Bridge programs and Summer Reading Camp for grade three students (scoring Level I on the FCAT Reading) and grade 12 students who have not yet passed the FCAT will also be implemented.

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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:** St. Johns County LEA will coordinate programs under this part with programs under Title II to provide professional development for teachers and principals and other LEA staff members. The need for professional development activities will be identified through the use of Annual Professional Needs Assessment and data analysis at the district and school levels. Professional Development Needs surveys conducted at each school site and Individual Professional Plans are utilized in decisions on activities. Parental Involvement and training is considered an integral component when funding development activities through Title I programs.

Coordinating Titles I and II broadens the scope, the depth, and the amount of professional development activities that ensure all instructional personnel meet the definition of "highly qualified". These title programs allow additional resources for activities and practices to assist with the recruitment and retention of "highly qualified" personnel. A large focus is given to utilizing Best Practices and research based programs with an emphasis on data driven, progress monitored, and differentiated instruction. Professional development activities also place emphasis on the importance of and how to better involve parents in their child's education.

Professional development needs and the funding of activities are reflected in each school's School Improvement Plan, which is developed by teachers, students, parents, and community members at each school site.

The LEA uses the following strategies to improve professional development: Regular meetings for district administrators, including Title I and Title II; collaboration in developing the district plan for professional development; joint planning for consideration of how to meet the highly qualified requirement for teachers and paras as described in NCLB; survey of instructional staff and

administration to determine training needs.

The evaluation of data to impact instruction is a critical component of our in-service plan.

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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:** St Johns County LEA will coordinate and integrate services provided under this part with other educational services at the LEA or individual school level by:

- (i) Voluntary Pre-Kindergarten [VPK], Identifying students who have had Pre-K experiences as eligible for Title I Services; individual school transition programs for students moving from Pre-K to Kindergarten; Head Start programs at selected schools
- (ii) Equal access for Title I Services, Coordinate with the Alachua Multi-County Migrant Program to provide appropriate services for Migrant students; provide staff coordinator for each program with regular articulation meetings; regular school administrator meetings and planning sessions; IEP for ESE students who will receive Title I service.

The educational services provided will be based on effective scientifically

research based strategies. These strategies may include but not be limited to:

\*identifying students who have participated in school readiness programs as eligible for Title 1 services when they meet the selection criteria.

\* including the parents and students participating in school readiness programs in the Title 1 program and/or other District level sponsored activities, and

\* ongoing planning and collaboration of activities with Head Start, First Start, PreK, and other preschool programs.

(iii). The Title 1 program and other programs in which the St. Johns school district participates will coordinate and integrate services for children with limited English proficiency, children with disabilities, migratory children, neglected and delinquent youth, Native American children, homeless children and immigrant children by:

\* ensuring that children in these subgroups are eligible for participation in the Title 1 program on the same basis as other children,

\* participating in the planning and implementation of Individual Educational Plans for exceptional education students who may receive supplementary Title 1 services,

\* assisting in the preparation of limited English plans for ELL students identified for participation in Title 1 programs.

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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:** Schools will be selected for service based on the percentage of students (ages 5-17) enrolled in the school who are eligible for free and/or reduced lunch. Schools will be served in order of their poverty level. The LEA will serve all eligible elementary schools with a poverty level of 75% and above. The LEA will serve all elementary schools with a poverty level of 40% and above beginning in FY 2006-07; 45% in FY 2007-08; 50% in FY 2008-09.

## 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:** Teachers in targeted assistance schools, under Section 115, will identify the eligible children most in need of Title I Services in consultation with parents, on the following procedures: Individual Student Checklist, including teacher judgment; teacher observation; data from the district selected reading series assessments; FCAT Level 1 and Level 2 in reading; scores below the 35th percentile rank on the SAT Reading Comprehension; parental interviews [prior to grade 2], Other school-selected diagnostic tests as administered by LEA and/or Title I teachers.

Students in St Johns County are periodically assessed by the Title I teacher and the LEA teacher as to whether continued Title I services are appropriate or whether a student should be staffed out of Title I services based on meeting the desired performance standards. Parents may submit a written request to the school administrator for their child to be staffed out of the Title I program for various reasons.

Students in kindergarten through second grade shall be selected on developmentally appropriate measures such as those recommended by the State and those enumerated in section (A). Other criteria such as parent interviews and teacher judgment, backed by objective measures, shall be utilized when seeking student for supplemental services.

The selection process shall include procedures for identifying and existing students who no longer need services from the program. Additionally, targeted assistance schools shall establish procedures for identifying students who may require services once school is underway and for new students entering the district.

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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:** St Johns County will conduct an annual eligibility survey of all schools to determine eligibility status for School-wide [Section 1114] or Targeted Assistance [Section 1115]. The eligible schools will design and implement effective methods and instructional strategies that are based on scientifically based research. The selected methods, strategies, and materials will strengthen the core academic program of the school. In St Johns County all eligible institutions for neglected or delinquent children will be served using scientifically research based methods, materials, and instructional strategies selected by each school, based on the schools comprehensive needs assessments and in alignment with each school's School Improvement/Title I Plan and the Districts Comprehensive Reading Plan. The required set aside for neglected and delinquent will be used to supplement services in Title I, Part D.

The strategies used to implement effective services may include but not limited to the following:

- \* the students receive support services for drop-out prevention, teen parenthood, substance abuse referral treatment, emotional and psychological disorder treatment, juvenile justice and department of correction and detainment.
- \* teachers and staff receive professional development services in "best practices" and success-proven academic models for instruction.
- \* students assigned to these facilities receive an educational program comparable to the program operating at the student's district school.
- \* courses are based on Florida's Course Code Directory which dictates course completion and teacher certification.
- \* ensures that these students are supported through the FDOE reading initiative, Just Read, Florida.
- \* ensures that the staff is trained in the implementation of these reading programs and to monitor student outcomes and engagement to meet the unique

educational needs of the students to be served.

\* personnel hired with Title 1 funds are specifically assigned to students who have demonstrated deficiency in academic areas.

\* provide tutoring and remedial services so that students may reach proficient levels on the FCAT.

\* annually evaluates Title I funded services and uses the results to plan and improve the program.

\* Administrative staff, teachers and the principal meet throughout the school year with district staff to review allocations, services provided, and student outcomes.

\* ongoing monitoring of reading and math achievement.

\* specialized reading and math curriculum supplemented with relevant materials.

\* Intensive reading and/or math remediation.

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## Student Selection Process, Migratory Children and Youth

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

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

**Response:** St Johns County will ensure that migratory and formerly migratory children who are eligible to receive services under this part are served through the cooperative services with the Alachua Multi-County Migrant Educational program.

Migrant students are identified by the district occupational survey upon registering for school. Title I Migrant staff contacts the family within three days of school registration to determine eligibility for migrant program services.

Once a student is determined to be eligible for migrant program services, information is sent directly to the school to inform the principal and other

appropriate school personnel of the new migrant student. Included is a letter to the principal identifying the new student and a description of the migrant services this student will receive under the Title I Migrant, Part C program. The letter includes a statement that this student is eligible for services on the same basis as other students selected for services under the Title I Basic program.

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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:** The district is the sponsor of the Head Start Program. The district does not currently use Title I, Part A funds to support 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 following schools are in need of improvement: Crookshank Elementary, The Webster School, Ketterlinus Elementary and Otis Mason Elementary.

The LEA is implementing the following improvement strategies for these schools, but are not limited to:

= assistance from the Department of Education and Florida Reading Research Center,

= amendments made to low-achieving school's Improvement Plans which outlines strategies and interventions to ensure future success for the school and their students,

= as feasible, additional resources provided to the schools identified as low-achieving, including State approved Supplemental Educational Services(SES),

= detailed data analysis to help the school determine what changes and/or modifications need to be made in the school's plan which will positively affect student performance,

=the continuous monitoring of the school's goals in meeting identified performance objectives to close achievement gaps utilizing Florida's Curriculum Improvement model (including curriculum mapping, focused skills lessons, and frequent assessment/progress monitoring.

Schools identified for corrective action

**Response:** The schools identified for corrective action for 2006 2007 are Crookshank Elementary, The Webster School and Otis Mason Elementary.

In addition to the prior interventions as described under SINI, the LEA will also use an intervention specialist with critical areas and additional computer programs with monitoring capability. Before and after school programs are used for additional tutoring and intervention. Additional parent workshops are planned. In-depth professional development programs are being implemented schoolwide. Title I teachers will receive additional in-depth training in critical areas of need. A district math and reading coach will provide training and instructional modeling for the math and reading program.

Schools identified for restructuring

**Response:** For 2006 2007 there are no schools identified for restructuring.

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## Public School Choice Options

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

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

**NOTIFICATION TO PARENTS:**

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

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

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

**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:** The LEA notifies all eligible and required parents through the mail regarding their public school choice options and SES offerings. A sample letter is attached for the forms notifying parents of their options.

Sample timelines are included in the attached files.

SES services are promoted within the district at functions at the schools. There are letters sent home via the mail to all eligible students. Public announcements regarding SES are available on the district web site and on the local education channel in the area. District staff also attends school functions where parents are present to advertise the availability of SES.

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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 district budget the designated amounts within the Title I budget to ensure that the set aside amounts are budgeted for. The district also advertises the availability of Choice through individual parental contacts through the U.S. mail as the opportunities are contingent upon AYP results which are available after the school year is over. The choice opportunities are coordinated in the district with the Title I department as well as with the Planning and Accountability department.

SES services are promoted within the district at functions at the schools. There are letters sent home via the mail to all eligible students. Public announcements regarding SES are available on the district web site and on the local education channel in the area. District staff also attends school functions where parents are present to advertise the availability of SES.

The district will ensure that 5% is spent for Choice and 5% for SES in the Title I budget, and the remaining 10% will be budgeted as needed. At this time the need for our SES services does not exceed the required set aside allocation. If it does, we will prioritize for eligible (free and reduced lunch eligible students) students according to their achievement level on the FCAT.

## **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:** Each school that is in need of improvement provides annual notice to the parents of all the eligible students via the US mail. The list of state-approved providers is made available to the parents. A designated staff member is available to assist parents in the selection of SES services. This staff member is responsible for SES services for the district.

The notice to parents informing of their options for SES also briefly describes the scope of the SES services. Their opportunity to select from the list of providers is included in the notice.

The enrollment forms are mailed to all parents who are enrolled for free and reduced lunch.

Services will be advertised annually for SES services. Services will be available beginning October 15th annually. Parents are informed of the services throughout the beginning of the school year and are informed at school meetings, newsletters, district web site and the local educational channel.

Providers will be invited to participate in Providers fairs which will be advertised to the parents.

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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:** The development and implementation of the PDPA was done at the district level with multi-district input to ensure that all required components were addressed.

The process includes a progress report which is sent to the parents, teacher and

district to report student progress on school identified goals and objectives. The progress reports are distributed either weekly or monthly.

The district monitors the efforts of the providers and will terminate agreements for failure to meet the contracts.

The district has a process in place where providers send invoices to the Title I office and they are processed to the Business and Finance Department of the district for payment. The process occurs as the invoices are received.

The contract addresses all student identifiable information as information which is not able to be released. All providers are notified of the policy verbally and must sign the contract which includes written confirmation that the provider must agree to in these signed forms indicating their knowledge of this.

The contracts will be processed by the district as they are received within the 45 day time period.

Providers will send routine progress reports which include attendance of students in the SES program either biweekly or monthly, as indicated on the PDPA.

School facilities are available at a nominal fee of \$25 per hour for the providers.

Also included in the district contract is language which requires level 2 clearance of all SES providers including fingerprinting of staff members providing SES services to students.

Attached is information from our timelines chart.

What & When

Notification Letter informing parent of Choice and Supplemental Services July 14, 2006 & July 21,2006

Letter of Intent to Vendors July 19, 2006

Response from Vendors due to Title One Office July 21, 2006

Contract sent to Providers who responded to letter of intent August 10, 2006

Free & Reduced Count Lunch for Eligible Students August 14, 2006

Superintendent Parent Letter with SES Application to

Eligible Students August 21, 2006

Vendor Fair Murray Middle School August 31, 2006 4:30-7:30pm

Response due from parents on choice of SES provider September 4, 2006

Vendors receive student list for parent selection of provider September 8, 2006

Parent/District/Provider Agreement (PDPA) Development September 11, 2006 thru October 13, 2006

Supplemental Services Begin Must have 80% started by October 15, 2006

Monitoring of SES Providers October thru December

The PDPA requires the provider to report student progress to parents and school staff either weekly or monthly, as indicated on the PDPA. The SES Coordinator will review the information from the reviews of the PDPAs to ensure compliance of the attendance and progress reports.

The providers sign acknowledgement of their responsibility to ensure background checks and fingerprinting. The background checks are done at the district office as well as the fingerprinting. The district receives a report indicating that the prospective employees are cleared before they may have contact with students.

**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:** The LEA will develop, implement and monitor the PDPAs in consultation with the students` parents and providers by reviewing all PDPAs that the providers and parents develop with input from the school. The school provides documentation to the parent and provider to address the skill gaps and develop the instructional program and interventions for the students.

In the cases where all parties are not available to be present to develop the PDPA, the information is shared with each party having opportunity to adjust the plan as it is developed. These communications may be through phone conferences, US mail and emails.

Response due from parents on choice of SES provider September 4, 2006

Vendors receive student list for parent selection of provider September 8, 2006

Parent/District/Provider Agreement (PDPA) Development September 11, 2006 thru October 13, 2006

Supplemental Services Begin Must have 80% started by October 15, 2006

Monitoring of SES Providers October thru December

The monitoring will be performed by school staff and district Title I staff to ensure compliance of the contracts and the PDPAs.

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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:** Principals and district personnel were informed of the required qualification for paras hired after January 8, 2002. St Johns County has addressed the requirements of Section 1119, relating to teacher and

paraprofessional qualifications. An annual report to the state will be made on the progress of each school, and the LEA as a whole, in increasing the percentage of highly qualified teachers and paras.

Duties for paras will be consistent with the NCLB Act of 2001. Principals of Title I schools are asked to attest, annually, in writing, as to whether the school is in compliance with the requirement of this section. Opportunities for ongoing professional development will be provided for teachers and paraprofessionals.

The district data indicates the instructional staff employed is 87% Highly Qualified according to data supplied by the state. Specific training will occur within the district to offer teachers training to enable teachers to become Highly Qualified. However, based on the data all Title 1 teachers and paras are highly qualified.

Still, the LEA is committed to providing high quality educational services to all teachers thereby ensuring that all teachers and paras hired are highly qualified. The following strategies will be implemented:

- = continue to gather information on the current professional qualifications of teachers in core academic areas and paras.

- = develop a plan to ensure that all teachers are highly qualified.

- = report to the State each year on the progress of each school and the LEA as a whole in increasing the percentage of highly qualified teachers and paras.

- =ensure that paraprofessionals in schools implementing the Title I program attest in writing each year as to whether the school is in compliance with the requirements of this section.

- =provide opportunities for on-going professional development for teachers and paras.

- =collaborate with institutions of higher learning, including community colleges, universities and other agencies to provide career-ladder programs for paras.

- =provide assistance for paras to complete a rigorous assessment of their knowledge of and ability to assist in teaching reading, writing and maths.

- =provide professional development to assist paras to acquire the necessary knowledge and skills to pass a rigorous assessment.

- = expend a minimum of 5% of the LEA`s Title I allocation to assist teachers and paras in becoming highly qualified.

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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:** St. John`s will reserve a portion of its Title I, Part A funds for services for homeless children and youths. Title I personnel will collaborate with the District`s liaison for homeless children to identify/provide services for homeless children in the district. The homeless children will be provided supplementary reading/language arts, writing and mathematics support with Title 1 funds at eligible school locations. This support include the following services:

. providing transportation.

. an after school tutorial component is designed to supplement the learning taking place in classrooms by providing tutorial sessions at the shelters.

- assisting homeless families with children obtaining needed services,

- providing training for homeless families in how to assist their children in achieving academic success,

- helping homeless children, who meet the established criteria, meet the State`s student academic achievement standards through supplemental academic instruction during the regular school day and/or during the extended school day instruction,

- providing reading and other academic materials to the identified children as needed, and

- furnishing school supplies as necessary.

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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:** 1. The district and school parent involvement policy designed in cooperation with parents from each Title I School has been developed and disseminated to all Title I families as part of the St Johns County Title I Handbook.

2. Each school has 1% of their Title I allocation reserved to be spent on parental involvement activities.

3. Materials provided through the Title I program include information/activities for parents of Pre-K children.

4. Collaboration between Title I District office and the Head Start coordinator.

5. Each school will evaluate the effectiveness of its parental involvement activities and adjust accordingly.

6. The Title I District Office will assess with the planning and implementation of parental involvement activities.

7. Each Title I school will develop and use school-parent compacts.

8. Each Title I school will cooperatively develop a parental involvement policy, and designate a parent involvement contact person. These contact persons are

responsible for implementation of the parental involvement plan, which includes the required annual meeting regulations. Parental involvement meetings are offered at flexible times to provide training for parents in working with their children to improve academic achievement. Select meetings are held for the purpose of parent-teacher conferences. Provisions will be made to accommodate parents who are deaf and/or speakers of other languages, as feasible.

9. Parent participation in decision-making accomplished through SAC.

10. Title I schools conduct annual meetings to inform parents about the Title I program and to distribute the parent involvement plan.

12. Provide parents with timely information through frequent individual student school performance.

13. Encourage parents to volunteer through the district-wide volunteer and community involvement program.

14. Encourage parents to communicate with the school through classroom visits, phone calls, correspondence, and parent surveys.

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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:** The LEA will use Title I funds to supplement classroom instruction in an effort to provide instruction where all students will become proficient. The strategies will include small group instruction and some individual one-to-one tutorial assistance. Schools will have the option to provide services to students before or after hours as the staffing patterns within Title I allow.

The subgroups of AYP will be addressed at the school level and services to the subgroups not making AYP will be prioritized within each school.

Effective research-based strategies to be used will be selected from, but not limited to the following: individual assistance, differentiated instruction, computer-assisted instruction, parent training, guided reading strategies, mnemonics and other effective strategies.

The LEA will offer summer programs, such as Summer Bridge, for challenged readers moving from 5th to 6th and 8th to 9th grade from SAI funds. Plus, the LEA will fund from the district's Reading Allocation a Summer Reading Camp for 3rd and 12th graders with FCAT scores below criterion.