



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

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

Dates of Plan Duration: <b>July 1, 2006 – June 30, 2011 or for the duration of the Agency's participation under Title I, part A of NCLB</b>		
1. Name of Local Educational Agency (LEA):		
2. Contact Person (Name and Title):		
3. Contact Phone ( ) Number(s):	4. Suncom ( ) Number:	
5. Fax Number:	6. Contact E-mail Address:	
7. Mailing Address:		
<b>8. CERTIFICATION</b>		
<p>The filing of this plan has been authorized by the governing body of the applicant and the undersigned representative has been duly authorized to file this plan and act as the authorized representative of the applicant in connection with this plan.</p> <p>I, _____ (<i>Please Type Name</i>) do hereby certify that all facts, figures, and representations made in this Local Educational Agency Plan are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this plan. Furthermore, all applicable statutes, regulations and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability of funds distributed for this plan. The plan will be reviewed periodically and revisions may be made as necessary. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this plan.</p>		
9. _____ Signature of Agency Head	_____ Title	_____ Date

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

**INSTRUCTIONS FOR PLAN COVER FORM**

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

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

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**GENERAL INSTRUCTIONS**

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

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

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

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

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

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**PLAN OUTLINE**

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

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

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

- **determine the success** of children served under this part in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards described in section 1111(b)(1)(D)(ii);
- **assist in diagnosis, teaching, and learning in the classroom in ways that best enable low achieving children** served under this part to meet State student achievement academic standards and do well in the local curriculum;
- **determine what revisions are needed to projects** under this part so that such children meet the State student academic achievement standards; and
- **identify effectively students who may be at risk for reading failure** or who are having difficulty reading through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under section 1208;

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

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.)*

(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.

**PLANNED IMPROVEMENT FOR PROFESSIONAL DEVELOPMENT (TITLE II)**

(D) a description of the strategy the local educational agency will use to **coordinate programs under this part with programs under Title II to provide professional development** for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including local educational agency level staff in accordance with sections 1118 and 1119;

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

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

**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.*

**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.*

**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.*

**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.*

**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.*

## 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;

## 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)

Schools identified for corrective action

Schools identified for restructuring

## 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.

Attach Copy of Letter(s)

**Funds for Transportation and Supplemental Educational Services:**  
*PL 107-110, Sections 1116(b)(10)(A) (C) and 1116(e)(2)(C)*

The LEA must reserve an amount equal to 20 percent of its total allocation to implement the LEA's public school choice plan. Of this amount, a minimum amount equal to five percent of the Title I allocation must be allocated to support the costs of choice with transportation, and a minimum amount equal to five percent of the Title I allocation must be set aside for the costs associated with the provision of state-approved supplemental educational services. If the amount of funds is insufficient to provide supplemental educational services to all eligible students whose parents request the services, the LEA must develop a process to prioritize the provision of supplemental educational services to the lowest-achieving students.

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

**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.

**Attach Copy of Letter(s)**

**LEA/Provider Contract:**

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

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

- address the development and implementation of the Parent/District/Provider Agreement (PDPA)
- describe how the student’s parents and student’s teacher(s) will be regularly informed of the student’s progress
- provide for termination of agreement if the provider is unable to meet goals and timetables
- contain provisions for payments to provider by the LEA
- prohibit provider from disclosing any student identifiable information

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

**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.

**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.

**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.

**PARENTAL INVOLVEMENT**

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

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

### **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.

## APPENDICES

### ASSURANCES

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

##### STATE GUIDANCE:

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

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

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

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

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

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

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

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

### USDE GUIDANCE

##### **Paraprofessional**

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

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

### SECTION 1112

# ASSURANCES

## TITLE I, PART A

The LEA, hereby, assures that it will:

- (A) Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
- (B) Provide technical assistance and support to schoolwide programs.
- (C) Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
- (D) Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
- (E) Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
- (F) Take into account the experience of model programs for the educationally disadvantaged and the findings of relevant scientifically-based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
- (G) In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
- (H) Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119.
- (I) Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
- (J) Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
- (K) Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
- (L) Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- (M) Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

- (N) Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
- (O) Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).
- (P) Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
- (Q) If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
- (R) Submit an amendment, as appropriate, to the Local Educational Agency Plan as required under section 1112 of Title I, Part A of NCLB Act of 2001;
- (S) Abide by the General Education Provisions Act (GEPA); and
- (T) Ensure that all activities and services described in this application address required activities and clearly document that the proposed activities are supplementary and do not supplant existing State and locally funded activities and required services.
- (U) Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
- (V) Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
- (W) Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

## **TITLE I, PART D – SUBPART 2**

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

## CONSOLIDATED STATE APPLICATION CONTENTS

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

#### *State Performance Targets*

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

#### ESEA Goals and Indicators

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

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

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

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

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

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

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

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

(i) to determine the success of children served under this part in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards described in section 1111(b)(1)(D)(ii);

(ii) to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under this part to meet State student achievement academic standards and do well in the local curriculum;

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

(iv) to identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under section 1208;

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

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

(D) a description of the strategy the local educational agency will use to coordinate programs under this part with programs under title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including local educational agency level staff in accordance with sections 1118 and 1119;

(E) a description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as —

(i) Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and

(ii) services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;

(F) an assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994;

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

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

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

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

- (K) if appropriate, a description of how the local educational agency will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First, or in a Head Start or Even Start program, which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under section 641 of the Head Start Act, or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program;
- (L) a description of the actions the local educational agency will take to assist its low-achieving schools identified under section 1116 as in need of improvement;
- (M) a description of the actions the local educational agency will take to implement public school choice and supplemental services, consistent with the requirements of section 1116;
- (N) a description of how the local educational agency will meet the requirements of section 1119;
- (O) a description of the services the local educational agency will provide homeless children, including services provided with funds reserved under section 1113(c)(3)(A);
- (P) a description of the strategy the local educational agency will use to implement effective parental involvement under section 1118; and
- (Q) where appropriate, a description of how the local educational agency will use funds under this part to support after school (including before school and summer school) and school-year extension programs.

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

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

**(c) ASSURANCES-**

(1) IN GENERAL- Each local educational agency plan shall provide assurances that the local educational agency will —

- (A) inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;
- (B) provide technical assistance and support to schoolwide programs;
- (C) work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards;
- (D) fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b);
- (E) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services;
- (F) take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
- (G) in the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act;
- (H) work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
- (I) comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
- (J) inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;
- (K) coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school;
- (L) ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;

- (M) use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the end of the 2001-2002 school year;
- (N) ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
- (O) assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).
- (2) **SPECIAL RULE-** In carrying out subparagraph (G) of paragraph (1), the Secretary —
- (A) shall consult with the Secretary of Health and Human Services and shall establish procedures (taking into consideration existing State and local laws, and local teacher contracts) to assist local educational agencies to comply with such subparagraph; and
- (B) shall disseminate to local educational agencies the Head Start performance standards as in effect under section 641A(a) of the Head Start Act, and such agencies affected by such subparagraph shall plan for the implementation of such subparagraph (taking into consideration existing State and local laws, and local teacher contracts), including pursuing the availability of other Federal, State, and local funding sources to assist in compliance with such subparagraph.
- (3) **INAPPLICABILITY-** Paragraph (1)(G) of this subsection shall not apply to preschool programs using the Even Start model or to Even Start programs that are expanded through the use of funds under this part.
- (d) **PLAN DEVELOPMENT AND DURATION-**
- (1) **CONSULTATION-** Each local educational agency plan shall be developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part.
- (2) **DURATION-** Each such plan shall be submitted for the first year for which this part is in effect following the date of enactment of the No Child Left Behind Act of 2001 and shall remain in effect for the duration of the agency's participation under this part.
- (3) **REVIEW-** Each local educational agency shall periodically review and, as necessary, revise its plan.
- (e) **STATE APPROVAL-**
- (1) **IN GENERAL-** Each local educational agency plan shall be filed according to a schedule established by the State educational agency.
- (2) **APPROVAL-** The State educational agency shall approve a local educational agency's plan only if the State educational agency determines that the local educational agency's plan —
- (A) enables schools served under this part to substantially help children served under this part meet the academic standards expected of all children described in section 1111(b)(1); and
- (B) meets the requirements of this section.
- (3) **REVIEW-** The State educational agency shall review the local educational agency's plan to determine if such agencies activities are in accordance with sections 1118 and 1119.
- (f) **PROGRAM RESPONSIBILITY-** The local educational agency plan shall reflect the shared responsibility of schools, teachers, and the local educational agency in making decisions regarding activities under sections 1114 and 1115.
- (g) **PARENTAL NOTIFICATION-**
- (1) **IN GENERAL-**
- (A) **NOTICE-** Each local educational agency using funds under this part to provide a language instruction educational program as determined in part C of title III shall, not later than 30 days after the beginning of the school year, inform a parent or parents of a limited English proficient child identified for participation or participating in, such a program of —
- (i) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
- (ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- (iii) the methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- (iv) how the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;
- (v) how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;

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

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

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

(I) detailing —

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

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

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

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

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

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

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

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