

Dates of Plan Duration: July 1, 2011 through reauthorization of the Elementary and Secondary Education Act or for the duration of the Agency's participation under Title I, part A of NCLB

Name of Local Educational Agency (LEA): Pinellas County School District

First Name: Mary

*Last Name: Conage

Title: Director, Title I

Phone

(xxx-xxx-xxxx): 727-893-2988

Extension: 2005

Suncom

(xxx-xxxx): 727-893-2988

Fax

(xxx-xxx-xxxx): 727-893-2984

Email: conagem@pcsb.org

*Mailing Address: 2499 25th Street South

St. Petersburg, FL 33712

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.

Julie Janssen 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

ASSURANCES

TITLE I, PART A

The LEA, hereby, assures that it will:

Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

Provide technical assistance and support to schoolwide programs.

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.

Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

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.

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.

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.

Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119.

Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

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.

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.

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).

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.

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).

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.

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.

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;

Abide by the General Education Provisions Act (GEPA); and

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.

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.

Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

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

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.

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.

Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

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

(A) Describe the 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;*

Response:

-FAIR - Florida Assessments in Reading Instruction (K-12 state system used as a diagnostic tool to identify reading strengths and deficits)

-Common Assessments in mathematics, science, and writing - summative in nature to show student learning across the school year)

-Common Assessments - elementary and secondary - being developed in pilot school - benchmark testing in reading, math, science to be given 4 times per year.

-DA baseline and mid-year assessments (these are the common assessments described above)

-FCAT 2.0 and EOC exams - provided at the state level

-AIMS web - progress monitoring tool provided to elementary and middle schools to monitor effectiveness of intervention instruction

-Glencoe online essay grader - Middle/High School - writing assessments to identify strength of writing instruction

-College/postsecondary assessments (CPT, PERT, ACT, SAT) - all nationally normed assessments used for dual enrollment, early college experiences

(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;

Response:

-3rd grade portfolios - series of benchmark assessments used to determine if 3rd graders meet grade level expectations for promotion to 4th grade as required by state statute

-Industry certifications - these state and/or national examinations are given to students following a specific course sequence to determine mastery of specified field of study (i.e. Microsoft Office, Adobe, ProStart in culinary programs).

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

Response:

Reading and Writing Initiatives:

As a district, Title I partners with LEA to provide a differentiated model of reading/literacy coaches in Title I schoolwides, K-12, to model, advocate, and facilitate effective instructional strategies in reading in order to ensure the highest likelihood of proficiency for all students. Title I, Part A will additionally fund 2 reading coaches at the district level who will work with the school based coaches to provide support for materials selection, lesson study, and coaching practices. Targeted population: School-based Reading Coaches, K-5 teachers, and students.

Implement Response to Intervention Targeted population: Students in all subgroups not making AYP.

Assign part-time Title I teachers to provide supplemental, small-group instruction for students in identified subgroups; make adjustments based on progress monitoring data; Targeted population K-12 students in identified subgroups.

Teachers will participate in professional learning communities in order to present focused lessons in reading and writing (based on data), in addition to core reading lessons and the district units of study in writing for students in identified subgroups.

Targeted population: Teachers in grades K-12.

Math and Science Initiatives

Implement Response to Intervention Targeted population: Students in all subgroups not making AYP.

Assign part-time Title I teachers to provide supplemental, small-group instruction for students in identified subgroups; make adjustments based on progress monitoring data; Targeted population K-12 students in identified subgroups.

Teachers will participate in professional learning communities in order to present focused lessons in mathematics and science (based on data). Targeted population: Teachers in grades K-12.

Elementary and Secondary Math and Science Supervisors will collaborate with the Title I Supervisors to provide professional development to part-time Title I teachers. Math training will focus on the NGSS and the new Pearson envision math adoption. Science training will focus on the Science Units of Study. Targeted population: K-12 Title I part-time teachers and paraprofessionals.

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:

Following national trends in professional development as defined by the National Staff Development Council standards, professional development is increasingly experienced through embedded staff development, teacher inquiry, and the model of Professional Learning Communities with a focus on New Generation Sunshine State Standards, student assessments, analysis of student data, and acquisition of new learning in an effort to close the achievement gap and increase student achievement.

Revisions for the district's Master Inservice Plan are recommended by the Director of Professional Development with input from various sources, including employee needs assessments, a cross-functional committee, participant evaluations of professional education experiences, program evaluations, and legislative, Department of Education and district expectations.

Stakeholders are informed about available opportunities through multiple communication resources which include ProEd Facilitators based at all Pinellas County schools and other work sites, departmental letters and newsletter, PCS Mail (Outlook) Training Announcements, the educational TV channel, and the Learning Management System (LMS), which is the web based registration, information and presentation vehicle.

Major areas of focus for training include:

- Problem Solving/Response to Intervention (PS/Rti) Academic focus and Behavior focus
- Job-embedded Inquiry Stance
- Florida Continuous Improvement Model (FCIM)
- Instructional and Administrator Appraisal
- Teaching for Excellence (TFE) Pinellas
- Lesson Study

In addition, Crisis Prevention Intervention (CPI) remains a district initiative represented in the area of the Behavioral Intervention.

Three levels of evaluation, participant, component, and program evaluation, provide a continuous documentation of effectiveness of training on participant and student performance:

1) Participant Evaluation-To determine growth, a pre-assessment is required. This pre-assessment may take many forms. It could be a written test or other written or oral review to determine awareness or knowledge, or a demonstration of skills. It could be conducted individually or in groups. In some instances when the component offers instruction in an area where the presenter is sure that the participant has no knowledge, that presenter will assume that the performance on the pre-assessment is 0%. Use of a participant evaluation measure must be appropriate for the type of component. For instance, the participant evaluation of awareness training could be a summary activity conducted individually or in groups. The knowledge level evaluation could be the result of an assignment to use the knowledge in developing a plan for further action or could be a written evaluation completed individually or in groups. Skills level training is appropriately evaluated by means which allow demonstration of the skills taught. Portfolios or other methods may be used to collect the demonstration information. Videotaping, audio taping, and/or peer observations may all be used to document performance.

2) Component Evaluation- Evaluation at the culmination of a component by each participant is recorded on an individual Training Assessment Survey. The survey reflects the Pinellas County School's Training Standards. Participants report on the presentation, activities, and follow-up need and opportunities. Additionally, participants are to specify the goal of their Individual Professional Development Plan that supports the need for the training and to identify notable content and job specific application to enhance performance and increase student achievement. While not a requirement, an additional evaluation tool may be utilized by session facilitators to gauge customer satisfaction. Content specific surveys or plus/delta evaluations provide feedback to instructors regarding strengths and opportunities for improvement.

3) Program Evaluation- This third evaluation type is the most comprehensive and far reaching. Program evaluation asks the fundamental question, "Is professional education in our district effectively meeting the needs of our organization and its employees?" and "Is professional education ultimately contributing to improved student achievement?" This requires knowing customer expectations and needs and gauging them against our organizational purpose, the Professional Development Department mission, and the effectiveness of systems support. Individual Professional Development Plans now play an ever more important role relating to customer need, as student achievement data impact each teacher's defined needs. The Department of Research and Accountability conducts a formal evaluation of 10% of the district's major professional development initiatives to determine impact on student achievement.

Through coordination and collaboration with the Office of Curriculum and Instruction and Professional Development, professional development activities outlined in the district's MIP are supplemented with Title I funds in eligible schools.

Coordination of Educational Services for Early Childhood Programs

(E) 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: Pinellas County School District provides exceptional student education for children beginning at age 3, as required by IDEA. In order to provide an inclusive environment for our students with disabilities and to supplement the school readiness rate for child in low income areas, our Title I dollars provide quality preschool education for children who will turn 3 on or before September 1st of the current school year, are not of age for Voluntary PreK (VPK), or qualify for Exceptional Student Education and qualify for free/reduced lunch program. Designated Title I Elementary sites provide 50% of the seats within the Blended Varying Exceptionalities (VE) class for 3-4 year olds in the Title I PreK program. Each of the Title I Blended PreK classes is located on a campus with a Blended VE/VPK program to allow for the students to roll up to the next age level and continue receiving high quality school readiness prior to the year of entering Kindergarten.

Our district is not the grantee for the local Head Start program but we provide exceptional student education within the Head Start program sites.

Poverty Criteria

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

Response: All schools with 75% free or reduced lunch are served with either Title I, Part A or Supplemental Academic Instruction (SAI) funds. In addition, Title I will also serve K-12 students in schools with a free/reduced lunch percentage of 69 or higher. Exceptional education centers are not served by Title I, but these schools receive SAI funds of an equal or greater amount than they would have received from Title I.

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;

Response: N/A. All Title I schools in Pinellas have schoolwide programs.

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;

Response: Programs and services the LEA will provide for students living in local institutions or community day school programs for neglected or delinquent children will include:

1. Great Leaps Reading is offered to FCAT Level 1 and 2 students in need of remediation based on state assessment results. Great Leaps Reading is used as a supplementary reading program initiative used in conjunction with the AMPS core curriculum. The primary emphasis is on fluency. The materials consist of an instructor's manual and student practice pages. Included in the instructor's manual are assessment guidelines to determine student placement in Great Leaps. The paraprofessionals administer the lessons in a one-to-one fashion in 5-7 minute daily practice sessions. During those 5-7 minutes, the student reads three timed readings, one under each of the following three headings: phonics, sight phrases, and stories. Each reading is timed for one-minute and the goal is for the student to read each page with no more than 2 errors. Error correction is immediate and followed by modeling of the correct response. When mastery is attained on a page, the student progresses, or "leaps", to the next page of slightly more difficult material.
2. Using the Ascend math program, students have access to technology-based manipulatives, interactive mathematics explorations, and ample practice filled with high-interest, informative graphics. Ascend capitalizes on the full benefits of technology-based instruction to improve students' mathematics proficiency. At the start of the program, students are given a diagnostic assessment keyed to the instructional content of the program to determine areas of mastery and gaps in skills. Ascend's alignment to local or state standards and/or assessment objectives enables instructors to view students' proficiency status in terms of high-stakes assessments as well. Based on the results of the diagnostic assessment, the Ascend system develops individualized learning pathways for each student. Students progress at their own pace through the program, and the learning pathways are adjusted automatically as skills and concepts are mastered.
3. Professional development is provided to paraprofessionals to ensure fidelity to the reading and math programs.
4. Entry/Exit packets are produced by paraprofessionals. These include cumulative transcripts reporting credits earned prior to and during commitment, school district withdrawal forms with grades in progress, current individual educational plans [IEPs] and/or individual academic plans [IAPs], exit plans, and career education certificates.
5. Students at school in the institution receive counseling on treatment team goals by a Title I Resource Teacher prior to transitioning to their regular school. Documentation is provided on a student support form with identified students. The Title I Resource Teacher also assists Neglected and Delinquent children to successfully return to employment opportunities after their release from institutions. Students are provided information and progress monitoring on post-secondary education, career/technical training, employment, continuing and adult education, adult services, independent living, and community participation. Students are offered the opportunity to earn career readiness certification via Florida Ready to Work, which is an innovative, workforce education and economic development program facilitated by paraprofessionals in our residential and day treatments sites. This program provides students/jobseekers with a standard credential that certifies their workplace readiness and ability to succeed on the job.
6. Parental Involvement activities regarding the neglected and delinquent student's educational, social and cultural development will be provided. The Title I Resource Teacher as a parent liaison with the agencies will provide collaboration through the use of workshops, parent conferences/letters, message postcards, and treatment team meetings. Utilize a family shelf where parents are able to borrow materials discussing development, discipline, homework help, career days, etc. DJJ Day Treatment facilities celebrate academic, vocational, and/or behavioral achievement and positive progress of participating youth, participating programs schedule periodic awards assemblies to which parents/guardians are invited as feasible and appropriate.

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;

Response: N/A Pinellas does not have a significant population of migratory students.

Use of Title I Funds to Support Educational Programs

(J) 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.

Response: Through ongoing consultation and collaboration, Title I resources are provided to support educational programs for early childhood, limited English proficiency, neglected and delinquent, and homeless students. Title I staff collaborate with staff coordinating other district programs and services primarily through participation in biweekly Curriculum and Instruction (C&I) Team meetings and monthly K-12 Supervisors` meetings.

Supervisors/Coordinators for Early Childhood programs communicate with the Title I Director to determine goals and priorities for directing available resources to support schools, particularly those with the highest poverty rates and greatest academic need. Additional meetings are held (as necessary) with various external/community agencies to coordinate related services for families and children.

Title I elementary schools are required to describe in their School Improvement/Title I Schoolwide Plan how they facilitate the transition of prekindergarten students into kindergarten. The collaborative efforts at each school site will eliminate gaps in services and duplication of services as best meets the needs of that school.

Title I staff consult annually with supervisors and coordinators for services to English Speakers of Other Languages (ESOL), homeless, neglected and delinquent students to determine needs and maximize and align use of resources, while avoiding duplication of services. A description of these resources and services is included in the district`s Title I Part A project application.

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.

Schools identified as in need of improvement (SINIs)

Response: Schools in need of improvement (SINI) will receive quarterly technical assistance for monitoring SIP goals and strategies related to student achievement, provided by Title I staff. In addition, each SINI will receive an allocation of School Improvement Grant 1003a funds to support supplemental improvement initiatives, such as extended school day/year programs and increased parental engagement.

Each SINI will set aside a minimum of 10% of its Title I allocation for targeted professional development for administrators and teachers.

Eligible students attending a SINI may receive Supplemental Educational Services (free tutoring) from outside providers.

Schools identified for corrective action

Response: Schools in corrective action will receive quarterly technical assistance for monitoring SIP goals and strategies related to student achievement, provided by Title I staff. In addition, each school in corrective action will receive an allocation of School Improvement Grant 1003a funds to support supplemental improvement initiatives, such as extended school day/year programs and increased parental engagement.

Eligible students attending schools in corrective action may receive Supplemental Educational Services (free tutoring) from outside providers.

Schools in corrective action that are also Correct II D of F schools will receive full-time coaching support in reading, math, and science.

Schools identified for restructuring

Response: Schools in restructuring will receive quarterly technical assistance for monitoring SIP goals and strategies related to student achievement, provided by Title I staff. In addition, each school in restructuring will receive an allocation of School Improvement Grant 1003a funds to support supplemental improvement initiatives, such as extended school day/year programs and increased parental engagement.

Eligible students attending schools in restructuring may receive Supplemental Educational Services (free tutoring) from outside providers.

Schools in restructuring that are also Correct II D of F schools will receive full-time coaching support in reading, math, and science.

Schools in restructuring will receive ongoing support from the district's turnaround office, including instructional walkthroughs, assistance with data review, replacement and reassignment of staff, and staff recruitment/retention incentives.

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.*

Response: The district participated in Early Notification of NCLB Public School Choice Options by sending a pre-AYP letter to parents of students enrolled in all schools required to offer Choice with Transportation and/or Supplemental Educational Services. The letter will be sent in early May explaining the SINI process and informing the parents of their public school options.

The pre-AYP letter states that SES is an option for eligible students and that information about SES will be sent to parents two weeks prior to the start of the 2011/12 school year. After Adequate Yearly Progress results are posted and before school begins on August 24, 2011, the district will send Post-AYP letters via US Mail to parents of all students attending schools that are designated as being in need of improvement, corrective action, or restructuring.

Both the public school choice and SES letters are contained in one envelope and mailed from the district central printing office so that parents will receive the information no later than August 10, 2011. Families whose children attend schools with a status of SINI 1 will only receive information on the school choice option of Supplemental Educational Services (SES). In all other schools, both SES and Choice with Transportation are explained.

An application to request CWT and directions on how to submit the application are included with the letter. A directory listing participating SES providers and the SES application form will be included also. Parents are instructed on making a "choice" between the two options and are given the eligibility requirements for SES participation. Parents are directed to return the SES application form to the school their child(ren) attends or mail or drop off the application form to the district Title I office (address included). As a follow-up to this initial letter, the same information concerning SES will be distributed to ALL students in eligible schools on the first day of school.

All documents are written in English and Spanish, and are available in other languages upon request. Additionally, all documentation on NCLB choice will be posted on the Pinellas County Schools website.

The deadline date to submit the application form for Choice with Transportation and SES is clearly stated on both the application(s) and letter(s).

If requests for services (Choice with Transportation or SES) exceeds available funds, a prioritization process, based on student academic need, will be applied.

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.

Response: In accordance with requirements of the Title I Part A application, an amount of 20% of the district's total Title I allocation is reserved for Public School Choice Options. Of this amount, a minimum of 5% is allocated to support costs related to choice with transportation (CWT) and 15% is allocated to costs related to providing supplemental educational services (SES). This is based on a greater demand, historically, for SES than for CWT.

If requests for services (CWT or SES) exceeds available funds, a prioritization process, based on student academic need, will be applied. For the 2011-2012 school year, 3rd grade students will be prioritized for receiving supplemental educational services, followed by Level 1 and Level 2 students, and retainees. If all funds allocated for CWT are not needed, any remaining funds will be utilized to SES.

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 one 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.***

Response: Parents receive all information concerning SES two weeks prior to the beginning of school as well as on the first day of school. Parents are asked to return applications to the school, mail the application to the district SES office or drop off the application to the district SES office by Sept. 8, 2011. This gives the parent 4 weeks from the original notification to respond and two weeks from the second notification to respond.

For those schools that participated in the early notification process, parents are also given information about SES in the pre-AYP letter sent in early May. Therefore, these parents will given the application, directions for completion, and a provider directory at least two times at the beginning of the school year.

As application forms begin arriving in the district SES office, the information on which provider the parent chose is inputted into a database of all elementary students in Pinellas County Schools. Once all applications have been entered into the database, a total number of applications is determined. If the number of applications for eligible students exceeds the total number of students the district can serve, students will be prioritized according to our prioritizing plan.

Applications and provider directories are sent to ALL students enrolled in a school designated as SINI prior to and on the first day of school. In addition, each school is given application forms and provider directories to keep in the front office for any parent requesting them. Applications and provider directories are also available at the district SES office.

If funds are still available after the first enrollment period, a second enrollment period will be offered in November. If necessary, students who apply will be prioritized by academic need. These students will begin tutoring in December or early January. All applications will be date stamped and kept on file. As students drop out of SES, additional students (in order of prioritization) will be given to providers to write student learning plans and enroll in SES.

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

Response: The Pinellas LEA/SES provider contract was first created in early 2004 in preparation for the 2004-2005 school year. The contract is reviewed and updated annually by district Title I staff. The Pinellas County School Board General Counsel reviews the updates and makes additional revisions or modifications, based on issues or problems that occurred during the previous year. The technical assistance paper provided by the Department of Education is used to guide personnel in the process of developing a fair and equitable document.

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

Two original copies of the district/provider contract are signed by the Owner/CEO of the SES company and the signed contract is returned to the Title I office. The SES coordinator will take all signed contracts to the school board for approval on July 26, 2011. Once the contracts are approved and signed by the school board Chairperson and the district Superintendent, the contracted is determined eligible to be executed for the upcoming school year. A policy regarding provision of incentives is included in the LEA/Provider contract. Breaches of the LEA/Provider contract are reported to the SES office.

Specific language is included in the LEA/Provider contract regarding facility use. Providers who request use of school facilities complete a Facility Use Agreement, which clearly identifies policies and processes for leasing space in school facilities. The same Facility Use Agreement is used for other organizations.

Student Learning Plan (SLP):

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

The LEA must enter into agreements (SLP) with each state-approved provider that parents selected in the LEA. The SLP 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.***

Response: The individual student plan is named a Student Learning Plan (SLP) by the FLDOE. It is considered a legal and binding document and is a part of the contract (Attachment A) signed between the district and the SES provider. The SLP includes specific written goals (Reading and/or Mathematics) to be reached by the student at the conclusion of the tutoring sessions, how the achievement will be measured (assessment tools used), number of tutoring sessions, how often tutoring will occur, where the tutoring will occur, how many students will be in the tutoring group.

The SLP is developed by the SES provider in collaboration with the parent and school-based personnel. Once the SLP is completed, it is submitted to the district SES office for review and approval. When the SLP is approved, the SES provider is expected to begin tutoring sessions within 20 days (per contract) if it is during the first enrollment period. Pre- and post-assessment data will be used to measure student progress.

A timeline for beginning and ending dates for tutoring, and how often the parents and school personnel will be informed about the student's academic progress, is developed and discussed before the SLP is signed by the parents and providers. The SLP also allows for designation of ESE and ESOL status so the provider can align the goals for tutoring with the student's Individual Education Plan or limited English proficiency.

Highly Qualified Requirements

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

Response: A focused data analysis process is conducted to maintain and implement a highly qualified teacher and paraprofessional continuous improvement planning process. Non-highly qualified teachers/paraprofessionals are analyzed to determine core academic areas affected, professional development needed for teachers to meet HQ, determine critical shortage areas for recruitment, determine teacher/paraprofessional placement decisions, used when analyzing student achievement data, used for determining student and instructional personnel needs and for annual school and district strategic plans.

The HR staff carefully monitors the number of teachers who are highly qualified:

- 2006-2007: 94.6% of Pinellas County teachers highly qualified
- 2007-2008: 94.7% of Pinellas County teachers highly qualified
- 2008-2009: 97.1% of Pinellas County teachers highly qualified
- 2009-2010: 96.3% of Pinellas County teachers highly qualified
- 2010-2011: 95.8% of Pinellas County teachers highly qualified
- 2010-2011: 100% of Pinellas County paraprofessionals highly qualified

Collaboration via written communications, meetings, phone calls, and e-mail is ongoing with site-based and district administrators of our traditional public schools, charter schools and private schools regarding the highly qualified status of teachers, long term subs, and paraprofessionals. Communication is also ongoing with teachers to plan their pathway to highly qualified status and with our teacher associations to help sponsor test prep review training sessions. The district collaborates with colleges and universities so teacher's highly qualified requirements can be met before the student leaves the college program. There is ongoing collaboration between DOE and other districts in sharing updates and strategies for compliance. Parents are notified if their student is taught by a non-highly qualified teacher/long term sub, the requirements the teacher has committed to, and when those requirements will be met. There is continual collaboration with the district MIS team for improved HQ data collection. HR collaborates with school principals regarding recruitment strategies and practices.

Activities to be conducted in the 2011-2012 school year to ensure highly qualified teachers include: Administrators are encouraged to make assignments based on the existing HQT status of teachers and HR will advise them on the requirements and means to move to the HQT goal when conditions require assignment of a non-highly qualified teacher; HR works in consultation with schools as they develop and implement class schedules, ESE service delivery models, etc.; hiring agreements for teachers hired after 7/1/10 have been implemented to ensure all teachers meet compliance in a timely manner; hiring guidelines have been modified so all instructional paraprofessionals and long term subs meet HQ before hire; based on highly qualified needs, the district will provide incentives: voluntary transfers, provision of professional development, reimbursement for subject area exams, collaboration with colleges for ESE Endorsement tuition, waiving of certification application fees, reading endorsement supplement, documentation to the FL Department of Education of years of experience for Pre-K Disabilities and Autism Endorsement, etc. Testing for paraprofessionals to meet HQ so they can be considered for hire is offered free of charge for paraprofessionals recommended by principals for a position; continuing to partner with Institutions of higher education to assist teachers to graduate highly qualified and also offer classes for teachers to meet highly qualified status, i.e., autism endorsement; Each teacher of a core academic not meeting highly qualified status will have a written individual road map to HQT status that includes their pathway and timeframe for meeting the highly qualified standard; assistance to teachers will be ongoing. Site visits to schools, phone calls, e-mails and written letters will provide clear, concise information on assistance, whether financial or with resources such as study-guides, test review classes, or assisting teachers in obtaining advanced coursework; HR will continue to compare assignments of teachers with their highly qualified status to report a teacher's highly qualified status to the teacher, site-based administrators, district supervisors, subject area administrators, MIS and the FL Department of Education; Improvement of data collection and analysis to identify areas of focus for teachers, administrators, district

office personnel, parents and the FL Dept. of Education. This data collection and analysis becomes an integral part of the monitoring process that will continually provide updated information and target areas for improvement; Progress will continue to be made to recruit and retain highly qualified teachers to eliminate the need for long term substitutes who serve as “teacher of record” because certified, highly qualified teachers could not be recruited; continue activities to support teacher recruitment to include: the online applicant tracking system, recruitment materials and registration for job/career fairs.

In order to increase our pool of highly qualified teachers, we provide financial support, through the Support Staff to Teacher program, to a limited number of support staff to earn their college degrees in the field of ESE, a critical shortage area in our district. Additionally, advanced contracts with financial incentives are offered to teachers recruited from out of state to meet the needs of the district STIP schools and/or critical shortage areas.

Information on NCLB/DA is provided to new teachers at the time of hire and for both experienced and new teachers through frequent communications via NCLB website, phone calls, e-mails and written memos. Information is provided on the state content area tests and study resources to prepare for the tests are shared. Reimbursement forms are immediately sent to the teacher after passing the test, and the certification application fee is waived for the teacher to add the content area to his/her teaching certificate. Additionally, information is provided on college and university programs for gifted, Pre-K Disabilities and Autism Endorsement. District classes for gifted, reading and ESOL are advertised through Outlook and LMS and priority registration for these classes is given to NHQ teachers.

Teachers are reimbursed for subject area exams required to meet HQ and the certification application fee is waived to add the subject area to their teaching certificate. Our teacher and support staff associations are reimbursed for providing prep review classes for both teacher and paraprofessionals needing to meet HQ.

The Para Pro test is offered free of charge for new support staff applicants who do not meet HQ but are recommended for a position by an administrator. Additionally, study guides are purchased, individual tutors are hired, and the cost of the paraprofessional test is paid for each paraprofessional to have two attempts at passing the test to meet HQ.

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);

Response: Services the LEA will provide homeless students will include the following:

The LEA Liaison must ensure that children and youth in homeless situations are identified by school personnel and through coordination of activities with district and community partners that they have the same public education opportunities as any other house student.

Professional Development: Provide information and assistance to homeless families, regarding school selection, transportation, obtaining school and immunizations/medical records and in order to remove barriers to the education of homeless students. Provide professional development to stakeholders regarding the identification of homeless student (school administrator, transportation department, student services, curriculum and instruction supervisors, community partners, etc.)

Transportation: Provide bus passes, gas cards and taxi vouchers for emergency use only to families who need to get their children to school until transportation is scheduled and for parents to attend parent conferences or school functions.

Academic Support: Tutoring and other supplemental support will be provided at shelters, and/or transitional housing, since a high percentage of homeless students are not meeting proficiency standards on FCAT reading or math. Assistance with identifying high school unaccompanied youth to help them on track for graduation by earning high school course credits through the Mobile Course Credit Recovery Program (MCCR) that are placed in several community locations throughout the district. The MCCR is a kit that includes laptops to be used for virtual courses on Moodle or NovaNet.

Supplemental/Literacy Materials: Provide Literacy Backpacks to identified homeless students PreK-12. Since high mobility can create stressors that hinder school readiness, thus causing achievement gaps, these print rich materials can provide students with fluency and comprehension practice as well as exposure to content for background knowledge.

Staffing Model: Hire certified teachers as tutors for after school tutoring/homework assistance program. School social workers and resource teachers will provide mentoring, counseling and case management to homeless students who are at risk of failing or dropping out of school.

School uniforms: Since families in transition have limited or no financial resources, school uniforms will be provided if they are required by the school.

Parent Education Training will be provided to parents focusing on the rights of homeless families and unaccompanied youth, effective communication for use in schools, i.e. parent conferences; homework strategies; goal setting and resilience; and career/college preparation.

Summer Programs: Project coordination for Summer Enrichment Programs will be provided. This is an opportunity for enrichment classes in thematic topics to integrate reading, writing, and mathematics in a fun learning environment for students in grades 1-8. They are offered in a variety of designs. an actual camp

Parent Involvement

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

Link to Uploaded copy of the LEA PIP

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.

Response: Pinellas County schools allocates approximately \$900,000 annually to fund Extended Learning Programs at all K-12 schools on an equitable basis. In this model, schools provide tutoring, credit recovery and other programs during extended day, weekend and extended year opportunities. This funding fluctuates annually per school based on needs.

In addition, elementary schools receive nearly \$1.5 million dollars to implement targeted reading assistance for 3rd through 5th grade students who are not on grade level as required by statute. The funds are distributed based on need.

Summer programs are offered each year through operating dollars, grants, and other resources each year. The amount of funds and programs vary each year. In the 2010-2011 school year, an elementary reading and math program, a middle school Science, Technology, Engineering, Arts and Math and high school credit recovery programs have all been offered and filled to capacity with students.

Additional school and district based programs are annually implemented and supported by Title I Part A, Title I School Improvement 1003a and 1003g, and Title I Corrective Action funds including Supplemental Educational Services, extended school day, extended school year, and Saturday school programs.

Evidence of Input from Parents

Link to Uploaded copy of Evidence of Input from Parents Plan